SANTA CLARITA COMMUNITY COLLEGE DISTRICT
COLLEGE OF THE CANYONS

26455 North Rockwell Canyon Road
Santa Clarita, CA 91355-1803

MID-TERM ACCREDITATION REPORT
October 2011
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement on Report Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the Midterm Report (Progress since 2008 visit)</td>
<td>4</td>
</tr>
<tr>
<td>Response to 2008 Visiting Accreditation Team’s Recommendations</td>
<td>22</td>
</tr>
<tr>
<td>Recommendation 1 – Standard II (IIA.1.c, IIA.2.f, IIA.2.i)</td>
<td></td>
</tr>
<tr>
<td>Recommendation 2 – Standard II (IIB.3.f)</td>
<td></td>
</tr>
<tr>
<td>Recommendation 3 – Standard II (IIC.1, IIC.1.a, IIC.2)</td>
<td></td>
</tr>
<tr>
<td>Summary of Progress in Planning Agendas Identified in the Self Study</td>
<td>41</td>
</tr>
<tr>
<td>List of Exhibits</td>
<td>61</td>
</tr>
</tbody>
</table>
College of the Canyons

STATEMENT ON REPORT PREPARATION

Prior to preparation of this report, the Assistant Superintendent/Vice President of Instruction met with steering committee members who provided the leadership for the preparation of the 2008 Accreditation Report, as well as faculty and staff members who have contributed to the analysis and response of the visiting team. The visiting team’s report and the College’s subsequent responses were considered carefully.

Contributing members to this mid-term report include the Assistant Superintendent/Vice President of Student Services; the Assistant Superintendent/Vice President of Institutional Development, Technology and Online Services; the Vice President, Communications, Marketing and External Relations; the Dean of Enrollment Services; the Dean of Admissions; the Dean of Educational Technology, Learning Resources, and Distance Education; the Head Librarian; the Director of the Tutoring Learning and Computing Center; and the Chancellor. These officers and team members consulted with or assigned analysis tasks to relevant individuals in their areas of responsibility. They provided input to the recommendations and planning items, as well as established the validity of the responses. The broad group of participants included other administrators, faculty, and staff.

Twenty-eight planning agendas were identified by the college as part of the 2008 self study and were disaggregated from nine planning areas. Progress updates from representatives from the planning groups were assembled and reviewed by the Assistant Superintendent/Vice President of Instruction. The final draft of the report was reviewed by the Chancellor and the College Planning Team (CPT), as well as the Board of Trustees at its October 12, 2011, meeting.
INTRODUCTION TO THE MID-TERM REPORT

During the three years since the last accreditation visit in 2008, College of the Canyons has experienced a reduction in student headcount due to constraints in state funding. Between 2008 and 2010 student headcount decreased by 4.1 percent, as has been the trend throughout Southern California community colleges (Fig.1).

Community Growth and Student Enrollments

The Santa Clarita Valley population is expected to increase by 23.8 percent between 2010 and 2020 (Fig. 4). By 2018, the headcount at College of the Canyons is projected to exceed 37,000 (Fig. 2). While the Santa Clarita Valley is experiencing growth and about half the local high school graduates choose to continue their education at College of the Canyons, the current fiscal climate has limited access to classes. The College is actively engaged in Enrollment Management discussions and strategic planning to identify ways to reduce the impact to students.

In addition to recent high school graduates, many adults return to College of the Canyons to upgrade their skills and receive training needed to obtain new jobs. More than 50 percent of the students at College of the Canyons are age 25 or older. At the same time, many local residents choose to continue their educations by enrolling in a bachelor’s or advanced degree program offered by university partners in the Dr. Dianne G. Van Hook University Center housed on the College’s Valencia Campus. Currently, the University Center offers 39 degree and advanced certificate programs and has served 7,946 students since January 2002. Since its 2002 opening, 1,563 students have graduated from the University Center.

To accommodate the expected growth in students, the College will continue to build out facilities at its Canyon Country Campus on the east side of the District service area. In addition, the College has completed a needs study to ascertain the demand for access on the west side of the Santa Clarita Community College District service area.
Figure 1. Student Headcount

![Bar chart showing student headcount at College of the Canyons from 2008 to 2010.](image)

Student headcount at College of the Canyons decreased 4.1 percent between 2008 and 2010 due to cuts in state funding for community colleges.

Figure 2. Enrollment History and Projections

![Line chart showing student enrollment history and projections.](image)

Student headcount at College of the Canyons is projected to exceed 37,000 by 2018.
Table 1. Enrollment History and Projections

<table>
<thead>
<tr>
<th></th>
<th>Fall Enrollment</th>
<th>Fall Enrollment</th>
<th>Fall Enrollment</th>
<th>Fall Enrollment</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>3464</td>
<td>1989</td>
<td>5606</td>
<td>1999</td>
<td>10260</td>
</tr>
<tr>
<td>1980</td>
<td>3589</td>
<td>1990</td>
<td>6502</td>
<td>2000</td>
<td>10891</td>
</tr>
<tr>
<td>1981</td>
<td>4182</td>
<td>1991</td>
<td>6533</td>
<td>2001</td>
<td>12726</td>
</tr>
</tbody>
</table>

*Projection based on level section offerings in Fall 2011 based on Fall 2010.

Enrollment has dipped slightly in recent years due to state budget cuts, but is expected to climb again throughout the next decade.
The College’s total FTES has declined along with reductions in state funding levels.

The District’s population is projected to continue increasing over the next two decades.
New Faculty, Programs and Courses

The number of full-time faculty at College of the Canyons has decreased from 195 to 188 between 2008 and 2010, as a result of the state’s reductions to our funding base. However, the College remains ahead of its faculty obligation number (FON) because it hired ahead when it had the ability to do so. The College has approximately 450 adjunct faculty members.

College of the Canyons offers 46 certificate programs, 68 degree programs, 32 Career Specialization certificates and seven noncredit Competency/Completion certificates. New programs and certificates highlighted include:

- Electronic Systems Technology – Electromechanical Systems A.S. Degree
- Electronic Systems Technology – Residential Applications A.S. Degree
- Mathematics – A.S. Transfer Degree (SB-1440)
- Medical Office Administrative Assistant – Certificate of Specialization
- Plumbing Technology Certificate of Achievement
- Psychology – A.A. Transfer Degree (SB-1440)
- Skills for Health Aging Resources and Programs (SHARP) – Certificate of Specialization
- Sociology – A.A. Transfer Degree (SB-1440)
- Solar Energy Technician – Certificate of Specialization
- Commercial Dance – Certificate of Specialization (In Development)
- Environmental Studies – A.A. Degree (In Development)
- Environmental Science – A.S. Degree (In Development)
- Geographic Information Systems Technician – Certificate of Achievement (In Development)
- Risk Management and Insurance – A.S. Degree (In Development)
- Welding Technology – Certificates of Specialization (In Development) in:
  - Shielded Metal Arc Welding
  - Semiautomatic Welding
  - Laser Welding Metal Fabrication
  - Pipe Welding
  - Welding Automation

In addition, 276 new courses have been added to the curriculum in a number of disciplines since 2008. The development of many classes, particularly in Career Technical Education, have been informed and enhanced by the numerous partnerships we have
cultivated with local business and industry. Professionals from a broad array of fields serve on our program advisory committees and provide their expertise to the course development process. At the same time, we have orchestrated an expansion in the number of opportunities for students to enjoy greater flexibility in when they can start a class (late start classes), and for how long they can take a course (e.g., 4, 8, 12 or 17 weeks), and the number of offsite locations available to them to attend classes: Canyon Country Campus, elementary schools (non-credit ESL offerings), Hart District High Schools, and the industrial center. The College also offers Winter Session classes, and has maintained a Winter Session despite the state’s reduction of our resources.

**New Educational and Support Services Facilities and Resources**

The total assigned square footage for the college’s two campuses is 567,082. New buildings opened since 2008 include the Mentry Hall Expansion, which added 20,885 assignable square feet to the building. The 110,000-square-foot Dr. Dianne G. Van Hook University Center was completed in 2009 at the southwestern portion of the campus. The Center provides instructional space for programs offered by nine university partners, at night and COC students by day.

The first permanent building at the Canyon Country Campus, the Applied Technology Education Center, opened in Fall 2011 and includes instructional space for automotive technology, plumbing technology, solar technology and more. These departments are based at the Canyon Country Campus, along with environmental science.

Projects currently under construction include the Del Valle Training Center, an off-site joint venture with the Los Angeles County Fire Department and the College. The existing library will be expanded by another 51,000 square feet and is scheduled to open by Fall 2012. Projects in development include the new Administrative/Student Services Building, which recently received approval from the state for construction and equipment funding in 2011/12, and a permanent building for the Culinary Arts program, I-CUE. Development of space plans and fund raising are currently underway for the Culinary Arts building with a Fall 2013 completion date. These projects will create secondary effects that in turn will enable us to repurpose existing facilities.

The college is also now in the process of developing its 2012-2020 Educational and Facilities Master Plans.
Expanded Alternative Methods of Delivery

The number of online sections offered at the college increased from 20 in Fall 2001 to 169 in Fall 2008. During that same time period, the unduplicated student headcount for these sections increased from 348 to 3,806. Subsequently, as a part of the college’s enrollment management strategy in the face of reduced state funding, the number of online sections declined from 169 in Fall 2008 to 105 in Fall 2010. The unduplicated student headcount for these sections decreased from 3,806 to 2,330.

Despite the reduced online offerings, the college remains committed to continual improvement of online teaching and learning and to expanding student access with new and innovative educational formats.

COC requires faculty to complete training in online teaching and learning before teaching online, and offers opportunities to receive training beyond what is required. Training opportunities in the Institute of Teaching and Learning (ITL) were expanded to include intensive online workshops for faculty who teach the hybrid and online classes as part of the ITL’s wider mission to improve classroom effectiveness. The ITL offers two intensive online training workshops for faculty: Introduction to Online Teaching and Learning and Intermediate Online Teaching and Learning.

Further, regular workshops are offered to faculty in how to use our Learning Management System (LMS), developing online media, adopting Open Educational Resources, accessibility/Section 508 compliance, and web design.

In an effort to promote academic integrity in online classes, a number of steps have been undertaken. Panel discussions with faculty have been held; units on academic integrity are included in the online training workshops offered via the ITL, described above; resources for faculty on promoting academic integrity are featured on the distance learning faculty website; and the following statement has been placed on the LMS authentication page:

“Through the entry of my username and password I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the College of the Canyons Student Conduct Code that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college.”
To gauge the satisfaction of students taking online classes, the college conducts an annual survey of online students. Results of this survey continue to compare favorably to survey results of students taking on-campus classes. For example, the 2010 survey of online students found:

- 83% satisfied/very satisfied with overall quality of online courses
- 79% satisfied/very satisfied with stability of Blackboard
- 75% satisfied/very satisfied with availability of instructors for assistance

The college continues to offer a wide range of support services to students enrolled in online classes. These include the course Counseling 070: Distance Learning and Strategies for Success; a distance learning department website featuring scheduling details, online tutorials, and a self-assessment quiz; student technical support; workshops for students in our LMS (Blackboard), as well as online access to online counseling.

In Fall 2008, the college introduced two scheduling formats designed to expand student access and decrease time to completion. The GO format offers general education courses in a five-week online schedule; the PAL format offers remedial math and English classes in a cohort-based eight-week on-campus format. In addition, in Fall 2009, the college launched the NOW program, which offers accelerated educational opportunities during weekday hours. GO, PAL and NOW have proven very popular with students, as well as faculty. Retention and success data compare favorably with full-semester offerings.

A program to provide accelerated job preparation programs for those looking for an opportunity to quickly jump start their careers during the current economic downturn was launched in Fall 2010. The Fast Track Institute offers a variety of fast-paced, intensive job preparation courses that teach entry-level job skills and allow participants to quickly begin working in local businesses and industries where applicants with up-to-date training are in high demand. Participants attend a job fair and meet with local companies after completing the program.

From December 2009 to September 2011, the college conducted a systematic review of its LMS. In December, 2009, the Director of Information Technology and the Dean, Educational Technology, Learning Resources, and Distance Learning, asked for volunteers to participate in the LMS review strike force. Twenty-eight volunteers came forward, including 19 faculty. We contacted all the major LMS companies currently available in the education market and hosted individual on-site product demonstrations. From that first-level review, the LMS companies were narrowed down to Blackboard and Moodlerooms. The evaluation team spent a great amount of time...
researching both systems, running various test scenarios in demonstration (sandbox) environments, and spoke with a variety of references. The LMS review strike force recommended to the Technology Committee on September 12 that we continue with Blackboard as our LMS. The Technology Committee accepted this recommendation.

The college has remained committed to fully supporting the variety of efforts described above with a qualified staff. When a member of the distance learning staff retired in December 2009, the college re-filled the position. In addition, in August 2010 the staff position Instructional Design Coordinator was re-classified to a management position, Director of Distance and Accelerated Learning.

Implementing SLOs

In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by Fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college. In 2009-2010, there was strong participation in both SLO-related training and the SLO committee. The SLO committee became a subcommittee of the Senate in March 2010.

In 2010, the SLO coordinator position was increased to three 25% reassigned time positions, for a total of 75% reassigned time. While the coordinators assist each other as needed, each position has a specific area of focus:

- Interdisciplinary Program Coordinator -- Coordinates and facilitates the SLO process for programs that involve more than one discipline (ISLOs, General Arts and Sciences Degrees).
- SLO Software Coordinator -- Works with Curriculum Committee, Academic Affairs, and IT on the implementation of CurricUNET; provides faculty with forms and processes for data collection and analysis to ease the transition.
- SLO Training and Communication Coordinator -- Facilitates SLO-related training for faculty, SLO updates and newsletters, and the SLO website. Chairs the SLO Committee.

The SLO coordinators led a college-wide training on Institutional SLOs (ISLOs) on Opening Day (August 20, 2010) where faculty confirmed SLOs and created assessment plans for General Education areas, College Skills and Career Technical Education. A follow-up planning session was held during Spring FLEX week on February 2, 2011. A website was created on COC’s homepage to allow for greater access to SLO-related materials. The website can be found at www.canyons.edu/SLO. A new SLO Faculty
Manual was distributed on Opening Day and is available on the SLO website. The SLO coordinators provided training on Program SLOs (PSLOs) at the department chairs’ meeting in October 2010.

Program SLOs are now being recorded in WebCMS for degrees and certificates. This semester, faculty will be asked to provide one or more program SLOs for any degree or certificate that does not currently have one. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS. The SLO committee reviewed software designed for SLO assessment and recommended the purchase of the Assessment Module from CurricUNET in order to facilitate the organization of SLO-related data, dialogue, and planning. The college purchased CurricUNET in Summer 2010, and the college SLO coordinators are working with Curriculum Committee and Academic Affairs as the software is being adopted to ensure a smooth transition.

The SLO coordinators continue to provide frequent training – both group and individual – on various topics relating to SLOs. Since Spring 2010, 30 SLO-related trainings have been offered. A survey of faculty training needs was completed in Spring 2010 and has shaped upcoming training plans.

The SLO coordinators have developed sample assessment, alignment and record keeping tools for administrators, faculty and staff. The SLO coordinators will complete a program review for Student Learning Outcomes this year.

The SLO Committee has drafted a suggested timeline for the full implementation of Student Learning Outcomes to help the college meet the Fall 2012 WASC/ACCJC deadline for Proficiency. These benchmarks were presented to the Academic Senate and other constituent groups for discussion and approval. As faculty members have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in large group training in 2010-2011 shifted to facilitating dialogue and developing specific action plans. Individual and department training on other topics are still available upon request.

As we get closer to the implementation of CurricUNET, there will be a need for a more formal, standardized reporting process of SLO assessment, analysis, and action planning. The SLO coordinators, with input from the SLO Committee and the Senate, will be developing easy-to-use forms that anticipate the kinds of information that will be entered in CurricUNET in order to help with this transition. The SLO committee is working to build a library of sample SLO documents from various departments to provide faculty with models for assessment and planning. As we move towards Profi-
ciency, departments have struggled with compiling data at the individual course/section level. The SLO Coordinators are working towards providing tools, technology, and clerical support for faculty to better assist them in completing cycles of assessment.

**Institutional Research: Assessment, Planning, Implementation and Evaluation**

The College has demonstrated its continued commitment to excellence and student success by programmatic funding for success efforts and an emphasis on data-driven decision making. The College continues to provide access to high quality information to inform decision making, drawing from internal surveys to faculty, staff and students, external surveys to the community and other program and department related requests. Between 2008 and 2011, the Institutional Research office developed, implemented and analyzed data and published 194 surveys and research reports. Data published since 2008 to support decision-making included the following surveys and reports:

- Adult Reentry Orientation Survey
- Adult Reentry Workshop Survey
- Annual Student Survey
- Annual Student Survey Online
- Basic Skills Survey
- Career Technical Ed Survey Fall
- Career Technical Ed Survey Spring
- Carpentry Technology Program Needs Survey
- Challenge Course Survey
- College Success 15 Points Faculty Survey
- CWEE Employer Fall
- CWEE Employer Winter Spring
- CWEE Student Fall
- CWEE Student Winter Spring
- English Department Student Survey
- FLEX Spring
- General Survey of Knowledge and Attitudes in American Government – Spring 2009
- Health Care Informatics Training Survey Fall 2008
- Institute of Teaching and Learning – Title III Grant Evaluation Survey
- Junior High Summer Institute Fall 2008
- Math-025/026 Course Evaluation and Assessment of Students’ Attitudes towards Math
• Nursing Alumni Surveys 2008 Graduates
• Small Business Development Center Chamber Works Business Training Survey
• Small Business Training Survey
• The Zone Student Survey Spring 2009
• Construction Management Needs Assessment
• Energy Management Program Needs Assessment
• Electrical Technology Program Needs Assessment
• Insurance Certificate Program Needs Assessment
• Info Tech Survey Spring 2008
• Graduate Exit Survey Spring 2008
• Junior High Summer Institute Survey September 2008
• FLEX Evaluation Survey Fall 2007
• FLEX Evaluation Survey Spring 2008
• Basic Skills Initiative Training Needs Survey Fall 2008
• CWEE Employer Survey: 2007-2008
• CWEE Student Survey 2007-2008
• The Zone Student Survey Spring 2009
• Math 025 and 026 Student Learning Outcomes Survey Spring 2009
• California Regional Consortium for Engineering Advances in Technological Education (NSF ATE Regional Center CREATE)
• Academy of the Canyons
• California Regional Consortium for Engineering Advances in Technological Education (NSF ATE Regional Center CREATE)
• SEP Focus Group #2 Fall 2005
• Chamber Works Survey
• College Success Tips Success and Survey Fall 2008
• Go Program Analysis Fall 2008
• PAL Program Analysis Fall 2008
• Sustainability DOL Grant
• Enrollment Management Student Profile Fall 2008
• NCESL Report Summer 09
• English 071 and 071L Success Comparison
• English Progression
• English Retention and Success
• Hart District Math Placement 2008
• Math 025 Report
• Course Capacity May 2009
• Extended Hart District Math Placement 2006-2008
• Insurance Certificate Needs Assessment Spring 2009
• Canyon Country Campus Library Focus Group Summer 09
• Foundation Business Symposium Focus Group Summer 09
• Math Placement Comparison of Hart District Students and Students from High Schools Outside the District
• Adult Reentry Workshop Survey
• Adult Reentry Orientation Survey
• Annual Student Survey
• Annual Student Survey Online
• Business Survey
• Career Technical Ed Survey Fall
• Career Technical Ed Survey Spring
• Club Advisory Survey
• Community Business Survey
• CWEE Employer Winter Spring
• CWEE Employer Fall
• CWEE Student Winter Spring
• CWEE Student Fall
• Emerging Technologies
• English Reading Curriculum Survey
• Economic Workforce Development Survey
• Faculty & Staff Survey
• FLEX Fall
• Flex Spring
• FYE Cougar Days Summer 2010
• FYE Orientation Days Summer 2010 - Student
• FYE Orientation Days Summer 2010 - Parent
• Supplemental Instruction Survey Fall 2009
• Guided Learning Activity Survey Spring 2010
• Plumbing Program Needs Assessment
• English Department Reading and Writing Survey Summer 2009
• 6th Annual Student Survey Spring 2009
• Small Business Training Needs Survey-September 2009
• Adult Re-Entry Mentor Program Survey - Fall 2009
• 7th Annual Student Survey: Spring 2010
• 3rd Annual Student Survey – Online Classes: Spring 2010
• Impact of Proposed Changes to Concurrent Enrollment Policy
• Community of Residency by Campus – Winter 2009
• High School Graduates Projection
• Impact of Proposed Changes to Concurrent Enrollment Policy for 9th and 10th Graders
• TEACH
• TITLE III – Strengthening Institutions
• Academy of the Canyons
• California Regional Consortium for Engineering Advances in Technological Education (NSF ATE Regional Center CREATE)
• Courses Taken by Transfer Students
• Hart District English Placement
• Supplemental Instruction Needs Assessment
• The Impact of the Zone on Student Athlete Academic Performance
• Creative Writing & Literature Course Offerings Summer 2004 to Fall 2009
• Math Placement, Enrollment, and Success Rates
• Plumbing Program Needs Assessment
• SEP Progress Report
• Conference Center University Center Challenge Course Needs Summer 2008
• English 071 Lab Analysis
• Occupation Training Opportunities
• Writing Center TLC Faculty Pre-and Post-Surveys (Report #246)
• Nursing Alumni
• Nursing Employer Survey (June 2010 grads)
• Technology Survey – Faculty and Staff
• LVN-RN Grant Evaluation – Survey
• RN Specialty Courses – Survey
• Program SLO Survey
• ISLO Online Data Collection Forms (multiple surveys)
• GIS Needs Assessment
• PAC Surveys for Paid Performances (online purchases)
• PAC Surveys for Unpaid Performances
• CTE Fall 2010 Survey
• CTE Spring 2011 Survey
• Math-060 Applied Pre and Post Surveys
• PAC Connect Survey Evaluation for NEA Grant
• CREATE Regional Center for Alternative Energies - Student Survey
• FLEX Surveys Fall 2010
• FLEX Surveys Spring 2011
• Club Advisor Survey Report
• English Reading Faculty Survey
• Annual Student Survey Report
• Online Student Survey Report
• Science Lab Technologies Survey Report (2010-11)
• FYE - Cougar Days Survey
• Supplemental Faculty Instruction Survey
• FYE - Orientation Survey
• COC FM (LEAP) Survey
• A&R Point of Service Survey (Fall 2010)
• Scientific Lab Equipment Questionnaire – Student and Non-Student
• English Writing Skills Book Data
• Community Business Survey
• Nursing Alumni Employment Survey
• ADN to BSN Grant Survey Report
• Aerospace Defense Coalition Survey
• Adult Reentry January 2011 Orientation Survey Frequencies
• RTF Boston Scientific Trainee / Employer Satisfaction Survey
• Photography Graduate Tracking Plan and Survey
• Sociology Graduate Tracking Survey
• College Hour Survey
• Writing Center Student Satisfaction Survey
• Writing Center Tutor Survey
• Annual Student Survey (Spring 2011)
• Manufacturing Survey APICS
• CWEE student: Summer, Fall, Winter Spring Report (2010-11)
• English Department Reading and Writing Center Student Survey-Summer 2009
• Adult Re-Entry Mentor Program Survey – Fall 2009
• Supplemental Instruction Workshop Survey – Fall 2009
• Supplemental Learning Workshop Student Survey – Spring 2010
• Guided Learning Activity Survey – Spring 2010
• Faculty/Staff Survey – Spring 2010
• Club Advisor Survey – Spring 2010
• Supplemental Instruction Faculty Survey – Spring 2010
• First Year Experience (FYE) Cougar Days Survey –2010
• Nursing Alumni Surveys 2008 – 2009 Graduates
• First Year Experience (FYE) Orientation Days Survey – 2010
• Adult Re-Entry Success Workshop Survey – Spring 2010
• Community Business Survey – Spring 2010
• Adult Reentry Information Session Survey – Fall 2008-Spring 2010
• Tutoring/Learning/Computing (TLC) Lab Tutor Survey English Tutoring Services: Fall 2010
• Tutoring/Learning/Computing (TLC) Lab Student Survey English Tutoring Services
• Tutoring/Learning/Computing (TLC) Lab Faculty Survey
• Aerospace Defense Coalition – Santa Clarita Valley Survey: Fall 2010
• Admissions and Records (A&R) Point of Service Survey: Spring 2011
• College Hour Interest Survey: Spring 2011
• APICS Training: Fall 2010
• Supplemental Learning Workshop Student Survey – Fall 2010
• 8th Annual Student Survey: Spring 2011
• Guided Learning Activity Survey – Fall 2010 254
• First Year Experience (FYE) Cougar Days Survey – 2011
• 4th Annual Student Survey – Online Classes: Spring 2011
• Math-025 In-Class Tutor Survey: Spring 2011
• First Year Experience (FYE) Orientation Days Survey – 2011
• Transfer Volumes, Rates, Definitions and Issues Affecting Transfers
• Supplemental Learning: Analysis of Success and Retention Rates-Spring 2010
• Courses with the Highest Number of Repeats
• Math Placement Comparison of Hart District Students and Students from High Schools Outside the District- Fall 2010
• English Placement Comparison of Hart District Students and Students from High Schools Outside the District- Fall 2010
• Supplemental Learning: Analysis of Success and Retention Rates-Fall 2010
• First Year Experience: Comparison of Success, Retention, and Persistence: Fall 2010-Fall 2011
• TEACH
• AOC
• ADN to BSN Program Survey – Spring 2010
Fiscal Developments and Fiscal Planning

College of the Canyons has maintained a minimum of a 6 percent reserve for all but one of the last 23 years. The adopted budgets for the three years since the Accreditation Report was prepared have not been an exception to that. Since the last Accreditation Self Study was prepared in 2008, the state has made significant reductions to community college funding, including cuts to base apportionment, and even elimination of growth funding and cost of living adjustments in some years. Prior to the cuts, College of the Canyons was among the fastest growing community colleges in the state. Between 1995 and 2011, our cumulative growth factor was 155 percent.

Maintaining the tradition established over the last 23 years, College of the Canyons continues to chart its own course. As a dynamic district with multiple integrated planning processes, the faculty, staff, administrators and Board of Trustees at College of the Canyons work as a team to manage opportunities and minimize problems. We set targets, stay focused and achieve our goals. This results in the ability to build and construct state-of-the-art facilities, and the opportunity to add dozens of new, innovative programs to the benefit of our students, and the community we serve.

Instead of the steady growth experienced in the years prior to the 2008 Accreditation Visit, the college’s total general fund revenue decreased by $10.4 million, or 12.1 percent, between 2008-09 and 2011-12. However, given that the college is always conscious of using effective budget management throughout the year, the ending fund balance for 2011-12 is projected to be 7.08 percent.

Despite the gloomy statewide financial picture, COC faculty and staff have been able to advance many strategic efforts over the past three years as a result of grant funding. The College pursues grant revenue from the state, federal government, and private foundations. The College’s efforts in grants development resulted in the generation of nearly $6.2 million in grant revenue for 2010/11, an increase of 192 percent over 2001/02. In the past three years the College has brought in over $18.5 million dollars in grant revenue.

In addition, the college has generated $4.5 million in revenue in the past three years through its Economic Development Division. This funding has enabled the college to provide training to nearly 9,000 employees at more than 1,800 companies.

The budget continues to be developed and proposed by the President’s Advisory Council on Budget to the Executive Cabinet and the Chancellor. This is a very structured and detailed process with budget requests initiating from the departmental level and supported by their annual program plans. Since 1992-1993, revenue has shown a cumulative gain of $81 million, a percentage increase of 686 percent (Fig. 5).
College of the Canyon’s revenue has shown a cumulative gain of $81 million in base revenue since 1992-93.
RESPONSE TO 2008 VISITING ACCREDITATION TEAM’S RECOMMENDATIONS
GENERAL RECOMMENDATIONS RESPONSE

In December 2008, response to the accreditation team included the following:

Recommendation #1

**Standard II: Student Learning Programs and Services**

“In order to increase effectiveness, the team recommends that COC continue to build its foundation for Student Learning Outcomes, while developing a detailed plan for how to achieve proficiency by the year 2012, as well as find ways to include more adjunct faculty in the process. (IIA.1.c, IIA.2.f, IIA.2.1)"

The college has made great strides to be at the proficiency state of SLOs by the 2012 deadline. In 2009-2010, the District assigned a 50% equivalent faculty (Dr. Jennifer Brezina, chair of the English Department), to serve as SLO coordinator with campus academic departments. In 2010-2011, 75% of a full time faculty equivalent (Dr. Jennifer Brezina, Paul Wickline, chair of the Theatre department, and Nicole Lucy, chair of the Paralegal Studies department) were assigned as SLO campus liaisons and resources. Each was assigned at a 25% level. In 2011-2012, the equivalent of one full-time equivalent employee has been devoted to this goal, with Mr. Wickline and Ms. Lucy each assigned at 50%. The college has published the SLOs on a dedicated SLO website, as well as on class syllabi.

(Reference addendum activity plan)

Recommendation # 2

**Standard II: Student Learning Programs and Services**

“The team recommends that the college undertake a program review of library services. Without a current library program review, library services cannot be systematically assessed using student learning outcomes and other appropriate measures in order to improve the effectiveness of the libraries at the Valencia and Canyon Country Campuses.”

Since their last three-year cycle for the non-instructional program reviews in 2008, the library staff has been deeply and actively engaged in planning and evaluation. Examples include: District Educational and Facilities Master Plan; Strategic Plan 2005-08; Strategic Plan 2008-11; Administrative Unit Outcomes; 2006-11 Technology Master Plan; Annual student Surveys; SLO training and assessment; 2008 Accreditation Self-Study Survey. The Library expansion is under way and will be completed in 2012. The Library program review was completed on March 6, 2009. It has been updated annually since then on March 2, 2010, and March 2, 2011. (Reference addendum activity plan)

Recommendation #3

**Standard II: Student Learning Programs and Services**

“In order to ensure that the institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained, the team recommends that COC accelerated the timeline for the document imaging of all files and transcripts. The team specifically recommends the document imaging of those records between 1969 and 1990, which are stored in the warehouse and potentially face threats of damage (IIB.3.f).”
In February 2009, the accreditation team stated the SCCCD needed to image all documents from 1969 to 1990 currently being stored within a warehouse. Prior to February 2009, College of the Canyons only imaged current incoming transcripts into the Admissions and Records office.

**RECOMMENDATION #1**

**Standard II: Student Learning Programs and Services**

“In order to increase effectiveness, the team recommends that COC continue to build its foundation for Student Learning Outcomes, while developing a detailed plan for how to achieve proficiency by the year 2012, as well as find ways to include more adjunct faculty in the process. (IIA.1.c, IIA.2.f, IIA.2.1)”

The college has made great strides to be at the proficiency state of SLO’s by the 2012 deadline. The equivalent of one full-time equivalent employee has been devoted to this goal since 2011-2012. Previously, the College funded this position at 20% (2009-2010) and 75% (2010-2011). The workload was divided in the following manner between the three faculty leaders:

Jennifer Brezina, Chair of the English department, acted as the interdisciplinary program SLO coordinator from 2009-2011. In this capacity, Brezina coordinated and facilitated interdisciplinary meetings to develop SLOs and assessment plans for GE, CTE, and Basic Skills programs and the General Arts and Sciences degrees; coordinated data collection for assessments of the programs listed above; and coordinated and facilitated follow-up meetings with each SLO group for dialogue about results and action planning.

Since 2010, Paul Wickline, Chair of the Theatre department, has served as the SLO Software coordinator. Allocated a 50% reassigned position in 2011-2012, Wickline works with IT and Institutional Research to design and configure data management software for SLO assessment recordkeeping; creates training materials for faculty on how to use software to record assessment results and holds training sessions (large group, departmental, and individual, as needed) to assist faculty with using the software system; provides reports as needed as to departments’ progress towards meeting 2012 goal; and liaisons with software company representative.

The third member is Nicole Lucy, Chair of Paralegal Studies, who serves as the SLO Training and Communication coordinator as a 50% reassigned position. In this capacity, Lucy provides training (large group, departmental, individual, and online, as needed) to faculty regarding all parts of the SLO process; produces monthly newsletters; maintains and improves SLO website.

The SLO committee confers and reports regularly to the Academic Senate (see Exhibit IA).
The committee also interacts with the department chairs, deans and administrators on developing a timeline, which is below. The college’s recent annual ACCJC report evidences the progress that has been made (see Exhibit IB).

College efforts include large-scale in-service days for the entire faculty, workshops, peer tutoring and one-on-one training.

**Department Benchmarks**

The SLO Committee proposes these benchmarks as guidelines for departments in attaining proficiency with regard to participating in the SLO cycle for accreditation purposes.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Target Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>All courses must have SLOs</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Creation of Assessment plan for all courses</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Creation of Assessment schedule for all courses</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Implement Assessment schedule</td>
<td>Spring 2011-Spring 2012</td>
</tr>
<tr>
<td><em>Spring 2011: At least 33% of courses assessed</em></td>
<td></td>
</tr>
<tr>
<td><em>Fall 2011: At least 67% of courses assessed</em></td>
<td></td>
</tr>
<tr>
<td><em>Spring 2012: All courses assessed at least one time</em></td>
<td></td>
</tr>
<tr>
<td>All courses have at least one “closed loop”</td>
<td>August 2012</td>
</tr>
<tr>
<td><strong>Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>All programs must have SLOs</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Develop program SLO assessment plan and schedule</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Align course SLOs with program SLOs</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Implement Program assessment</td>
<td>Spring 2012</td>
</tr>
<tr>
<td><em>Fall 2011: At least 50% of programs assessed</em></td>
<td></td>
</tr>
<tr>
<td><em>Spring 2012: All programs assessed at least one time</em></td>
<td></td>
</tr>
<tr>
<td>Verify all programs have at least one “closed loop”</td>
<td>August 2012</td>
</tr>
<tr>
<td><strong>Planning:</strong></td>
<td></td>
</tr>
<tr>
<td>Regular assessment cycles for all courses and programs</td>
<td>August 2012</td>
</tr>
<tr>
<td>Assessment data results in dialogue and informs decision-making</td>
<td></td>
</tr>
<tr>
<td>Assessment data is used to improve student learning and institution-wide practices.</td>
<td></td>
</tr>
</tbody>
</table>
EXHIBITS FOR RECOMMENDATION #1

1A  SLO committee reports to the Academic Senate, March 2010 and February 2011
1B  ACCJC Annual Report, College of the Canyons reporting year 2010-2011
1C  COC Student Learning Outcomes Faculty Manual
1D  Flex Week Spring 2011, completing the SLO tables in Program Review
1E  COC program review for SLOs
1F  Adjunct Involvement in the Student Learning Assessment Process at COC
1G  Student Learning Outcomes Brief #5, May 2011
1H  SLO Committee Agendas
1I  SLO Workshops Fall 2008 - Spring 2011
1J  Closing the Loop
1K  Welcome Back
1L  Student Learning Outcomes Newsletter, Fall 2010
1M  Annotated Calendar Indicating Activities and Method of Documentation

EXHIBIT 1A

SLO Committee Report to the Academic Senate March 2010, March 2011

Exhibit 1A are the committee reports to the Academic Senate, which were presented in March of 2011 and 2012. Each report is broken into four categories:

- **History and Background:** This section details the progress the college has made in its Student Learning Outcome initiatives. Dating back to 2002, it reviews expectations, efforts and progress made to the point of the report.

- **New Developments:** This section reviews activities that took place in the 12-18 months leading up to presentation of the report. In the 2010 report, for example, the section details a series of workshops that were held in Fall of 2009 that were designed to assist departments in setting up SLO assessment plans and schedules. In the 2011 report, the section discusses the SLO coordinator position, a new website, integration with WebCMS, and other efforts.

- **What’s Ahead?** This section reports on goals and items of particular importance to the college’s efforts in developing SLOs. Included are items such as the discussion of shifting the emphasis in large group training in 2010-2011 to facilitating dialogue and developing specific action plans and the committee’s efforts in building a library of sample SLO documents from various departments to provide faculty with models for assessment and planning.

- **Resources:** This section is a summary of online documents and websites, both internal and external, which can be accessed for assistance and clarification in the SLO creation process. Included are rubrics, workshop materials, “How-To” guides, manuals and best practices.
Both reports are included in the entirety.

*Please see Electronic Document: “Exhibit 1A”*

**EXHIBIT 1B**

**ACCJC Annual Report, College of the Canyons reporting year 2010-2011**

Exhibit 1B is the printout of the Final Submission to the Western Association of Schools and College Accrediting Commission for Community and Junior Colleges. Dr. Mitjl Capet submitted the information on June 27, 2011. Key data includes:

- Percent of all college programs with defined Student Learning Outcomes: 100%
- Percent of student and learning support activities with defined Student Learning Outcomes: 99%
- Percent of student learning and support activities with on-going assessment of learning outcomes: 98%

*See electronic file “Exhibit 1B”*

**EXHIBIT 1C**

**COC Student Learning Outcomes Faculty Manual**

Exhibit 1C is a copy of the College of the Canyons Student Learning Outcomes Faculty Manual. The manual is 45 pages in length and was most recently updated in May, 2010. The manual is a guide to assist faculty in the creation of SLOs and is broken down into the following chapters:

- Developing Student Learning Outcomes
- Assessing Student Learning Outcomes
- Developing Assessment Plans for Courses
- Developing Assessment Plans for Department-Level Programs
- Developing and Assessing SLOs for Institutional-Level Programs
- Scheduling Assessments
- Collecting/Analyzing Data and Fostering Dialogue
- Documenting Progress

Also included is a glossary from the ASCCC, as well as numerous appendices, which include sample assessment plans and schedules, rubrics, and FAQs. The full manual is included as an electronic file.

*Please see electronic file “Exhibit 1C”*
EXHIBIT 1D

Exhibit 1D is a FLEX workshop that was conducted with faculty to assist in developing their skills for the creation of SLOs. Key to this process was the important information to faculty that there “is no one right way to enter the data or analysis of the data. The process is to improve student learning by collecting information, reflecting upon it, and making a plan of action to improve learning.”

EXHIBIT 1D-1
FLEX Week Spring 2011 Completing the SLO Tables in Program Review

1D-1 is the instruction sheet for faculty on the how-to’s of entering Official SLO data for a program’s course, and program level SLOs into Program Review.

EXHIBIT 1D-2
Student Learning Outcomes Assessment Issues –FLEX Activity Fall 2010

1D-2 is an FAQ about this FLEX activity. Included are FAQs such as:
- What is the faculty role in SLO creation and assessment?
- What do I have to do? And by when?
- How often do I need to assess SLOs?
- Once, I’ve assessed an SLO, who do I need to tell about the results?

Altogether there are 13 FAQs and answers.

EXHIBIT 1D-3
Assessment Plan Worksheet

Exhibit 1D-3 is a copy of the 1-page Assessment Plan Worksheet.

<Please see electronic files “Exhibit 1D-1,” “1D-2” & “1D-3”>

EXHIBIT 1E
COC program review for SLOs

Exhibit 1E is a printout of the College of the Canyons online Program Review for SLOs. This 11-page document includes categories:
- Mission Statement
- Program Description
- Administrative Unit Outcomes
- Objectives
- Other External/Internal Factors & Additional Objectives
- Budget Review
• Program Needs
• Listing of Staff who took part in review
• Additional Uploaded Documents

<See electronic file “Exhibit 1E” >

EXHIBIT 1F
Adjunct Involvement in the Student Learning Assessment Process at COC

This document is a collection of snapshots on how departments are involving adjunct faculty in the SLO assessment process at College of the Canyons. Departments reported on information such as department retreats, and individual meetings, as well as workshops and FLEX credit activities. Included in this document are reports from:

• Professional Development
• Biological and Physical Sciences
• Communication Studies
• Economics
• Public Safety
• Nursing
• Graphic and Multimedia Design
• Health Science
• Kinesiology and Athletics
• Math
• Music
• Noncredit
• Sociology
• Theater
• Anthropology
• Modern Languages
• History
• English
• Counseling
• Psychology
• Fire Technology
• Political Science

<Please see electronic file “Exhibit 1F” >
EXHIBIT 1G

Student Learning Outcomes Brief #5, May 2011

Exhibit 1G is an example of a brief, which contains information similar to what was presented in the Academic Senate reports. It reviews the background of SLO initiatives, new developments, goals and projects for the future, and resources that a reader could examine for more information. The brief was posted online and delivered via email.

<Please see electronic file “Exhibit 1G”>

EXHIBIT 1H

SLO Committee Agendas

Exhibit 1H is actually 15 separate documents: 1H 1-15. Each is an agenda from the SLO committee meetings, dating back to September 2009. The following is an example of the agenda, from the April 2011 meeting:

SLO Committee Agenda
April 27, 2011

1. Approval of Minutes from March 2011 Meeting

2. Updates:
   a. Senate report of progress and benchmarks
   b. CurricUNET implementation
   c. ISLOs
   d. AUOs
   e. Progress of PSLOs
   f. Program Review issues with SLO – stages & cycles
   g. BOT presentation
   h. Name of Committee/organization within college
   i. One Note/Wiki for documenting college-wide discussion of SLOs

3. Meetings in Spring 2011 – 4th Wednesday in May

The next SLO Committee Meeting is Wednesday, May 25, 2011 in LIBR-206

<Please see electronic files titled “Exhibit 1H, 1-15”>
EXHIBIT 1I
SLO Workshops Fall 2008 - Spring 2011

Exhibit 1I is an Excel spreadsheet which lists all SLO Workshops from Fall 2008 through Spring 2011. Included in the worksheet is: The workshop number and title, the date the workshop took place, the number in attendance, and the amount of time each workshop took. Over that period, nearly 50 different workshops took place, with more than 350 attendees. Different workshops included:

- SLO Workshop
- SLO: The Big Picture - How Are We Doing?
- Assessing Program Student Learning Outcomes (SLOs)
- Institutional SLO’s
- Avoiding SLO Anxiety
- Hands-on Program Review SLO Table Completion Workshop
- SLO Online Workshop
- Creating Rubrics for SLO Assessment

<Please see electronic file titled “Exhibit 1I”>

EXHIBIT 1J
Closing the Loop

Exhibit 1J is a Powerpoint presentation created by Nicole Lucy, part-time SLO Co-Coordinator, called “Closing the Loop.” In the presentation, Lucy examines the idea of finishing the SLO assessment process and recording whether or not results met with expected results, and why or why not. Included in this presentation are topics such as:

- What is Closing the Loop?
- Who Closes the Loop?
- When to Close the Loop
- How to Close the Loop
- Documenting the process

Important takeaways from the presentation include:

- Allow enough time for reflection, brainstorming, and discussion. The dialogue and inquiry are the most important parts of the SLO process. DO NOT RUSH!!
• Consider the following questions when the assessment data exceeds expectations:
  • How can the data or tools be brought to positively impact other courses and programs?
  • Does the department want to consider a different assessment tool the next time the course is assessed to get a different kind of data about student learning?
  • Should the expected result be set higher the next time around?

• Regardless of outcome, how will the results inform other department decisions:
  • How do the results of this assessment fit into the larger picture of the program or department?
  • Is there a need for professional development on specific topics?
  • Should staffing or other resources be adjusted?
  • Do the results inspire ideas for improvements?

*Please see electronic file “Exhibit 1J”*

**EXHIBIT 1K**

Welcome Back
Exhibit 1K is a Powerpoint presentation titled “Welcome Back,” which gives an overview of Institutional Level Student Learning Outcomes and was presented during a half-day workshop. The presentation describes briefly the importance of ISLOs, how they fit into the college’s worldview, a target date for Proficiency and what that entails, as well as ISLOs group goals.

*Please see electronic file “Exhibit 1K”*

**EXHIBIT 1L**

Student Learning Outcomes Newsletter, Fall 2010
Exhibit 1L is a sample of the SLO Newsletter which was created by SLO Co-Coordinators Jennifer Brezina, Nicole Lucy and Paul Wickline. The newsletter was distributed both physically and via email. The three coordinators combined to focus on a specific topic of important to the SLO process to expand upon in the newsletter. In the newsletter provided, the three coordinators focused on the issue of sampling, including both purposeful and random sampling.

An excerpt from the newsletter:

“The process of sampling can be flexible and tailored to the needs of a department. For example, a department may decide that data collection will be the responsibility of all fac-
ulty teaching multiple sections of a course. The department may then give the individual faculty members a choice in deciding which of the multiple sections the faculty teaches will assess. On the other hand the department may decide to create a list of student characteristics that it wishes to insure that are in the data pool and then select sections that are representative of those characteristics. A department may choose to use completely random sampling and put all the sections in a hat and draw a certain number of sections whose assessment data will be collected. The department has the choice to sample and determine how it will sample.”

<Please see electronic file “Exhibit 1L”>

**EXHIBIT 1M**

Annotated Calendar Indicating Activities and Method of Documentation

Exhibit 1M is a comprehensive list of SLO activities, the date of those activities, and what documentation took place. This list is inclusive of everything from FLEX workshops, to monthly meetings, to dates where information was updated or missing data was requested.

<Please see electronic file “Exhibit 1M”>

**Notes on Exhibits:**

*Exhibit 1C is the Student Learning Outcomes Faculty Manual. It was authored by one faculty member, a student services manager and a librarian. The Manual became the core document that faculty used to understand and achieve SLO mastery. The committee worked hand-in-hand with the program review process to insure that all departments had their SLO’s. (See Exhibit 1D).*

*The College has treated the SLO activities as a department to emphasize the importance of SLO’s. Exhibit 1E is the program review for the SLO department.*

*All ALO activities included adjunct faculty members. Exhibit 1F indicates how each department chose to integrate adjunct faculty into the SLO process. Research reports were also developed and circulated (Exhibit 1G). Monthly meetings are held to check on progress. Exhibit 1H shows the agendas.*

*Exhibit 1I lists all the workshops that occurred from 2008 through 2011. Exhibit 1K and 1L are sample workshop materials. The college feels that the recommendation has been addressed in that we have a plan and have shown diligence at achieving SLO proficiency by 2012. We also have included adjunct faculty as recommended.*
RECOMMENDATION #2  
Standard II: Student Learning Programs and Services

“In order to ensure that the institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained, the team recommends that COC accelerated the timeline for the document imaging of all files and transcripts. The team specifically recommends the document imaging of those records between 1969 and 1990, which are stored in the warehouse and potentially face threats of damage (IIB.3.f).”

In February 2009, the accreditation team stated the SCCCD needed to image all documents from 1969 to 1990 currently being stored within a warehouse. Prior to February 2009, College of the Canyons only imaged current incoming transcripts into the Admissions and Records office.

In March 2009, the accreditation findings were discussed in the Student Services Managers meeting to determine how the imaging would be handled. The Admissions and Records office was assigned the task of meeting with various imaging vendors to request quotes for the imaging software. In April 2009, the Board approved the contract with ViaTron Inc. to begin the imaging of our oldest student records. ViaTron Inc. imaged 158 boxes of records from 1969 to 1976. This exceeded the annual budget of $27,000 for the 2008/09 fiscal year. The remainder of the records was imaged during the 2009/10 fiscal year.

In the 2010/11 fiscal year, the Admissions and Records office contracted once again with ViaTron to image all grade books from 1969 to 2008. During this same fiscal year, all registration slips, not contained in student folders, were also imaged.

The Admissions and Records office has completed $81,000 of imaging since 2009 and has imaged over 740,000 records. The Admissions and Records office still has roughly 2.4 million records in the warehouse. The estimated cost to image these records would be $250,000. Once the warehouse imaging is complete, the Admissions and Records office will need to complete all imaging of the vault located in the Admissions and Records office. There are roughly an additional 1 million documents within the vault to be imaged. The following graph is a timeline of expected completion of the imaging of student records from the warehouse and the vault:
We also have all incoming documents from students each year. Our Canyon Country office staff assists with the imaging of our current records. A backlog of student records is created each year. To eliminate the backlog of records, the Admissions and Records office plans to purchase and install scanners at each counter station in the A&R office to image a record as a student turns it in.

Since 2009, the District has cleaned the storage facility. Each office has gone through all records stored in the facility and destroyed or disposed of any and all records no longer needed. The storage facility was then swept and cleaned. The Admissions and Records office has also secured the records in the event of an earthquake. The file structures are banded together and the boxes are roped in to prevent boxes from falling.

### EXHIBITS FOR RECOMMENDATION #2

<table>
<thead>
<tr>
<th>Record</th>
<th>Timeline for imaging</th>
<th>Cost (estimates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student file folders (1977-1999) roughly 700 boxes</td>
<td>2011/12</td>
<td>$157,500</td>
</tr>
<tr>
<td>Student registration slips (80 boxes)</td>
<td>2012/13</td>
<td>$18,000</td>
</tr>
<tr>
<td>Student Petitions (150 boxes)</td>
<td>2013/14</td>
<td>$34,000</td>
</tr>
<tr>
<td>Vault/A&amp;R office</td>
<td>2014/15</td>
<td>$50,000</td>
</tr>
</tbody>
</table>

We also have all incoming documents from students each year. Our Canyon Country office staff assists with the imaging of our current records. A backlog of student records is created each year. To eliminate the backlog of records, the Admissions and Records office plans to purchase and install scanners at each counter station in the A&R office to image a record as a student turns it in.

Since 2009, the District has cleaned the storage facility. Each office has gone through all records stored in the facility and destroyed or disposed of any and all records no longer needed. The storage facility was then swept and cleaned. The Admissions and Records office has also secured the records in the event of an earthquake. The file structures are banded together and the boxes are roped in to prevent boxes from falling.

### EXHIBITS FOR RECOMMENDATION #2

2A-1 Purchase Order 3-1-10
2A-2 Statement of Work, January, 2009
2A-4 Statement of Work, June, 2010
2A-5 Proposal for Statement of Work, June, 2010
2A-6 Statement of Work, June, 2010
2A-7 College of the Canyons Independent Contractor Professional Services Agreement, September, 2010
2A-8 Statement of Work, August, 2010
2A-9 Statement of Work, March, 2011
2A-10 Statement of Work, April, 2011
EXHIBIT 2A
Exhibit 2A is a collection of 10 different contracts and purchase orders between the college and ViaTron for services rendered in regard to document imaging.

EXHIBIT 2A-1
Purchase Order 3-1-10
Exhibit 2A-1 is a purchase order for imaging of documents from A&R from the years 1969-1976, at the cost of $21,000.

<P lease see electronic file “2A-1”>

EXHIBIT 2A-2
Statement of Work, January, 2009
Exhibit 2A-2 is a Statement of Work from January, 2009, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $27,591.00

<P lease see electronic file “2A-2”>

EXHIBIT 2A-3
Proposal for Statement of Work, March, 2009
Exhibit 2A-3 is a proposal for Statement of Work from ViaTron to College of the Canyons.

<P lease see electronic file “2A-3”>

EXHIBIT 2A-4
Statement of Work, June, 2010
Exhibit 2A-4 is a Statement of Work from June, 2010, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $11,320.

<P lease see electronic file “2A-4”>

EXHIBIT 2A-5
Proposal for Statement of Work, June, 2010
Exhibit 2A-5 is a proposal for Statement of Work from ViaTron to College of the Canyons.

<P lease see electronic file “2A-5”>
EXHIBIT 2A-6
Statement of Work, June, 2010

Exhibit 2A-6 is an expanded Statement of Work from June, 2010, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $11,320.

<Please see electronic file “2A-6”>

EXHIBIT 2A-7
College of the Canyons Independent Contractor Professional Services Agreement, September, 2010

Exhibit 2A-7 is copy of a PSA between the college and ViaTron.

<Please see electronic file “2A-7”>

EXHIBIT 2A-8
Statement of Work, August, 2010

Exhibit 2A-8 is an expanded Statement of Work from August, 2010, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $11,320.

<Please see electronic file “2A-8”>

EXHIBIT 2A-9
Statement of Work, March, 2011

Exhibit 2A-9 is a Statement of Work from March, 2011, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $12,690.

<Please see electronic file “2A-9”>

EXHIBIT 2A-10
Statement of Work, April, 2011

Exhibit 2A-10 is an expanded Statement of Work from April, 2011, outlining the scope of services from ViaTron for College of the Canyons in regards to document imaging efforts, at the cost of $12,690.

<Please see electronic file “2A-10”>
RECOMMENDATION #3
Standard II: Student Learning Programs and Services

“The team recommends that the college undertake a program review of library services. Without a current library program review, library services cannot be systematically assessed using student learning outcomes and other appropriate measures in order to improve the effectiveness of the libraries at the Valencia and Canyon Country Campuses.”

The Library program review was completed on March 6, 2009. It has been updated annually since then on March 2, 2010, and March 2, 2011. (See IIIA, B, C.)

For the March, 2009 program review, all full-time Library staff participated: Leslie Bretall, Ron Karlin, Isao Uesugi, Edwin Pejoro, Eneida Bejko, Verlee Terwilliger, and Sara Anson. Also participating was the supervising administrator, James Glapa-Grossklag, Dean, Distance Learning Programs and Training.

For the March, 2010 program review, all full-time Library staff participated: Leslie Bretall, Ron Karlin, Isao Uesugi, and Edwin Pejoro. Also participating was the supervising administrator, James Glapa-Grossklag, Dean, Educational Technology, Learning Resources, and Distance Learning.

For the March, 2011 program review, all full-time Library staff participated: Leslie Bretall, Ron Karlin, Isao Uesugi, Edwin Pejoro, and Fern Zalin-Jones. Also participating was the supervising administrator, James Glapa-Grossklag, Dean, Educational Technology, Learning Resources, and Distance Learning.

Throughout 2010-11, discussions about planning for the Library expansion project have taken place with the Vice President of Instruction, Vice president of Facilities, and the Director of IT Services. Further, Library staff generated ideas for features of operations in the expanded Library during a division meeting on November 19, 2010. (See Exhibit 3D.)

Construction began December, 2010 on a $16 million dollar expansion of the library at the Valencia Campus. The library team has worked diligently to program the new space to benefit the students. The information from the program review process ensures that appropriate decisions were made regarding the building and services. Concurrent with the excitement of a new building, plans are also underway to insure that the library services at the Canyon Country campus will be proportionally equal. (See Exhibit IIID.)
Exhibits for Recommendation #3
3B Library Program Review 2009 to 2012
3C Library Program Review 2010 to 2013
3D Learning Resource Division Meeting Agenda
3E Exterior and Interior rendering of the $15 million library expansion

EXHIBIT 3A

Exhibit 3A is a printout of the College of the Canyons online Program Review for the Library for 2008-2011. This eight-page document includes categories:

- College Mission Statement
- Program Description
- Administrative Unit Outcomes
- Objectives
- Other External/Internal Factors & Additional Objectives
- Departmental Strengths
- Departmental Challenges
- Budget Review
- Program Needs
- Listing of Staff who took part in review
- Additional Uploaded Documents

<Please see Electronic file “Exhibit 3A”>

EXHIBIT 3B
Library Program Review 2009 to 2012

Exhibit 3B is a printout of the College of the Canyons online Program Review for the Library for 2009-2012. This five-page document includes categories:

- College Mission Statement
- Program Description
- Administrative Unit Outcomes
- Objectives
- Other External/Internal Factors & Additional Objectives
- Departmental Strengths
- Departmental Challenges
- Budget Review
- Program Needs
- Listing of Staff who took part in review
- Additional Uploaded Documents

<Please see Electronic file “Exhibit 3B”>
EXHIBIT 3C
Library Program Review 2010 to 2013

Exhibit 3C is a printout of the College of the Canyons online Program Review for the Library for 2010-2013. This seven-page document includes categories:

- College Mission Statement
- Program Description
- Administrative Unit Outcomes
- Objectives
- Other External/Internal Factors & Additional Objectives
- Departmental Strengths
- Departmental Challenges
- Budget Review
- Program Needs
- Listing of Staff who took part in review
- Additional Uploaded Documents

*Please see electronic file “Exhibit 3C”*

EXHIBIT 3D
Learning Resource Division Meeting Agenda

Exhibit 3D is a sample of the monthly Learning Resources Division meeting, specifically from November 19, 2010.

*Please see electronic file “Exhibit 3D”*

EXHIBIT 3E
Library Expansion Renderings

Exhibit 3E are exterior and interior artist’s renderings of the $15 million library expansion.

*Please see electronic files “Exhibit 3E-1 and 3E-2”*
SUMMARY OF PROGRESS IN PLANNING AGENDA IDENTIFIED IN THE SELF STUDY
In preparation of this report, twenty-eight planning agendas were identified as part of the 2008 self study and were disaggregated from nine planning areas. Progress updates from representatives from the planning groups were assembled and reviewed by the Assistant Superintendent/Vice President of Instruction. The final draft of the report was reviewed by the Chancellor, the College Planning Team (CPT), as well as reviewed and approved by the Board of Trustees on October 12, 2011.

<table>
<thead>
<tr>
<th>STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard IB: Improving Institutional Effectiveness.</strong></td>
</tr>
<tr>
<td><strong>The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning Agenda</th>
<th>Complete – The Institutional Research Office has implemented or has plans to implement the following strategies to increase faculty and staff members’ awareness of the data that exists and how to use the data to improve programs and services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College will implement additional strategies to increase the faculty and staff members’ awareness of the wealth of data that currently exists and how to use the data to improve programs and services.</td>
<td>• Research updates on recent reports and the planning implications from those analyses are standing agenda items for the College Planning Team meetings. Updates have also been provided to the Student Equity Committee, Managers Advisory Council (MAC), Division Deans Meetings, and Skills for Success meetings.</td>
</tr>
<tr>
<td></td>
<td>• Upon completion of analyses and reports, the Research Office has begun meeting with requestors to review the data and help them use the data to make program improvements and prepare their action implications.</td>
</tr>
<tr>
<td></td>
<td>• A project list was developed and is regularly updated so faculty and staff members can see the research projects planned for the year.</td>
</tr>
<tr>
<td></td>
<td>• The Research Office conducted Flex workshops that included both a description of data available as well as information on how to use the data to drive and inform planning.</td>
</tr>
</tbody>
</table>
The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

**Planning Agenda**

In the next revision of the Strategic Plan, the College will clearly state objectives related to student learning outcomes (SLOs) at the institutional level.

**Planning Agenda**

See Planning Agenda for Standard III.D.1.a.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

**Planning Agenda**

See Planning Agenda for Standard III.D.1.a.

The institution assessed progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Planning Agenda**

See Planning Agenda for Standard III.D.1.a.

1. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student services, and library and other learning support services.

**Planning Agenda**

The Academic Senate and CPT will ensure that future revisions of the annual academic program review template include a description of the progress of departments in attaining their goals since the last review.

Complete – The new program review template prompts departments to identify the status of their goals. Departments can identify if a goal is “in progress,” “completed,” “not yet started,” or “cancelled.”

**STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES**

**Standard IIA: Instructional Programs**

1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Planning Agenda**

As more courses and programs SLOs are assessed and evaluated, the effectiveness of the delivery systems and modes of instruction will be determined, and changes will be made as appropriate.

This is done on an annual basis as part of program review, as well as being a part of Instruction Office enrollment planning.
1.c. The institution SLOs for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**Planning Agenda**
The development and evaluation of course-level SLOs will be monitored and adjusted as necessary and appropriate.

The college has conducted several SLO workshops over the last two years including dedicating opening day (Fall 2010) to development of institutional SLOs. To date, all courses reviewed by curriculum committee from Fall 2006 to present have course SLOs. Departments are documenting in Program Review which courses have completed an assessment cycle for student learning outcomes. Additionally, by the end of the 2010-11 academic year, all programs have developed student learning outcomes. The Academic Senate has endorsed benchmark dates for assessment cycles as recommended by the Student Learning Outcomes Committee. The college is in the process of implementing the CurricUNET Curriculum Management System with the SLO Assessment module. This will enable a more efficient and accurate tracking of assessment cycles. SLO Coordinators have started monitoring course SLOs and have been providing feedback and assistance to department chairs. The Coordinators have assisted faculty with developing appropriate assessment tools and methods for evaluating the data.

2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.

**Planning Agenda**
The noncredit program will complete an analysis of the structure of the curriculum and the need for standardized evaluations.

During the 09-10 academic year, faculty and administrators in the noncredit department discussed the structure of the ESL curriculum and found challenges in tracking student progress, awarding certificates, assessing student learning, assessing “level” achievement, and identifying academic preparedness for credit classes. Therefore, a team of noncredit and credit ESL and English faculty collaborated to develop new curriculum, new certificate requirements, new end-of-level assessments, and a new placement assessment for the ESL program. The curriculum and certificate programs passed through the local curriculum approval process and was sent to the Chancellor’s Office for approval. The end-of-level assessments
were passed as integral to the new ESL curriculum. The placement assessment has been developed, a cadre of faculty was trained on its administration, and validation trials began in June 2010. The new curriculum was approved by the Chancellor’s Office in June of 2010, and the new noncredit/credit course sequence chart was revised. We implemented the new curriculum with the end-of-level assessments and new certificate requirements for the ESL program in the Fall of 2010. A cadre of faculty was trained on how to administer the new placement assessment and assess student scores, and students began taking it in Summer 2010. At the end of the Fall semester, faculty was provided the opportunity to evaluate the SLOs, the new curriculum, end-of-level tests, and student achievement. While most gave very positive feedback, others held that there were inconsistencies between the curriculum and the end-of-level tests at some levels. It was decided to continue to run the curriculum “as is” for the spring semester in 2011, and repeat the evaluation. In the Summer of 2011, we collected SLO feedback from the faculty, and we are in the process of analyzing the results. If we find that the faculty found inconsistencies, we plan to make revisions to the end-of-level tests, SLOs, and/or curriculum, depending on where we find the need.

6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class sections students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.**

<p>| Planning Agenda | Complete. Departments have developed and submitted through the Curriculum approval process SLOs for all courses in all programs. The program SLOs will be published in the 2011-12 catalog. The current activities include review of what is in program review and WebCMS for consistency, as well as assessing the student progress toward the attainment of those SLOs. |
| Planning Agenda | The College will make the programs’ SLOs available to current, future and prospective students via the Catalog, as well as the College’s Web site beginning with the publication of the 2009-10 Catalog Addendums to be published in Summer 2009. |</p>
<table>
<thead>
<tr>
<th>6.b. <strong>When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so the enrolled students may complete their education in a timely manner with a minimum of disruption.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Agenda</strong></td>
</tr>
<tr>
<td>The Academic Senate, in conjunction with the Vice President, Instruction, will develop a policy and procedure for program elimination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.b. <strong>The institution established and published clear expectations concerning student academic honesty and consequences for dishonesty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Agenda</strong></td>
</tr>
<tr>
<td>The college Website will link information related to academic integrity through various online portals most often visited by students. The college will also include this information in campus print materials such as the Student Handbook and Academic Planner, the College Catalog and schedule of classes.</td>
</tr>
</tbody>
</table>

| Complete. In December of 2009, Student Services began continually updating printed materials for the Student Handbook, College Catalog and schedule of classes. Information was also placed on appropriate student services web pages. The “Statement on Academic Integrity at College of the Canyons” was approved by the Academic Senate in May 2010 and has been published in the current 2011-2012 Student Handbook and the Fall 2011 schedule of classes. The “Statement” also appears in the 2011-12 college catalog and the Dean of Students Website. In addition, the College has updated three longstanding board policies, which reflect the College’s stance on academic dishonesty in: Student Conduct (BP5529), Disciplinary Action (BP 5530 and Due Process (BP 5531). The College has historically published policies related to academic integrity, as well as policies related to all forms of conduct, in the schedule of classes, the catalog, and for the last decade, on the Website. These policies are also available upon request from the Dean of Students, and are mailed to every student alleged to have committed a violation of the student conduct code. Full and part-time faculty receive regular presentations about academic integrity and are encouraged to place references on their syllabus to integrity issues and potential consequences. In addition, a faculty information guide on student conduct violations is sent via email by the Dean of Students to all full and part-time faculty prior to the beginning of each fall and spring semester; the guide can also be found on the College’s Intranet. |
### STANDARD IIB: STUDENT SUPPORT SERVICES

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

#### Planning Agenda

<table>
<thead>
<tr>
<th>To remove barriers to access, the Admissions &amp; Records Department, with support from CCC Apply, will provide an application for admissions in Spanish within the next three years</th>
<th>In December of 2009, Admissions &amp; Records researched the cost to purchase, and then created a timeline to implement the Application for Admission in Spanish from CCC Apply. In October of 2010, A&amp;R created a Korean application to help reduce barriers, especially in our non-credit ESL courses. The College has a Spanish paper application, but the cost to was too great to implement an online Spanish application process. We have also applied for the Title 5 grant, in which we have put in the budget for an online Spanish application.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.c. <em>The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function</em></th>
<th>In Academic Year 07/08, we expanded our intensive counseling approach for developmental students to include both ENGL 071 and ENGL 081. Counselors made presentations in 41 developmental English classes where a student interest survey was distributed to 866 students. These students were mailed information regarding certificates and majors. Of those sent the survey, 527 students checked that they were “interested in an appointment with a counselor.” These students received a follow-up phone call and email message. Of those 527 contacted, 422 students scheduled an appointment with a counselor. Of those 422 students, 403 actually attended a counseling appointment. The success of the intervention was reported to the Hewlett Leaders in Student Success team. Beginning in Spring 2009, we expanded this effort to include all MATH 025 classes as well. By Spring 2009 the Counseling Department developed an interactive, user-friendly student education plan that students</th>
</tr>
</thead>
</table>

#### Planning Agenda

- The Counseling Department will extend its outreach and support to basic skills students enrolled in specific key course.
can access and develop online. In 2009, the Counseling department met with Student Services Computer Support coordinator and MIS to create specifications to implement the online educational plan that was purchased using Title 3 money last year. The Counseling Department has thoroughly tested the online student education plan and concluded that additional programming must take place to include important new features of the student’s education plan. The education plan has been expanded from its original one-page format to ensure that: accurate student information is included; multiple academic major planning takes place; specialized counseling for Veterans, Reentry and Nursing can be accommodated; Academic Standing is reviewed; and degree audit customizations are included. In Fall 2011, the Counseling department will be creating a cross-functional team to create programing specifications to ensure the current online educational plan includes these important changes.

The Counseling Website now includes two areas under Web Resources that directly address this planning agenda item. One area, entitled Career & Job Placement Resources, houses information regarding:

- Career and Labor Market information
- Specific Field Career and Job Search information
- Searchable job banks
- Internships
- Career Gateway Mega sites


The second area – Gender-Related Resources, Reentry, Parenting and Non-Traditional Careers – offers helpful website resources for both men and women and will assist all in the pursuit of higher education in these fields.
3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution published and follows established policies for the release of student records.

Planning Agenda
To better manage records and increase document security, the District will institute an online degree audit program and an online student educational plan by 2009, as well as digitally image 2.5 million historical records.

The online degree audit program is complete. This has been available to students and staff since 2008.

The online SEP is complete. This has been available to Counseling since 2009.

In February 2009, the accreditation team stated the SCCCD needed to image all documents from 1969 to 19990 currently being stored within a warehouse. At that time, Admissions and Records only imaged current incoming transcripts. The Student Services Division determined that we would meet with imaging vendors to determine the costs associated with this large-scale project. Once the vendors was chosen, a proposal was sent to the Board of Trustees to begin imagining our oldest student records. In 2009-2010, we imaged all student records from 1969 to 1976. To date, we have imaged 740,000 student records at a cost of $81,000. We have imaged all instructor grade books and registration slips fro 1969 to 2010. We still have 2.4 million student records in the warehouse. The estimated timeline to complete the imaging of all student records in the warehouse will be between three and four years.

The following information outlines the timeline of expected completion of imaging student records. We expect the project to be completed by 2014.

2011-2012 Timeline & Cost Breakdown:
Student File folders (1977-1999) $157,500

2012-2013 Timeline & Cost Breakdown:
Student Registration Slips $18,000

2013-2014 Timeline & Cost Breakdown:
Student Petitions $34,000
2014-2015 Timeline & Cost Breakdown:
Remaining Vault Records
$50,000

In addition to imaging records, the College has cleaned the records storage facility and each office with records stored there has inventoried existing records, and destroyed or disposed of all records no longer needed. Safety measures were instituted to insure all remaining records are safe and secure in the event of a natural disaster, like an earthquake.

**STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES**

1.a. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, frequency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

a. *Educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

**Planning Agenda**

- The TLC lab will expand subject tutoring and the workshop program into areas that are emerging.
- The Library will implement new technologies for delivering services to traditional and non-traditional students.

Due to current budget and space limitations, the TLC has not been able to expand subject tutoring. However, additional space will be available once we move to the new lab in Fall 2012 following the completion of the Library expansion. In collaboration with Skills4Success, the TLC has supported a wide range of supplemental Learning workshops and Guided Learning Activities. While current budget constraints have prevented the TLC from expanding subject tutoring, the TLC is assisting the Supplemental Instruction program to conduct various workshops in the areas of math, English, ESL, and study skills. The Library has created an orientation video (Youtube style) to add to the library Webpage. The Library is hosting the Book of the Year Website for the campus and has created a Book of the Year blog. Librarians are adding OER (open educational resources) to the Library Website and to the campus OER repository to serve instructors and students. In Fall 2009, the Library launched a Facebook page, which is used to post current information about events and resources in the library.
2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

<p>| <strong>Planning Agenda</strong> | In December of 2009, the Public Librarian and Director of Institutional Research conducted one focus group. They had planned three focus groups for spring. Only one was carried out, with an in-class focus group scheduled for one of the Counseling classes in April 2010. Working with Daylene Meuschke, Director of Institutional Research, the library staff helped develop and participated in two student focus groups at the Canyon Country campus during the Spring 2009 semester. Data from the focus groups was used to improve services through the addition of extra signage promoting inter-campus book delivery and through the attendance of a library representative at the Fall 2009 faculty/staff welcome and orientation event at the Canyon Country campus. Input from the annual student survey was used the previous year to help inform the planning for the Library/TLC addition/expansion on the Valencia campus. We are expanding the TLC at the Canyon Country Campus to create a Proctored Testing space in Room 305A. This will be available in Fall 2011 and will support private proctored testing through the TLC for those students at the Canyon Country Campus who required special accommodation for test taking. |
| The Library will use the results of student focus groups to help plan expansion and updating of services to the Valencia and Canyon Country Campuses. |</p>
<table>
<thead>
<tr>
<th>STANDARD III: RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIA: Human Resources</td>
</tr>
<tr>
<td><strong>1.a.</strong> Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching skills, and potential to contribute to the mission of the institution. Institution faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accredited agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</td>
</tr>
<tr>
<td>Planning Agenda</td>
</tr>
<tr>
<td>The administration and the Academic Senate will revise our current District equivalency policy to maintain academic excellence while ensuring we are able to hire sufficient numbers of adjunct faculty in key departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partially completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Senate proposed changes to the equivalency policy with input from the college administration during the 2009-10 academic year. These policy revisions were never finalized and approved by the Academic Senate and the item was tabled. In 2010-11 a new Senate President was elected and a newly created policy committee was formed. This committee is currently reviewing the equivalency policy proposal and will be making a recommendation to the full Senate during the Fall 2011 term. The proposed policy takes into account the intent of the stated planning agenda and provides uniform criteria for each academic department.</td>
</tr>
</tbody>
</table>

| Planning Agenda         |
| The District will work with COCFA to underscore the importance of evaluating SLO effectiveness and include this criterion in the boilerplate language of faculty job descriptions. |
| The District has included the ability to write effective student learning outcomes in the boilerplate faculty job announcement. The District has had spirited discussions with COCFA regarding SLOs, especially in the area of assessing SLOs and their desire to be compensated for such duties. Negotiations with COCFA are ongoing. Once this issue has been settled, we will discuss including SLO effectiveness in the evaluation process. |

| 1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. |

<table>
<thead>
<tr>
<th>Partially completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District has included the ability to write effective student learning outcomes in the boilerplate faculty job announcement. The District has had spirited discussions with COCFA regarding SLOs, especially in the area of assessing SLOs and their desire to be compensated for such duties. Negotiations with COCFA are ongoing. Once this issue has been settled, we will discuss including SLO effectiveness in the evaluation process.</td>
</tr>
</tbody>
</table>
### 1.d. The institution upholds a written code of professional ethics for all of its personnel.

**Planning Agenda**
While our existing policies, philosophy statements and strategic goals clearly delineate our expectations regarding professional ethics, The Human Resources Department will develop a District Board policy on professional ethics for all employees.

*This has been completed.*
The District has established a committee of representatives from all campus groups to develop a district wide professional ethics policy. Our “Statement of Professional Ethics” policy was approved by the Academic Senate and the College Policy Council during Fall of 2010. After two readings, the District Board of Trustees approved Board Policy 3050 on December 8, 2010.

### 3.a. The institution established and adheres to written policies ensuring fairness in all employment procedures

**Planning Agenda**
The Human Resources Department, working with the Equal Employment Opportunity Advisory Committee, will complete updating the District’s EEO plan. Human Resources will provide subsequent training to ensure that the plan will be implemented and followed appropriately.

*Plan complete.*
The EEO Advisory Committee has developed a draft EEO policy that has been reviewed and approved by the Academic Senate. The EEO plan was approved by the College Council on October 28, 2010 and later adopted by the Board of Trustees on November 10, 2010. The plan has been submitted to the State Chancellor’s office and we are awaiting approval. A trainer is being designated.

### 4. The institution demonstrates through policies and practices an appropriate understanding of and concern issues of equity and diversity

**Planning Agenda**
The Human Resources Department will continue to actively pursue our Master Plan goals (listed within Standard III.A.4).

Master Plan goals include:
- Re-establish EEO Advisory Committee as an active voice in planning diversity activities. The EEO Advisory Committee was convened on May 28, 2008 and has played an active role in developing the EEO plan for the district. Complete.
- Revise District EEO Plan to be in compliance with statewide model EEO Plan. Completed and submitted to Chancellor’s Office for approval. Complete.
- Review adjunct and adult hourly hiring processes to ensure qualified and diverse pools. A further review and refinement of this process remains a department goal for 2011-2012. While we routinely advertise for adjunct faculty, we are pilot testing doing the same for our adult hourly pools as well. With the reduction in hiring adult hourly staff, this has not been needed on our campus.
4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

<table>
<thead>
<tr>
<th>Planning Agenda</th>
<th>We will include this aspect of the equivalency issue when we are working with the Academic Senate on finalizing revisions to our current equivalencies. See #1.a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Human Resources Department and academic administrators will work with the Academic Senate to review equivalencies to determine their impact on the diversity represented in faculty hiring pools and will review data applicant diversity.</td>
<td></td>
</tr>
</tbody>
</table>

IIIB. Physical Resources

2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

<table>
<thead>
<tr>
<th>Planning Agenda</th>
<th>The college secured funding from non-state sources for the construction of a major capital project on campus (the University Center); is currently under construction on a major public-public partnership with the County of Los Angeles to complete a Fire Training Academy (off-campus, on County property); has begun a campaign to raise donations/contributions for a new Culinary building; and is currently in discussions with several non-profit groups regarding off-campus facility/instruction ventures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College will continue to secure funding from nontraditional sources for capital improvements and other facilities-related projects, such as public/private partnerships, public/public partnerships and through grants, donations and contributions from public and private sources.</td>
<td></td>
</tr>
</tbody>
</table>
IIIC: Technology Resources

1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Planning Agenda
The College will evaluate and utilize co-location facilities and off-site tape storage to enhance our disaster recovery efforts. In addition, server virtualization will be tested and, if successful, will provide for faster recovery from hardware failures and more flexibility. Current support for distance learning programs will be expanded and additional options for expanding support for students will be reviewed and implemented.

The college leased a co-location facility in Sacramento in December 2008 to continue our disaster recovery efforts. Originally, the District started with just enough space to install a backup Student Information System if needed and a simple physical server used to display selected District websites to the Internet in the event of a failure in the main site. The facility now includes a virtual server infrastructure including a replica of the District’s email system, which receives constant updates from the main campus. Additionally, capacity was installed in Spring 2011 that will allow us to replicate our document imaging system to the site in the future.

In June, 2010, the District installed a media safe at our Canyon Country Education Center as an off-site location for our back-up tape storage. The tapes are delivered and returned on a regular basis utilizing existing IT staff for transport. In the event of a local incident on the main campus, the tapes can be returned to the campus within the hour.

The college has successfully deployed server virtualization using Microsoft’s Hyper-V platform. Starting out with a few low priority application servers, the virtual environment in the main data center numbers 23 virtual servers including the college’s Exchange environment and SQL database server. The remaining physical servers will be evaluated and virtualized as their hardware comes up for replacement. The TLC lab currently provides technical support to our distance education students during normal operating hours. Students can call a dedicated phone extension in the TLC or send an email to bbsupport@canyons.edu if they have technical problems with their online course in
our Learning Management System. Any messages left after hours are returned the next business day.

If the TLC staff is unable to resolve an issue, students are directed to the Information Technology Department, or a Distance Education staff member as appropriate. In order to better understand the volume of student requests for assistance, the TLC is tracking student contact so we can make adjustments to our support system as needed.

The TLC lab added subject tutoring in German in Fall 2010 and will add subject tutoring in American Sign Language in Fall 2011.

In Fall 2012, the TLC anticipates moving to a new, significantly larger facility as a part of the Library Expansion. With the addition of new tutoring space and workshop rooms, the TLC will evaluate the need for subject tutoring in additional disciplines.

In collaboration with Skills4Success, the TLC has supported a wide range of activities designed to promote the learning of basic skills; these activities include Supplemental Learning workshops, Guided Learning Activities and Practice Jams. The Library has initiated live reference chat through a Meebo chat widget that displays on the library home page; this application allows patrons to initiate live contact with a reference librarian.

The TLC is assisting the Supplemental Instruction program to conduct various workshops in the areas of math, English, ESL, and study skills. In Fall 2012 the TLC anticipates moving to a new, significantly larger facility as a part of the Library Expansion. With the addition of new tutoring space and workshop rooms, the TLC will evaluate the need for subject tutoring in additional disciplines.
The Library has created an orientation video (Youtube style) to add to the library Webpage. The Library is hosting the Book of the Year Website for the campus and has created a Book of the Year blog. Librarians are adding OER (open educational resources) to the Library Website and to the campus OER repository to serve instructors and students. In Fall 2009, the Library launched a Facebook page, which is used to post current information about events and resources in the library.

1.b. The institution provides quality training in the effective application of its information to students and personnel.

**Planning Agenda**
The College will investigate additional opportunities and develop a plan for students to receive as-needed training on technology topics important to their academic success.

In January of 2010, the Student Development department explored offering student-oriented “brown bag” technology workshops. Emails were sent to faculty to advertise the workshops and to get feedback on future topics. We subsequently held four workshops on the Valencia campus from between April and May of 2010 on Word (10 Students), Excel (15 Students), PowerPoint (five students) and Blackboard (# of Students TBD). The workshops were continued and expanded in the Fall of 2010.

**IIID: Financial Resources**

1.a. Financial planning is integrated with and supports all institutional planning

**Planning Agenda**
in 2008-09 department budget requests will be electronically integrated with annual program review and will also reference other planning documents.

Completed.

In 2008-09 the electronic program review format was provided to a test group of departments that were asked to submit their on-line Annual Academic Program Review or Non-Instructional Program Review for approvals by February 2009. They were also asked to utilize the on-line budget request component of the program review as part of the 2009-10 budget development process.

The new system has been revised based on feedback from all who participated. We implemented the new process campus-wide and are ‘going live’ with full-campus participation for the 2011/12 budget development process. Workshops were scheduled to train people on how to use the system.
The electronic program review integrates Budget Development process with department planning and the College’s Strategic Plan. All budget requests now must indicate which department objective and College Strategic Goal to which it relates.

<table>
<thead>
<tr>
<th>STANDARD IV: LEADERSHIP AND GOVERNANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVB: Board and Administrative Organizations</td>
</tr>
<tr>
<td>1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
</tr>
<tr>
<td>Planning Agenda</td>
</tr>
<tr>
<td>The Board will review its new trustee orientation process (including the student trustee orientation), with the goal of improving and updating it so that when there are new trustees the process is the best it can be.</td>
</tr>
<tr>
<td>Completed (October 2008)</td>
</tr>
</tbody>
</table>

| 1.g. The governing board’s self-evaluation process for assessing board performance are clearly defined, implemented, and published in its policies or bylaws. |
| Planning Agenda |
| The Board will review its self-evaluation process with a goal to improving it and ensuring it addresses current issues that boards of trustees are facing throughout the state. |

| 2008 Accreditation Recommendations: May 2010 Update |
| Recommendation 1 |
| In order to increase effectiveness, the team recommends that COC continue to build its foundation for Student Learning Outcomes while developing a detailed plan for how to achieve proficiency by the year 2012, as well as find ways to include more adjunct faculty in the process (IIA.1.c, IIA.2.f, IIA.2.i) |
| The College’s Student Learning Outcomes committee developed a plan to achieve proficiency by the year 2012 and has made timely progress to reaching this goal for course, program and institutional student learning outcomes. Furthermore, the Student Learning Outcomes coordinators have been working directly with instructional departments to ensure that they are making progress towards achieving proficiency by the year 2012. All administrative departments currently have administrative unit outcomes (AOUs) that have gone through one cycle and are using the data to make improvements. These AOUs are tracked in the online administrative program reviews with are completed every three years and updated annually. The program reviews are |
available to all college faculty and staff through the intranet once they are completed.

Completed the following related to Student Learning Outcomes:
- 99 percent of courses had defined student learning outcomes
- 41 percent of courses had on-going assessments of student learning outcomes
- 100 percent of programs had defined student learning outcomes
- 66 percent of programs had on-going assessments of learning outcomes
- 99 percent of administrative units had defined unit outcomes
- 98 percent of administrative units had on-going assessments of unit outcomes
- Institutional learning outcomes have been identified. Data collection is currently in progress.

Coordinated or participated in the delivery of 31 SLO-related workshops through the Office of Professional Development from Fall 2008-Spring 2010.

**Recommendation 2**

In order to ensure that the institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files regardless of the form in which those files are maintained, the team recommends that COC accelerate the timeline for the document imaging of all files and transcripts. The team specifically recommends the document imaging of those records between 1969 and 1990, which are stored in a warehouse and potentially face threats of damage. (IIB.3.f)---

**Completed.**

The noncredit department purchased a Fujitsu Fi-4340C Image Scanner to scan all our student application and registration forms. The forms are uploaded into the Hershey server here on campus that is maintained by Kim Sase in A & R. We are in the process of document imaging from 2005 to current because the noncredit department started in 2005 under Karen Meyer. We are up-to-date on our scanning. We have imaged all student records from 1969-1976 and are currently imaging all grade books from 1969 to 2009.

**Recommendation 3**

The team recommends that COC undertake a program review of library services. Without a current library program review, library services cannot be systematically assessed using student learning outcomes.

**The Library has completed annual programs review for 2008-09, 2009-10, and 2010-11.** The program reviews were prepared by the lead librarian, who solicited input from other faculty librarians and classified staff. The program reviews were then revised in dialogue.
and other appropriate measures in order to improve the effectiveness of the libraries at the Valencia and Canyon Country campuses. (IIC.1, IIC.1.a, IIC.2) with the supervising dean. The program reviews include data on systematic assessment of student learning outcomes and student satisfaction surveys.
LIST OF EXHIBITS

SLO Committee Reports to the Academic Senate, March 2010 and February 2011
ACCJC Annual Report, College of the Canyons Reporting year 2010-2011
COC Student Learning Outcomes Faculty Manual
Flex Week Spring 2011, Completing the SLO tables in Program Review
COC Program Review for SLOs
Adjunct Involvement in the Student Learning Assessment Process at COC
Student Learning Outcomes Brief #5, May 2011
SLO Committee Agendas
SLO Workshops Fall 2008 - Spring 2011
Closing the Loop
Welcome Back
Student Learning Outcomes Newsletter, Fall 2010
Annotated Calendar Indicating Activities and Method of Documentation
Purchase Order 3-1-10
Statement of Work, January, 2009
Proposal for Statement of Work, March, 2009
Statement of Work, June, 2010
Proposal for Statement of Work, June, 2010
Statement of Work, June, 2010
College of the Canyons Independent Contractor Professional Services Agreement, September, 2010
Statement of Work, August, 2010
Statement of Work, March, 2011
Statement of Work, April, 2011
Library Program Review 2009 to 2012
Library Program Review 2010 to 2013
Learning Resource Division Meeting Agenda
Exterior and Interior Rendering of the $15 million library expansion
Executive Summary, Chancellor Goals, 2010-11
History/Background:

• In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus.

• In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator.

• In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012 (see attachment), and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time.

• In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.

• Most recently, the Statewide Academic Senate has prepared a glossary of commonly-used SLO-related terms. This glossary will assist faculty when communicating with their colleagues both within campuses and across the community college system.

New developments at College of the Canyons:

• A series of workshops was held in Fall 2009 to assist departments in setting up SLO assessment plans and schedules.
  o 27 departments attended workshops throughout the fall semester, including approximately 80 full-time and 35 part-time faculty members. Five additional
department chairs met one-on-one with the SLO coordinator to discuss their department plans
  o The workshops included a shift in emphasis towards scheduled cycles of assessment in order to allow for more meaningful reflection on results and action planning
  o Departments were encouraged to use course-embedded assessments, building on assignments that were already taking place in the courses in order to make assessment a routine part of instruction
  o Departments were provided with inventories of their courses and scheduling worksheets to help them create plans that will enable them to have all courses and programs complete an assessment cycle prior to the fall 2012 WASC/ACCJC deadline
  o Departments were also encouraged to consider archiving courses that are not currently being regularly offered
  • Additional opportunities for training were developed, including the ability for faculty to receive FLEX credit for one-on-one training sessions on SLO-related topics of their choice and a self-paced online SLO Tutorial
  • The Student Learning Outcomes committee has increased participation and now has representatives from most divisions. Current members include: Leslie Bretall (Learning Resources), Jennifer Brezina (Humanities), Jia-Yi Cheng-Levine (Humanities), Vincent Devlahovich (Math/Science), Necia Gelker (Fine and Performing Arts), Audrey Green (Academic Affairs), Barry Gribbons (Institutional Research), Rhonda Hyatt (Physical Education), Michael Joslin (Student Services), Kevin Kistler (Academic Affairs), Melanie Lipman (Social Science/Business), Ann Lowe (Allied Health), Daylene Meuschke (Institutional Research) Nicole Lucy (Social Science/Business and CTE), Anne Marenco (Social Science/Business), Rebecca Shepherd (Social Science/Business), Matt Teachout (Math/Science).
  • The SLO committee has begun a revision of the existing SLO manuals. The new SLO Manual will include updated material from the previous Faculty Manual for Creating an Effective Student Learning Outcomes Loop for Courses and Programs (Davis and Templer, 2005) and Constructing and Embedding Student Learning Outcomes in Non-Instructional Student Service Units at College of the Canyons (Alonso and Maple, 2005) as well as material from trainings presented in 2009-2010.
  • SLO information for courses can now be extracted directly from WebCMS, which will allow for increased ability for faculty to organize the information and analyze where revisions are needed. This will also assist the college as it moves towards a common software-based solution for organizing SLO assessment data.
  • Program SLOs are now being recorded in WebCMS for degrees and certificates. As was done with course SLOs, this will be phased in – as degrees and certificates are revised, faculty will be asked to provide one or more program SLOs. These program
SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS.

What’s ahead?:

- The SLO Committee would like to become an official Senate subcommittee. This will ensure that the effort to institutionalize Student Learning Outcomes has a clear place in the organizational and decision-making structure of the college.
- The SLO Committee is considering various software solutions to organizing SLO assessment data. A software system such as those being considered will make it easier for faculty to aggregate data across multiple sections and to map course level assessments to program SLOs. All of this will allow for more meaningful dialogue and action planning based on results.
- The faculty will revisit the GE and CTE Program SLOs that were drafted in 2008 and will make revisions as needed, aligning GE SLOs with our associate degree GE categories rather than CSUGE/IGETC requirements. SLOs for the Basic Skills program will also be considered. Assessment of these large, interdisciplinary program-level SLOs will begin in 2010-2011.
- The SLO Committee will be drafting Strategic Plan for Student Learning Outcomes to help the college meet the fall 2012 WASC/ACCJC deadline for Proficiency. This Strategic Plan will be presented to the Academic Senate and other constituent groups for discussion and approval.
- In addition to the continuation of the one-on-one training by appointment and the self-paced online training, planned sessions for Fall 2010 FLEX include:
  - The Course Outline: SLOs, Objectives, and Course Content
  - SLO Assessment Issues
  - Avoiding SLO Anxiety
  - Closing the Loop
- The college’s SLO website will be redesigned in 2010 in an effort to provide faculty and staff with greater access to SLO-related resources.
- As faculty have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in 2010-2011 will shift to facilitating dialogue and developing specific action plans

Resources

SLO Committee Report to the Academic Senate
February 2011

History/Background:

• In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus.

• In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator.

• In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012 (see attachment), and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time.

• In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.

• In 2009-2010, there was strong participation in both SLO-related training and the SLO committee. The SLO committee became a subcommittee of the Senate in March 2010.

New developments at College of the Canyons:
• In 2010, the SLO coordinator position was increased to three 25% reassigned time positions, for a total of 75% reassigned time. While the coordinators all assist each other as needed, each position has a specific area of focus
  o Interdisciplinary Program Coordinator: Coordinates and facilitates the SLO process for programs that involve more than one discipline (ISLOs, General Arts and Sciences Degrees).
  o SLO Software Coordinator: Works with Curriculum Committee, Academic Affairs, and IT on the implementation of CurricUNET; provides faculty with forms and processes for data collection and analysis to ease the transition.
  o SLO Training and Communication Coordinator: Coordinates SLO-related training for faculty, SLO updates and newsletters, and the SLO website. Chairs the SLO Committee.
• The SLO coordinators led a college-wide training on Institutional SLOs (ISLOs) on Opening Day (August 20, 2010) where faculty confirmed SLOs and created assessment plans for General Education areas, College Skills and Career Technical Education. A follow-up planning session was held during spring FLEX week on February 2, 2011.
• A website was created on COC’s homepage to allow for greater access to SLO-related materials. The website can be found at www.canyons.edu/SLO
• A new SLO Faculty Manual was distributed on Opening Day and is available on the SLO website.
• The SLO coordinators provided training on Program SLOs (PSLOs) at the department chairs’ meeting in October 2010.
• Program SLOs are now being recorded in WebCMS for degrees and certificates. This semester, faculty will be asked to provide one or more program SLOs for any degree or certificate that does not currently have one. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS.
• The SLO committee reviewed software designed for SLO assessment and recommended the purchase of the Assessment Module from CurricUNET in order to facilitate the organization of SLO-related data, dialogue, and planning. The college purchased CurricUNET in summer 2010, and the college SLO coordinators are working with Curriculum Committee and Academic Affairs as the software is being adopted to ensure a smooth transition.
• The SLO coordinators continue to provide frequent training – both group and individual – on various topics relating to SLOs. Since Spring 2010, 30 SLO-related trainings have been offered. A survey of faculty training needs was completed in spring 2010 and has shaped upcoming training plans.
• The SLO coordinators have developed sample assessment, alignment and record keeping tools for administrators, faculty and staff.
• The SLO coordinators will complete a program review for Student Learning Outcomes this year.

What’s ahead?:
• The SLO Committee has drafted a suggested timeline for the full implementation of Student Learning Outcomes to help the college meet the fall 2012 WASC/ACCJC deadline for Proficiency. These benchmarks will be presented to the Academic Senate and other constituent groups for discussion and approval.

• As faculty have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in large group training in 2010-2011 will shift to facilitating dialogue and developing specific action plans. Individual and department training on other topics will still be available upon request.

• As we get closer to the implementation of CurricUNET, there will be a need for a more formal, standardized reporting process of SLO assessment, analysis, and action planning. The SLO coordinators, with input from the SLO Committee and the Senate, will be developing easy-to-use forms that anticipate the kinds of information that will be entered in CurricUNET in order to help with this transition.

• The SLO committee is working to build a library of sample SLO documents from various departments to provide faculty with models for assessment and planning.

• As we move towards Proficiency, departments have struggled with compiling data at the individual course/section level. The SLO Coordinators are working towards providing tools, technology, and clerical support for faculty to better assist them in completing cycles of assessment.

• As we move towards Proficiency, we need to develop a process to answer questions that arise. Some current questions include:
  o What is a “program”? Specifically, for Program SLO assessment, must all degrees and certificates be included as separate items (even low unit certificates)?
  o To reach Proficiency, must all SLOs from each course be assessed at least once, or is it enough to assess at least on SLO from each course?

Resources
• Statewide Academic Senate SLO Glossary: http://www.asccc.org/Publications/Papers/Downloads/PDFs/SLO-Glossary-2010.pdf
• College of the Canyons’ SLO Website: http://www.canyons.edu/SLO
• College of the Canyons’ SLO Faculty Manual: http://www.canyons.edu/committees/SLO/Resources/SLO_final.pdf
• “How to” Guides for SLO-Related Topics: http://www.canyons.edu/committees/SLO/How/
• Sample Forms for SLO Assessment Planning: http://www.canyons.edu/committees/SLO/Planning/
Online SLO Tutorial: http://www.canyons.edu/Faculty/martinj/slo_site/tutorial_slo/welcome.htm
## Annual Report

**Reporting Year:** 2010-2011  
**Final Submission:** 06/27/2011

College of the Canyons  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355

### General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm logged into the correct institution's report</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>Name of individual preparing report:</td>
<td>Dr. Mitjl Capet</td>
</tr>
<tr>
<td>3.</td>
<td>Phone number of person preparing report:</td>
<td>661-362-3410</td>
</tr>
<tr>
<td>4.</td>
<td>E-mail of person preparing report:</td>
<td><a href="mailto:mitjl.capet@canyons.edu">mitjl.capet@canyons.edu</a></td>
</tr>
</tbody>
</table>

### Student Achievement Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Total unduplicated headcount enrollment in credit degree applicable courses for fall 2010:</td>
<td>19614</td>
</tr>
<tr>
<td>6.</td>
<td>Total unduplicated headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2010:</td>
<td>2898</td>
</tr>
<tr>
<td>7.</td>
<td>Total unduplicated headcount enrollment for fall 2010 in all types of Distance Education:</td>
<td>2330</td>
</tr>
<tr>
<td>8.</td>
<td>Total unduplicated headcount enrollment for fall 2010 in all types of Correspondence Education:</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Successful Student Course Completion rate for the fall 2010 semester:</td>
<td>81%</td>
</tr>
<tr>
<td>10.</td>
<td>Percent of students retained from fall 2009 to fall 2010 semesters:</td>
<td>51%</td>
</tr>
<tr>
<td>11.</td>
<td>Number of students who completed degree requirements in the 2009-10 academic year:</td>
<td>929</td>
</tr>
<tr>
<td>12.</td>
<td>Number of students who completed certificate requirements in the 2009-10 academic year:</td>
<td>272</td>
</tr>
<tr>
<td>13.</td>
<td>Number of students who transferred to 4-year colleges/universities</td>
<td>1029</td>
</tr>
<tr>
<td>14.</td>
<td>Licensure exam pass rate (PR) for each career/tech program in the 2009-10 academic year. Identify type of exam (state/national) for each:</td>
<td>NCLEX 88.14</td>
</tr>
</tbody>
</table>
15. Job placement rate for each career/tech program for the 2009-10 academic year. List the rate for each program: data not obtainable through existing MIS system.

Student Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Percent of all college courses with defined Student Learning Outcomes:</td>
<td>99%</td>
</tr>
<tr>
<td>17</td>
<td>Percent of all college courses with on-going assessment of learning outcomes:</td>
<td>41%</td>
</tr>
<tr>
<td>18</td>
<td>Percent of all college programs with defined Student Learning Outcomes:</td>
<td>100%</td>
</tr>
<tr>
<td>19</td>
<td>Percent of all college programs with on-going assessment of learning outcomes:</td>
<td>66%</td>
</tr>
<tr>
<td>20</td>
<td>Percent of student and learning support activities with defined Student Learning Outcomes:</td>
<td>99%</td>
</tr>
<tr>
<td>21</td>
<td>Percent of student learning and support activities with on-going assessment of learning outcomes:</td>
<td>98%</td>
</tr>
<tr>
<td>22</td>
<td>Has the institution defined institutional Student Learning Outcomes:</td>
<td>Yes</td>
</tr>
<tr>
<td>23</td>
<td>Percent of institutional outcomes with on-going assessment of learning outcomes:</td>
<td>0%</td>
</tr>
</tbody>
</table>

Substantive Change Items

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Is the institution anticipating a proposal for a substantive change in any of the following change categories (check all that apply)</td>
<td>No Changes Planned</td>
</tr>
</tbody>
</table>

Other Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>List all instructional sites where 50% or more of the program, certificate, or degree is offered since the submission of the 2009-2010 Annual Report.</td>
<td>none</td>
</tr>
<tr>
<td>26</td>
<td>List all the institution’s instructional sites out of state and outside the U.S.</td>
<td>none</td>
</tr>
</tbody>
</table>
EXHIBIT 1C
Student Learning Outcomes
Faculty Manual

Rev. May, 2010

By

Jennifer Brezina, Michael Joslin and Leslie Bretall
The Student Learning Outcomes Assessment Mandate

The Western Association of Schools and Colleges (WASC), the accreditation agency for California Community Colleges, requires student learning outcomes assessment as part of the accrediting process.

WASC 2002, Standard H: Section A 1 c., specifically requires community colleges to:

1. Identify student learning outcomes for courses, programs, degrees, and certificates;
2. Assess progress toward achievement of the identified student learning outcomes;
3. Use assessment results to make improvements.

Definition of Student Learning Outcomes (SLOs)

Student Learning Outcomes: Measurable cognitive, psychomotor, or affective skills or knowledge acquired which embody the overarching goals of a course, program or student service unit.

Both courses and programs have SLOs. Course SLOs should be aligned with the program SLOs for the program that the course belongs to. Some courses will be aligned with a degree or certificate program, some with an institutional-level program (like GE or College Skills), while still others may belong to both a degree or certificate and also an institutional-level program (see Appendix A).

Benefits to the Faculty, Department, Program, and College of Implementing This Assessment Process

All people involved in higher education care about the results of the instruction they provide to students. The WASC standard formalizes this concern into a concrete process. It asks faculty, department chairs, program directors, and administrators to document the ways in which they are assessing the results of student learning and then use that knowledge to improve the instructional process.

Timeline for Full Implementation

By Fall Semester 2012, College of the Canyons must demonstrate to WASC that we have moved to the “Proficient” stage of SLO implementation (see Appendix B). All courses, degrees, certificates, and institutional-level programs (GE areas, CTA, College Skills) must be assessed, evaluated, and analyzed before fall 2012.

Responsibility for the Process

The Student Learning Outcomes Committee is charged with facilitating the process of developing and assessing SLOs and providing information and support to academic and non-instructional departments as they work to meet the timetable established by the College and WASC.

At the course and program level, departments are responsible for identifying student learning outcomes, assessing the results, and making decisions about what actions to take once the results have been analyzed. Departments should decide if the best way to assess outcomes is through shared assessment tools or coordination of different assessment tools.

Departments are aided in this process through two channels: the course outline approval process in Curriculum Committee and the Academic Program Review. When a proposal for a new course or program or for modification of an existing course or program comes before the Curriculum Committee, members will assist faculty in reviewing the SLOs and the proposed assessment tools. During Program Review, departments will document the data they have collected showing the results of the outcomes, and they will describe the changes called for by their analysis of the data.

At the institutional level, interdepartmental groups will meet to develop SLOs and assessment plans that are aligned with course SLOs for the General Education, CTE (Career Technical Education) and College Skills programs.
Developing Student Learning Outcomes

What are being called “student learning outcomes” do not represent a completely new direction in teaching and learning but rather a continuation of a trend that began with “learning objectives.”

That change was from a primary focus on the subject matter or body of knowledge to a concentration on the skills or application derived from the teaching of the subject matter. Verbs emphasizing what students would be able to do or know after the learning process was complete replaced the rather vague verbs “comprehend” and “learn.” Learning objectives had to be measurable tasks or skills. The purpose was to redirect the energies of the teaching and learning process towards its effects on the students. This makes education more responsive to the needs of students and to the sectors of society that depend upon the successful results of higher education.

This emphasis on results, which is sometimes reflected in the term “accountability,” has not been replaced by a new fad. Instead, the trend has continued in the same direction. Student learning outcomes are like learning objectives in their focus on the measurable results of student learning. They differ in scope, however. The main difference between student learning outcomes and learning objectives is that learning objectives are discrete, individual tasks or skills that must be accomplished before the larger, broader goals of the course can be achieved. The overarching goals of the course, however, are the student learning outcomes.

The other change between learning objectives and student learning outcomes is that the new accreditation standards now require colleges to collect data on the success of students meeting those overarching goals. Colleges are then charged with analyzing the data and making changes that will result in more effective student learning.

SLOs are the measurable skills or accomplishments which embody the overarching goals of a course. They represent the most important learning that takes place in a course. It may be helpful to think of them this way: when your students leave your course at the end of the semester, you want them to be in firm possession of certain abilities or knowledge, and you want them to retain those abilities or that knowledge. Those are the student learning outcomes.

While many courses in the past have had upwards of 15 or more learning objectives (some science courses have over a hundred), student learning outcomes organize these skills into broader outcomes.

Because student learning outcomes need to be assessed in a more organized, concrete way than the old learning objectives, and because student learning outcomes are broader than learning objectives, it makes sense for a course to have a limited number of student learning outcomes. Ideally, each course should have between one and three SLOs.

If you have questions as you are revising student learning outcomes for your courses or programs, please contact your division’s representatives on the curriculum and/or SLO committees.
Assessing Student Learning Outcomes

Setting goals for courses and programs is not a new idea to faculty; it is an integral part of teaching. And assessing student learning also is not a new concept; teachers know that they have to give grades, and to do that they have to assess students.

In the day-to-day flurry of teaching, however, it is possible for the connection between a teacher’s goals and the assessment of student learning to lose some clarity. The Student Learning Outcomes Assessment mandate refocuses all of us on the strong links between statements of goals (SLOs) and their assessment. Here is a concise definition of assessment that explains those connections:

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Thomas A. Angelo, AAHE Bulletin, November 1995, p. 7).

The WASC accreditation standard that has launched this project does not micromanage the assessment process. Instead, it leaves to faculty the decisions that will determine how useful the assessment process will be in improving teaching and learning. In other words, faculty members decide how they will assess the SLOs.

Any tool that measures the degree to which students have met a learning outcome qualifies as assessment. Such tools include skills performances or demonstrations, portfolios, productions (essay, oral presentation, visual artifact, speech), surveys, quizzes, and tests. Most outcomes can be measured in a variety of ways. See Appendix C for descriptions of various types of assessment tools and their uses.

It is also important, though, to differentiate between SLO assessment and grading. While the skills needed to attain the student learning outcome(s) for a course can and should inform the grade a student receives in a course, there are often more factors involved in a student’s grade than skill achievement. Often, missing or inconsistent work over the course of a term can significantly impact a student’s grade, even if he or she has reached the SLO for a course.

A student’s final grade in a course should not be the SLO assessment measure. Instead, an assignment in the course that effectively measures the achievement of the SLO should be the assessment tool. Rather than using a student’s grade on that assignment as the measure of success, criteria should be developed (either through a rubric or through setting a raw score as the threshold) for successfully meeting the SLO.

In order to help organize the assessment process, it is helpful to have a written plan (called an assessment plan) for how and when each SLO will be assessed. When developing an assessment plan, it is best to involve as many relevant faculty as possible, including full-time and part-time faculty. For assessment plan forms and sample assessment plans, please see Appendix D.
Developing Assessment Plans for Courses

Here are some steps that will help you develop an assessment plan for a course:

First, check your SLOs:

- **How many are there?** If there are more than three, they likely aren’t true SLOs – they may be objectives that were just moved into the SLO area. You should revise them into SLOs before creating an assessment plan.

- **Are the SLOs overarching (“big picture” learning for the course) or are they smaller objectives (things learned in just one chapter, for instance)?** If they are not overarching, you should revise the SLOs before creating an assessment plan.

- **Is the student learning described in the SLO observable and measurable?** If not, you should revise the SLOs to make them observable and measureable before creating an assessment plan.

Next, decide on an appropriate assessment tool. Consider:

- **What is the SLO asking the students to do?**
  - Identify a fact?
  - Perform a skill?
  - Analyze a complex phenomenon?
  - Solve a problem?
  - Explain a concept?
  - Create a learning product?
  - Prepare a performance?
  - Apply skills or knowledge to real-world situations?
  - Evaluate options and select appropriate resources or tools?

- **What types of assignments or activities will allow students to demonstrate the SLO (see Appendix C for more information about choosing an assessment tool)?**
  - What tool will you select?
    - Objective exams?
    - Essay exams?
    - Out-of-class formal essays?
    - Skill demonstrations?
    - Surveys?
    - Portfolios?
    - Performances?
    - Oral Presentations?
Developing Assessment Plans for Courses

- What criteria will you use to measure success or failure to meet the SLO?
  - Rubric (see Appendix E for tips on how to develop a rubric)?
  - Raw score?

- What are the expected results? (How many students do you expect to successfully meet the SLO?)

Then, decide how and when you will do the assessment:

- How often will you assess this course?
  - Will it be on a three-year cycle? A four-year cycle? Other?
  - Are there similar courses that could be grouped together?
  - Which semester will you begin assessing this course?
  - If you make changes, when will you reassess to see the effects?

- Will you assess all students and sections or will you use sampling?
  - If you are sampling, how many students/sections will be involved?
  - How will you decide which students/sections to involve?

- What do you need to do to prepare?
  - Do you need to set up meetings for faculty teaching the course?
  - Do you need to create a departmental test or rubric?
  - How will you distribute materials?
  - Do you need any additional resources or training?

Finally, think about how and when you will share the assessment results and use the results in decision-making about the course and/or program (“closing the loop”):

- What needs to be done to gather and present the data?
  - Do you need data from Institutional Research?
  - What format will you use to share the data? PowerPoint? Handouts? Other?

- When will be a meaningful time for your department to reflect on the results?
  - Department retreats?
  - Department meetings?
  - Other?
Developing Assessment Plans for Department-Level Programs

In addition to assessing the SLOs for courses, departments are also responsible for assessing the programs within that department.

In order to develop an assessment plan for instructional programs within your department, follow these steps (for how to create an assessment plan for a non-instructional program, please see Appendix F):

**Step 1: Decide how many programs your department has.**

Title 5 defines a program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education”

- Programs can also be defined as “student pathways”
- Programs are often organized by academic disciplines and departments, but not always
- Many departments may have multiple programs – the number will vary by the number of degrees and certificates and also by student pathways through the department’s offerings
- Your department may have a course or two that is part of another department’s program
- Some departments may not have a program solely contained within the department – they may, instead, be part of the GE program and/or one of the General Arts and Sciences degrees

Some questions to ask:
- **Does my department have any degrees and certificates?** If yes, each degree and certificate is a program, and each one must have one or more program SLOs.
- **Why do students take the courses in my department?**
  - If it is primarily to fulfill GE requirements, then those courses are part of the GE program (you’ll be working with your GE group to write and assess GE program SLOs)
  - If students take a series of courses in preparation for another program (for example, biology as pre-nursing preparation or basic skills courses as preparation for transfer-level), that cluster of courses could be defined as a program.
  - If students take a sequence or concentration of courses in your department as preparation for a major they will declare after transfer, that cluster of courses could be defined as a program.

**Step 2: Consider the purpose/goals of each program.**

When trying to write a program SLO, it is often helpful to create a mission statement for the program

- Program mission statements may or may not be different from the mission statement for your department. A department with a single program may have the same mission statement for department and program, while a department with multiple programs will likely have a broader department mission statement and more specific program mission statements.
- A mission statement will often begin with the program in question, then make a statement about what that program does or provides, and to whom or for whom it is provided.
You also might ask yourself questions:

- What will a student who completes this program be able to do?
- What concepts or skills run throughout all (or many) of your program's courses?
- What skills or knowledge will students who complete the program have?
- What will students gain from completing this program?

Step 3: Decide how many SLOs your program needs.

Some programs may only need one SLO

- Some programs consist of courses that all develop a single skill through various topics (for example, literary analysis is a single skill developed through practice with multiple literary traditions and genres)
- Some programs have a capstone course that ties together elements from all of the other courses – in this case, the capstone course SLO(s) can also be the program SLO(s) (for example, a paralegal studies capstone course that integrates concepts from previous courses and provides students the opportunity to practice them in a workplace setting)

Other programs may need several SLOs

- Some programs' courses may develop two or more “strands” of knowledge or skills within the program (for example, a psychology program may include courses that fall into biological and social psychology or a modern language program may have goals in both linguistic and cultural competence)
- Some programs may have a split focus between content knowledge or theory and the application of that knowledge (for example, a science program that has lecture and lab components or a CTE program that focuses on both content area and workplace (or “soft”) skills)

Step 4: Draft your program SLOs.

Writing program SLOs is very similar to writing course-level SLOs. Keep the SLOs focused on the students (what will the student be able to do?) as opposed to the teacher (what will be taught?)

- Use critical thinking verbs (use the Curriculum Committee's verb chart – see Appendix G)
- Avoid verbs that are not readily observable (such as “understand” or “know” or “feel”)

Step 5: Double check your SLO with assessment in mind.

Make sure that the program SLO is something that is readily observable and measurable – in other words, build in assessment from the beginning. Don’t create a program SLO that you can’t envision a way to observe or evaluate or that requires data that you won’t be able to access.

For answers to Frequently Asked Questions about program SLO assessment, please see Appendix H.
Developing and Assessing SLOs for Institutional-Level Programs

The SLO steering committee has developed a first round of institutional-level SLOs for degrees, certificates, transfer, personal development and job skills based on ICETC/CSUGE. This process included defining the SLOs, mapping the SLOs to courses, defining the assessments, assessing the SLOs, and analyzing the results. The committee decided to focus on common educational goals and develop the SLOs according to the GE categories for transfer and degree seeking students. A workshop was held on April 4, 2008 with administrators and faculty representing the appropriate departments, to create the SLOs and develop assessments for the respective SLOs. Institutional SLOs were created for the following areas: English Communication (IGETC/CSUGE), Mathematical Concepts and Quantitative Reasoning (IGETC/CSUGE), Arts and Humanities (IGETC/CSUGE), Social and Behavioral Sciences (IGETC/CSUGE), Physical and Biological Sciences (IGETC/CSUGE), Languages other than English (IGETC), and Lifelong Understanding and Self-Development (CSUGE).

Since the April 4, 2008 workshop there has been a shift in thinking regarding Institutional-level SLOs, resulting in the decision to base them on Associate Degree Requirements, plus College Skills and CTE. Many of the SLOs developed by the participants in the original workshop remain valid. More collaboration will be necessary to develop SLOs for some new categories and to revise some of the older SLOs that don’t work for the new categories.

The new categories, based on the G.E. areas defined in the Associate Degree Requirements 2009-2010 are:

**GE Areas (for a list of courses in these areas, please see Appendix I):**
- Natural Sciences
- Social Science
- Humanities and Fine Arts
- Language and Rationality (English Composition and Communication and Analytical Thinking)
- American Institutions
- Physical Education and Wellness
- Diversity

**Plus:**
- College Skills (Developmental English and Math, English as a Second Language, and Counseling)
- CTE (Career Technical Education)

For all of these areas, interdisciplinary groups will meet to draft SLOs, create an assessment plan, and agree on an assessment schedule. The groups will go through a very similar process to the one used to develop departmental-level program SLOs – the only difference is that these institutional-level programs are much larger and will involve the collaboration of multiple departments.

The goal for SLOs at all levels (course, program, and institution) is to improve the quality of instruction, thus improving student learning and success.
Scheduling Assessments

In order to organize the assessment process, it is important for each department to create a schedule of assessment to ensure that all courses and programs are assessed on a regular basis. While SLO assessment for courses and programs should be regular, it is not necessary to assess every course and program each semester.

First, consider how many courses and programs your department has. The number of courses and programs will likely affect how often each course or program is assessed. Aim to assess each course at least once every 2-4 years (maximum time 6 years).

Departments may consider grouping like courses together to assess in the same semester using a similar assessment tool. Or, if there aren’t clusters of like courses, departments may just split the courses evenly, assessing a similar number of courses each semester.

Because each course and program must complete at least one assessment cycle before fall 2012, your department should prioritize assessing courses and programs that have not yet been assessed. Once each course and program has been assessed at least once, a regular cycle of assessments for courses and programs should be developed.

Each department should create a written assessment schedule so that the timelines are clear. For assessment schedule forms and sample assessment schedules, please see Appendix J.
Collecting/Analyzing Data and Fostering Dialogue

Once an assessment is complete, the next step is to collect and analyze the data. Since the goal of assessment is improvement at the course and program level, not evaluation of individual faculty members, it is recommended that assessment data be reported to the department at the course level (as opposed to the section level). If there is only one section of a course taught each semester, a department may want to collect several semesters worth of data before combining it at the course level for reflection and action planning.

Assessment data should lead to dialogue and affect decision-making for each department. After assessment data is available, departments should discuss improvements to the course and/or program suggested by the assessment data.

Just as departments should involve as many faculty as possible in planning the assessment (full-time and part-time), departments should plan time to discuss and analyze the results that will allow for maximum participation.

- Consider using department meeting or retreat time
- Use FLEX hours when possible
- Consider online collaboration options
- Communicate through email (or hard copies of handouts in mailboxes) with those not able to attend

As your department considers the assessment data, you might ask yourself questions such as these:

- **If the number of students meeting the SLO is not consistent with the expected results listed in the assessment plan, why do you think that might be?**
  - Was the expected results number set at an appropriate level?
  - Would a different assessment tool be a better measure of student learning?
  - Should follow-up assessments try to target specific, smaller skills needed to achieve the SLO to help determine where students are having difficulty?
  - What could be changed about the course or program to improve student learning?
  - Should pacing or emphasis within a course or program be adjusted?
  - Should there be changes to student resources or services?
  - Are there additional resources that would help to improve student learning?

- **If the number meets or exceeds the expected result, what factors do you think contributed to student success in meeting the SLO?**
  - How might these factors be brought to positively impact other courses and programs?
  - Are there relative weaknesses among specific, smaller skills needed to achieve the SLO? If so, how could learning be improved in those areas?
  - Does the department want to consider a different assessment tool the next time the course is assessed to get a different kind of data about student learning?
  - Should the expected result be set higher the next time the course is assessed?
Collecting/Analyzing Data and Fostering Dialogue

- *Regardless of the results, how will these results inform other decisions for the department?*
  
  o How do the results of this assessment fit into the larger picture of the program or department?
  o Is there a need for professional development on specific topics?
  o Should budgeting priorities change?
  o Should staffing or other resources be adjusted?
  o Do the results inspire other ideas for improvements?

It is important to allow enough time for brainstorming and discussion – dialogue and inquiry are the most important parts of the SLO process, so this stage should not be rushed.

Keep in mind that accreditation standards do not suggest that if the assessment process reveals that some outcomes are not being met by a number of students, the institution or instructor will be punished. Rather, it requires that the information gained through the assessment process be used to improve teaching and learning.

This is how the loop is closed: faculty return to the student learning outcomes and reassess them and the teaching and learning process, making appropriate adjustments based on the specific knowledge of how well students are meeting the outcomes.
Documenting Progress:

Departments should document both the assessment results and the analysis stage. Just as there are a variety of ways to assess student learning outcomes, there are many ways to provide this documentation. If departments hold meetings to discuss the analysis of the data, minutes from those meetings can be used. Surveys from individual instructors can ask for suggestions for changes in curriculum and teaching practices. Department retreats can be focused on specific courses or programs.

Ultimately, Academic Program Review will be the main place to provide documentation of both data from student learning outcomes and the manner in which the loop was closed: how faculty have used the information from the assessment of student learning outcomes to improve teaching and learning.

At this time, department chairs are asked to summarize SLO assessment results, dialogue, and planning once a year as part of Program Review. As assessment, dialogue, and planning take place during the year, chairs should keep a record so that it is available when it is time to complete the Program Review summary.

The college has recently purchased CurricUNET, an online system for both curriculum and SLO assessment documentation. Because it is an integrated system, it will always have the current, approved SLOs and will allow faculty to record all stages of the SLO cycle as they occur so that a report can be generated and attached to Program Review once a year without generating additional data entry. This system will be in place at some point during the 2010-2011 academic year, with full adoption by 2011-2012. Once the system is available, training will be available to all faculty and staff.
Glossary – by the Academic Senate for California Community Colleges

The following glossary was developed from existing research and feedback from faculty and researchers from the California community colleges in response to Resolution S08 2.02 that asked the Academic Senate for California Community College to address the confusion in the field by researching and developing a glossary of common terms for student learning outcomes and assessment. The glossary does not dictate terminology nor does it seek to be comprehensive. Due to the increased collaboration between researchers and faculty, dialog about these terms increases our ability to serve our students and increase student success.

**Affective Outcomes.** Affective outcomes relate to the development of values, attitudes and behaviors.

**Alignment.** Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision. In student services, alignment of services includes things like aligning financial aid deadlines and instructional calendars.

**Artifact.** An assessment artifact is a student-produced product or performance used as evidence for assessment. An artifact in student services might be a realistic and achievable student educational plan (SEP).

**Assessment Cycle.** The assessment cycle refers to the process called closing the loop and is figuratively represented below.

---

**Closing the Assessment Loop**

- Develop, modify, or review a curriculum, course, program, or service
- Develop or modify Student Learning Outcomes SLOs
- Determine refinements based on outcomes data
- Collect, discuss, and analyze data
- Design and measure Student Learning as a result of the Curriculum, Course or Program
**Assessment of Learning.** Learning assessment refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

**Assessment for Accountability.** The primary drivers of assessment for accountability are external, such as legislators or the public, and usually entail indirect or secondary data. Application of accountability data for educational improvement requires careful analysis of the alignment of the data and the ramifications of the actions.

**Assessment for Placement.** Assessment for placement is the process of gathering information about individual students, such as a standardized test or process to determine a student’s skill level, in order to place the student in a course sequence, such as math, English, ESL, or reading to facilitate student success. This process involves the validation of the content of the standardized test by the appropriate faculty content experts and analysis of the cut scores to determine the effectiveness of the placement and the development of multiple measures. Title 5 §55502 defines assessment for placement and the requirements for this kind of assessment.¹

**Authentic Assessment.** Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluating the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.²

**Bloom’s Taxonomy.** Bloom’s Taxonomy is an example of one of several classification methodologies used to describe increasing complexity or intellectual sophistication:

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.

5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.

6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

**Classroom assessment techniques.** Classroom assessment techniques (CATs) are “simple tools for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 26).⁴ CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.
Classroom-based assessment. Classroom-based assessment is the formative and summative evaluation of student learning within a classroom, in contrast to institutional assessment that looks across courses and classrooms at student populations.

Closing the Loop. Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

Competencies. See Student Learning Outcomes

Continuous Improvement. Continuous improvement reflects an on-going, cyclical process to identify evidence and implement incremental changes to improve student learning.

Core Competencies. Core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialog about instructional and student service competencies. See also Institutional Learning Outcomes.

Course Assessment. This assessment evaluates the curriculum as designed, taught, and learned. It involves the collection of data aimed at measuring successful learning in the individual course and improving instruction with the ultimate goal towards improving learning and pedagogical practice.

Criterion-based assessments. Criterion-based assessment evaluates or scores student learning or performance based on explicit criteria developed by student services or instruction which measures proficiency at a specific point in time.

Culture of evidence. The phrase “culture of evidence” refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to inform decision-making (Pacheco, 1999). A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

Direct data. Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measuring student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

Embedded assessment. Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.
Evidence. Evidence is artifacts or objects produced that demonstrate and support conclusions, including data, portfolios showing growth, as opposed to intuition, belief, or anecdotes. “Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.”6

Evidence of program and institutional performance. Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

Formative assessment. Formative assessment is a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam.

General Education Student Learning Outcomes. GE SLOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.8

Grades. Grades are the faculty evaluation of a student’s performance in a class as a whole. Grades represent an overall assessment of student class work, which sometimes involves factors unrelated to specific outcomes or student knowledge, values or abilities. For this reason equating grades to SLO assessment must be done carefully. Successful course completion is indicated by a C or better in California Community College data, such as that reported in the Accountability Report for Community Colleges (ARCC).

Homegrown or Local assessment. This type of assessment is developed and validated by a local college for a specific purpose, course, or function and is usually criterion-referenced to promote validity. This is in contrast to standardized state or nationally developed assessment. In student services homegrown student satisfaction surveys can be used to gain local evidence, in contrast to commercially developed surveys which provide national comparability.

Indirect data. Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned. Information competency. Information competency reflects the ability to access, analyze, and determine the validity of information on a given topic, including the use of information technologies to access information.

Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO’s. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes.
**Likert scale.** The Likert scale assigns a numerical value to responses in order to quantify subjective data. The responses are usually along a continuum such as responses of strongly disagree, disagree, agree, or strongly agree and are assigned values such as 1 to 4.

**Metacognition.** Metacognition is the act of thinking about one’s own thinking and regulating one’s own learning. It involves critical analysis of how decisions are made and vital material is consciously learned and acted upon.

**Norm-referenced assessment.** In norm-referenced assessment, an individual’s performance is compared to another individual. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery to an expected level of competency, but provides little detail about specific skills.

**Objectives.** Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives.

**Pedagogy.** Pedagogy is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, how content is delivered, and what the students learn as a result of the process. In some cases pedagogy is applied to children and andragogy to adults; but pedagogy is commonly used in reference to any aspect of teaching and learning in any classroom.

**Primary Trait Analysis (PTA).** Primary trait analysis is the process of identifying major characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait. This process is often used in the development of rubrics. PTA is a way to evaluate and provide reliable feedback on important components of student work thereby providing more information than a single, holistic grade.

**Program.** In Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.

**Qualitative data.** Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

**Quantitative data.** Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Quantitative data can be generalized and reproduced, but must be carefully constructed to be valid.

**Reliability.** Reliability refers to the reproducibility of results over time or a measure of the consistency when an assessment tool is used multiple times. In other words, if the same person took the test five times, the scores should be similar. This refers not only to reproducible results from the same participant, but also to repeated scoring by the same or multiple evaluators. While the student learning outcomes process should be reliable, it does not suggest statistical reliability analysis for every item and aspect of classroom and program assessment, but rather indicates that assessments should be a consistent tool for testing the student’s knowledge, skills or ability.
SLO Terminology Glossary

**Rigor.** California community college faculty use the term rigor relating to courses in the context of Title 5 §55002, such as referring to course standards of grading policies, units, intensity, prerequisites level, etc. Researchers often refer to rigor as statistical rigor or compliance with good statistical practices.

**Rubric.** A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

**Sampling.** Sampling is a research method that selects representative units such as groups of students from a specific population of students being studied, so that by examining the sample, the results can be generalized to the population from which they were selected when everyone in the population has an equal chance of being selected (i.e. random). Sampling is especially important when dealing with student service data.

**Standardized assessment.** Standardized assessments are those created, tested, validated, and usually sold by an educational testing company (e.g., GRE’s, SAT, ACT, ACCUPLACER) for broad public usage and data comparison, usually scored normatively. There are numerous standardized assessment instruments available for student service programs which provide national comparisons.

**Student Learning Outcomes (SLO).** Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

**Summative assessment.** A summative assessment is a final determination of knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, capstone projects or any final evaluation which is not created to provide feedback for improvement, but is used for final judgments.

**Validity.** An indication that an assessment method accurately measures what it is designed to measure with limited effect from extraneous data or variables. To some extent this must also relate to the integrity of inferences made from the data.

**Content Validity.** Validity indicates that the assessment is consistent with the outcome and measures the content we have set out to measure. For instance, you go to take your driver’s license exam, the test does not have questions about how to make sushi. Variable. A variable is a discrete factor that affects an outcome.
Endnotes

1 Section 55502 of Title 5 contains the following definitions related to assessment:

(b) “assessment” means the process of gathering information about individual students to facilitate student success. Assessment may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information at any time, before or after enrollment, except that the process of assigning a grade by an instructor shall not be considered part of the assessment process. Once a grade has been assigned and recorded in a student's transcript it can be used in the assessment process.

(c) “assessment instruments, methods or procedures” means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interviews, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories and other measures of performance. The term “assessment instruments, methods or procedures” also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, the manner in which assessment results are made available, and the length of time required before such results are available. Furthermore, Section 55202 states that the use of assessment as a prerequisite for placement into a course requires the use of multiple measures:

(c) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with §55500) of Chapter 6 of this Division.


7 Title 5 §55000(g) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education”

8 As one example of the use of the term rigor Title 5 §55002 (b) (2) (C) says "In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable."
Appendix A - Map: Interactions of Courses and Programs

- Individual Courses
- Degree and Certificate Programs
- Transfer/GE Program
- College Skills Program
- CTE/Workforce Training Program
- College Mission Statement
- Department-level Courses and Programs
- Institutional-level Programs
### Characteristics of Institutional Effectiveness in Student Learning Outcomes

*(Sample institutional behaviors)*

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td>• There is preliminary, investigative dialogue about student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• There is exploration of models, definitions, and issues taking place by a few people.</td>
</tr>
<tr>
<td></td>
<td>• Pilot projects and efforts may be in progress.</td>
</tr>
<tr>
<td></td>
<td>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</td>
</tr>
<tr>
<td></td>
<td>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</td>
</tr>
<tr>
<td></td>
<td>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</td>
</tr>
<tr>
<td></td>
<td>• Appropriate resources are being allocated to support student learning outcomes and assessment.</td>
</tr>
<tr>
<td></td>
<td>• Faculty and staff are fully engaged in student learning outcomes development.</td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
<td>• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</td>
</tr>
<tr>
<td></td>
<td>• Results of assessment are being used for improvement and further alignment of institution-wide practices.</td>
</tr>
<tr>
<td></td>
<td>• There is widespread institutional dialogue about the results.</td>
</tr>
<tr>
<td></td>
<td>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</td>
</tr>
<tr>
<td></td>
<td>• Appropriate resources continue to be allocated and fine-tuned.</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive assessment reports exist and are completed on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>• Course student learning outcomes are aligned with degree student learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</td>
</tr>
<tr>
<td><strong>Sustainable Continuous Quality Improvement</strong></td>
<td>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</td>
</tr>
<tr>
<td></td>
<td>• Dialogue about student learning is ongoing, pervasive and robust.</td>
</tr>
<tr>
<td></td>
<td>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</td>
</tr>
<tr>
<td></td>
<td>• Student learning improvement is a visible priority in all practices and structures across the college.</td>
</tr>
<tr>
<td></td>
<td>• Learning outcomes are specifically linked to program reviews.</td>
</tr>
</tbody>
</table>

*Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See attached instructions on how to use this rubric.)*
## Choosing an Assessment Tool

<table>
<thead>
<tr>
<th>Tool</th>
<th>Often Helpful When Assessing . . . .</th>
<th>You Will Need . . . .</th>
</tr>
</thead>
</table>
| **Skills Demonstration** | • Learning that results in a tangible product  
• Learning that results in the ability to correctly perform a process or procedure | • A project or demonstration that has been discussed by discipline faculty and will allow students to demonstrate the skill or process in the SLO  
• A faculty-developed rubric to evaluate the success of the skills demonstration |
| **Essays (out-of-class or essay exams)** | • Identification of content-area knowledge  
• Application of content-area knowledge  
• Ability to explain concepts  
• Ability to evaluate and select  
• Analysis of complex phenomena  
• Writing skills | • A writing prompt that has been discussed by discipline faculty and addresses the learning in the SLO  
• A faculty-developed rubric to evaluate the learning or skill level demonstrated by the essay |
| **Performances** | • Application of content-area knowledge  
• Performing arts skills | • A performance opportunity that has been discussed by the discipline faculty and addresses the learning in the SLO  
• A faculty-developed rubric to evaluate the learning or skill level demonstrated by the performance |
| **Portfolios** | • Creation of a body of work  
• Visual or media arts skills  
• Writing skills | • A collection of student work that has been discussed by discipline faculty and addresses the learning in the SLO  
• A faculty-developed rubric to evaluate the learning or skill level demonstrated in the portfolio |
| **Presentations** | • Identification of content-area knowledge  
• Application of content-area knowledge  
• Ability to explain concepts  
• Ability to evaluate and select  
• Analysis of complex phenomena  
• Oral communication skills | • A presentation prompt that has been discussed by discipline faculty and addresses the learning in the SLO  
• A faculty-developed rubric to evaluate the learning or skill level demonstrated by the presentation |
| **Objective Tests** | • Identification of content-area knowledge  
• Application of content-area knowledge  
• Ability to evaluate and select  
• Mathematical skills | • A test that has been discussed by discipline faculty and addresses the learning in the SLO  
• An answer key |
| **Surveys** | • Student satisfaction  
• Student self-assessment of SLO mastery | • A faculty-developed list of questions that asks students to reflect on their satisfaction and/or learning  
• A process for survey administration |
## Course Assessment Plan 2009-2010

### Department: ENGL

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>SLOs</th>
<th>Assessment Method</th>
<th>Criteria for Success</th>
<th>Next Assessment Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 091</td>
<td></td>
<td>Students will be able to compose thoughtful, well-organized, grammatically correct short essays, using properly documented outside sources and personal observations and experiences to develop a unified thesis.</td>
<td>Portfolio scored with rubric</td>
<td>80% or more of students will meet Pass standards on the rubric</td>
<td>Spring 2011</td>
</tr>
</tbody>
</table>

**Course Assessment Plan 2009-2010**
Appendix E - Developing a Rubric

Developing a Rubric

Developing a rubric can be very helpful when assessing SLOs. Rubrics allow faculty and students to more easily assess complex SLOs by:

- Clarifying the key elements of the SLO
- Documenting the standards that will be used to determine success
- Allowing for clear communication across multiple sections regarding the SLO and its assessment

To develop a rubric:

1. Work with others teaching the course – this can take place during in-person meetings, through online collaboration, or a combination of both
2. Break down the SLO and look for key features. These will become the Primary Traits and will go down the side of the rubric
3. Decide if you want a “yes/no” measure or one that includes levels. These will become the Levels of Mastery and will go across the top of the rubric
4. Describe the observable behaviors that lead to the levels in #2 for each of the Primary Traits. These go in the spaces between the Primary Traits and the Levels of Mastery.

Example:

English 091 SLO: Students will be able to compose thoughtful, well-organized, grammatically correct short essays, using properly documented outside sources and personal observations and experiences to develop a unified thesis.

- Primary Traits = Thesis (thoughtfulness, unity), Organization (well-organized), Evidence (outside sources, personal observations and experiences), Essay Length (short essays), Grammar (grammatically correct), MLA Style (properly documented)
- Levels of Mastery = Pass or No Credit
- See sample rubric on the following page

Developing a good rubric will take some time and conversation, but it will also make SLO assessment much easier once it is developed.

Resources for developing rubrics:

- http://rubistar.4teachers.org/index.php
- http://edtech.kennesaw.edu/intech/rubrics.htm#why
English 091 Portfolio Student Learning Outcome Assessment Rubric

Student Learning Outcome: Students will be able to compose thoughtful, well-organized, grammatically correct short essays, using properly documented outside sources and personal observations and experiences to develop a unified thesis.

<table>
<thead>
<tr>
<th>Pass Standards</th>
<th>No Credit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td><strong>Thesis:</strong></td>
</tr>
<tr>
<td>• Portfolio demonstrates clear thesis statements which assert a unified focus.</td>
<td>• Portfolio fails to demonstrate a consistent understanding and inclusion of thesis statements. Thesis statements are often statements of fact, not argument.</td>
</tr>
<tr>
<td>There may be some awkward or mechanical sentence structure.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Portfolio demonstrates consistent use of transitions and sense of logical</td>
<td>• Portfolio fails to demonstrate logically organized, well-structured arguments. Topic sentences and main points do not relate to the thesis.</td>
</tr>
<tr>
<td>essay structures. Main points are found in topic sentences and are related to</td>
<td></td>
</tr>
<tr>
<td>thesis.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>• Portfolio contains sufficient source materials used as evidence in support of</td>
<td>• Portfolio consistently fails to use outside sources to support main points.</td>
</tr>
<tr>
<td>points. Sources are applicable, detailed, and explained.</td>
<td>• Portfolio consistently fails to use detailed, applicable evidence to support main points</td>
</tr>
<tr>
<td><strong>Essay Length</strong></td>
<td><strong>Essay Length</strong></td>
</tr>
<tr>
<td>• Portfolio meets prescriptive page lengths.</td>
<td>• Portfolio fails to meet prescriptive page lengths.</td>
</tr>
<tr>
<td><strong>Use of Written English/Grammar/Syntax</strong></td>
<td><strong>Use of Written English/Grammar/Syntax</strong></td>
</tr>
<tr>
<td>• Portfolio demonstrates consistent correct modes of expression. There are</td>
<td>• Portfolio is extremely difficult to read and understand. Word choice is inappropriate or incorrect.</td>
</tr>
<tr>
<td>some vague or awkward phrases, but these do not inhibit meaning or readability.</td>
<td>• Portfolio contains numerous and distracting grammar and sentence boundary errors. Meaning is inhibited by errors in grammar.</td>
</tr>
<tr>
<td>• Portfolio contains writing that follows rules of Standard Written English.</td>
<td><strong>Use of MLA Style/Citation</strong></td>
</tr>
<tr>
<td>There may be some errors, but these are not distracting.</td>
<td>• Portfolio fails to demonstrate any understanding of MLA style and format. No parenthetical or Works Cited page present OR completely random/&quot;creative&quot; citation used.</td>
</tr>
<tr>
<td><strong>Use of MLA Style/Citation</strong></td>
<td></td>
</tr>
<tr>
<td>• Portfolio demonstrates consistent MLA style. Sources are parenthetically cited</td>
<td></td>
</tr>
<tr>
<td>and essays possess a Works Cited pages. Minor errors in punctuation might</td>
<td></td>
</tr>
<tr>
<td>exist.</td>
<td></td>
</tr>
</tbody>
</table>

Overall Portfolio Assessment (circle one):  Pass  No Credit
DEVELOPING STUDENT LEARNING OUTCOMES FOR NON-INSTRUCTIONAL PROGRAMS

Student learning outcomes are like learning objectives for an instructional course in their focus on the measurable results of student learning. One difference is that verbs emphasizing what students will be able to “do” or “know” after the learning process is complete replace the rather vague verbs “comprehend” and “learn.”

The overarching goals of a non-instructional program, beyond service to the student, are the student learning outcomes. An emphasis, therefore, is on results which are sometimes reflected in the term “accountability.”

The other change between learning objectives and student learning outcomes is that the new accreditation standards now require colleges to collect data on the success of students meeting those overarching goals. Colleges are then charged with analyzing the data and making changes that will result in more effective student learning.

Student learning outcomes are the measurable skills or accomplishments which embody the overarching goals of a non-instructional program or instructional course. They represent the most important learning that takes place through interaction with a program or participation in a course. It may be helpful to think of them this way: when students complete their interaction with your program, you want them to be in firm possession of certain abilities or knowledge, and you want them to retain those abilities or that knowledge. Those are the student learning outcomes.

Because there are numerous ways in which a student may interact and gain knowledge from a non-instructional program, managers directing those programs may choose to have more than one student learning outcome for which they assess student learning.

Getting started – preliminary discussion

In order to begin formulating your program’s student learning outcomes, ask yourself the following questions:

Describe the ideal student or client to utilize your services?
What are the attributes, skills, and values that are supported and nurtured by the student’s experience when in contact with your services?
What does this student know as a result of using your services?
What can this student do as a result of using your services?
What does this student care about as a result of using your services?
What are the services provided by your unit that contribute to the development of the ideal student?

To create the SLOs

1. Develop criteria (3 domains – see the tables below)
2. Brainstorm
3. Prioritize
4. Select

Writing SLOs

Focus on what the student will be able to know, do, and feel (3 domains).
Use verbs appropriate to learning based on Bloom’s Taxonomy.
Appendix F - Non-instructional Program Assessment

Checklist for writing Student Learning Outcomes

- **Consistency**: Is it consistent and supportive of the Mission Statement?
- **Reasonableness**: Is it appropriate for the ability of the students?
- **Measurability**: Can it be observed and tested?
- ** Appropriateness**: Is it important to the non-instruction service unit?
- **Currency**: Is it a current service?
- **Clarity**: Is it clear, precise, and simple?

Double check your SLO with assessment in mind.

Make sure that the program SLO is something that is readily observable and measurable – in other words, build in assessment from the beginning. Don't create a program SLO that you can’t envision a way to observe or evaluate or that requires data that you won’t be able to access.

Learning outcomes related to the three domains in Bloom's Taxonomy

According to Bloom’s Taxonomy, students experience several levels of learning from the acquisition of facts to the ability to think critically and solve problems.

Student learning takes place in three domains

1. **Cognitive domain** – recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of defining knowledge classification
2. **Psychomotor domain** – performance defining physical skills
3. **Affective domain** – defining behaviors that correspond to values, appreciation, and attitudes.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information</td>
<td>Student uses information to relate and apply it or to a new situation with minimal instructor input</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory</td>
<td>Student judges or evaluates information based upon standards and criteria, values, and opinions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Convert</td>
</tr>
<tr>
<td>Label</td>
<td>Define</td>
</tr>
<tr>
<td>List</td>
<td>Describe</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Discuss</td>
</tr>
<tr>
<td>Identify</td>
<td>Estimate</td>
</tr>
<tr>
<td>Imitate</td>
<td>Explain</td>
</tr>
<tr>
<td>Match</td>
<td>Generalize</td>
</tr>
<tr>
<td>Name</td>
<td>Identify</td>
</tr>
<tr>
<td>Quote</td>
<td>Illustrate</td>
</tr>
<tr>
<td>Recall</td>
<td>Locate</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>State</td>
<td>Prepare</td>
</tr>
<tr>
<td>Write</td>
<td>Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Apply</td>
</tr>
<tr>
<td>Compare</td>
<td>Chart</td>
</tr>
<tr>
<td>Contrast</td>
<td>Compute</td>
</tr>
<tr>
<td>Correlate</td>
<td>Demonstrate</td>
</tr>
<tr>
<td>Diagram</td>
<td>Determine</td>
</tr>
<tr>
<td>Dissect</td>
<td>Dramatize</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Establish</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Make</td>
</tr>
<tr>
<td>Infer</td>
<td>Manipulate</td>
</tr>
<tr>
<td>Investigate</td>
<td>Prepare</td>
</tr>
<tr>
<td>Limit</td>
<td>Project</td>
</tr>
<tr>
<td>Outline</td>
<td>Solve</td>
</tr>
<tr>
<td>Separate</td>
<td>Use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemble</td>
<td>Analyze</td>
</tr>
<tr>
<td>Create</td>
<td>Compare</td>
</tr>
<tr>
<td>Conclude</td>
<td>Contrast</td>
</tr>
<tr>
<td>Critique</td>
<td>Correlate</td>
</tr>
<tr>
<td>Decide</td>
<td>Diagram</td>
</tr>
<tr>
<td>Develop</td>
<td>Dissect</td>
</tr>
<tr>
<td>Diagnose</td>
<td>Differentiate</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Distinguish</td>
</tr>
<tr>
<td>Judge</td>
<td>Infer</td>
</tr>
<tr>
<td>Justify</td>
<td>Investigate</td>
</tr>
<tr>
<td>Rank</td>
<td>Limit</td>
</tr>
<tr>
<td>Recommend</td>
<td>Outline</td>
</tr>
<tr>
<td>Support</td>
<td>Separate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemble</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Create</td>
<td>Access</td>
</tr>
<tr>
<td>Construct</td>
<td>Appraise</td>
</tr>
<tr>
<td>Design</td>
<td>Conclude</td>
</tr>
<tr>
<td>Develop</td>
<td>Critique</td>
</tr>
<tr>
<td>Formulate</td>
<td>Decide</td>
</tr>
<tr>
<td>Generate</td>
<td>Diagnose</td>
</tr>
<tr>
<td>Hypothesize</td>
<td>Develop</td>
</tr>
<tr>
<td>Initiate</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Invent</td>
<td>Judge</td>
</tr>
<tr>
<td>Modify</td>
<td>Justify</td>
</tr>
<tr>
<td>Reframe</td>
<td>Rank</td>
</tr>
<tr>
<td>Synthesize</td>
<td>Support</td>
</tr>
</tbody>
</table>
### The Psychomotor Domain (related to skills)

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student translates sensory input into physical tasks or activities</td>
<td>Student is able to replicate a fundamental skill or task</td>
<td>Student recognizes standards or criteria important to perform a skill or task correctly</td>
<td>Student uses standards to evaluate own performance and make corrections</td>
<td>Student applies skill to real life situation</td>
<td>Student is able to instruct or train others to perform this skill in other situations</td>
</tr>
<tr>
<td>Hear Identify Observe See Smell Taste Touch Watch</td>
<td>Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try</td>
<td>Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select</td>
<td>Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise</td>
<td>Build Compose Construct Create Design Originate Produce</td>
<td>Demonstrate Exhibit Illustrate Instruct Teach Train</td>
</tr>
</tbody>
</table>

### The Affective Domain (related to attitudes, behaviors, and values)

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student becomes aware of an attitude, behavior, or value</td>
<td>Student exhibits a reaction or change as a result of exposure to an attitude, behavior, or value</td>
<td>Student recognizes value and display this through involvement or commitment</td>
<td>Student determines a new value or behavior as important or a priority</td>
<td>Student integrates consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character</td>
</tr>
<tr>
<td>Accept Attend Describe Explain Locate Observe Realize Receive Recognize</td>
<td>Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies</td>
<td>Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value</td>
<td>Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise</td>
<td>Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify</td>
</tr>
</tbody>
</table>
Appendix F - Non-instructional Program Assessment

Write a Student Learning Outcome for the Department/Unit (Template)

Department, non-instructional service unit:
______________________________________________________________

Mission statement for the department, non-instructional service unit:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>(knowledge or concepts)</td>
<td></td>
</tr>
<tr>
<td><strong>Psychomotor</strong></td>
<td></td>
</tr>
<tr>
<td>(skills or performance abilities)</td>
<td></td>
</tr>
<tr>
<td><strong>Affective</strong></td>
<td></td>
</tr>
<tr>
<td>(Attitudes or values)</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSING STUDENT LEARNING OUTCOMES FOR NON-INSTRUCTIONAL PROGRAMS

Setting goals for their departments or programs is not a new idea to managers and supervisors; it is an integral part of planning and directing the work flow of a program or department. Assessing a student’s knowledge about services received or processes learned, on the other hand, may be a new concept.

The Student Learning Outcomes Assessment mandate focuses all of us on the strong links between statements of goals (SLOs) and their assessment. Here is a concise definition of assessment that explains those connections:

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Thomas A. Angelo, AAHE Bulletin, November 1995, p. 7).

The WASC accreditation standard for student learning outcomes does not micromanage the assessment process. Instead, it leaves to managers and supervisors the decisions that will determine how useful the assessment process will be in improving teaching and learning. In other words, managers and supervisors decide how they will assess the student learning outcomes.

Any tool that measures the degree to which students have met a learning outcome qualifies as assessment. Such tools include surveys and pre- and post-tests. Most outcomes can be measured in a variety of ways.

Some of the principles of assessment to keep in mind when developing an assessment plan include:

- Assessment is an integral part of teaching and learning.
- Assessment is based on measurable criteria.
- Assessment is accomplished with a variety of methods.
- Assessment involves processes as well as outcomes.
- Assessment improves teaching and learning.
- Assessment informs planning and decision-making.

Some questions to ask:

- What assessment instruments and methods may be used in the department or service unit?
- Will they provide useful information?
- What purpose will the assessments serve?
- How will the assessment results be used?
- Will the data collected from the assessment inform the unit’s decision-making?
Criteria for selection of assessment methods and implementation:

- The learning outcomes selected for assessment are important.
- The assessment methods measure student achievement.
- The assessment methods are varied.
- The criteria for determining success is established.
- The time frame for assessing student learning is doable.
- The time and person responsible for the administration of the assessment is clear.
- The time and person(s) responsible to collect and analyze the data is clear.

Here are some steps that will help you develop an assessment plan:

**First, check your SLOs:**

- **How many are there?** If there are more than three, they likely aren’t true SLOs – they may be objectives that were just moved into the SLO area. You should revise them into SLOs before creating an assessment plan.

- **Are the SLOs overarching (“big picture” learning for the department or program) or are they smaller objectives (things leaned in just one interaction with the department, for instance)?** If they are not overarching, you should revise the SLOs before creating an assessment plan.

- **Is the student learning described in the SLO observable and measurable?** If not, you should revise the SLOs to make them observable and measureable before creating an assessment plan.

**Next, decide on an appropriate assessment tool. Consider:**

- **What is the SLO asking the students to do?**
  - Identify a fact?
  - Perform a skill?
  - Analyze a complex phenomenon?
  - Solve a problem?
  - Explain a concept?
  - Apply skills or knowledge to real-world situations?
  - Evaluate options and select appropriate resources or tools?

- **What types of activities will allow students to demonstrate the SLO (see Appendix A for more information about choosing an assessment tool)?**
  - Pre- and post-tests
  - Skill demonstrations?
  - Surveys?

- **What criteria will you use to measure success or failure to meet the SLO?**
  - Rubric?
  - Raw score
Then, decide how and when you will do the assessment:

- **How often will you assess?**
  - Will it be on a semester cycle? An annual cycle? Other?
  - Are there similar services that could be grouped together?
  - Which semester will you begin assessing this service?
  - If you make changes, when will you reassess to see the effects?

- **Will you assess all students or will you use sampling?**
  - If you are sampling, how many students will be involved?
  - How will you decide which students to involve?

- **What do you need to do to prepare?**
  - Do you need to set up meetings with staff?
  - Do you need to create a test or rubric?
  - How will you distribute materials?
  - Do you need any additional resources or training?

Finally, think about how and when you will share the assessment results and use the results in decision-making about the service and/or program (“closing the loop”):

- **What needs to be done to gather and present the data?**
  - Do you need data from Institutional Research?
  - What format will you use to share the data? PowerPoint? Handouts? Other?

- **When will be a meaningful time for your department to reflect on the results?**
  - Department retreats?
  - Department meetings?
  - Other?

- **What changes might be made to the service or program based on the results?**
  - Changes to the assessment tool or method?
  - Changes to the service, program or department?
  - Changes to the service delivery methods?
  - Changes to student resources or services?

- **How will these results inform other decisions for the department or program?**
  - How do the results of this assessment fit into the larger picture of the program or department?
  - Is there a need for professional development on specific topics?
  - Should budgeting priorities change?
  - Should staffing or other resources be adjusted?
  - Other
Types of Data
Quantitative (numeric scores) and Qualitative (narratives, observations, interviews)

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>Types</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Use of tools/technology</td>
<td>Tutorial</td>
</tr>
<tr>
<td></td>
<td>Interview</td>
<td>Peer review</td>
</tr>
<tr>
<td></td>
<td>Role-play</td>
<td>Demonstration</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Student portfolio</td>
<td>Journal</td>
</tr>
<tr>
<td></td>
<td>Self-assessment</td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td>Essay</td>
<td>Visual</td>
</tr>
<tr>
<td></td>
<td>Oral presentation</td>
<td>Speech</td>
</tr>
<tr>
<td>Survey</td>
<td>Focus group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of student satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of student services accessed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>Informal evaluation</td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Placement test</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>Diagnostic</td>
<td></td>
</tr>
</tbody>
</table>
## Assessing a Student Learning Outcome (Template)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the tool or strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When will you assess and how often?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources needed (staff, equipment, materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the criteria for success?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Helpful Hints for Writing Student Learning Outcomes

The Course Outline Form requests that the student learning outcomes state in specific behavioral terms the minimum skills students should be able to demonstrate at the conclusion of the course. The purpose of the following is to assist instructors when writing instructional outcomes for new courses.

- The format typically begins with the phrase "Upon completion of this course the student will be able to:" with a list of those expectations following.
- The challenge herein lies in distilling the hundreds of specific learning outcomes down to a reasonable number. The key is grouping individual items into sets that share commonalities. For example, a sociology course might have many detailed items for students to learn in the area of cross-cultural comparison, but the collective statement in the outcomes might be "Compare and contrast traditions and behaviors in a variety of cultures."
- Degree applicable credit courses are required to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline but particularly in the outcomes, Methods of Instruction, and Methods of Evaluation.
- The manner in which the Learning Outcomes section reflects critical thinking is in the higher cognitive expectations expressed in this section. Basically, critical thinking involves active higher cognitive processes that analyze, synthesize and/or evaluate information. This contrasts the more passive activities such as recognizing, describing, or understanding information.
- Note that not ALL outcomes need to reflect critical thinking. However, it should be clear that higher thinking skills are an essential component of the course. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class.

Verbs Requiring Cognitive Outcomes

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>translate</td>
<td>interpret</td>
<td>distinguish</td>
<td>compose</td>
<td>judge</td>
</tr>
<tr>
<td>repeat</td>
<td>restate</td>
<td>apply</td>
<td>analyze</td>
<td>plan</td>
<td>appraise</td>
</tr>
<tr>
<td>record</td>
<td>describe</td>
<td>employ</td>
<td>differentiate</td>
<td>propose</td>
<td>evaluate</td>
</tr>
<tr>
<td>list</td>
<td>recognize</td>
<td>demonstrate</td>
<td>appraise</td>
<td>design</td>
<td>rate</td>
</tr>
<tr>
<td>recall</td>
<td>explain</td>
<td>practice</td>
<td>calculate</td>
<td>formulate</td>
<td>compare</td>
</tr>
<tr>
<td>name</td>
<td>identify</td>
<td>illustrate</td>
<td>experiment</td>
<td>arrange</td>
<td>value</td>
</tr>
<tr>
<td>relate</td>
<td>locate</td>
<td>operate</td>
<td>test</td>
<td>assemble</td>
<td>revise</td>
</tr>
<tr>
<td></td>
<td>report</td>
<td>schedule</td>
<td>compare</td>
<td>collect</td>
<td>score</td>
</tr>
<tr>
<td></td>
<td>review</td>
<td>shop</td>
<td>contrast</td>
<td>construct</td>
<td>select</td>
</tr>
</tbody>
</table>
<pre><code>                                    |             | sketch      | criticize | create    | choose     |
                                    |             |             | diagram   | set up     | assess     |
                                    |             |             | inspect   | organize   | estimate   |
                                    |             |             | debate    | prepare    | measure    |
                                    |             |             | inventory | develop    |            |
</code></pre>

Critical Thinking
Note: UC:CSU schools require a majority of the outcomes demonstrate critical thinking.
Many existing course outlines have outcomes that do not reflect the "active verbs" conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those outcomes and methodologies. Bringing the outcomes into line is primarily a matter of reflection on the part of the faculty who teach the course upon those outcomes that require analysis, synthesis, and evaluation. Some "before and after" examples are shown below.

**BEFORE:** Know the significant art achievements of Renaissance through Modern Europe.

**AFTER:** Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic aesthetic and historical relationships.

**BEFORE:** Have learned skills in performing and in working with others to create a theatrical event for children.

**AFTER:** Analyze a text in preparation for rehearsals, including the choice of style, language, and pace.

Critique their own performances and rehearsals using a collectively decided upon matrix. Share these critiques with members of the ensemble in appropriate, culturally sensitive ways.
Program SLO FAQs:

Q: *My department doesn’t have any degrees or certificates – does that mean it is not a program?*

What it likely means is that your department’s classes are part of other programs – the GE program, for example, or a General Arts and Sciences program, or a degree or certificate housed in another department. In those cases, you’ll participate in those program SLO activities as needed.

But there may also be clusters of courses in your department that are not degrees or certificates but that do form student pathways. In those cases, you will need to decide as a department whether those should be considered programs. If you decide there is a program, you will need to create program SLOs for it.

Q: *If my department doesn’t have any degrees or certificates, do I have to write program SLOs?*

It depends. You will still want to consider whether there are student pathways through your department that should be considered programs. If so, then you should write program SLOs for those pathways. If you determine there is no program housed in your department by that definition either, then you do not need to write a program SLO within your department.

However, if that is the case, your department’s courses are more than likely part of the GE program and/or one or more General Arts and Sciences degrees, so you will be involved in program SLO work for those programs.

Q: *My department has 12 different degrees and certificates. Do I really need a program SLO for each one? Why?*

Yes. Accreditation standards require that program level SLOs be developed, assessed, and used in decision-making for each degree and certificate.

Q: *My department only does one program review – how can there be multiple programs within my department?*

Departments are administrative units that can house multiple disciplines and programs. Especially if your department has multiple disciplines or specializations, you will likely have several distinct programs within your department.

You complete one program review because we organize our program review system by department at this college, but you should still consider each program separately (in its own row) in the program SLO table within program review.

Q: *I’ve just written my program SLOs – where do they get recorded? Does anyone need to approve them?*

Program SLOs are recorded in program review, but effective Spring 2010, they will also appear in WebCMS for degrees and certificates. As degrees and certificates are revised, you will be asked to include one or more program SLOs, and the curriculum committee will approve them at that time.

For programs that are student pathways, they will continue to be recorded and approved through the program review process. Meetings to finalize GE SLOs will take place in 2010.
Appendix H - Program Assessment FAQs

Q: I'm still thinking about what my program SLOs should be. How long do I have to get this done?

You need to complete at least one complete assessment cycle (including reflection and an action plan) before Fall 2012. But you should not wait until Spring 2011 to get started – often it may take a few semesters to make the needed decisions and pilot an assessment method.

If you haven’t already started talking about program SLOs in your department, you should start now. If you have program SLOs drafted, spend this semester working on a plan for how to assess them. If you have an assessment method identified, try it out sooner rather than later.

Q: What if my department has a course that is not part of a degree or certificate for my department?

Likely, that course fits into a program somewhere on campus. If it is not part of a program in your department, it may be part of another department’s program, or it might be part of a General Arts and Sciences degree or part of the GE program. As the college moves forward with its assessment of these larger, interdisciplinary program SLOs, you will be contacted to participate as needed.

Q: What about courses in my department that are part of another department’s program?

As the other department works on its program SLOs, you will likely be contacted for information about your course-level assessments. You may also be asked to collaborate on writing the program SLO for that program.

Q: Can I use the same SLO for my department’s degree and certificate?

It depends. If the only difference between the degree and the certificate is the completion of GE requirements, then it would be appropriate to use the same program SLO for both programs. However, if there is additional or more specialized learning that takes place in either the degree or certificate, you will need to adjust the program SLOs to match the learning that takes place in each degree and certificate.

Q: Can I use the SLO from one of my courses as my program SLO?

Possibly. If you have a capstone course that integrates the learning from the other courses in the program, the SLO from the capstone course could be used as the program SLO as well. Alternatively, if you have overlapping SLOs for the courses in your degree or certificate (as in the English example on page 7), you can base your program SLO on a more general statement of the overlap in the course SLOs.

Q: Once I’ve written program SLOs, how do I get started assessing them?

You should have a general plan for how you would go about assessing your program SLO as you are writing it. In general, it depends on how many program SLOs you have and how your program is organized.

- If you have several “strands” in your program, you will want to map your course SLO assessments to your program SLOs
- If you have a “capstone” course, you can use the same assessment for your program that you do for that course
- If you have overlapping course SLOs, you can combine the assessment data from your courses to assess your program
• You may also choose to use an indirect method (such as a survey) to measure students’ perceptions of their own learning in the program and/or gain information about your students after they leave your program.

• You could choose to do an additional assessment for the program SLO that integrates skills and content learned throughout the program (this may be challenging if you have a large number of students and are not easily able to track students close to completion).

• You might consider additional information such as licensing exams and/or job placement if you are able to access that data.

Detailed training for how to do program SLO assessment will be offered in April 2010 and on an as-needed basis after that.

Q: Can I include program SLOs that are measured outside the classroom (such as passing a licensure exam or job placement)?

Only if you have a way of accessing that information. For example, if you are considering a program SLO related to job placement, consider whether you have the ability to track your graduates’ employment after they leave the college. If you can, then this would be an acceptable measure. If you cannot (or if it is very difficult), you would be better off using a measure that can be observed within the classroom.
Appendix I - Associate Degree Requirements (2009-2010)

Associate Degree Requirements 2009 - 2010

The requirements for an AA or AS degree include completion of:
1. a minimum 60 semester units
2. the required courses for a specific major
3. General education, PE/Wellness and Diversity requirements
4. a cumulative grade point average of 2.0 or better in associate degree applicable units and good standing at College of the Canyons
5. a minimum of 12 units completed at College of the Canyons

Students are advised to file a petition for graduation with the Counseling Office no later than the date published for a given term as the Graduation Petition deadline in the current Schedule of Classes.

1. MAJOR AREA. Courses as specified for the major in the COC catalog - A grade of C or better is required in each course for the major. (Note: Students with rights to catalog years prior to 2005 need a 2.0 GPA in major courses.)

The following majors have a different General Education pattern for 2009-10 and beyond:

Liberal Arts & Sciences / Paralegal Studies / Sociology (Please see the Counseling office for details)

2. GENERAL EDUCATION – Courses may be applied in one area only (2A-F). However, courses with asterisks (*) may be used to meet a General Education requirement listed in 2A-F as well as the Diversity Requirement (#4) below.

A. NATURAL SCIENCES – Minimum of 3 semester units required. Choose from the following:
(LAB NOT REQUIRED).
- Anthropology 101, 101L
- Astronomy 100, 101, 102
- Biological Science 100, 104, 106, 107, 112, 130, 132, 140, 170, 180, 201, 202, 204, 205, 215
- 216, 218, 219, 221, 230, 231, 240, 250
- Chemistry 110, 151, 201, 202, 221, 255, 256
- Geography 101, 101L, 103
- Geology 100, 101, 102, 105, 106, 107, 109, 116
- Physical Science 101
- Physics 101, 110, 111, 220, 221, 222
- Psychology 102

B. SOCIAL SCIENCE – Minimum of 3 semester units required. Choose from the following:
- Anthropology 103*, 103H*, 105, 210*, 215*, 220
- Biology 120*
- Business 103, 126*
- Communication Studies 110, 223, 235*, 246, 256*, 263*
- Early Childhood Education 120, 125
- Economics 130, 150, 170, 201, 201H, 202, 230
- Geography 102*
- History continued...243*, 245*
- Journalism 100
- Media and Entertainment Arts 100
- Pol. Science 100, 150, 150H, 200, 210, 230, 250, 270, 290*
- Psych. 101, 101H, 105, 109, 126, 150, 172, 175, 180, 225, 238*, 235*, 240*, 272*
- Radio Television Film 100

C. HUMANITIES AND FINE ARTS – Minimum of 3 semester units required. Choose from the following:
- Animation 100
- Anthropology 210*, 215*, 220
- Arabic 101
- Art 110, 111, 113, 114, 115, 124A, 124B, 133, 140, 141, 142, 205, 222, 250
- Business 160
- Chinese 101
- Cinema 120, 121, 122, 123*, 127, 129, 131
- Communication Studies 105, 105H, 150, 225, 246, 250, 256*, 260*
- Dance 100, 101, 111, 121, 122, 131, 132, 133, 134, 135, 137, 141, 142, 160, 161, 170
- French 101, 102, 150, 201, 202

PLEASE NOTE:
English and Math requirements have changed for students who start COC in Fall, 2009 or later. Students who started COC prior to Fall, 2009 and who have not missed 4 consecutive terms should consult with the Counseling office to determine which degree requirements pertain to their specific catalog year.
Appendix I - Associate Degree Requirements (2009-2010)

D. Language and Rationality – 6 semester units-Minimum grade of C required (completion of both requirements i and ii is required):
   i. English Composition – Select one course from the following:
      English 101, 101H, 102, 103, 204
   ii. Communication and Analytical Thinking – Select one course from the following:
      Business 291; Communication Studies 105, 105H, 205, 223, 225, 227; Computer Science 111, 132; Economics 291; Journalism 105 (F06), Math 070, 083, 102, 103, 104, 111, 120, 130, 140, 211, 212, 213, 214, 215, 240; Philosophy 106, 205, 230; Psychology 103, 135; Sociology 102, 168 or 195

E. AMERICAN INSTITUTIONS – 6 units required:
   United States History (3 units)
   U.S. Constitution, State and Local Government (3 units)
   Complete 1 course from section 1 and 1 course from section 2:
   1) Economics 170, History 111, 112, 120*, 130*, 150, 170, 230* or 245*
   2) Political Science 150 or 150H
   or Complete both History 111-112

F. PHYSICAL EDUCATION and WELLNESS – Minimum 2 units or 2 courses of Physical Education activity (KPEA or KPEI) or Dance activity courses (except DANCE 100) or REC 124 or Health Science 100, 149, 150 or 243*
   Courses: ____________________________ (Veterans Exempt-DD214 required)

3. COMPETENCY REQUIREMENTS:
   Reading Competency: Minimum grade of C required
   Competence is demonstrated by completion of English 101, 101H
   Written Expression Competency: Minimum grade of C required
   Competence is demonstrated by completion of English 101, 101H, 102, 103, 204
   Mathematics Competency: Minimum grade of C required
   Competence is demonstrated by completion of Business 291, Economics 291, Mathematics 070, 083, 102, 103, 104, 111, 120, 130, 140, 211, 212, 213, 214, 215, 240; Psychology 135 or Sociology 135

4. DIVERSITY REQUIREMENT – Completion of at least 3 units from:
   Anthropology 103, 103H, 210, 215; Biological Science 120; Business 126; Cinema 123; Communication Studies 235, 256, 260; Early Childhood Education 160, 165; Education 200, 203, English 202, 270, 271, 273, 274, 289, 289; Geography 102, Health Science 243; History 116, 117, 120, 130, 161, 191, 192, 193, 210, 230, 242, 243, 245; Music 108; Philosophy 102, 220; Political Science 290, Psychology 230, 235, 240, 272; Sign Language 110; Sociology 100, 101, 101H, 103, 105, 106, 110, 151, 200, 207, 208, 210, 217, 230, 233

5. UNIT/GPA REQUIREMENTS (Minimum of 12 units at College of the Canyons)

6. 60 UNITS TOTAL

7. CUMULATIVE GPA – 2.0 (“C” Average)

   NOTE: In order to graduate, students also need to be in good standing at College of the Canyons. A student cannot be on Academic or Progress Probation, Subject to Dismissal or Dismissal status.

   Student Name: ____________________________ ID#: ____________________________
   Counselor: ____________________________ Date: ____________________________

   This planning sheet represents the best information available at the time of printing and is researched and updated each year.
   Revised 06_19_09
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department: All departments must reach "Proficient" by Fall 2012
### SAMPLE DEPARTMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department: All departments must reach "Proficient" by Fall 2012
EXHIBIT 1D-1
FLEX Week Spring 2011
Completing the SLO Tables in Program Review

Official SLO data for a Program’s course and program level SLOs should be entered into Program Review. It is the place where each program and course’s data and analysis are recorded.

<<<Importantly, there is no one “right way” to enter the data or analysis of the data. The process is to improve student learning by collecting information, reflecting upon it, and making a plan of action to improve learning.>>>>

**SIX COLUMNS** – the columns ask for information about your program or specific course.

- **Archived** – If you have archived a program or course, note that in the second column. **NOTE** – if you state you are archiving a course or program, make sure this is ALSO done in WebCMS. Stating a program or course is archived in the program review does not make it official for curriculum purposes!

- **SLOs** – type or copy and paste the SLOs from WebCMS. The SLOs in WebCMS are your “official” SLOs for programs and courses. If you don’t have or are in the process of revising your SLOs, that information should be included in the Use of Results column below. A new or revised SLO is not official and should not be recorded in the SLO table unless and until the curriculum committee has approved it.

- **Means of Assessment & Criteria for Success** – in this column, input the type(s) of assessment the department uses to evaluate the SLO (essay exam, presentation, paper, objective test, etc.). Also note the level of success the department has decided to use as the benchmark for those students who pass the SLO (e.g. 70% or higher on essay exam or paper; 15/22 questions, etc.).

- **Summary of data & Number of Cycles** – this is where the department reports how many students “passed” according to the department’s criteria for success. This can be raw numbers or even a fraction or percentage. The data results should give context to the Use of Results column below. The Number of Cycles portion of this column should reflect how many complete cycles (writing/revising to assessing to reflecting & analyzing back to writing/revising) the program or course has undergone.

- **Use of Results** – this column is very important and department specific. This column is where the department reports on the reflection and analysis of the data. This information will show how the faculty is focused upon improving student learning. It is where the department drafts a plan of action specific to its students’ needs. If the department decides to revise the SLO, this is where that is noted and rationale why. If the department determines that additional time should be given in class on a SLO-related topic, that information should be included.
FAQS

1. **What is the faculty role in SLO creation and assessment?**
   Faculty have a primary role in SLO creation and assessment. At the course and program level, departments are responsible for identifying student learning outcomes, assessing the results, and making decisions about what actions to take once the results have been analyzed. Departments should decide if the best way to assess outcomes is through shared assessment tools or coordination of different assessment tools.

2. **What do I have to do? And by when?**
   By Fall semester 2012, College of the Canyons must demonstrate that the college is in the “proficient” stage of SLO implementation. Proficient means that all course, degrees, certificates, and institutional-level programs (GE areas, CTE, College Skills) must be: a) assessed; b) evaluated; and c) analyzed. Then the faculty must determine how to use the information from the assessment of the SLOs to improve teaching and learning.

3. **How do I decide what kind of assignment to use to assess an SLO?**
   After reviewing the SLO, decide what the SLO is asking the students to do – perform a skill, analyze a phenomenon, explain a concept, or apply skills or knowledge? After you decide what the SLO is asking the student to do, determine what assignments or activities will allow students to demonstrate the SLO. Some examples of SLO assessments include objective exams, essay exams, out-of-class formal essays, skill demonstrations, performances, and oral presentation. Appendix C of the *Student Learning Outcomes Faculty Manual* contains more information about choosing an assessment tool.

4. **What is the difference between SLO assessment and grading?**
   SLO assessment should measure the skill or accomplishments which embody the overarching goals of a course. They represent the most important learning that takes place in a course. When students leave your course at the end of the semester, you want them to be in firm possession of certain abilities or knowledge, those are SLOs that you should be assessing. On the other hand, grades are a faculty report of a student’s performance in a class as a whole, but they are not the same as assessment of SLOs in and of themselves. SLO assessments are typically assignments that comprise part of a student’s grade. However, sometimes students may attain the skill described in the SLO but may – through missed assignments or other issues – not earn a passing grade in the class.

5. **How can I assess SLOs for a course that is not currently being offered? What if it’s not being offered as a result of the current budget situation?**
   If the course is not being offered, then the department must discuss this issue and decide to either offer the course before spring 2012 or archive the course. The decision to offer a course may be difficult as it may very likely mean that another course will not be offered in lieu of this
course. The decision to archive means that the course is removed from the department’s curriculum, but it can be reactivated. However, upon being reactivated, the course will need to go through the entire curriculum review process prior to being offered again. So for planning purposes, the course would need to be reviewed at least a year before it is offered.

6. **I’ve started working on assessing some of the SLOs for the courses I teach, but in the process I’ve realized that some of them need to be changed. How can I do that?**

When a course’s SLOs are changed, then the SLOs must be changed in the curriculum process. When faculty change the SLOs, the rest of the curriculum – especially the course objectives, course content, methods of evaluating student achievement, and assignments – must be aligned with the new SLOs. Review and revision of a course’s curriculum may mean minor or major changes in the course curriculum, but the process should be done and then reviewed in the curriculum process.

7. **Once, I’ve assessed an SLO, who do I need to tell about the results?**

Ultimately, Academic Program Review will be the main place to provide documentation of both data from SLOs and the manner in which the loop was closed: how faculty have used the information from the assessment of student learning outcomes to improve teaching and learning.

At this time, department chairs are asked to summarize SLO assessment results, dialogue, and planning once a year as part of Program Review. As assessment, dialogue, and planning take place during the year, chairs should keep a record so that it is available when it is time to complete the Program Review summary.

The college has recently purchased CurricUNET, an online system for both curriculum and SLO assessment documentation. Because it is an integrated system, it will always have the current, approved SLOs and will allow faculty to record all stages of the SLO cycle as they occur so that a report can be generated and attached to Program Review once a year without generating additional data entry. This system will be in place at some point during the 2010-2011 academic year, with full adoption by 2011-2012. Once the system is available, training will be available to all faculty and staff.

8. **How often do I need to assess SLOs?**

In order to organize the assessment process, it is important for each department to create a schedule of assessment to ensure that all courses and programs are assessed on a regular basis. While SLO assessment for courses and programs should be regular, it is **not** necessary to assess every course and program each semester.

First, consider how many courses and programs your department has. The number of courses and programs will likely affect how often each course or program is assessed. Aim to assess each course at least once every 2-4 years (maximum time 6 years).

Departments may consider grouping like courses together to assess in the same semester using a similar assessment tool. Or, if there aren’t clusters of like courses, departments may just split the courses evenly, assessing a similar number of courses each semester.
Because each course and program must complete at least one assessment cycle before fall 2012, your department should prioritize assessing courses and programs that have not yet been assessed. Once each course and program has been assessed at least once, a regular cycle of assessments for courses and programs should be developed.

9. **How do we get adjuncts involved in SLO creation, assessment, and dialog?**
While it can sometimes be challenging to involve all faculty in the SLO process, departments should make the effort to plan time to discuss and analyze the results that will allow for maximum participation.

- Consider using department meeting or retreat time (adjunct faculty can be paid for 2 hours each semester for a department retreat)
- Use FLEX hours when possible (adjunct faculty members can be paid for up to 3 hours each semester for FLEX sessions attended)
- Consider online collaboration options
- Communicate through email (or hard copies of handouts in mailboxes) with those not able to attend

10. **How do you write a program SLO? Once you have written one, how do you assess it?**
For a detailed description of how to write and assess program SLOs, please see the *Student Learning Outcomes Faculty Manual*.

In brief, though, first you must decide how many programs your department has. Each degree and certificate is a program (as defined by Title 5) and must have SLOs and go through the assessment process. Additionally, departments have the option to designate “student pathways” through their courses as programs as well. For example, the English department could consider the sequence of developmental reading and writing classes as a program, but the only required program for the English department is the AA degree in English.

Once you’ve determined how many programs are in your department, then you need to analyze each one to decide what kind of program it is.

- **Single Skill:** Is there a single skill that is practiced across various topics? If so, there could be one program SLO that addresses that skill.
- **Capstone:** Does your program have a capstone class that brings together the learning in all of the other courses in the program? If so, the capstone course SLOs can also serve as the program SLOs.
- **Strands:** Are there several distinct skills or “strands” within the program? If so, you should have one SLO for each “strand.”

To assess your program SLOs:

- If yours is a “single skill” program, compile the results for all of the course SLO assessments, and use that compiled result for the program assessment.
- If yours is a “capstone” program, the SLO assessment for the capstone course is also your program SLO assessment.
• If yours is a “strands” program, you will need to map (or match) each course SLO to its corresponding program SLO. Then, compile the course SLO assessments that are matched to each program SLO, and the results will be your program SLO assessment.

11. How much time does it take to assess SLOs?
There is no standard amount of time that SLO assessment takes. The amount of time can vary based on the department’s level of experience with SLO assessment, the number of faculty and students involved, and the complexity of the assessment tool that is chosen.

In general, the more times a department does SLO assessment, the easier it becomes. Assessments with fewer faculty involved often move more quickly through developing an assessment tool and communicating about the assessment results, but not always.

If you can choose an assessment tool that is an already existing assignment in the course or program, that often makes SLO assessment easier because it eliminates the need for an additional assessment. As the assessment method and tool are designed, faculty should strive to streamline rubrics (consider fewer categories and/or levels of mastery if appropriate) and be mindful of how individual question results may need to be broken out as exams are created.

12. What is the difference between the program SLOs discussed in the Student Learning Outcomes Faculty Manual and the SLO(s) for the department that were listed in Program Review?
Eventually, they should be one and the same. For some departments, they are right now.

Other departments are still working on developing SLOs for degrees, certificates, and student pathways, and what is listed in Program Review currently is more like a SLO for the department as a whole, without specifically addressing each program within the department.

If you have questions about whether the program SLOs listed in your department’s Program Review do enough to address all of the programs within your department, please contact one of the SLO coordinators.

13. What about Institutional Program SLOs? Who will assess those?
The short answer is: all departments that have a course that is part of an institutional-level program institutional-level programs include General Education (GE), Career Technical Education (CTE), and College Skills.

In 2008, the SLO steering committee developed a first round of institutional-level SLOs for degrees, certificates, transfer, personal development and job skills based on ICETC/CSUGE. This process included defining the SLOs, mapping the SLOs to courses, defining the assessments, assessing the SLOs, and analyzing the results. A workshop was held on April 4, 2008 with administrators and faculty representing the appropriate departments, to create the SLOs and develop assessments for the respective SLOs.
Since the April 4, 2008 workshop there has been a shift in thinking regarding institutional-level SLOs, resulting in the decision to base them on Associate Degree Requirements, plus College Skills and CTE. Many of the SLOs developed by the participants in the original workshop remain valid. More collaboration will be necessary to develop SLOs for some new categories and to revise some of the older SLOs that don’t work for the new categories.

The new categories, based on the G.E. areas defined in the Associate Degree Requirements 2009-2010 are:

GE Areas (for a list of courses in these areas, please see Appendix I):
- Natural Sciences
- Social Science
- Humanities and Fine Arts
- Language and Rationality (English Composition and Communication and Analytical Thinking)
- American Institutions
- Physical Education and Wellness
- Diversity

Plus:
- College Skills (Developmental English and Math, English as a Second Language, and Counseling)
- CTE (Career Technical Education)

For all of these areas, interdisciplinary groups will meet to draft SLOs, create an assessment plan, and agree on an assessment schedule. The groups will go through a very similar process to the one used to develop departmental-level program SLOs – the only difference is that these institutional-level programs are much larger and will involve the collaboration of multiple departments.

This collaboration will begin on Opening Day 2010 and will continue as needed over the coming years.

**Student Learning Outcomes Assessment Issues – Flex Activity Fall 2010**

**FAQs**

1. **What is the faculty role in SLO creation and assessment?** At the course and program level, departments are responsible for identifying student learning outcomes, assessing the results, and making decisions about what actions to take once the results have been analyzed. Departments should decide if the best way to assess outcomes is through shared assessment tools or coordination of different assessment tools.

2. **What do I have to do? And by when?** By Fall semester 2012, College of the Canyons must demonstrate that the college is in the “proficient” stage of SLO implementation. Proficient means that
all course, degrees, certificates, and institutional-level programs (GE areas, CTE, College Skills) must be: a) assessed; b) evaluated; and c) analyzed.

3. How can I assess SLOs for a course that is not currently being offered? What if it’s not being offered as a result of the current budget situation? If the course is not being offered, then the department must discuss this issue and decide to either offer the course before Spring 2012 or archive the course. The decision to offer a course may be difficult as it may very likely mean that another course will not be offered in lieu of this course. The decision to archive means that the course is removed from the department’s curriculum, but it can be reactivated. However, the course will need to go through the entire curriculum review process prior to being offered again. So for planning purposes, the course would need to be reviewed a year before it is offered as a course.

4. I’ve started working on assessing some of the SLOs for the courses I teach, but in the process I’ve realized that some of them need to be changed. How can I do that?

5. How do I decide what kind of assignment to use to assess and SLO?

6. What is the difference between SLO assessment and grading?
## ASSESSMENT PLAN WORKSHEET

**Please complete one for each assessment you are planning to evaluate each SLO**

### Course Number: ____________  Course Title:__________________________________________

### Scheduled Assessment Term: __________________________ (see department benchmarks)

<table>
<thead>
<tr>
<th><strong>Student Learning Outcome:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Description of assessment tool (objective tests, skills demonstration, essay, performance, portfolio, etc):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty involved in the planning of this assessment?:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is your planned assessment method? How will instructor evaluate student success? (answer key, rubric, survey):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When will students be submitting/performing the work?:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How many students will be assessed?:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criteria for success? What percentage of students do you expect to pass the assessment?:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How will results be compiled?:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Program Information for: Student Learning Outcomes

**Year(s): 2008/2009 to 2010/2011**

<table>
<thead>
<tr>
<th>College of the Canyons' Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the Department's Mission (e.g. services offered and functions performed by this department).</td>
</tr>
<tr>
<td>The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who are the customers/recipients of the services and functions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLO Committee serves the faculty who are primarily responsible for drafting, assessing, analyzing, and evaluating SLOs for course, program, and institutional level. Tangentially, students benefit from the faculty's focus upon improving student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provides a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart #1: Organizational Structure Current &amp; proposed.doc (Remove)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provides a short description of the history of your department, including how it has changed over the years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students' progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus. In 2003, College of the Canyons formed a</td>
</tr>
</tbody>
</table>
steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator. In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012, and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time. In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college. In 2010, the SLO coordinator position was increased to three 25% reassigned time positions, for a total of 75% reassigned time. While the coordinators all assist each other as needed, each position has a specific area of focus, allowing for specialization in interdisciplinary assessment, software and reporting, and communication and training.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results (Cycle(s))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate the development and implementation of course, program and institution-level SLO assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage administrator, faculty and staff alignment of all course, program and institutional level outcomes and assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist with and guide faculty and staff in the transition from WEBCMS to CurriculNet in 2010-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 including training on the CurricuNet assessment module.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process.</td>
<td></td>
</tr>
<tr>
<td>Development of an outcomes resource collection for college.</td>
<td></td>
</tr>
<tr>
<td>Increase the number of courses with ongoing assessment plans.</td>
<td></td>
</tr>
<tr>
<td>Develop and implement FLEX workshops and trainings on topics related to student learning outcomes and assessment.</td>
<td></td>
</tr>
<tr>
<td>Provide training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements.</td>
<td></td>
</tr>
<tr>
<td>Advocate for the allocation of sufficient resources to involve adjunct faculty and department level work on the outcomes and assessment cycle (i.e., plan, asses, close) at the course, program and institution level.</td>
<td></td>
</tr>
</tbody>
</table>
2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop, implement, and analyze the results of student learning outcomes assessments at course, program and institutional level.

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and implement CurricuNET and CurricuNET assessment module</td>
<td></td>
</tr>
<tr>
<td>Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.</td>
<td></td>
</tr>
<tr>
<td>Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit.</td>
<td></td>
</tr>
<tr>
<td>Increase involvement of the adjunct faculty in the outcomes and assessment process to meet proficiency and fulfill recommendation of the ACCJC Accreditation Report.</td>
<td></td>
</tr>
<tr>
<td>Through the Academic Affairs office, successfully hire a Student Learning Outcomes/Assessment assistant to assist faculty and administrators with data entry, assessment tracking and report generation.</td>
<td></td>
</tr>
</tbody>
</table>
Advocate for the allocation of sufficient resources to sustain faculty and department level work on the outcomes and assessment cycle (i.e., plan, assess, close) at the course, program and institution level.

### Objectives

#### Status of Objectives. *(Glossary of Terms)*

| Edit Objectives |

#### Additional Accomplishments. *(Glossary of Terms)*

1. Redesign and improvement of SLO Website. (Goal: Institutional Advancement)
2. Revision of SLO Outcomes Faculty Manual. (Goal: Teaching and Learning)
3. Led opening day workshop for all faculty in development of ISLO plans. (Goal: Leadership)
4. Led workshop at Department Chair retreat on PSLO development and alignment of course and institution SLOS. (Goal: Leadership)
5. Collaborated with Office of Academic Affairs and Curriculum Committee to analyze and evaluate state of course and program-level outcomes and assessment. (Goal: Institutional Effectiveness)
6. Gathered information from department chairs on status of course and program outcomes and assessment plans and analyzed results to plan efforts to assist departments. (Goal: Institutional Effectiveness)
7. Collaborated with SLO Committee to develop benchmarks for course and program outcomes and assessments. (Goal: Leadership)
8. Delivered ongoing guidance and assistance for administrators, faculty and staff with development of ISLO, PSLO and CSLO outcomes and assessments. (Goal: Leadership)
9. Presentation of more than 30 workshops from Spring 2010 to the present on outcomes and assessment issues. (Goal: Leadership)
10. Coordinated or participated in the delivery of 31 SLO-related workshops through the Office of Professional Development from Fall 2008-Spring 2010. (Goal: Leadership)
11. Development of sample assessment, alignment and record keeping tools for administrators, faculty and staff. (Goal: Leadership)
12. Encouraged and facilitated development of program SLO’s for 12 departments. (Goal: Leadership)
Leadership)
13). Developed and implemented survey concerning SLO-related FLEX interests of faculty and staff. (Goal: Leadership)
14). Collaborated with chair of Curriculum Committee and Academic Affairs administrators and staff to address issues concerning reliability and acceptability of SLO information contained with the program review. (Goal: Institutional Effectiveness)
15). Facilitated the future publishing of Program SLO’s as suggested by the ACCJC visiting team. (Goal: Institutional Effectiveness)
16). SLO coordinator attended Student Success Conference in Fall 2010. (Goal: Leadership)
17). SLO Coordinators are attending the Accreditation Institute in March 2011 and the Curriculum Institute in July 2011. (Goal: Institutional Effectiveness)
18). Purchase of CurricuNET. (Goal: Institutional Effectiveness)
19). Increased participation in SLO Committee from 2009 to 2011. (Goal: Institutional Effectiveness)
21). Development and delivery of SLO brief (Fall 2010). (Goal: Campus Climate)
22). Development of Institution Learning Outcomes and assessment plans in 2010. (Goal: Leadership)
23). Developed and presented reports to the Academic Senate in 2010 and 2011 providing updates on outcomes/assessment progress and the accomplishments of the SLO coordinator(s). (Goal: Campus Climate)
24). Encouraged and facilitated development of course-level SLO’s for I.S.A.’s. (Goal: Institutional Effectiveness)
25). SLO Coordinators identified degrees and certificates without a department and created a plan to assist with developing outcomes and assessments. (Goal: Institutional Effectiveness)
26). Developed a workplan for SLO Coordinator and SLO Committee tasks for 2009-2010 and 2010-2011. (Goal: Institutional Effectiveness)

Other External/Internal Factors & Add Objectives

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

LAST THREE YEARS:
1. Three co-coordinators have each been provided 25% release time to complete the tasks. This is an increase from one coordinator provided release time in 2009-2010.
2. CurricuNET was purchased in 2010. Assumption is that this new curriculum and assessment management database will be fully functional fall 2011.

NEXT THREE YEARS:
The outcomes and assessment process is a continuing cycle. According to the ACCJC Rubric for Evaluating Institutional Effectiveness -- Part III: Student Learning Outcomes, once the college establishes "proficiency" by Fall 2012, the next level will be to establish "sustainable continuous quality improvement." This will require regular and vigilant monitoring and mentoring by SLO Coordinators to insure that SLO's and assessment are ongoing, systematic and used for continuous quality improvement. Coordinators will need to continue to present...
faculty workshops and to work closely with the department chairs, the Curriculum Committee, and the deans and administrators in the Instruction Office, Academic Affairs and Institutional Development. Since they help facilitate and frame conversations about SLO's and assessments, SLO Coordinators are essential for dialogue about student learning to be "ongoing, pervasive and robust." SLO Coordinators act as much-needed experts and guides for faculty and administrators concerning outcomes and assessments. SLO Coordinators and the duties they fulfill will continue to be essential in demonstrating to ACCJC that "student learning improvement is a viable priority in all practices and structures across the college."

**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented?

Currently an Access database, Datatel, WebCMS, and the Program Review database are used to collect and analyze outcomes and assessment data. Once CurricuNET migration and the development and activation of the assessment module are complete, most of the outcome and assessment information will be housed in this database. SLO coordinators and members of the SLO Committee, the Academic Affairs office, and the Curriculum Committee will collaborate to train administrators, faculty and staff to fully utilize this resource. This technology will be used to better track outcomes and assessment information and assist administrators, faculty and staff with information analysis through the development and dissemination of reports.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.

The SLO coordinators, SLO Committee, Office of Academic Affairs, Institutional Research, the Academic Senate, the Curriculum Committee, the Professional Development Office, the academic departments, and administrators and faculty members have been actively collaborating on a variety of issues related to the following:

- Curriculum, outcomes and assessment issues;
- the development and implementation of CurricuNET;
- the development and delivery of FLEX workshops;
- email communications with institution personnel concerning outcomes and assessment issues;

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

The challenges facing the SLO Coordinator program are varied and diverse:

1. Although the outcomes and assessment tasks are divided amongst three full time faculty members and release time is provided, the position is potentially. Given the importance of authentic evaluation and improvement of student success and the possibility that state funding formulas may soon be tied to student success rates, College of the Canyons would benefit by devoting more resources to outcome and assessment issues. Additional release time for the current faculty members would likely improve the success of the program.

2. Currently the college lacks a fully-functional outcome and assessment gathering and tracking database. Although this will be remedied when CurricuNET comes online and is fully functional in Fall 2011, the lack of a single database that houses all curriculum, program review, outcomes and assessment information has limited the efficiency of the SLO coordinators and hampered the success of the program.

3. Currently the WEBCMS and program review databases contain conflicting SLO’s for the same courses. SLO coordinators and other institution personnel spent considerable time and resources to identify the extent of the problem and determine methods to attempt rectify the problem. A single database that houses all curriculum, assessment and program review information would help streamline this process, ensure cohesiveness and eliminate the chance of error caused by entering the same information in multiple locations.

4. Clerical support to assist with outcome/assessment data entry; creation of...
outcome/assessment reports; facilitation of communications between institutional offices, administrators, faculty and staff; database management; etc. is needed to support and improve program effectiveness.

5. Recently COCFA has broached the issue of whether SLO/Assessment duties/responsibilities fall under the existing fulltime faculty contract and have asked to bargain these issues. This may have an impact on faculty participation in the SLO process.

6. Currently there is no enforcement mechanism to insure ACCJC's "proficiency" level by fall 2012. The SLO Co-Coordina
tors and the SLO Committee presented benchmarks to the Academic Senate including guideline semesters when particular SLO related activities should be accomplished to meet the "proficiency" level.

### Department/Program Changes

Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

In recent years, it has become clear that the Instruction Office should play a greater role in supporting, guiding, and encouraging faculty as they work towards Proficiency. It may be beneficial for the SLO Coordinator program to be moved from Institutional Research to Academic Affairs/Instruction in the organizational structure.

### Canyon Country Campus

Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes.

The SLO Coordinators and SLO Committee offer support to faculty wherever they should need it, including the Canyon Country Campus. All FLEX training is offered at the Valencia campus.

### Connection to Educational and Facilities Master Plan

How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan?

The “Educational Policy and Practice” section (p.16) includes language referring to the importance of assessing student learning outcomes for needed skills and knowledge as a means of emphasizing the importance of “student competencies, proper use of learning technologies, expanding competition, and institutional accountability.” As discussed in several sections of this program review (objectives, accomplishments, interdisciplinary collaboration, etc.) the SLO coordinators and committee members are making progress to ensure the college achieves the proficiency level of the ACCJC “Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes” and, by extension, fulfill the promise outlined in this section of the Educational and Facilities Master Plan.

The term “student learning objectives” appears three times in the plan -- twice by academic programs referring to the need to include SLO’s in curriculum and once by the Academic Affairs office referencing plans to hire a curriculum assistant in the area of Student Learning Outcome. There are fifteen references to “assessment.” However, most of these refer to assessment testing for student services and student placement in math and English course. There are only two references to assessment within academic courses. This information is included in the program review to emphasize that student learning outcomes and assessment have only recently become areas of interest and concern for the College of the Canyon’s administrators, faculty and staff College of the Canyons.

### Other Information

Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The SLO process itself is an externally imposed regulation, as it comes from ACCJC, our...
accrediting agency. The SLO program will need to continue to monitor the guidelines provided by ACCJC and adjust accordingly. Of particular interest will be the methods of accountability for the Fall 2012 deadline for Proficiency, which have not yet been made available.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

1. SLO Coordinators have significant experience with outcomes and assessment.
2. SLO Coordinators have established a positive, collegial relationship with faculty, administrators and staff.
3. Purchase of CurricuNET and assessment module should help facilitate and improve the data collection process.
4. SLO Coordinators meet for 60-90 minutes weekly throughout the semester and bi-monthly with Audrey Green, Vice President of Academic Affairs. Meetings often involve Anne Lowe, Curriculum Committee chair, Barry Gribbons, COC Assistant Superintendent, Vice President of Institutional Development, Technology and Online Services and Daylene Meuschke, Director of Institutional Research.

**Departmental Challenges.** Describe the department’s challenges. This should principally include information from the data summarized above.

1. Lack of sufficient release time for SLO Coordinators to adequately accomplish goals.
2. SLO Coordinators lack authority to require faculty and administrators to complete outcomes and assessment process. Increased administrator oversight and use of their authority to hold faculty accountable for the outcomes and assessment process might improve SLO coordinator's ability to insure the institution meets "proficiency level" by Fall 2012.
3. CurricuNET and assessment module are not yet online and useable to help coordinators track faculty progress with outcomes/assessment.
4. SLO assessment that involves multiple sections or courses or departments creates a significant amount of clerical work, and resources to support for that work are not yet available.

**New 2008/09 to 2010/11 Objectives.** Please list new 2008/09 to 2010/11 department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

1. Facilitate the development and implementation of course, program and institution-level SLO assessments. (Goal: Institutional Effectiveness)
2. Encourage administrator, faculty and staff alignment of all course, program and institutional level outcomes and assessments. (Goal: Teaching and Learning)
3. Assist with and guide faculty and staff in the transition from WECMS to CurricuNet in 2010-2011 including training on the CurricuNet assessment module. (Goal: Leadership)
4. Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process. (Goal: Institutional Effectiveness)
5. Increase the number of courses with ongoing assessment plans. (Goal: Institutional Effectiveness)
6). Development of an outcomes resource collection for college. (Goal: Institutional Effectiveness)

7). Develop and implement FLEX workshops and trainings on topics related to student learning outcomes and assessment. (Goal: Leadership)

8). Purchase and implement CurricuNET and CurricuNET assessment module. (Goal: Institutional Effectiveness)

9). Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring. (Goal: Institutional Effectiveness)

10). Through the Academic Affairs office, successfully hire a Student Learning Outcomes/Assessment assistant to assist faculty and administrators with data entry, assessment tracking and report generation. (Goal: Institutional Effectiveness)

11). Assist department chairs in development of a schedule to assess course and program level SLOs. (Goal: Leadership)

12). Assist faculty in development of a schedule to assess institution-level SLO's. (Goal: Leadership)

13). Revise SLO Faculty Handbook to include updates and sample assessment material. (Goal: Institutional Effectiveness)

14). Revise and improve Student Learning Outcomes website. (Goal: Institutional Effectiveness)

15). Provide training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements. (Goal: Leadership)

16). Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring. (Goal: Institutional Advancement)

17). Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit. (Goal: Institutional Effectiveness)

18). Increase involvement of the adjunct faculty in the outcomes and assessment process to meet proficiency and fulfill recommendation of the ACCJC Accreditation Report. (Goal: Institutional Effectiveness)

Budget Review

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

Supplies and Services

TRAVEL:
Maintain existing travel budget to allow SLO Coordinators to attend Accreditation Institute, and SLO and Student Success conferences in 2011-2012.

PROFESSIONAL DEVELOPMENT:
Academic Senate SLO Institute July 2011
Strengthening Student Success October 2011
Academic Senate Accrediting Institute March 2011/2012

Equipment
1. High speed scanner

Facilities and facility modification

Personnel
1. Faculty SLO Coordinators
2. Curriculum Assistant for Outcomes and Assessment (see Educational and Facilities Master Plan)
3. Supplemental Services to compensate adjunct faculty to participate in the SLO process.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
Offices of Academic Affairs, the Academic Senate, the Curriculum Committee, Instruction, and Institutional Development

The following staff participated in conducting this program review.
SLO coordinators (Jennifer Brezina, Nicole Lucy, Paul Wickline), SLO Committee, Office of Academic Affairs, Institutional Research, the Academic Senate, the Curriculum Committee

Additional Uploaded Documents.
Upload additional files.
File #1: Department Benchmark Proposal for Senate 2.0.doc
File #2: Senate Report Spring 2011.doc
File #3: Student Success 2010.doc
File #4: Student Learning Outcomes Brief.doc
File #5: COC SLO ASSESSMENT MANUAL.pdf
EXHIBIT 1F
Below is a snapshot of how those departments who reported are involving adjunct faculty in the SLO assessment process at College of the Canyons.

**Report of faculty involvement from Professional Development Office:**

From: Johnston, Sharon  
Sent: Monday, May 02, 2011 11:57 AM  
Subject: RE: SLO Timeline for Midterm Report

Based on the SLO workshops provided in the list, there were 271 Faculty; 71 Adjuncts; 4 Classified; and 3 Administrators (editor’s note: who attended and are involved in the SLO PROCESS.)

Thanks,  
Sharon

Sharon Johnston  
Professional Development Specialist  
College of the Canyons  
Office: 661.362.3443  
Website: www.canyons.edu/offices/pd

---

**Report from Mitjl, Executive Assistant to the Chancellor**

From: Capet, Mitjl  
Sent: Thursday, April 28, 2011 8:11 AM  
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

I believe I financed adjuncts to work with the English Dept….on norming…..also finance non credit teacher to come in and work with Kevin Kistler…..attendance at Division/ Department meetings would also count..assuming that SLO/curriculum was on the agenda...thanks...Mitjl

---

**The Biological & Physical Sciences Department**

From: Golbert, Miriam  
Sent: Tuesday, May 03, 2011 1:31 PM  
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Biological & Physical Sciences Department involved the adjunct faculty (per course area and with each of the Lead Faculty in charge) to develop the assessment instrument for all our courses. Every semester, the adjunct faculty is involved in administering, collecting, and reporting the results the assessment following our department’s assessment cycle. We also involve our adjuncts during our department retreats (Fall and Spring) to review the assessments and determine the action plan and make changes (if needed). Our adjunct faculty also participates in the Program Review process and they have access to review it once the PR is completed.
The Communication Studies Department

From: Leonard, Victoria

Sent: Wednesday, May 04, 2011 11:18 AM

Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The department of Communication Studies has included adjunct faculty at department retreats each fall and spring semester. For the past three years (2008 – 2011), a portion, if not all two hours of the retreat have been dedicated to 1) writing SLO’s for each course, 2) developing assessment rubrics, and 3) discussing the results of the assessments to determine whether changes are required. Information regarding program review is discussed and disseminated as well. To date, all courses in our department have SLO’s, and assessment tools are in place. Both full-time and adjunct faculty are participating in the assessment cycle for each course.

Victoria
Chair, Communications Studies Department

The Economics Department

From: Templer, Lea

Sent: Wednesday, May 04, 2011 10:37 AM

Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Economics Department has included Adjunct faculty in the creation of the SLO’s for our courses since they were created. We discuss the SLO’s and their assessments and rubrics at each of the Department retreats (for the past 5 years) and I am in constant contact with the adjuncts about updating the SLO’s and their assessments. The adjunct faculty in our department have been active participants in the SLO process. They have assessed the SLO’s in their final exams and reporting the results for the past 5 years.

Lea Templer

Public Safety

From: Rio, Debbie

Sent: Friday, April 29, 2011 9:43 AM

Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

We have two adjunct faculty writing SLOs and obtaining assessments from all our public safety training partners.

I wanted to share our work for this semester in the Public Safety area in regards to SLOs. We have worked diligently with our agency partners to first archive old classes and then determine an assessment cycle to meet the accreditation target. Attached you will find all assessments for PUBSAF 40 and 60 series courses offered in spring 2011. Our faculty will continue to work on this project over the summer, as our classes are offered year round for this program.

I have to give all the credit to our adjunct faculty member, Roy Burns and the Director of Public Safety, Steve McLean, for their continued and diligent work on this project. We have hired another adjunct faculty member, Joe Williams, to assist with FIRE and Lifeguard training classes and that work will begin in earnest this month.
Please let us know if you have any questions, or concerns about our progress. I have also sent a copy of this work to Mitjl Capet as I report directly to him for the public safety division.

Debbie

Deborah Rio
Dean of Enrollment Services
(661) 362-3298

**Nursing Department**

From: Carroll, Sandy
Sent: Tuesday, May 03, 2011 8:26 AM
Subject: FW: SLO/adjunct question

In spring and fall 2010, as well as in spring 2011 during the nursing department retreats, course-level assessment for the nursing classes was included directly or indirectly as a part of each agenda. A majority of the adjunct clinical faculty were present at the meetings. At the end of each retreat, time was also devoted for lead faculty to collaborate with their respective adjuncts regarding any issues, processes, and SLO evaluation. In addition, regular formal and informal meetings and telephone conferences occur each semester between and among lead faculty and adjuncts for each course at which time outstanding issues are discussed including, but not limited to a discussion of SLOs and their evaluation. Adjunct faculty teaching electives are also mentored in terms of SLO development, assessment, and evaluation on an ad hoc basis by either the nursing program director and/or nursing department chair.

_Sandy Carroll, Ed.D., MSN, RN, CNE_

**GMD Department**

From: Mark Daybell [professordaybell@gmail.com]
Sent: Wednesday, April 27, 2011 12:51 PM
Subject: Re: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

In Spring 2010, the full-time GMD faculty met for two hours with Jennifer Brezina, SLO coordinator, to discuss and plan course-level assessment tools for the GMD department. The faculty developed plans for common assessment tools and began collaboration.

In Fall 2010 the GMD department (adjuncts included) met for two (2) hours at the department retreat to discuss assessment planning for GMD courses running that semester. 100% of the adjuncts were present and took part in this process. The department chair also provided guidance to the faculty in the creation of rubrics.

In Spring 2011 the GMD department (adjuncts included) met for 2 (two) hours at the department retreat to further discuss and refine course level assessment tools. All faculty (full-time and adjunct) were part of the discussion. The crux of the GMD program will be assessed by semesters end. All data will be collected by the department chair for analysis and discussion.
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

In Fall 2011, findings and conclusions will be evaluated and discussed by the GMD department (adjuncts included) to begin preparations for Program SLO assessment.

Health Science Department

From: Haley, Patti
Sent: Thursday, May 05, 2011 9:37 AM
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Paul

We really have two departments with the Health Science Department.

The adjuncts in the Health Science Department are actively involved in developing the SLOs for the courses. Once the SLOs were developed, they also complete the assessments for their own classes and forward the info to the Chair. At the Dept retreats, we go over the SLO data and decide on a plan of action for the next year. SLOs are incorporated into the syllabi of each course, and assessment takes various forms depending upon the class. As for Program Review, each adjunct is solicited for ideas for future planning and these ideas are incorporated into the Program Review.

The adjuncts in the EMT Program are actively involved in assessing their students for the standing SLOs. SLO assessment data is forwarded to the Dept Chair, collated and entered into the Program review. All collated dated is shared with all adjuncts at Department retreats. Additionally, each adjunct has input into the Program Review with his or her own dream for the future.

Patti Haley

Kinesiology and Athletics Department

From: Hyatt, Rhonda
Sent: Wednesday, May 04, 2011 3:07 PM
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Paul; Attached are my notes recollecting the actions taken by Kinesiology over the past few semesters.

ISLO and SLO  Kinesiology and Athletics- Progress Update Spring 2011

August 21st, 2009: Department Meeting Agenda item: Discussion item regarding course SLO’s in WEBCMS. Need to investigate how many course SLO’s have been updated in the system. Discussion regarding assessment; specifically can a common assessment tool be developed for all KPEA, KPEI and Health 100.

November 19th, 2009: Department Meeting: Jennifer Brezina joined the faculty for a discussion on SLO course assessment. Jennifer reviewed the timelines and process. Additionally, Jennifer provided some examples of a Program SLO assessment from another college. Discussion about using similar format to develop course SLO and brainstormed on KPEA assessment tool. Very tentative outline of the assessment plan:

planning spring 2010 Assess KPEI Fall 2010
April 14th, 2010: Department Meeting Agenda Item: Rewrite of course SLO’s; discussion focused on each faculty member looking in WEBCMS at the course outlines for the ones they primarily teach. Assessing if there is a measureable SLO. Discussion about a common SLO for KPEA, likely to be the first courses assessed.

Fall 2010 Flex Workshop 2 hours: Developing ISLO’s for PE and Wellness: Faculty from KPE, Recreation and Health met to develop ISLO for PE and Wellness; Drafted two separate SLO’s one for KPEA/KPEI and one for Health. Focused on developing ISLO’s that are broad enough to encompass course SLO’s and the ability to map ISLO’s from course SLO’s.

September 29th, 2010: Department Meeting Agenda Item: SLO assessment: Discussion about course SLO’s and ISLO’s; are separate assessment tools necessary.

February 1, 2011: Spring Flex workshop 2 hours: Working to clarify the relationship with Program SLO, ISLO and course SLO; discussed revision of Program SLO to be compatible with ISLO. Focus of workshop was mapping course SLO to ISLO. Reviewed the WEBCMS and Program Review SLO’s for inconsistencies.

February 2, 2011: Spring Flex workshop ISLO’s 2 hours: Working with larger group of faculty including Health and KPE to review mapping KPEA and Health 100 course SLO to program ISLO’s. Discussed and revised an assessment tool. Assessment tool to be reviewed by more department faculty. Tentative goal to implement Spring 2011.

---

**Math Department**

From: Gibson, Collette  
Sent: Friday, April 29, 2011 11:11 AM  
To: Sherry, Michael  
Subject: RE: Adjunct Involvement

From: Sherry, Michael  
Sent: Friday, April 29, 2011 11:16 AM  
Subject: SLO adjunct involvement

The success results for the factoring of cubes was low. Discussion followed on this particular item.  
1) Should we teach factoring, including sum and difference of cubes, in 058/059, 060, and/or 070?  
2) Although some were questioning whether the factoring of cubes was only an introductory topic and may not be needed as part of the Math 060 SLO assessment, one faculty member suggested that we should look into the possible affect on other courses if we no longer want to ask students about the difference or sum of cubes on the final.  
3) Should we remove the formulas for the sum and difference of cubes from the exams, and instead show students how to use long division to factor the cubes?  
4) Do we want students to check their work for factoring on an exam?  
5) The students need help recognizing that 8x^3 is (2x)^3.  
6) One instructor mentioned that they tried group work in class to help with the factoring of cubes, but it did not help when it came time for the exam.
7) Someone suggested that we could see how students answer a question later in Math 070 on the same topic. Maybe the student did not get it at first, but eventually got it.

Michael Sherry
Math Department Chair
College of the Canyons
661-362-5007

Music Department

From: Feldman, Bernardo
Sent: Thursday, May 05, 2011 6:17 AM
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

In the Music Department, we have assigned each of our full-time faculty to oversee a number of courses taught by adjunct instructors. we've done that over a two-semester cycle to cover all classes currently being taught. Many of these instructors also participate in this process at other Community Colleges thus, they are quite familiar with the process. Discussions amongst various groups of teachers take place after the assessments have been made to find ways to improve instruction.

Noncredit

From: Kistler, Kevin
Sent: Monday, May 02, 2011 9:19 AM
To: Wickline, Paul
Subject: FW: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Hi Paul,

The noncredit program has no department chair or full-time faculty. So I work with the noncredit adjunct faculty to write SLOs, revise curriculum, and assess SLOs each semester in the content areas of ESL and Basic Skills.

Kevin G. Kistler, Ed.D., J.D.
Dean, Instructional Support
College of the Canyons
(661) 362-3025

Sociology Department

From: Marenco, Anne
Sent: Wednesday, April 27, 2011 1:55 PM
Subject: RE: SLO / ASSESSMENT RESOURCE COLLECTION
Attachments: SLOs for fac resources.pdf; Sociology PSLO and ISLOs.pdf; fall 10.xls

Sociology conversations take place mostly at our department retreats, but also via email throughout the semester. An example is the following tidbit of retreat minutes:
As a department, we will have completed the full cycle by Fall 2012.

- Spring 10 gave us the following results
  - 101H – 100% scored 70% or higher
  - 105 – 70%. Using an alternative SLO, “Analyze a multi-cultural issue using sociological concepts,” we discussed possible revisions to the assessment, e.g., “Explain cultural pluralism and how it might lead to discrimination.” Discussion to be continued.
  - 110 – 60% We considered an alternative SLO “Analyze a social phenomenon using social-psychological concepts.”
  - 135 SLO1– 56%. We will keep the SLO and assessment as currently stated and work on getting them across to students better. SLO2 95%-keep as is.

This is the conversation about the ISLO for Lang and Rat II.

Update for the Language and Rationality II ISLO, 3-24-11

- The Language and Rationality II ISLO group has verified that all course SLOs map to the ISLO.
- We collected data for Fall 10 for any course that was assessed by the department in that semester and will continue to collect data every semester for any course that is being assessed in the department assessment cycle that semester.
- Our criteria for success are whatever is set by the departments for their course SLOs.
- We are collecting the number of students who attempted the assessment and the number who passed, in order to arrive at a percentage pass rate for the ISLO.
- All the data for fall 10 are not in yet, but we have a success rate of 85%.
- We met during FLEX week spring 2011 to discuss our progress and felt that we were on track.

We will close the loop on the fall 10 data at opening day 2011.

---

Theatre Department

From: Wickline, Paul  
Sent: Friday, April 29, 2011 12:26 PM  
Subject: FW: SLO adjunct involvement

- Adjuncts are involved in the establishment of Course SLOS and assessments for the courses they teach. Much of this conversation happens via email but dialogue also occurs during fall and spring department retreats since fall 2008.
- In Spring 2010, the theatre department (including adjunct faculty) met for two hours with Jennifer Brezina, SLO coordinator, to discuss and plan course-level assessment tools for the theatre department. 70% of adjuncts were in attendance. The faculty developed plans for common assessment tools and began collaboration.
• In Fall 2010 the theatre department met twice for a total of five (5) hours to discuss assessment planning for all theatre courses and develop common assessment tools for TH 110, TH 140 and the TH 190 courses. At each meeting at least 60% of the adjuncts were present and took part in this process. The department chair also provided guidance to the faculty in the creation of rubrics and created two forms to help all theatre faculty develop assessment plans and then report the finding for the annual program review. Forms for most theatre classes were submitted by Adjunct faculty to department chair at the end of the semester.”

• In Spring 2011 the theatre department met for 2.5 hours at the department retreat to further discuss and refine course level assessment tools and begin preparations for Program SLO assessment. All faculty (full time and adjunct) were part of the discussion and involved in the preparation to use mapping to assess program level SLO’s.

---

**Anthropology Department**

Feb 2010-Aug 2010 Anthro Faculty Meetings (see attached meeting agendas):

--2 full-time and 8 adjunct faculty members were present at each meeting;

--Group discussed individual anthro course SLO’s and assessment instruments used in ANTHRO 101 and ANTHRO 103; stressed importance of SLO inclusions in individual course syllabi and introducing new faculty and students to the process (syllabi from all faculty are submitted each semester, checked (among other things) for inclusion of the proper course SLO, and electronically filed by department chair;

--Assessment "dry runs" conducted in all on-ground sections of ANTHRO 101 and ANTHRO 103 in spring and fall semesters; reviewed and discussed assessment results from several sections. Familiarized adjuncts with SLO mandate and shift to learning-centered student assessment; reviewed actual course SLO's, discussed different assessment options and processes; provided some initial "hands-on" experience in producing and using common assessment tools (two initially agreed upon) and evaluating and applying results. One ad hoc Saturday meeting (including 4 adjuncts) met early in spring 2010 to finalize content and language for new ANTHRO 101 and 103 assessment tools.

--New adjuncts attend mandatory all-day department orientation sessions before starting to teach courses; SLO-related activities have been an integral part of these orientations since 2009.

--Full-time faculty members regularly consulted with SLO coordinators about SLO assessments and related activities from 2009 on and each participated in college-wide workshops on separate ISLO production and assessments in Natural Science and Social Science content areas in spring 2009, opening day activities in fall 2010 and in several FLEX workshops throughout 2010/2011. Part-time faculty have attended all regular department meetings with SLO agendas (August and February) and are part of department ad hoc committee that completed a full set of assessment tools and procedures for Anthropology SLO’s implemented in spring 2011.

--Four adjunct professors will assess one or two SLO’s each in their classes; six others will assess all remaining Anthropology SLO’s during the fall 2011 semester. Results will be discussed and changes made during the fall 2011 and February 2012 Departmental meetings, which are required of all full and part-time faculty members.

--Adjunct professors (on-ground, lab and online) remain heavily involved in SLO and other activities in our department (see anthropology SLO procedures and documents attached herewith).
From: Acosta, Claudia  
Sent: Sunday, May 08, 2011 10:11 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Modern Languages Department involves the adjunct faculty (by program/language) in the SLO process as follows:  

(1) Collectively developing and modifying, as needed the evaluation instrument  
(2) Individually (by course) administering, collecting, and reporting in writing the results

Overall department participation includes:  

(3) Information on the PR is disseminated and open to input  
(4) SLO’s are also discussed at the Department Retreats as well as regular meetings and activities during the semester

C.A.

Claudia M. Acosta, Chair  
Department of Modern Languages

From: Alonso, Edel  
Sent: Sunday, May 08, 2011 3:51 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Counseling Department has had adjunct counseling faculty participate in the development, assessment, and reporting of course SLOs and the assessment of SLOs whenever adjunct counselors have taught a counseling class. In our department, adjuncts sometimes counsel students in the office but do not teach courses.

SLOs and their assessment are discussed in department meetings and department retreats with all full-time and adjunct counseling faculty.

Edel
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

Dr. Edel Alonso  
Counselor/Counseling Faculty  
Chair, Counseling Department  
College of the Canyons

---

**History Department**

From: Brad Reynolds  
[mailto:breynolds1@ymail.com]  
Sent: Saturday, May 07, 2011 9:23 AM  
Subject: Adjuncts Participating in the SLOs

All of the adjuncts in the history department were invited to all the department meetings where the SLOs for the department were discussed and written. Currently all the adjuncts in the history department administer the history SLO test for their specific classes.

Brad Reynolds

---

**English Department**

From: Brezina, Jennifer  
Sent: Friday, May 06, 2011 5:32 PM  
To: Wickline, Paul  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The English department uses time at department retreats to plan for SLO assessment and to discuss results and action plans. Typically, approximately 20-25 adjunct faculty attend these retreats. As an example, at the Fall 2010 retreat, a comprehensive SLO assessment schedule was created, the assessment results from the Spring 2010 assessment of the writing SLO for English 102 and 103 were discussed, and an action plan was created.

Adjunct faculty regularly participate in all department SLO assessments. Draft assessment plans and rubrics are distributed electronically to all faculty – fulltime and adjunct – for comment and revision, and all instructors are asked to participate in data collection. Adjunct faculty were funded to participate in essay norming for the English 101 writing assessment in Fall 2010. Data analysis and action plans are posted to the department’s Blackboard site, which is available to all faculty.

Jennifer Brezina  
Professor and Chair, English Department  
SLO Co-Coordinator
The Psychology Department solicited information from adjuncts via e-mail in the initial formation of the SLOs for all courses in the department.

All adjuncts who teach the Psych 101 course have assessed that course with either a common assessment, or later, with a common grading rubric. Instructors who teach other courses have also participated in the process by assessing courses taught as per the established departmental cycle.

Most department retreats have been devoted either entirely or partially to the discussion and/or assessment of course SLOs, since the implementation of course SLOs.

Deanna R. Riveira, Ed.D.
Chair, Psychology Department

Fire Technology Department

I have requested all 8 of my Adjunct instructors to input SLO assessment tools, as identified, in their individual classes, and report the findings to me. All but one has complied, by reporting the percentage of their students that were successful in the SLO’s. I have indicated those percentages in my FIRETC Program Review.

Steve Dixon
Fire Technology Department Chair

Political Science Department

Political Science 150 (Introduction to American Government) – is our department’s primary course offering. The course has been assessed through two SLO cycles. The department’s 12 adjunct instructors have all, at one time or another, participated by administering the assessment in their classes. All adjuncts also participated in the review of data and collaboration/action plan toward improvement.
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

**Political Science 230 (Political Theory)** – an adjunct instructor is creating the grading rubric and assessment instrument. The department has particular adjuncts that are most qualified to teach this section. All adjuncts and full time instructors will participate in the review of data and collaboration/action plan toward improvement.

**Political Science 290 (Gender and Ethnic Politics)** - an adjunct instructor is creating the grading rubric and assessment instrument. The department has particular adjuncts that are most qualified to teach this section. All adjuncts and full time instructors will participate in the review of data and collaboration/action plan toward improvement.

**Political Science 250 (Comparative Government) and Political Science 270 (International Relations)** – as of now, the only role adjuncts play in the SLO process for these courses is to review the results of the data.

**Political Science 150(H) and 210** – have yet to be assessed but the development of the SLO assessment instrument and rubric will be handled by full time instructors, primarily.

All adjunct instructors will always be asked to participate in the review of the results of data and collaboration/action plan toward improvement for all course offerings.

David

*David C. Andrus, Associate Professor*

*Chair, Political Science Department*
What We’ve Done and What’s Ahead

History/Background:

• In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus.

• In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004 and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator.

• In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012, and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time.

• In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.

• In 2009-2010, there was strong participation in both SLO-related training and the SLO committee. The SLO committee became a subcommittee of the Senate in March 2010.

New developments at College of the Canyons:

• In 2010, the SLO coordinator position was increased to three 25% reassigned time positions, for a total of 75% reassigned time. While the coordinators all assist each other as needed, each position has a specific area of focus:
  
  o Interdisciplinary Program Coordinator: Coordinates and facilitates the SLO process for programs that involve more than one discipline (ISLOs, General Arts and Sciences Degrees).
  
  o SLO Software Coordinator: Works with Curriculum Committee, Academic Affairs, and IT on the implementation of CurricUNET; provides faculty with forms and processes for data collection and analysis to ease the transition.
  
  o SLO Training and Communication Coordinator: Coordinates SLO-related training for faculty, SLO updates and newsletters, and the SLO website. Chairs the SLO Committee.

• The SLO coordinators led a college-wide training on Institutional SLOs (ISLOs) on Opening Day (August 20, 2010) where faculty confirmed SLOs and created assessment plans for General Education areas, College Skills and Career Technical Education. A follow-up planning session was held during spring FLEX week on February 2, 2011.

• A website was created on COC’s homepage to allow for greater access to SLO-related materials. The website can be found at www.canyons.edu/SLO.

• A new SLO Faculty Manual was distributed on Opening Day and is available on the SLO website.

• The SLO coordinators provided training on Program SLOs (PSLOs) at the department chairs’ meeting in October 2010.

• Program SLOs are now being recorded in WebCMS for degrees and certificates. This semester, faculty will be asked to provide one or more program SLOs for any degree or certificate that does not currently have one. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS.

• The SLO committee reviewed software designed for SLO assessment and recommended the purchase of the Assessment Module from CurricUNET in order to facilitate the organization of SLO-related data, dialogue, and planning. The college purchased CurricUNET in summer 2010, and the college SLO coordinators are working with the Curriculum Committee and Academic Affairs as the software is being adopted to ensure a smooth transition.
• The SLO coordinators continue to provide frequent training – both group and individual – on various topics relating to SLOs. Since spring 2010, 30 SLO-related trainings have been offered. A survey of faculty training needs was completed in spring 2010 and has shaped upcoming training plans.
• The SLO coordinators have developed sample assessment, alignment and record keeping tools for administrators, faculty and staff.
• The SLO coordinators will complete a program review for Student Learning Outcomes this year.

What’s ahead?:
• The SLO Committee has drafted a suggested timeline for the full implementation of Student Learning Outcomes to help the college meet the fall 2012 WASC/ACCJC deadline for Proficiency. These benchmarks will be presented to the Academic Senate and other constituent groups for discussion and approval.
• As faculty have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in large group training in 2010-2011 will shift to facilitating dialogue and developing specific action plans. Individual and department training on other topics will still be available upon request.
• As we get closer to the implementation of CurricUNET, there will be a need for a more formal, standardized reporting process of SLO assessment, analysis, and action planning. The SLO coordinators, with input from the SLO Committee and the Senate, will be developing easy-to-use forms that anticipate the kinds of information that will be entered in CurricUNET in order to help with this transition.
• The SLO committee is working to build a library of sample SLO documents from various departments to provide faculty with models for assessment and planning.
• As we move towards Proficiency, departments have struggled with compiling data at the individual course/section level. The SLO Coordinators are working towards providing tools, technology, and clerical support for faculty to better assist them in completing cycles of assessment.
• As we move towards Proficiency, we need to develop a process to answer questions that arise. Some current questions include:
  o What is a “program”? Specifically, for Program SLO assessment, must all degrees and certificates be included as separate items (even low unit certificates)?
  o To reach Proficiency, must all SLOs from each course be assessed at least once, or is it enough to assess at least one SLO from each course?
• There was consensus at the Academic Senate meeting that all degrees and certificates (regardless of number of units) should have program SLOs that are assessed, and that all SLOs from each course should be assessed to demonstrate Proficiency, but there is still a need for a process to answer future questions.

Resources
• ACCJC Rubric for Evaluating Institutional Effectiveness:
• Statewide Academic Senate SLO Glossary:
• College of the Canyons’ SLO Website: http://www.canyons.edu/SLO
• College of the Canyons’ SLO Faculty Manual:
• “How to” Guides for SLO-Related Topics: http://www.canyons.edu/committees/SLO/How/
• Sample Forms for SLO Assessment Planning: http://www.canyons.edu/committees/SLO/Planning/
• Online SLO Tutorial: http://www.canyons.edu/Faculty/martinj/slo_site/tutorial_slo/welcome.htm

For more detailed information on this student learning outcomes brief, stop by the Institutional Development and Technology office located in LIBR-212, or contact Daylene Meuschke, Director, Institutional Research at 661.362.5329, Jennifer Brezina, English faculty and Student Learning Outcomes Coordinator at 661.362.5919, Nicole Lucy, Paralegal Faculty and Student Learning Outcomes Coordinator at 661.362.5377, or Paul Wickline, Theater Faculty and Student Learning Outcomes Coordinator at 661.362.3152.
SLO Committee Agenda
April 27, 2011

1. Approval of Minutes from March 2011 Meeting

2. Updates:
   a. Senate report of progress and benchmarks
   b. CurricUNET implementation
   c. ISLOs
   d. AUOs
   e. Progress of PSLOs
   f. Program Review issues with SLO – stages & cycles
   g. BOT presentation
   h. Name of Committee/organization within college
   i. One Note/Wiki for documenting college-wide discussion of SLOs

3. Meetings in Spring 2011 – 4th Wednesday in May

The next SLO Committee Meeting is Wednesday, May 25, 2011 in LIBR-206
SLO Committee Agenda
February 23, 2011

1. Approval of Minutes from December 2010 Meeting

2. Updates:
   a. Senate report of progress and benchmarks
   b. CurricUNET implementation
   c. ISLOs
   d. FLEX Workshops for Spring 2011

3. Meetings in Spring 2011 – 4th Wednesday in March, April & May

The next SLO Committee Meeting is Wednesday, March 23, 2011 in LIBR-206
SLO Committee Agenda
April 21, 2010

1. Introductions and Welcome

2. Approval of Minutes from March Meeting

3. Updates
   a. SLO Manual Revision
   b. SLO Software Demos
   c. SLO Brief/Senate Report
   d. GE/ISLO meetings for Spring

4. Policy for Retaining SLO/AUO-related Records

Next Meeting: Wednesday, May 19 from 2:30-3:30 pm in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
SLO Committee Agenda
August 25, 2010

1. Introductions and Welcome

2. Approval of Minutes from May Meeting

3. Policy for Retaining SLO/AUO-related Records

4. CurricUNET implementation

5. Opening Day

6. Workplan for 2010-2011

7. Strategic Plan

The next SLO Committee Meeting is Wednesday, September, 22 in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
SLO Committee Agenda
December 1, 2010

1. Approval of Minutes from October Meeting

2. Updates:
   a. Guidelines/Benchmarks for Achieving Proficiency by 2012
   b. CurricUNET implementation
   c. ISLOs
   d. SurveyMonkey results
   e. Workplan for 2010-2011
   f. Flex Workshops Scheduled for Spring 2011

3. Meetings in Spring 2011 – 4th Wednesday in February, March, April & May

The next SLO Committee Meeting is Wednesday, February 23, 2011 in LIBR-206
SLO Committee Agenda
February 17, 2010

1. Introductions and Welcome

2. Approval of Minutes from November Meeting

3. Announcements:
   a. SLO Software Demos
   b. Spring FLEX Sessions
   c. Program SLOs in WebCMS

4. Planning for Fall Flex Presentations

5. Update on SLO Manual Revision

6. Academic Senate Rep/Report

7. GE/ISLO meetings for Spring

8. Strategic Plan

Next Meeting: Wednesday, March 17 from 2:30-3:30 pm in LIBR-206

*The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.*
EXHIBIT 1H-7
SLO Committee Agenda
March 17, 2010

1. Introductions and Welcome

2. Approval of Minutes from February Meeting

3. Update on SLO Manual Revision

4. SLO Software Demos

5. Institutional SLOs

6. SLO Brief/Senate Report

Next Meeting: Wednesday, April 21 from 2:30-3:30 pm in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
SLO Committee Agenda
March 23, 2011

1. Approval of Minutes from February 2011 Meeting

2. Updates:
   a. Senate report of progress and benchmarks
   b. CurricUNET implementation
   c. ISLOs
   d. Program Review report
   e. Dean’s meeting
   f. Program Review issues with SLO – stages & cycles
   g. BOT presentation
   h. Increased participation

3. Meetings in Spring 2011 – 4th Wednesday in April & May

The next SLO Committee Meeting is Wednesday, April 27, 2011 in LIBR-206
1. Introductions and Welcome

2. Approval of Minutes from April Meeting

3. SLO Manual Revision

4. SLO Software

5. GE/ISLO meetings

6. Meeting date/time for 2010-2011

7. Policy for Retaining SLO/AUO-related Records

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
SLO Committee Agenda
November 18, 2009

1. Introductions and Welcome

2. Approval of Minutes from October Meeting

3. Update on Flex Presentations

4. Update on Courses not Regularly Offered

5. Review of Workplan for 2009-2010

6. Spring Meeting Times

7. Committee Reporting Structure

8. Committee Mission Statement and Strategic Plan
   Current committee description on intranet: The SLO Committee provides information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes.
EXHIBIT 1H-11
1. Introductions and Welcome

2. Approval of Minutes from September meeting

3. Committee Reporting Structure

4. Update on Division Meeting visits and Fall Workshops

5. Workplan for 2009-2010

6. New Meeting Time
1. Introductions and Welcome

2. Approval of Minutes from September Meeting

3. Updates:
   a. SLOs at Chairs’ Retreat
   b. CurricUNET implementation
   c. Upcoming trainings and newsletter
   d. Workplan for 2010-2011
   e. SLO Resource Collection
   f. Website


5. Student Success Conference

6. Survey topic

7. The next SLO Committee Meeting is Wednesday, November, 24 in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
EXHIBIT 1H-13
1. Introductions

2. Overview of Accreditation Requirements/Self-Assessment

3. Projects for 2009-2010
   a. ISLOs for non-transfer programs
   b. Assessment plan for COC
   c. Forms/Database for assessment data
   d. Update of SLO Manual

4. Fall Planning Workshops for Departments
SLO Committee Agenda
October 27, 2010

1. Introductions and Welcome

2. Approval of Minutes from September Meeting

3. Updates:
   a. SLOs at Chairs’ Retreat
   b. CurricUNET implementation
   c. Upcoming trainings and newsletter
   d. Workplan for 2010-2011
   e. SLO Resource Collection
   f. Website


5. Student Success Conference

6. Survey topic

The next SLO Committee Meeting is Wednesday, November, 24 in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
EXHIBIT 1H-15
SLO Committee Agenda
September 22, 2010

1. Introductions and Welcome

2. Approval of Minutes from August Meeting

3. Updates:
   a. Policy for Retaining SLO/AUO-related Records
   b. CurricUNET implementation
   c. ISLOs
   d. Upcoming trainings and briefs

4. Workplan for 2010-2011

5. Curriculum and Assessment Issues


7. SLO Language in the college mission statement

The next SLO Committee Meeting is Wednesday, October 27 in LIBR-206

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.
<table>
<thead>
<tr>
<th>Workshop No.</th>
<th>Workshop Title</th>
<th>Date</th>
<th>Attendance</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SLO: The Big Picture - How Are We Doing?</td>
<td>8/18/08</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Assessing Student Learning Outcomes</td>
<td>8/18/08</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>SLO: The Big Picture - How Are We Doing?</td>
<td>8/19/08</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Assessing SLO's</td>
<td>1/30/09</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Institutional SLO's</td>
<td>2/4/09</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>SLO Workshop</td>
<td>10/2/09</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>SLO Workshop</td>
<td>10/19/09</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>SLO Workshop</td>
<td>10/26/09</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>SLO Workshop</td>
<td>10/29/09</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>SLO Workshop</td>
<td>11/6/09</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>SLO Workshop (Individual Presentation)</td>
<td>11/12/09</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>SLO Workshop</td>
<td>11/3/09</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>SLO Workshop</td>
<td>11/3/09</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>SLO Workshop</td>
<td>11/19/09</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>SLO Workshop</td>
<td>11/23/09</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>SLO Workshop</td>
<td>12/11/09</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Dept. Chair Panel on Organizing SLO Outcomes</td>
<td>2/1/10</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Student Learning Outcome FAQ Session</td>
<td>2/10/10</td>
<td>9</td>
<td>0.5</td>
</tr>
<tr>
<td>21</td>
<td>Writing Program SLOs and Aligning Program and Course Level SLOs</td>
<td>3/16/10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>SLO Workshop: Nursing</td>
<td>3/22/10</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Assessing Program Student Learning Outcomes (SLOs)</td>
<td>4/1/10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Student Learning Outcomes (SLO) Assessment Issues</td>
<td>8/17/10</td>
<td>14</td>
<td>1.5</td>
</tr>
<tr>
<td>25</td>
<td>Using Reality (As Opposed to Virtual) in the Classroom</td>
<td>8/17/10</td>
<td>13</td>
<td>0.5</td>
</tr>
<tr>
<td>26</td>
<td>Student Learning Outcomes (SLO) Assessment Issues</td>
<td>8/17/10</td>
<td>14</td>
<td>1.5</td>
</tr>
<tr>
<td>27</td>
<td>Student Learning Outcomes (SLO) Assessment Issues</td>
<td>8/17/10</td>
<td>14</td>
<td>1.5</td>
</tr>
<tr>
<td>28</td>
<td>Avoiding SLO Anxiety</td>
<td>9/28/10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>Creating Rubrics for SLO Assessment</td>
<td>10/25/10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>Closing the Loop</td>
<td>11/3/10</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>31</td>
<td>Theatre Department SLO Planning Meeting</td>
<td>11/5/10</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>32</td>
<td>Hands-on Program Review SLO Table Completion Workshop</td>
<td>2/1/11</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>33</td>
<td>Institutional Student Learning Outcomes Assessment: Natural Science</td>
<td>2/27/11</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>34</td>
<td>Institutional Student Learning Outcomes Assessment: Social Science</td>
<td>2/27/11</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>35</td>
<td>Institutional SLO Assessment: Humanities and Fine Arts</td>
<td>2/27/11</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>36</td>
<td>Institutional SLO Assessment: Language and Rationality: English Composition</td>
<td>2/27/11</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>37</td>
<td>SLO Assessment: Language and Rationality: Communication and Analytical</td>
<td>2/27/11</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>38</td>
<td>Institutional SLO Assessment: Physical Education and Wellness</td>
<td>2/27/11</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>39</td>
<td>Institutional SLO Assessment: Diversity</td>
<td>2/27/11</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>40</td>
<td>Institutional SLO Assessment: Career Technical Education</td>
<td>2/27/11</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>41</td>
<td>Institutional SLO Assessment: College skills</td>
<td>2/27/11</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>42</td>
<td>Anthropology Department SLO Workshop</td>
<td>3/22/11</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>43</td>
<td>History Department SLO Assessment</td>
<td>4/11/11</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>44</td>
<td>Individual SLO Training (3 max/yr)</td>
<td>2009/2010</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Student Learning Outcomes Online Workshop</td>
<td>2009/2010</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>46</td>
<td>SLO Language and Rationality II</td>
<td>2010/2011</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Student Learning Outcomes Online Workshop</td>
<td>2010/2011</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>Individual SLO Training (3 max/yr)</td>
<td>2010/2011</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Closing the Loop

November 3, 2010
Nicole Lucy
SLO Co-Co-Coordinator
Pre-FLEX Activity

• What do you think “closing the loop” means?
• What would you like to learn about “closing the loop?”
Places Where Good Ideas Come From

- http://www.youtube.com/watch?v=NugRZGDbPFU
Commonly Asked Questions

- What is “closing the loop?”
- Who is responsible for “closing the loop?”
- When is a good time to “close the loop?”
- How do I “close the loop?”
- How do I document that the department “closed the loop?”
What is Closing the Loop?

- A dialog about the results of the assessment where faculty talk about whether the SLO results met with expected results and why or why not.
- Allow enough time for reflection, brainstorming, and discussion. The dialogue and inquiry are the most important parts of the SLO process. DO NOT RUSH!!
Who Closes the Loop?

- Courses are assessed at the department level, so department faculty – full and part-time – should be involved.

- Programs are likewise assessed at the department level, so the same rule of thumb applies.
When to Close the Loop

- After assessment of sufficient number of students or sections.
  - Multiple sections – after the department believes it has enough assessment results.
  - Single sections – for small departments or less frequently offered courses, the department may wish to wait for more than one section to decide to close the loop.
How to Close the Loop? Con’t

- Consider the following questions when the assessment data falls below what was expected:
  - Was the expected results number set at an appropriate level?
  - Would a different assessment tool be a better measure of student learning?
  - Should follow-up assessments try to target specific, smaller skills needed to achieve the SLOR or to help determine where students are struggling?
  - What could be changed about the course or program to improve student learning?
  - Should pacing or emphasis with a course be adjusted?
How to Close the Loop? Con’t

Consider the following questions when the assessment data exceeds expectations:

- How can the data or tools be brought to positively impact other courses and programs?
- Does the department want to consider a different assessment tool the next time the course is assessed to get a different kind of data about student learning?
- Should the expected result be set higher the next time around?
How to Close the Loop? Con’t

- Regardless of outcome, how will the results inform other department decisions:
  - How do the results of this assessment fit into the larger picture of the program or department?
  - Is there a need for professional development on specific topics?
  - Should staffing or other resources be adjusted?
  - Do the results inspire ideas for improvements?
How Do I Document That the Department Closed the Loop?

- Department minutes reflecting how the faculty have used the information from the assessment of student learning outcomes to improve teaching and learning.
- As part of Program Review, department chairs are asked to summarize SLO assessment results, dialog, and planning.
- Should a change in the course be recommended by the department, revising the course curriculum may be necessary. Whether that revision is before the 5 year schedule depends upon the scope of the changes.
Welcome Back!
Agenda for ISLO Morning

9:00 am  Overview of ISLOs; goals for day

9:25 am  ISLO Break out sessions

10:45 am All faculty return to discuss results of ISLO group

11:30 am  Lunch
Brief SLO Review

- For years, we have been working on creating, assessing, and evaluating course, program, and degree SLOs.

- ISLOs are similar to department SLOs, but are more encompassing because they involve collaboration of multiple departments.
ISLO: Guests who have visited Fantasyland will be able to . . . . Leave reality behind

Ride SLOs

• Guests who have visited the Peter Pan ride will be able to fly through a magical world where people never have to grow up

• Guests who have visited the Dumbo ride will be able to fly through the air through the power of a magical feather

• Guests who have visited the Mr. Toad’s Wild Ride ride will be able to visit hell

• Guests who have visited the Alice in Wonderland ride will be able to critique the effects of hallucinogenic drugs
In April 2008, draft Institutional Level Student Learning Outcomes (ISLO) were developed.

New Direction in SLOs caused a shift in thinking for ISLOs.
Current ISLO Areas

- Natural Sciences
- Social Science
- Humanities and Fine Arts
- Language and Rationality
- American Institutions
- Physical Education and Wellness
- Diversity
- College Skills
- CTE
SLO Proficiency by 2012

- By **Fall Semester 2012**, we must demonstrate we have moved to the “Proficient” stage of SLO implementation.
Proficiency Means

• By Fall 2012, all courses, degrees, certificates, and institutional-level programs (GE areas, CTE, College Skills) must be:

  • Assessed
  • Evaluated
  • Analyzed

• And then an action plan created for improvements in the process, if any.
ISLO Group Goals

Each interdisciplinary group will accomplish the following:

• Draft/revise/approve the ISLO for their assigned area.

• Create an assessment plan.

• Agree on a schedule/timeline for implementation and completion of assessment.
Agenda for ISLO Morning

9:25 am  ISLO Break out sessions

10:45 am  All faculty return to discuss results of ISLO group

11:30 am  Lunch
Questions?
Let’s Get Started!

By PresenterMedia.com
EXHIBIT 1L
Assessment Issue: To Sample or Not to Sample? – that is the Question!

As we make our way toward proficiency in 2012, one of the issues you and your department may face is whether to use sampling in your assessment of course, program, or institutional SLOs. Sampling can be used in a variety of ways, but the most common entails choosing which sections of courses that will be assessed rather than assessing all of the sections of a particular course. For the purpose of this newsletter, two types of sampling will be discussed: purposeful sampling and random sampling.

If you or your department is deciding whether to sample, then you might want to consider some issues to help insure your results are helpful when performing the final part of the SLO cycle: closing the loop. With some planning, you can make sure your data is meaningful and useful when it comes time to discuss how the students are meeting the course (program or institutional) SLO.

SAMPLING HAS ADVANTAGES

Choosing to sample your assessment can help reduce the number of sections that need to be assessed. For example, for English 091 or other multi-section course, the English Department may choose to only assess 7 of the 25 sections offered in the assessment semester as determined by the department. In the alternative, the English Department may also choose to assess all sections, but only collect data from every 5th student on the roster.

Sampling is not just for large departments. In smaller departments, the faculty may choose to assess all sections and then take a random sampling of the results, rather than analyzing just one section. For example, the Water Technology Department may only offer its 041 course once a year. It may choose to

assess this fall and next fall, but wait to close the loop until spring 2011 and blindly choose which of the two sections’ results to analyze. Waiting to gather data may not be a luxury in our push toward proficiency, but it is something to consider implementing or having as a recommendation if assessment or collection of assessment data becomes overwhelming.

Choosing which sections to assess from a greater list of the same course is the focus of sampling. Random sampling is just that – choosing sections of a course at random and collecting the assessment data from just those randomly selected courses. However, random sampling may not provide your department with meaningful information. When you finish collecting the data, you may realize that the courses assessed were all taught by adjuncts or were only offered at night.

To combat the drawbacks of using random sampling, you and your department may wish to consider purposeful sampling, meaning that you think about from which
sections to collect data to attempt to ensure these assessed sections are representative of others. When deciding which limited sections to gather assessment data, from you and your department may wish to think about your courses and students who typically enroll in which sections. You will want to try to capture themes and principal outcomes that cut across a great deal of sections by choosing sections that are representative of other non-assessed sections.

For example, night students taking History 111 may be different in many ways from day or afternoon students taking the same course. Likewise, students on the Valencia campus may be different from those at Canyon Country. You and your department need to think about the specific students in your sections. Creating a list of qualities you want to make sure you capture in your sampling may be helpful.

Consider the following qualities that may be different in multiple course sections:

- Age (traditional college age v. non-traditional college age)
- Maturity (dedication to college experience)
- Work or educational experience

If you or your department chooses sampling, then one of the biggest questions is which sections will be assessed and are these chosen sections representative of other non-assessed sections. Thinking about a course’s various sections and the students who enroll, and then selecting the sections to be assessed can be a helpful way to start the sampling process.

Deciding whether you have sufficient data by sampling is up to the department. You may need to experiment with sampling for a few cycles to determine if the sampled number is sufficient.

The process of sampling can be flexible and tailored to the needs of a department. For example, a department may decide that data collection will be the responsibility of all faculty teaching multiple sections of a course. The department may then give the individual faculty members a choice in deciding which of the multiple sections the faculty teaches will assess. On the other hand the department may decide to create a list of student characteristics that it wishes to insure that are in the data pool and then select sections that are representative of those characteristics. A department may choose to use completely random sampling and put all the sections in a hat and draw a certain number of sections whose assessment data will be collected. The department has the choice to sample and determine how it will sample.

Regardless of which method you and your department choose, sampling can help reduce the data collection workload on the faculty and may provide rich information for discussion when closing the loop! As co-Coordinators, Jennifer, Paul, and Nicole are here to help you. And, don’t hesitate to ask for help!
### Exhibit 1M

Annotated Calendar Indicating Activities and Method of Documentation

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2009</td>
<td>FLEX workshop - Assessing SLO’s</td>
<td></td>
</tr>
<tr>
<td>February 2009</td>
<td>FLEX workshop - Institutional SLO’s</td>
<td>Institutional Student Learning Outcomes Workshop 2.09</td>
</tr>
<tr>
<td>February 2009</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLO website; SLO online – writing course SLO’s; updating Program Review to be more clear on SLO data.</td>
<td>February 2009 Minutes</td>
</tr>
<tr>
<td>March 2009</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLO Area meeting; Focus groups; limiting curriculum to core areas</td>
<td>March 2009 Minutes</td>
</tr>
<tr>
<td>April 2009</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Archived courses; ISLOs; Department Chair Retreat; SLO Brief; SLO on-line tutorial.</td>
<td>April 2009 Minutes</td>
</tr>
<tr>
<td>September 2009</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Overview of Accreditation Requirements/Self-Assessment; ISLOs for non-transfer programs; Assessment plan for COC; Forms/Database for assessment data; Update of SLO Manual; Fall Planning Workshops for Departments.</td>
<td>September 2009 Agenda; September 2009 Minutes</td>
</tr>
<tr>
<td>October 2009</td>
<td>FLEX workshop - Four (4) SLO Workshops</td>
<td>Fall 2009 Workshop Booklet</td>
</tr>
<tr>
<td>October 2009</td>
<td>Monthly SLO Committee meeting where</td>
<td>October 2009</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>November 2009</td>
<td>FLEX workshop - Five (5) SLO Workshops</td>
<td>Fall 2009 Workshop Booklet</td>
</tr>
<tr>
<td>November 2009</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Update on Flex Presentations; Update on Courses not Regularly Offered; Review of Workplan for 2009-2010; Committee Reporting Structure; Committee Mission Statement and Strategic Plan.</td>
<td>November 2009 Agenda; November 2009 Minutes; SLO Committee Workplan 2009</td>
</tr>
<tr>
<td>December 2009</td>
<td>FLEX workshop - Department Chair Panel on Organizing SLO Outcomes</td>
<td></td>
</tr>
<tr>
<td>February 2010</td>
<td>FLEX workshop - SLO FAQ Session</td>
<td>Student Learning Outcomes FAQs</td>
</tr>
<tr>
<td>February 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLO Software Demos; Spring FLEX Sessions; Program SLOs in WebCMS; Planning for Fall Flex Presentations; Update on SLO Manual Revision; Academic Senate Rep/Report; GE/ISLO meetings for Spring; Strategic Plan.</td>
<td>February 2010 Agenda; February 2010 Minutes</td>
</tr>
<tr>
<td>February 2010</td>
<td>FLEX workshop - Writing Program SLOs and Aligning Program and Course Level SLOs</td>
<td>Writing Program SLOs</td>
</tr>
<tr>
<td>March 2010</td>
<td>FLEX workshop - SLO workshop Nursing Department</td>
<td>Fall 2009 Workshop Booklet</td>
</tr>
<tr>
<td>March 2010</td>
<td>FLEX workshop - Assessing Program SLOs</td>
<td>Methods for Assessing Program SLOs</td>
</tr>
<tr>
<td>March 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following</td>
<td>March 2010 Agenda; March 2010 Minutes</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>March 2010</td>
<td>FLEX workshop - SLO Assessment issues</td>
<td>Student Learning Outcomes Assessment Issues</td>
</tr>
<tr>
<td>March 2010</td>
<td>SLO Coordinator provided Academic Senate with update of SLO progress.</td>
<td>Senate Report Spring 2010</td>
</tr>
<tr>
<td>March 2010</td>
<td>Distributed SLO Brief #4 providing all college with update on SLO progress toward proficiency.</td>
<td>SLO Brief 4</td>
</tr>
<tr>
<td>March-April 2010</td>
<td>Faculty and staff attended demonstrations of SLO assessment tracking software from the following companies: TracDat, eLumen, and CurricUNET</td>
<td></td>
</tr>
<tr>
<td>April 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLO Manual Revision; SLO Software Demos; SLO Brief/Senate Report; GE/ISLO meetings for Spring.</td>
<td>April 2010 Agenda; April 2010 Minutes</td>
</tr>
<tr>
<td>April 2010</td>
<td>SLO Co-Coordinator met with faculty from CIT program to discuss course SLO assessment</td>
<td></td>
</tr>
<tr>
<td>May 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLO Manual Revision; SLO Software - CurricuNet; GE/ISLO meetings on opening day; Policy for Retaining SLO/AUO-related Records.</td>
<td>May 2010 Agenda; May 2010 Minutes</td>
</tr>
<tr>
<td>May 2010</td>
<td>Student Learning Outcomes Faculty Manual</td>
<td>COC SLO Handbook</td>
</tr>
<tr>
<td>August 2010</td>
<td>Three SLO Co-Coordinators given reassigned time to work with faculty on specific SLO issues</td>
<td>SLO Coordination 2010-2011</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 2010</td>
<td>Opening Day ISLO Workshop with all full-time faculty</td>
<td>ISLO Presentation to Faculty opening day version III; ISLO Faculty List ISLO; AI SS DR ISLO REPORT; BS ISLO REPORT; CTE ISLO REPORT; DR ISLO REPORT; HFA ISLO REPORT; LR1 ISLO REPORT; LR2 ISLO REPORT; NS ISLO REPORT; PEW ISLO REPORT; SS ISLO REPORT; American Institutions ISLO Sheet; College Skills ISLO Sheet; CTE ISLO Sheet; Diversity ISLO Sheet; HFA ISLO Sheet; LRI ISLO Sheet; LRII ISLO Sheet; Natural Sciences ISLO Sheet; PW Wellness ISLO Sheet; Social Science ISLO Sheet;</td>
</tr>
<tr>
<td>August 2010</td>
<td>FLEX workshop - SLO Assessment issues</td>
<td>SLO Assessment Issues Fall 2010</td>
</tr>
<tr>
<td>August 2010</td>
<td>FLEX workshop – Course Outlines: Student Learning Outcomes, Objectives, and Course Content</td>
<td>Course Outline Examples Handout; Course Outline Groupwork Handout</td>
</tr>
<tr>
<td>August 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Strategic Plan; Opening Day ISLOs; Work-plan for 2010-2011.</td>
<td>August 2010 Agenda; August 2010 Minutes</td>
</tr>
<tr>
<td>September 2010</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice</td>
<td></td>
</tr>
</tbody>
</table>
President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development & Technology, would attend the weekly or monthly meeting on an as needed basis to provide feedback or coordination of activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2010</td>
<td>FLEX workshop - Avoiding SLO Anxiety</td>
<td>Drafting SLOs Handout for Fall '10 FLEX Activity</td>
</tr>
<tr>
<td>September 2010</td>
<td>SLO Co-Coordinators met with Director of Institutional Research to discuss June 2010 ACCJC Inventory</td>
<td></td>
</tr>
<tr>
<td>September 2010</td>
<td>Updated College of the Canyons SLO website to include training materials, resources, planning materials, and reports.</td>
<td></td>
</tr>
<tr>
<td>September 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Policy for Retaining SLO/AUO-related Records; CurricUNET implementation; ISLOs; Work-plan for 2010-2011; Curriculum and Assessment Issues; Guidelines/Benchmarks for Achieving Proficiency by 2012; SLO Language in the college mission statement.</td>
<td>September 2010 Agenda; September 2010 Minutes</td>
</tr>
<tr>
<td>October 2010</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 2010</td>
<td>SLO Co-Coordinator met with CIT department faculty to discuss program SLO assessment</td>
<td>Fall 2010 FLEX_Flex_Workshop Using Rubrics for Assessment; Fall 2010 FLEX_Creating Rubrics for Assessment</td>
</tr>
<tr>
<td>October 2010</td>
<td>FLEX workshop - Creating Rubrics for SLO Assessment</td>
<td></td>
</tr>
<tr>
<td>October 2010</td>
<td>Program SLO presentation at Fall 2010 Department Chair Retreat</td>
<td>Department Chair Retreat SLO PPT; Department Chair Retreat Questionnaire; Department Chair Retreat Worksheet Fall 2010; Prog Review Program SLOs Dept Chair XLSX;</td>
</tr>
<tr>
<td>October 2010</td>
<td>SLO Coordinator attended Student Success Conference.</td>
<td></td>
</tr>
<tr>
<td>October 2010</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: SLOs at Chairs Retreat; CurricuNet implementation; Upcoming trainings and newsletter; SLO Resource Collection; SLO website; Student Success Conference; Work plan for 2010-2011.</td>
<td>October 2010 Agenda; October 2010 Minutes, SLO Committee Workplan 2010</td>
</tr>
<tr>
<td>November 2010</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice</td>
<td></td>
</tr>
</tbody>
</table>
President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development & Technology, would attend the weekly or monthly meeting on an as needed basis to provide feedback or coordination of activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2010</td>
<td>FLEX workshop - Closing the Loop</td>
<td>Closing the Loop Fall Flex PPT</td>
</tr>
<tr>
<td>November 2010</td>
<td>SLO Co-Coordinators met with Director of Institutional Research to follow up on issues identified with data reporting for the ACCJC Annual Inventory</td>
<td></td>
</tr>
<tr>
<td>November 2010</td>
<td>SLO Co-Coordinator met with administrators and adjunct faculty working with the college’s ISA program to provide guidance for outcomes assessment in that program</td>
<td></td>
</tr>
<tr>
<td>November 2010</td>
<td>FLEX workshop - Theatre Department SLO Planning Meeting</td>
<td>Theatre Department Assessment Analysis Form; Assessment Planning Worksheet</td>
</tr>
<tr>
<td>November 2010</td>
<td>Distributed SLO Newsletter to faculty highlighting issue of sampling assessment data.</td>
<td>Newsletter SLO Brief 5</td>
</tr>
<tr>
<td>December 2010</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2010</td>
<td>Paralegal Studies Department Retreat all full-time faculty and 90% of adjunct faculty met for one hour to discuss 2 courses - Paralegal 101 and 200 - assessment data and rubric. Recommendations included changing the 101 SLO and a more detailed rubric for 200.</td>
<td></td>
</tr>
<tr>
<td>December 2010</td>
<td>Survey Monkey sent to faculty asking for feedback on type, amount, and delivery of help on SLO issues</td>
<td>Survey Monkey SLO Survey for Training in Spring 2011</td>
</tr>
<tr>
<td>December 2011</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Guidelines/Benchmarks for Achieving Proficiency by 2012; CurricUNET implementation; ISLOs; SurveyMonkey results; Workplan for 2010-2011; Flex Workshops Scheduled for Spring 2011.</td>
<td>December 2010 Agenda; December 2010 Minutes</td>
</tr>
<tr>
<td>February 2011</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp; Technology, would attend the weekly or monthly meeting on an as needed basis to provide feedback or coordination of activities</td>
<td></td>
</tr>
<tr>
<td>February 2011</td>
<td>FLEX workshop - Hands-on Program</td>
<td>Completing Tables in</td>
</tr>
<tr>
<td>Year</td>
<td>Event Description</td>
<td>Date</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2011</td>
<td>Review SLO Table Completion Workshop</td>
<td>Program Review FLEX week Spring 2011</td>
</tr>
<tr>
<td>February 2011</td>
<td>FLEX workshop - ISLO groups (Natural Sciences; Social Sciences; Humanities and Fine Arts; Language and Rationality: English Composition; Language and Rationality: Communication and Analytical; Physical Education and Wellness; Diversity; Career Technical Education; College skills.</td>
<td>ISLO Group Worksheet Spring 2011</td>
</tr>
<tr>
<td>February 2011</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Co-Coordinators’ request to Senate President to give report of progress and benchmarks for approval; update on CurricUNET implementation; progress of ISLOs; FLEX Workshops for Spring 2011.</td>
<td>Agenda February 23, 2011; February 2011 Minutes</td>
</tr>
<tr>
<td>February 2011</td>
<td>Letter sent to chairs detailing how to move Program SLOs from Program Review into WebCMS to be approved by Curriculum Committee</td>
<td>Letter to Chairs re Program SLOs into WebCMS</td>
</tr>
<tr>
<td>February 2011</td>
<td>SLO Co-Coordinators prepared and submitted a Program Review for Student Learning Outcomes and Assessment Program.</td>
<td>SLO Coordinator APR 2010-2011</td>
</tr>
<tr>
<td>March 2011</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp; Technology, would attend the weekly or</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 2011</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: Senate report of progress and benchmarks; CurricUNET implementation; ISLOs meetings; Program Review report of SLOs; Co-Coordinators presentation at Dean’s meeting; Program Review issues with SLO – stages &amp; cycles; Board of Trustees presentation to update on progress; Increasing participation of committee members.</td>
<td>March 2011 Agenda; March 2011 Minutes</td>
</tr>
<tr>
<td>March 2011</td>
<td>FLEX workshop - Anthropology Department SLO Workshop</td>
<td></td>
</tr>
<tr>
<td>March 2011</td>
<td>SLO Co-Coordinators presentation to Instructional Deans regarding help in ensuring faculty complete SLO tables in Program Review</td>
<td>SLO Tables in PR Dean’s meeting</td>
</tr>
<tr>
<td>March 2011</td>
<td>SLO Coordinator attended Accreditation Institute.</td>
<td></td>
</tr>
<tr>
<td>March 2011</td>
<td>SLO Co-Coordinators provided Academic Senate with update of SLO progress and requested SLO Committee endorsed Benchmarks Guidelines be endorsed by the Academic Senate.</td>
<td>Senate Report Spring 2011; Department Benchmark Proposal for Senate 2.0</td>
</tr>
<tr>
<td>April 2011</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp;</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 2011</td>
<td>FLEX Workshop - History Department SLO Assessment</td>
<td></td>
</tr>
<tr>
<td>April 2011</td>
<td>List of Degrees and Certificates still missing Program SLOs sent to Department Chairs and Division Dean with new May 2, 2011 deadline to input into WebCMS. Sample Program SLOs previously approved by the Curriculum Committee were also sent.</td>
<td>Program SLOs - Division; Program SLO Examples</td>
</tr>
<tr>
<td>April 2011</td>
<td>Monthly SLO Committee meeting where the Committee discussed the following issues and projects: the SLO benchmarks presentation to Senate for approval; CurricUNET implementation; progress of ISLOs, AUOs, and PSLOs; Program Review issues with SLO – stages &amp; cycles; BOT presentation; Name of Committee/organization within college; One Note/Wiki for documenting college-wide discussion of SLOs.</td>
<td>Agenda April 27, 2011 meeting</td>
</tr>
<tr>
<td>May 2011</td>
<td>SLO Co-Coordinators submitted slightly revised Department Benchmark Guidelines for SLOs to Senate for endorsement. Revisions took into account that SLOs are subject to collective bargaining.</td>
<td>Department Benchmark Proposal for Senate 3.0</td>
</tr>
<tr>
<td>May 2011</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp; Institutional Research.</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 2011 - June 2011</td>
<td>SLO Co-Coordinators identified degrees and certificates without a department and created a plan to assist with developing outcomes and assessments.</td>
<td></td>
</tr>
<tr>
<td>May 2011 - June 2011</td>
<td>SLO Co-Coordinators create report on Adjunct involvement in the SLO process.</td>
<td>[Summary_Adjunct Involvement in the SLO Process]</td>
</tr>
<tr>
<td>August 2010 - June 2011</td>
<td>SLO Co-Coordinators met individually with faculty, departments, administrators, and staff to encourage and facilitate development, assessment, and loop closing of course SLOs, program SLOs, and institutional SLOs.</td>
<td>[&lt;&lt;&lt;Program Review&gt;&gt;&gt;]</td>
</tr>
<tr>
<td>August 2010 - June 2011</td>
<td>SLO Coordinators developed sample assessment, alignment and record keeping tools for administrators, faculty, and staff.</td>
<td></td>
</tr>
<tr>
<td>July 2011</td>
<td>SLO Coordinator attended Curriculum Institute.</td>
<td></td>
</tr>
<tr>
<td>August 2011</td>
<td>SLO Co-Coordinators meet every week to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp; Technology, would attend the weekly or monthly meeting on an as needed basis to provide feedback or coordination of activities.</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>SLO Co-Coordinators meet every week</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>to plan upcoming activities and reflect upon past work. SLO Co-Coordinators met monthly with Associate Vice President of Academic Affairs to update her on various activities and to elicit assistance with projects. Other key members of the campus community, including Curriculum Committee Chair, Director of Institutional Research, and Assistant Superintendent and Vice President of Institutional Development &amp; Technology, would attend the weekly or monthly meeting on an as needed basis to provide feedback or coordination of activities</td>
<td></td>
</tr>
</tbody>
</table>
Viatron Systems, Inc.
18233 South Hoover Street
Gardena CA 90248

PHONE: 310-756-0611  
FAX: 310-756-0609

<table>
<thead>
<tr>
<th>ORDER DATE</th>
<th>DATE REQUIRED</th>
<th>F.O.B.</th>
<th>SHIP VIA</th>
<th>TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/01/10</td>
<td>02/09/10</td>
<td>Not Applicable</td>
<td>Net 30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUANTITY/UNIT</th>
<th>VENDOR PART #</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
<th>TOTAL PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,000.00 EA</td>
<td></td>
<td>Image Documents From 1969 Through 1976 For Admission And Records (Per Quote #3218 Dated 1/26/2010)</td>
<td>0.0650</td>
<td>20,865.00</td>
</tr>
</tbody>
</table>

** FAX 310-756-0609 **
ATTN: ERNST GANGNES

TOTAL: 20,865.00
Overview

ViaTRON SYSTEMS, INC. is providing data conversion services to College of the Canyons. The Statement of Work outlines the details of the project.

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications (including the proposal and purchase order) regarding this project.

This document contains the Complete Statement of Work and Technical Specifications.

For purposes of this Statement of Work, ViaTRON SYSTEMS, INC. will be referred to as “ViaTRON” or “Service Provider” and “College of the Canyons” will be referred to as Client.
# TABLE OF CONTENTS

1. **STATEMENT OF WORK SUMMARY** ................................................................. 3
2. **PROJECT COMMUNICATION** ......................................................................... 3
3. **DOCANALYSIS (Project & Document Analysis)** ........................................ 4
4. **DOCANALYSIS NOTES** .................................................................................. 5
5. **FREIGHT PICKUP INFORMATION** ............................................................... 5
6. **PACKING INFORMATION** ............................................................................. 5
7. **DOCUMENT PREPARATION SERVICES** ..................................................... 5
8. **SCANNING SERVICES** ................................................................................ 5
9. **INDEX FIELDS** ............................................................................................ 6
10. **DATA DELIVERY INFORMATION** .............................................................. 6
11. **RE-PACKING DOCUMENTS** ...................................................................... 6
12. **DOCUMENT STORAGE** ............................................................................... 6
13. **SHREDDING SERVICES** ............................................................................ 6
14. **PAYMENT INFORMATION** ........................................................................ 6
15. **PROCESSING CENTER** ............................................................................... 6
16. **DATA UPLOAD** .......................................................................................... 6
17. **DOCUMENT RETRIEVAL DURING DATA CONVERSION** ....................... 6
18. **CHANGE ORDER** ..................................................................................... 7
19. **ACCEPTANCE OF THE “STATEMENT OF WORK”** .................................... 8
1. **STATEMENT OF WORK SUMMARY**

This Statement of Work outlines the parameters by which ViaTRON will deliver work product to the Client. These parameters include project scope, schedule, deliverables, assumptions and governing processes. In addition, as there are different parties involved with the execution of this Statement of Work, specific roles and responsibilities are presented for each company.

This document is intended to clearly identify and communicate the expectations of the Client and ViaTRON so that all objectives are fully understood and successfully achieved.

Client and ViaTRON will need to sign the Statement of Work, agree to the work schedule and the terms and conditions before the work can begin.

Upon acceptance of this Statement of Work, changes to the conditions set forth in this document will be processed in accordance with the “Project Change Order Procedure” outlined below.

The following important documents are incorporated into and made part of this Statement of Work. Where conflicts may exist between documents, this Statement of Work takes precedence.

2. **PROJECT COMMUNICATION**

The success of the project will depend on good communication between the client and ViaTRON. Very important information will be communicated during the project between the Client and ViaTRON.

2.1. **Project Managers** - ViaTRON will have a project manager assigned to this project. For purposes of this project, Client will also designate a Project Manager.

2.2. **Project Communications** - All communication between Client and ViaTRON will be made between these project managers.

2.3. **Project Manager Responsibilities** - It will be the responsibility of the individual Project Manager to keep their internal staffs information of the project status and changes.

2.4. **Email Confirmation** - For purposes of security and efficiency the best method of communication would be for the project managers of both companies to communicate first on matters. Project managers can communicate via telephone, but a preferred method would be to follow up the conversation with an email and copying other team members in this project. Once a decision has been made the project manager of each company shall be responsible to communicate the information to their internal team.

2.5. **Contact information** - ViaTRON and Client shall exchange project manager contact information (telephone numbers, cellular numbers and email addresses).

ViaTRON Project Manager: Angela Repayo  
Telephone: 310.756.0615  
Emergency Contact: 310.756.0630  
Email: angelar@viatron.com  

Please enter Client’s Project Manager Contact information below

Client Project Manager: Jasmine Ruys  
Telephone: 661.362.3466  
Email: jasmine.ruys@canyons.edu
### 3. DOCANALYSIS (Project & Document Analysis)

#### PROJECT CONTACT INFORMATION

- **Client Full Name**: COLLEGE OF THE CANYONS
- **Department**: ADMISSIONS AND RECORDS
- **Street Address**: 26455 ROCKWELL CANYON ROAD
- **Dept Manager & Tel.**: MS. JASMINE RUYS - (661) 362-3466
- **City**: SANTA CLARITA
- **State & Zip**: CA, 91355
- **IT Manager & Tel.**: MS. JASMINE RUYS - (661) 362-3466
- **Project Manager & Tel**:  

#### DOCUMENT INFORMATION

- **Document Name**: STUDENT FILES
- **Number of Pages**: 414, 750
- **ECM Application Name**: STUDENT FILES
- **Average Batch Size**: 10
- **Date of Analysis**: 03/08/07

#### DOCUMENT PREPARATION

- **Documents shall be prepared for scanning by**: VIATRON
- **Documents shall be packaged in boxes by**: CLIENT
- **Batch separator page shall be provided by**: VIATRON
- **Batch separator page shall be inserted by**: VIATRON
- **Batch separator sheets shall contain index fields**: NO
- **Client shall provide index database**: YES

#### DOCUMENT ANALYSIS

- **Paper Size of Documents**: 8.5 X 11
- **Scan File Folders**: NO
- **Different paper sizes - Mixed**: YES
- **Scan Resolution**: 300 DPI
- **Scan Double Sided Pages**: YES
- **Scan in Color**: NO
- **Location of OCR Processing**: NA
- **Scan Books/Binding**: NO
- **Scan Books/Binding**: NO
- **Scan Large Format (Maps)**: NO
- **Storage Boxes Provided by**: CLIENT
- **Automatic Blank Page Removed Accuracy**: 85%
- **Automatic Page Rotation Accuracy**: 82%

#### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th>Field</th>
<th>Data Type</th>
<th>Required</th>
<th>Location of Index</th>
<th>Format</th>
<th>Field Size</th>
<th>Index Data Entry</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SECURITY NUMBER</td>
<td>NUM</td>
<td>YES</td>
<td>NA</td>
<td>NNN-N-NNNN</td>
<td>9</td>
<td>AUTO</td>
<td>DATABASE LOOK-UP (DATATEL SYSTEM)</td>
</tr>
<tr>
<td>ID NUMBER</td>
<td>NUM</td>
<td>YES</td>
<td>SEARCH</td>
<td>NNN-NN</td>
<td>7</td>
<td>MANUAL</td>
<td>DATA DELIVERY</td>
</tr>
<tr>
<td>FIRST NAME</td>
<td>CHAR</td>
<td>YES</td>
<td>NA</td>
<td>NNNNNNNN</td>
<td>20</td>
<td>AUTO</td>
<td></td>
</tr>
<tr>
<td>LAST NAME</td>
<td>CHAR</td>
<td>YES</td>
<td>NA</td>
<td>NNNNNNNN</td>
<td>20</td>
<td>AUTO</td>
<td></td>
</tr>
<tr>
<td>DATE OF BIRTH</td>
<td>NUM</td>
<td>YES</td>
<td>NA</td>
<td>NN-NN-NN</td>
<td>6</td>
<td>AUTO</td>
<td></td>
</tr>
</tbody>
</table>

#### DATA DELIVERY

- **Data shall be delivered (Media)**: ELECTRONIC UPLOAD
- **TIFF - SINGLE PAGE**: NO
- **Client's Content Management System is**: HERSEY
- **Image shall be delivered (File Format)**: YES
- **Client shall reserve hard drive space**: 21 Gigabytes
- **Database Format**: TBD
- **ViaTRON shall upload data using remote link**: YES

#### FREIGHT

- **Processing Center**: VIATRON
- **Pickup Date**: TBD
- **Number of Round Trips (Freight)**: 4
- **Delivery Date**: TBD
- **Freight System**: VIATRON TRUCK
- **Project Deadline**: TBD
- **Client plans to shred docs in the future**: NO
- **Proposal Valid for**: 14 Days

#### OTHER SERVICE AND PAYMENTS

<table>
<thead>
<tr>
<th>Optional Services</th>
<th>PROJECT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage Services:</td>
<td>NO</td>
</tr>
<tr>
<td>Per Page Price</td>
<td>$0.0650</td>
</tr>
<tr>
<td>Months Boxes will be Stored:</td>
<td>0</td>
</tr>
<tr>
<td>Document Destruction Services:</td>
<td>RETURN TO CLIENT</td>
</tr>
</tbody>
</table>

---

**Important: Please review DocAnalysis Notes below.**
4. **DOCANALYSIS NOTES**

Please take a moment to carefully review the above DocAnalysis™ form highlighted in blue. This document describes important information and work to be performed for this project. Please contact ViaTRON's project manager if you need further explanation on any of the items included in this form. We have included additional information below for your benefit.

5. **FREIGHT PICKUP INFORMATION**

5.1. **Number of Pickups** - ViaTRON shall pickup client's boxes (documents) according to the planned schedule. ViaTRON will pickup all the boxes in 1 scheduled pick-up. Transportation is included in the price. 158 BANKER BOXES

5.2. **Additional Freight Pickup Requested by Client** - Client can request additional pickups after the original order. Please talk to ViaTRON's Project Manager for more details.

5.3. **Notification** - Client shall call or send an email to ViaTRON's Project Manager once the boxes are ready for pickup. ViaTRON's Project Manager will schedule a freight pickup and notify the Client within 48 hours.

5.4. **Box Count** - Client shall notify ViaTRON the exact number of boxes to be picked up. The purpose of this information is for ViaTRON to schedule the right truck size to pickup the Client's box.

5.5. **Pickup Verification** - ViaTRON shall have a Work Order confirming the number of boxes to be picked up. Client shall sign this document and confirm the number of boxes being picked up.

6. **PACKING INFORMATION**

6.1. **Packing Documents** - Client shall pack the document into banker boxes. 158 BANKER BOXES.

6.2. **Boxes Size** - ViaTRON strongly recommends that Client store all documents in standard bankers boxes (15"x12"x10") to prevent damage to the documents.

6.3. **Box Description** - Boxes shall be clearly marked showing the **content of the box**, the **box number** and the **department or group**.

6.4. **Box Content** - Example “Last Name”: Adams - James, Jones - Kennedy, Kent - Smith, etc.

6.5. **Box Count** - For accuracy and verification purposes, ViaTRON recommends that the Client counts the exact number of boxes to be sent to ViaTRON.

6.6. **Box Number** - Number the Boxes to be sent to ViaTRON, example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.

6.7. **Department of Group** - Keep similar boxes in group and mark them in the front of the box.

6.8. **Pickup Location** - Although ViaTRON can pickup the boxes from multiple areas, for security purposes we recommend that the Client move all the boxes to a central pickup area.

7. **DOCUMENT PREPARATION SERVICES**

ViaTRON shall remove paperclips, staples and other binding on the document to prepare the document to be scanned. ViaTRON generally removes the documents from the hardcover folder and inserts a batch separator page as a place holder. After the documents are scanned, the paper files are not re-stapled and are not place back in the hardcover folder. All documents shall be fed through an automatic high speed document feed and will need to be in single sheets of paper with the largest size being 11"x16". Client can request that the document be cut to a small size. Books and other bond/glued documents will be cut into single sheets before being fed through the scanner.

7.1. **Sorting Document** - ViaTRON assumes that the documents being picked up from the Client are filed accurately in the proper order. This project does not include ViaTRON sorting or re-arranging individual pages contain within the folders. ViaTRON works on the client's document using the “one folder at a time and a face down” method. This prevents any chance of sorting errors.

8. **SCANNING SERVICES**

8.1. **File Format** - The file format (Tiff or PDF) will be specified in the “DocAnalysis” sheet shown above.

8.2. **Resolution** - The scanning resolution will be as specified in the “DocAnalysis” sheet shown above.

8.3. **Color** - ViaTRON will scan all documents in monochrome (black/white) and not in color.

8.4. **Page Size** - ViaTRON will scan documents 11"x16" or smaller. There is a separate charge to scan documents larger than 11"x16".

8.5. **Blank Pages** - Client may send ViaTRON double sided documents. These documents will be scanned double side. However some of these documents may be blank pages. ViaTRON uses software technology to remove blank pages. This technology is generally 85% accurate. Although most blank pages will be removed, client may still find a few blank pages.

8.6. **Page Rotation** - Some of Client's document may be delivered to ViaTRON upside down. ViaTRON uses software technology to automatically rotate pages. This technology is generally 82% accurate. Although most pages will be corrected, client may still find a few pages not rotated.
9. INDEX FIELDS
   9.1. Index Fields Confirmation - ViaTRON will index the documents according to the index fields shown in the "DocAnalysis" for each document type. Client shall carefully review the indexing information. It can be very costly if we need to make changes to the indexes after the project is done.
   9.2. Client's Lookup Database - If stated in the Document Analysis, client shall provide ViaTRON with the complete database to merge with the other index fields during the indexing process. Client's Technician shall send the database to ViaTRON's Systems Engineers before ViaTRON begins work on this project.

10. DATA DELIVERY INFORMATION
    After the documents are scanned, ViaTRON will deliver the images and index database to the Client. The information will be delivered to the client on a hard drive that will be provided by the client. Client can request the data put on CDs. However, if the data is put on CDs, the client will be charged sales tax on the entire project. Client will not be charged sales tax if the data is delivered electronically.

11. RE-PACKING DOCUMENTS
    Once the documents have been scanned, ViaTRON does not re-staple the files. The documents are also not placed back into the original folder. The reason for not re-stapling or placing the document back into folders is that the client does not benefit from this process compared to the high cost of re-stapling documents. In most cases the document are kept for a short period of time and then shredded.

12. DOCUMENT STORAGE
    12.1. Storage - ViaTRON provides an optional service to store the client's boxes at ViaTRON's storage facility. This Statement of Work will mention if this service is included.
    12.2. Storage Charges - If the original proposal does not include storage services, Client can make a request to store the boxes at ViaTRON storage facility. The charge for this service is a one-time setup fee of $1.25 per box plus $0.30 per month per box. Storage for 6 months is included in price.

13. SHREDDING SERVICES
    13.1. Shredding Services - ViaTRON provides an optional service to shred the boxes (documents) after they are scanned. Shredding of the College of the Canyons documents is included in the price.

14. PAYMENT INFORMATION
    Payments for the project are as follows:
    14.1. Total price for scanning and document destruction = $27,591
    14.2. 50% - Due at pick-up.
    14.3. Balance is due upon completion.

15. PROCESSING CENTER
    All work shall be performed at ViaTRON Production Center. This facility is a high security building. All activities are monitored 24 hours.

16. DATA UPLOAD
    ViaTRON Systems Engineer will work with Client's Technicians to upload the scanned images and index database on to Client's Server. Client's Project Manager shall coordinate with the Technician to allow ViaTRON to perform the upload.

17. DOCUMENT RETRIEVAL DURING DATA CONVERSION
    Emergency Document Request While the scanning project is in progress, in certain emergency cases, the Client may want to request documents that have already been sent to ViaTRON's Scanning Facility. ViaTRON has made allowance for these emergency situations. ViaTRON shall manual search at no charge up to 6 documents from the Client boxes, scan these documents and Email the documents to the Client. There shall be a charge of $10 per document for any additional documents beyond the 6 free document requests.
18. CHANGE ORDER

Changes in scope, deliverables or any other input or output that materially impacts the Project must be tracked and formally managed. VIATRON, through its Client Engagement Model (CEM), contemplates encountering these changes and provides a detailed and comprehensive process for managing these requests. Fundamentally, once a change condition is identified, there are three (3) steps involved with Project change management:

- Submittal of Change Request Form (Email)
- Approval/Rejection of Email
- Modification / Adjustment of Project if required

The Change Order Email shall have the following important information:

Change Order Email Requirements:
- Project Number
- Change Request Date
- Requestor's Name
- Telephone Number
- Email Address
- Detail Description of Changes Requested
- Solution Requested (Attached any design changes)

Project Changes Authorization
- Client's Approval via Email (Authorized Person)
- ViaTRON's Approval via Email (Authorization Person)

For efficiency purpose, only Project Managers of each company shall make the formal request. The other project team member shall be kept informed by their project manager.

The Change Order Process is executed by ViaTRON Project Manager in cooperation with the Client's Project Manager. The receiver of the request shall review and respond within 48 hours to the requestor. More time may be needed if the request in complex. In any case the status of the project change request shall be communicated to the project manager within 48 hours. The project manager may communicate if more time is needed.

The project change request can not delay the project schedule by more than on 5 business days unless agreed by both companies.
19. ACCEPTANCE OF THE “STATEMENT OF WORK”

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications regarding this project.

Please take a moment to carefully review the Statement of Work.

You may contact me directly if you have questions regarding the Statement of Work.

ViaTRON being a paperless company manages all documents in an electronic format without printing paper files. By conducting business electronically we have become more efficient and environmentally friendly. We would like to request that we process your “Acceptance of the Statement of Work” electronically.

If you accept the attached Statement of Work, please complete the following:

1. Reply to this email by pressing the “Forward” button (not “Reply”). We request you “Forward” the email because the “Forward” email feature allows you to forward the Statement of Work document with your reply to us.

2. In your email response to ViaTRON, please type the following statement –

   “I have reviewed the attached Statement of Work and agree to the contents. I am sending an email response as a formal “Acceptance of the Statement of Work”. I understand that any changes to the project after the “Acceptance of the Statement of Work” will require a formal “Change Order” approved by College of the Canyons and ViaTRON.”
CLIENT TASKS CHECKLIST

1. Send Client's Project Manager contact information to ViaTRON.
2. Client shall review and confirm the index template.
3. Please review and sign Statement of Work.
4. Client will determine if the boxes will be returned to client, stored at ViaTRON or shredded.
5. Box the paper documents.
6. Box the documents in to standard 15”x12”x10” bankers boxes.
7. Mark/label box content (Example last name: Adams to James, Jones to Kennedy, Kent to Smith, etc.).
8. Count the exact number of boxes to be shipped to ViaTRON.
9. Number the Boxes (Example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.).
10. Move all the boxes to Client's freight loading dock.
11. Prepare a log of the boxes being shipped to ViaTRON (See Appendix B).
12. Email ViaTRON the exact number of boxes to be picked up.
13. Call or Email ViaTRON's Project Manager 48 hour in advance for Freight Pickup.
14. ViaTRON shall pickup all boxes at one time unless special arrangement has been made in advance for multiple pickups.
15. Client will be notified 48 hours in advance from ViaTRON about the return of the boxes.
16. Client shall prepare to receive the boxes back from ViaTRON at the end of the project.
17. Client shall notify Client's Technical Department about the data upload.
18. Client shall upload data on to the Client's Server.
20. Client shall test the data.
21. Client shall complete ViaTRON's Project Satisfaction Survey.
Presented By:

ViaTRON VTX Content Management Systems

Prepared For:

College of the Canyons
26455 ROCKWELL CANYON ROAD
SANTA CLARITA, CA 91355

Prepared By:

ERNST GANGNES
T/ 310-756-0605
Fax: 310.756.0609

ViaTRON SYSTEMS, INC
18233 Hoover Street
Los Angeles, CA 90248

The Paperless Office Specialists
## Professional Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>158</td>
<td>$632.00</td>
</tr>
<tr>
<td><strong>DOCUMENT DESTRUCTION - 158 BOXES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning/Conversion Services</td>
<td>1</td>
<td>$26,958.75</td>
</tr>
<tr>
<td><strong>STUDENT FILES (CONEX - WAREHOUSE)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeted Labor Hours - Project Management</td>
<td>8</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
| Do not post work you have performed into this task.
This task is displayed only to record the amount of time budgeted for your project. |
| Project Meetings                                 | 1     | $0.00    |
| ViaTRON Internal Project Meetings                |       |          |
| Client Meetings                                  |       |          |

### Terms

- **Payments**
  - $0.00
  - Payments of 50% are due at start of project - Remaining 50% due at end of project.

- **Late Payments**
  - $0.00
  - Client will be charged 1.5% for late payment of invoice.

- **Project Schedule**
  - $0.00
  - Prior to beginning the project, Client and ViaTRON will meet for a pre-installation meeting. At this meeting both, Client and ViaTRON shall discuss and agree to a project schedule. Both parties shall agree to complete the project in the shortest possible time.

- **Shipping & Handling**
  - $0.00
  - Shipping & Handling cost have been included in this document

- **Sales Tax**
  - $0.00
  - Applicable Sales Tax does not apply if upload to imaging system.

- **Proposal Expiration Date**
  - $0.00
  - Due to constant changes in the technology industry the prices listed in this proposal are guaranteed for 30 days from the date of this proposal.

- **Scanning Services Notes and Options**
  - $0.00
  - ViaTRON’s Service Bureau offers a number of services to help you obtain your paperless goals. ViaTRON has been converting paper files for over 18 years. ViaTRON converts paper files into electronic-image documents. These electronic document can be stored in any Imaging system or electronic media including CD/DVD for office use in workflow, archiving and disaster recovery.

### Total for Professional Services
- $27,590.75

### Total for Terms
- $0.00

---

[Confidential Document] ANGELA REPAYO 3/16/2009
PROJECT DETAILS
College of the Canyons

PROJECT NO: 2888 DATE: 3/16/2009

Page 3 of 3

PROJECT PRICING

FINAL PRICE $27,591

Project Approval:

_________________________  _______________________
College of the Canyons       Date
Presented By:

ViaTRON VTX Content Management Systems

Prepared For:

College of the Canyons
26455 ROCKWELL CANYON ROAD
SANTA CLARITA, CA 91355

Prepared By:

ERNST GANGNES
ernstg@viatron.com
T/ 310.756.0605
Fax: 310.756.0609
ViaTRON SYSTEMS, INC
18233 Hoover Street
Los Angeles, CA 90248

The Paperless Office Specialists
# Statement of Work

## DOCUMENT ANALYSIS - PJ3376

### PROJECT CONTACT INFORMATION
1. Client Full Name: COLLEGE OF THE CANYONS
2. Street Address: 26455 ROCKWELL CANYON ROAD
3. City: SANTA CLARITA
4. State & Zip: CA, 91355
5. Department: ADMISSIONS AND RECORDS
6. Dept Manager & Tel.: JASMINE RUYS - (661) 362-3466
7. IT Manager & Tel.: JUSTIN SMITH - (661) 362-5536
8. Project Manager & Tel.: JASMINE RUYS - (661) 362-3466

### DOCUMENT INFORMATION
10. Number of Pages: 120,000
11. Average Batch Size: 800
12. Processing Center: VIATRON
13. Freight: 1 Round Trips (Pickup & Delivery)

### DOCUMENT PREPARATION
15. Documents shall be prepared for scanning by: VIATRON
16. Batch separator page shall be provided by: VIATRON
17. Batch separator page shall be inserted by: VIATRON
18. Batch separator sheets shall contain index fields: NO

### DOCUMENT ANALYSIS
23. Paper Size of Documents: 8.5" x 11" to 8.5" x 14"
24. Different paper sizes - Mixed: YES
25. Scan Resolution: 200 DPI
26. Scan Double Sided Pages: YES
27. Run Full Text OCR: NO
28. Location of OCR Processing: NA
29. Banker Boxes Provided by: CLIENT
30. Date of Analysis: 06/10/10
31. Scan File Folders: NO
32. Folders/Binding will be cut before scanning: YES
33. Scan Books/Binding: NO
34. Paper or Items Glued Together: NO
35. Scan in Color: NO
36. Scan Large Format (Maps): NO
37. Automatic Blank Page Removed Accuracy: 85%
38. Automatic Page Rotation Accuracy: 82%

### KEY FIELD INDEXING
1. BINDER DESCRIPTION: CHAR
2. YEAR: DATE
3. TERM: CHAR
4. 1ST PG
5. NNNNNNNNN
6. MANUALLY
7. *BATCH SCAN BY THE BINDER
8. ** HEAVY DOC PREP
9. LOTS OF STAPLES**

### DATA DELIVERY
40. Data shall be delivered (Media): ELECTRONIC UPLOAD
41. Image shall be delivered (File Format): TIFF SINGLE-IMAGE
42. Database Format: SPECIAL FORMAT
43. Client’s Content Management System is: OTHER
44. Client shall reserve hard drive space: 7 Gigabytes
45. Upload to existing template or new: NEW

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES
46. Project Price and Delivery Date: TBD
47. Storage Services: YES
48. Months Boxes will be Stored: 3 Months
49. Document Destruction Services: RETURN TO CLIENT
50. Project Completion Date
51. Per Page Price: $0.0650
52. PROJECT PRICE: $7,800
53. Payment Terms: 50% DOWN + 50% UPON COMPLETION

### ADDITIONAL NOTES
54. SHREDDING AVAILABLE AT $3.00 PER BOX

---

No other work have been promised other than what is on this document.  
* NA - NOT APPLICATION  ** NR - NOT REQUIRED

This confidential document was prepared for the client and ViaTRON internal use only.
# Statement of Work

## DOCUMENT ANALYSIS - PJ3376

### PROJECT CONTACT INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client Full Name:</td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td>2</td>
<td>Street Address:</td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td>3</td>
<td>City:</td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td>4</td>
<td>State &amp; Zip:</td>
<td>CA, 91355</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Document Name:</td>
<td>GRADE BOOKS - 1999-2010</td>
</tr>
<tr>
<td>10</td>
<td>Number of Pages:</td>
<td>44,000</td>
</tr>
<tr>
<td>11</td>
<td>Average Batch Size:</td>
<td>2</td>
</tr>
</tbody>
</table>

### DOCUMENT PREPARATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Documents shall be prepared for scanning by:</td>
<td>Viatron</td>
</tr>
<tr>
<td>16</td>
<td>Batch separator page shall be provided by:</td>
<td>Viatron</td>
</tr>
<tr>
<td>17</td>
<td>Batch separator page shall be inserted by:</td>
<td>Viatron</td>
</tr>
<tr>
<td>18</td>
<td>Batch separator sheets shall contain index fields:</td>
<td>NO</td>
</tr>
</tbody>
</table>

### DOCUMENT ANALYSIS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Paper Size of Documents:</td>
<td>8.5&quot; x 11&quot; to 8.5&quot; x 14&quot;</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Different paper sizes - Mixed:</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Scan Resolution:</td>
<td>200 DPI</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Scan Double Sided Pages:</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Run Full Text OCR:</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Location of OCR Processing:</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Banker Boxes Provided by:</td>
<td>CLIENT</td>
<td></td>
</tr>
</tbody>
</table>

### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th></th>
<th>Data Type</th>
<th>Location of Index</th>
<th>Format</th>
<th>Field Size</th>
<th>Entry</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SECTION NUMBER</td>
<td>NUM</td>
<td>1ST PG</td>
<td>NNNNNN</td>
<td>6</td>
<td>MANUAL</td>
</tr>
<tr>
<td>2</td>
<td>COURSE TITLE</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td>EX - COMPSC101</td>
</tr>
<tr>
<td>3</td>
<td>TERM YEAR</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td>EX - 2001SP</td>
</tr>
<tr>
<td>4</td>
<td>INSTRUCTOR NAME (LAST)</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td></td>
</tr>
</tbody>
</table>

### DATA DELIVERY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Data shall be delivered (Media):</td>
<td>ELECTRONIC UPLOAD</td>
</tr>
<tr>
<td>41</td>
<td>Image shall be delivered (File Format):</td>
<td>TIFF SINGLE-IMAGE</td>
</tr>
<tr>
<td>42</td>
<td>Database Format:</td>
<td>SPECIAL FORMAT</td>
</tr>
</tbody>
</table>

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Storage Services:</td>
<td>YES</td>
</tr>
<tr>
<td>47</td>
<td>Months Boxes will be Stored:</td>
<td>3 Months</td>
</tr>
<tr>
<td>48</td>
<td>Document Destruction Services:</td>
<td>RETURN TO CLIENT</td>
</tr>
</tbody>
</table>

### PROJECT PRICE AND DELIVERY DATE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Project Completion Date:</td>
<td>TBD</td>
</tr>
<tr>
<td>51</td>
<td>Per Page Price:</td>
<td>$0.0800</td>
</tr>
<tr>
<td>52</td>
<td>PROJECT PRICE:</td>
<td>$3,520</td>
</tr>
</tbody>
</table>

### ADDITIONAL NOTES

**SHREDDING AVAILABLE AT $3.00 PER BOX**

No other work have been promised other than what is on this document.

* NA - NOT APPLICATION  ** NR - NOT REQUIRED

This confidential document was prepared for the client and ViaTRON internal use only.
PROFESSIONAL SERVICES

Scanning/Conversion Services
GRADE BOOKS - 1969 - 1998 - 120,000 PAGES

BATCH SCAN

Scanning/Conversion Services
GRADE BOOKS - 1999 - 2010 - 44,000 PAGES

INDIVIDUAL INDEXING

TERMS

Payments
Payments of 50% are due at start of project – Remaining 50% due at end of project.

Late Payments
Client will be charged 1.5% for late payment of invoice.

Project Schedule
Prior to beginning the project, Client and ViaTRON will meet for a pre-installation meeting. At this meeting both, Client and ViaTRON shall discuss and agree to a project schedule. Both parties shall agree to complete the project in the shortest possible time.

Shipping & Handling
Shipping & Handling cost has been included in this document.

Sales Tax
Applicable Sales Tax does not apply to scanning projects.

Performance Guaranty - Data Conversion
ViaTRON employs a variety of hardware and software technology to ensure the highest quality of work is delivered to the client. All work performed and delivered to the client is guaranteed for one year from the date of the contract. If you find a defect during the warranty period, ViaTRON will correct the defect. This including double paper feed, indexing errors and image resolution enhancement. It is important that the source/original documents from the client are in legible condition.

Proposal Expiration Date
Due to constant changes in the technology industry the prices listed in this proposal are guaranteed for 30 days from the date of this proposal.

OPTIONS

Options Overview
The following products are presented as options. Please note that these options are not part of this proposal and the total price shown below does not include these options. In order to get a total price you will need to add the individual price of each option to the total price shown below.

Option - Professional Services
SHREDDING AVAILABLE AT $3.00 PER BOX
PROJECT DETAILS
College of the Canyons

PROJECT NO: 3376   DATE: 6/23/2010

Page 3 of 3

PROJECT PRICING

FINAL PRICE $11,320

Project Approval:

Signature ___________________________ Date ___________________________
EXHIBIT 2A-5
# Statement of Work

## DOCUMENT ANALYSIS - PJ3376

### PROJECT CONTACT INFORMATION

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client Full Name:</td>
<td>COLLEGE OF THE CANYONS</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Street Address:</td>
<td>26455 ROCKWELL CANYON ROAD</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>City:</td>
<td>SANTA CLARITA</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>State &amp; Zip:</td>
<td>CA, 91355</td>
<td>8</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Number of Pages:</td>
<td>120,000</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>Average Batch Size:</td>
<td>800</td>
<td>14</td>
</tr>
</tbody>
</table>

### DOCUMENT PREPARATION

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Documents shall be prepared for scanning by:</td>
<td>VIATRON</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>Batch separator page shall be provided by:</td>
<td>VIATRON</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Batch separator page shall be inserted by:</td>
<td>VIATRON</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>Batch separator sheets shall contain index fields:</td>
<td>NO</td>
<td>22</td>
</tr>
</tbody>
</table>

### DOCUMENT ANALYSIS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Paper Size of Documents:</td>
<td>8.5&quot; x 11&quot; to 8.5&quot; x 14&quot;</td>
<td>31</td>
</tr>
<tr>
<td>24</td>
<td>Different paper sizes - Mixed</td>
<td>YES</td>
<td>32</td>
</tr>
<tr>
<td>25</td>
<td>Scan Resolution:</td>
<td>200 DPI</td>
<td>33</td>
</tr>
<tr>
<td>26</td>
<td>Scan Double Sided Pages:</td>
<td>YES</td>
<td>34</td>
</tr>
<tr>
<td>27</td>
<td>Run Full Text OCR:</td>
<td>NO</td>
<td>35</td>
</tr>
<tr>
<td>28</td>
<td>Location of OCR Processing:</td>
<td>NA</td>
<td>36</td>
</tr>
<tr>
<td>29</td>
<td>Banker Boxes Provided by:</td>
<td>CLIENT</td>
<td>37</td>
</tr>
<tr>
<td>30</td>
<td>Date of Analysis:</td>
<td>06/10/10</td>
<td>38</td>
</tr>
</tbody>
</table>

### KEY FIELD INDEXING

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BINDER DESCRIPTION</td>
<td>CHAR</td>
<td>1ST PG</td>
</tr>
<tr>
<td>2</td>
<td>YEAR</td>
<td>DATE</td>
<td>1ST PG</td>
</tr>
<tr>
<td>3</td>
<td>TERM</td>
<td>CHAR</td>
<td>1ST PG</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DATA DELIVERY

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Client’s Content Management System is:</td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Client shall reserve hard drive space:</td>
<td>7 Gigabytes</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Upload to existing template or new:</td>
<td>NEW</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Project Completion Date</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Per Page Price</td>
<td>$0.0650</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>PROJECT PRICE</td>
<td>$7,800</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Payment Terms:</td>
<td>50% DOWN + 50% UPON COMPLETION</td>
<td></td>
</tr>
</tbody>
</table>

### SHREDDING AVAILABLE AT $3.00 PER BOX

No other work have been promised other than what is on this document.  
* NA - NOT APPLICATION  ** NR - NOT REQUIRED

---

This confidential document was prepared for the client and ViaTRON internal use only.
# Statement of Work

## DOCUMENT ANALYSIS - PJ3376

### PROJECT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client Full Name</td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td>2</td>
<td>Street Address</td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td>3</td>
<td>City</td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td>4</td>
<td>State &amp; Zip</td>
<td>CA, 91355</td>
</tr>
<tr>
<td>5</td>
<td>Department</td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td>6</td>
<td>Dept Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td>7</td>
<td>IT Manager &amp; Tel.:</td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td>8</td>
<td>Project Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Document Name</td>
<td>GRADE BOOKS - 1999-2010</td>
</tr>
<tr>
<td>10</td>
<td>Number of Pages</td>
<td>44,000</td>
</tr>
<tr>
<td>11</td>
<td>Average Batch Size</td>
<td>2</td>
</tr>
</tbody>
</table>

### DOCUMENT PREPARATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Documents shall be prepared for scanning by:</td>
<td><strong>VIATRON</strong></td>
</tr>
<tr>
<td>16</td>
<td>Batch separator page shall be provided by:</td>
<td><strong>VIATRON</strong></td>
</tr>
<tr>
<td>17</td>
<td>Batch separator page shall be inserted by:</td>
<td><strong>VIATRON</strong></td>
</tr>
<tr>
<td>18</td>
<td>Batch separator sheets shall contain index fields:</td>
<td>NO</td>
</tr>
</tbody>
</table>

### DOCUMENT ANALYSIS

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Paper Size of Documents</td>
<td>8.5&quot; x 11&quot; to 8.5&quot; x 14&quot;</td>
</tr>
<tr>
<td>24</td>
<td>Different paper sizes - Mixed</td>
<td>YES</td>
</tr>
<tr>
<td>25</td>
<td>Scan Resolution</td>
<td>200 DPI</td>
</tr>
<tr>
<td>26</td>
<td>Scan Double Sided Pages</td>
<td>YES</td>
</tr>
<tr>
<td>27</td>
<td>Run Full Text OCR</td>
<td>NO</td>
</tr>
<tr>
<td>28</td>
<td>Location of OCR Processing</td>
<td>NA</td>
</tr>
<tr>
<td>29</td>
<td>Banker Boxes Provided by:</td>
<td>CLIENT</td>
</tr>
<tr>
<td>30</td>
<td>Date of Analysis</td>
<td>06/10/10</td>
</tr>
</tbody>
</table>

### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th>No.</th>
<th>Field Name</th>
<th>Data Type</th>
<th>Location of Index</th>
<th>Format</th>
<th>Field Size</th>
<th>Entry</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SECTION NUMBER</td>
<td>NUM</td>
<td>1ST PG</td>
<td>NNNNNN</td>
<td>6</td>
<td>MANUAL</td>
<td>*BATCH SCAN BY THE BINDER</td>
</tr>
<tr>
<td>2</td>
<td>COURSE TITLE</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td>EX - COMPSC101</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TERM YEAR</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td>EX - 2001SP</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>INSTRUCTOR NAME (LAST)</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>0</td>
<td>AUTO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DATA DELIVERY

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Data shall be delivered (Media):</td>
<td>ELECTRONIC UPLOAD</td>
</tr>
<tr>
<td>41</td>
<td>Image shall be delivered (File Format):</td>
<td>TIFF SINGLE-IMAGE</td>
</tr>
<tr>
<td>42</td>
<td>Database Format:</td>
<td>SPECIAL FORMAT</td>
</tr>
</tbody>
</table>

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Storage Services</td>
<td>YES</td>
</tr>
<tr>
<td>48</td>
<td>Months Boxes will be Stored:</td>
<td>3 Months</td>
</tr>
<tr>
<td>49</td>
<td>Document Destruction Services</td>
<td>RETURN TO CLIENT</td>
</tr>
</tbody>
</table>

### PROJECT PRICE AND DELIVERY DATE

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Project Completion Date</td>
<td>TBD</td>
</tr>
<tr>
<td>51</td>
<td>Per Page Price</td>
<td>$0.0800</td>
</tr>
<tr>
<td>52</td>
<td>PROJECT PRICE</td>
<td>$3,520</td>
</tr>
</tbody>
</table>

### ADDITIONAL NOTES

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>SHREDDING AVAILABLE AT $3.00 PER BOX</td>
<td></td>
</tr>
</tbody>
</table>

*No other work have been promised other than what is on this document.*

**This confidential document was prepared for the client and ViaTRON internal use only.**
**PROFESSIONAL SERVICES**

**Scanning/Conversion Services**
GRADE BOOKS 1969 - 1998 - 120,000 PAGES

BATCH SCAN

**Scanning/Conversion Services**
GRADE BOOKS 1999 - 2010 - 44,000 PAGES

INDIVIDUAL INDEXING

**TERMS**

**Payments**
Payments of 50% are due at start of project – Remaining 50% due at end of project.

**Late Payments**
Client will be charged 1.5% for late payment of invoice.

**Project Schedule**
Prior to beginning the project, Client and ViaTRON will meet for a pre-installation meeting. At this meeting both, Client and ViaTRON shall discuss and agree to a project schedule. Both parties shall agree to complete the project in the shortest possible time.

**Shipping & Handling**
Shipping & Handling cost has been included in this document.

**Sales Tax**
Applicable Sales Tax does not apply to scanning projects.

**Performance Guaranty - Data Conversion**
ViaTRON employs a variety of hardware and software technology to ensure the highest quality of work is delivered to the client. All work performed and delivered to the client is guaranteed for one year from the date of the contract. If you find a defect during the warranty period, ViaTRON will correct the defect. This including double paper feed, indexing errors and image resolution enhancement. It is important that the source/original documents from the client are in legible condition.

**Proposal Expiration Date**
Due to constant changes in the technology industry the prices listed in this proposal are guaranteed for 30 days from the date of this proposal.

**OPTIONS**

**Options Overview**
The following products are presented as options. Please note that these options are not part of this proposal and the total price shown below does not include these options. In order to get a total price you will need to add the individual price of each option to the total price shown below.

**Option - Professional Services**
SHREDDING AVAILABLE AT $3.00 PER BOX
PROJECT DETAILS

College of the Canyons

Page 3 of 3

PROJECT PRICING

FINAL PRICE $11,320

Project Approval:

Signature ___________________________ Date ___________________________
Overview

ViaTRON SYSTEMS, INC. is providing data conversion services for College of the Canyons. The Statement of Work outlines the details of the project.

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications (including the proposal and purchase order) regarding this project.

This document contains the Complete Statement of Work and Technical Specifications.

For purposes of this Statement of Work, ViaTRON SYSTEMS, INC. will be referred to as “ViaTRON” or “Service Provider” and “College of the Canyons” will be referred to as Client.
# TABLE OF CONTENTS

1. **STATEMENT OF WORK SUMMARY** ................................................................. 3
2. **PROJECT COMMUNICATION** ............................................................. 3
3. **DOCANALYSIS (Project & Document Analysis)** ...................................................... 4
4. **DOCANALYSIS NOTES** ........................................................................... 6
5. **FREIGHT PICKUP INFORMATION** ............................................................ 6
6. **PACKING INFORMATION** ............................................................... 6
7. **DOCUMENT PREPARATION SERVICES** ...................................................... 6
8. **SCANNING SERVICES** ........................................................................... 6
9. **INDEX FIELDS** .................................................................................... 7
10. **DATA DELIVERY INFORMATION** ............................................................... 7
11. **RE-PACKING DOCUMENTS** .................................................................. 7
12. **DOCUMENT STORAGE** ........................................................................... 7
13. **SHREDDING SERVICES** ........................................................................ 7
14. **PAYMENT INFORMATION** ...................................................................... 7
15. **PROCESSING CENTER** ........................................................................... 7
16. **DATA UPLOAD** .................................................................................... 7
17. **DOCUMENT RETRIEVAL DURING DATA CONVERSION** ......................... 7
18. **CHANGE ORDER** .................................................................................. 8
19. **ACCEPTANCE OF THE “STATEMENT OF WORK”** ................................... 9
1. STATEMENT OF WORK SUMMARY

This Statement of Work outlines the parameters by which ViaTRON will deliver work product to the Client. These parameters include project scope, schedule, deliverables, assumptions and governing processes. In addition, as there are different parties involved with the execution of this Statement of Work, specific roles and responsibilities are presented for each company.

This document is intended to clearly identify and communicate the expectations of the Client and ViaTRON so that all objectives are fully understood and successfully achieved.

Client and ViaTRON will need to sign the Statement of Work, and agree to the work schedule and the terms and conditions before the work can begin.

Upon acceptance of this Statement of Work, changes to the conditions set forth in this document will be processed in accordance with the “Project Change Order Procedure” outlined below.

The following important documents are incorporated into and made part of this Statement of Work. Where conflicts may exist between documents, this Statement of Work takes precedence.

2. PROJECT COMMUNICATION

The success of the project will depend on good communication between the client and ViaTRON.

2.1. Project Managers - ViaTRON will have a project manager assigned to this project. For purposes of this project, Client will also designate a Project Manager.

2.2. Project Communications - All communication between Client and ViaTRON will be made between these project managers.

2.3. Project Manager Responsibilities - It will be the responsibility of the individual Project Managers to keep their internal staff informed of the project status and changes.

2.4. Email Confirmation - For purposes of security and efficiency the best method of communication would be for the project managers of both companies to communicate first on matters. Project managers can communicate via telephone, but a preferred method would be to follow up the conversation with an email and copying other team members in this project. Once a decision has been made the project manager of each company shall be responsible to communicate the information to their internal team.

2.5. Contact Information - ViaTRON and Client shall exchange project manager contact information (telephone numbers, cellular numbers and email addresses).

ViaTRON Project Manager: Keith Kerr
Telephone: 310.502.5207
Emergency Contact: 310.756.0630
Email: keithk@viatron.com

Please enter Client’s Project Manager Contact Information below

Client Project Manager: Jasmine Ruys
Telephone: 661.362.3466
Email: jasmine.ruys@canyons.edu
# Statement of Work

PJ3376 Version 1
27-JULY-10

3. **DOCANALYSIS (Project & Document Analysis)**

<table>
<thead>
<tr>
<th><strong>PROJECT CONTACT INFORMATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Full Name:</strong></td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td><strong>Street Address:</strong></td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td><strong>State &amp; Zip:</strong></td>
<td>CA, 91355</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td><strong>Dept Manager &amp; Tel.:</strong></td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td><strong>IT Manager &amp; Tel.:</strong></td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td><strong>Project Manager &amp; Tel.:</strong></td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

**DOCANALYSIS - PJ3376**

<table>
<thead>
<tr>
<th><strong>PROJECT CONTACT INFORMATION</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client Full Name:</strong></td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td><strong>Street Address:</strong></td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td><strong>State &amp; Zip:</strong></td>
<td>CA, 91355</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td><strong>Dept Manager &amp; Tel.:</strong></td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td><strong>IT Manager &amp; Tel.:</strong></td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td><strong>Project Manager &amp; Tel.:</strong></td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

**DOCANALYSIS - PJ3376**

<table>
<thead>
<tr>
<th><strong>DOCANALYSIS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Name:</strong></td>
<td>GRADE BOOKS - 1969-1998 (BATCH SCAN)</td>
</tr>
<tr>
<td><strong>Processing Center:</strong></td>
<td>VIATRON</td>
</tr>
<tr>
<td><strong>Number of Pages:</strong></td>
<td>120,000</td>
</tr>
<tr>
<td><strong>Average Batch Size:</strong></td>
<td>800</td>
</tr>
</tbody>
</table>

**DOCANALYSIS**

<table>
<thead>
<tr>
<th><strong>Key Field Indexing</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Binder Description:</strong></td>
<td>CHAR</td>
</tr>
<tr>
<td><strong>Year:</strong></td>
<td>DATE</td>
</tr>
<tr>
<td><strong>Term:</strong></td>
<td>CHAR</td>
</tr>
</tbody>
</table>

**Data Delivery**

<table>
<thead>
<tr>
<th><strong>Data Delivery</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data shall be delivered (Media):</strong></td>
<td>ELECTRONIC UPLOAD</td>
</tr>
<tr>
<td><strong>Image shall be delivered (File Format):</strong></td>
<td>TIFF SINGLE-IMAGE</td>
</tr>
</tbody>
</table>

**Additional Storage and Destruction Services**

<table>
<thead>
<tr>
<th><strong>Additional Storage and Destruction Services</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Storage Services:</strong></td>
<td>YES</td>
</tr>
<tr>
<td><strong>Document Destruction Services:</strong></td>
<td>RETURN TO CLIENT</td>
</tr>
</tbody>
</table>

**Additional Notes**

**Shredding Available at $3.00 per Box**

---

No other work have been promised other than what is on this document.  
* NA - NOT APPLICATION  ** NR - NOT REQUIRED
# Statement of Work

**PJ3376 Version 1**  
27-JULY-10

## DOCUMENT ANALYSIS - PJ3376

<table>
<thead>
<tr>
<th>PROJECT CONTACT INFORMATION</th>
<th>Documentation is prepared for the Client internal use only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Client Full Name:</td>
<td>5. Department: ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td>2. Street Address:</td>
<td>6. Dept Manager &amp; Tel.: JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td>3. City:</td>
<td>7. IT Manager &amp; Tel.: JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td>4. State &amp; Zip:</td>
<td>8. Project Manager &amp; Tel.: JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

| 10. Number of Pages:         | 13. Freight: 1 Round Trip (Pickup & Delivery)               |

### DOCUMENT PREPARATION

| 15. Documents shall be prepared for scanning by: | 19. Box Type (ViaTRON requires 15" Banker Boxes) 15" |
| 16. Batch separator page shall be provided by:  | 20. Re-staple documents after scanning: NO           |
| 17. Batch separator page shall be inserted by:  | 21. Place files back inside original folder: NO      |
| 18. Batch separator sheets contain indexfields: | 22. Client shall provide relative index database: NO |

### DOCUMENT ANALYSIS

| 23. Paper Size of Documents: | 31. Scan File Folders: NO                                    |
| 24. Different paper sizes - Mixed: | 32. Folders/Binding will be cut before scanning YES |
| 25. Scan Resolution:         | 33. Scan Books/Binding: NO                                  |
| 26. Scan Double Sided Pages: | 34. Paper or Items Glued Together: NO                     |
| 27. Run Full Text OCR:       | 35. Scan in Color: NO                                       |
| 28. Location of OCR Processing: | 36. Scan Large Format (Maps): NO |
| 29. Banker Boxes Provided by: | 37. Automatic Blank Page Removed Accuracy: 85%          |
| 30. Date of Analysis:        | 38. Automatic Page Rotation Accuracy: 82%                 |

### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th>1. SECTION NUMBER</th>
<th>2. COURSE TITLE</th>
<th>3. TERM YEAR</th>
<th>4. INSTRUCTOR NAME (LAST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUM 1ST PG NNNNNN 6 MANUAL</td>
<td>CHAR 1ST PG 0 AUTO EX -</td>
<td>CHAR 1ST PG 0 AUTO</td>
<td>CHAR 1ST PG 0 AUTO</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 DOUBLE KEY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DATA DELIVERY

| 40. Data shall be delivered (Media): | 43. Client's Content Management System: OTHER |
| 41. Image shall be delivered (File Format): | 44. Client shall reserve hard drive space: 2 Gigabytes |
| 42. Database Format: | 45. Upload to existing template or new: NEW |

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

| 46. Storage Services:    | 50. Project Completion Date | TBD                       |
| 47. Months Boxes will be Stored:  | 51. Per Page Price | $0.0800                  |
| 48. Document Destruction Services: | 52. PROJECT PRICE | $3,520                   |

### ADDITIONAL NOTES

<table>
<thead>
<tr>
<th>54. ADDITIONAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHREDING AVAILABLE AT $3.00 PER BOX</td>
</tr>
</tbody>
</table>

---

*** Important: Please review DocAnalysis Notes below. ***

---

* NA - NOT APPLICATION  
** NR - NOT REQUIRED
4. **DOCANALYSIS NOTES**

Please take a moment to carefully review the above DocAnalysis form highlighted in blue. This document describes important information and work to be performed for this project. Please contact ViaTRON’s project manager if you need further explanation on any of the items included in this form. We have included additional information below for your benefit.

5. **FREIGHT PICKUP INFORMATION**

5.1. **Number of Pickups** - ViaTRON shall pickup client's boxes (documents) according to the planned scheduled. ViaTRON will pickup all the boxes in 1 scheduled pick-up. Transportation is included in the price. **158 BANKER BOXES**

5.2. **Additional Freight Pickup Requested by Client** - Client can request additional pickups after the original order. Please talk to ViaTRON’s Project Manager for more details.

5.3. **Notification** - Client shall call or send an email to ViaTRON’s Project Manager once the boxes are ready for pickup. ViaTRON’s Project Manager will schedule a freight pickup and notify the Client within 48 hours.

5.4. **Box Count** - Client shall notify ViaTRON the exact number of boxes to be picked up. The purpose of this information is for ViaTRON to schedule the right truck size to pickup the Client's box.

5.5. **Pickup Verification** - ViaTRON shall have a Work Order confirming the number of boxes to be picked up. Client shall sign this document and confirm the number of boxes being picked up.

6. **PACKING INFORMATION**

6.1. **Packing Documents** - Client shall pack the document into banker boxes. **158 BANKER BOXES**.

6.2. **Boxes Size** - ViaTRON strongly recommends that Client store all documents in standard bankers boxes (15”x12”x10”) to prevent damage to the documents.

6.3. **Box Description** - Boxes shall be clearly marked showing the **content of the box**, the **box number** and the **department or group**.

6.4. **Box Content** - Example “Last Name”: Adams - James, Jones - Kennedy, Kent - Smith, etc.

6.5. **Box Count** - For accuracy and verification purposes, ViaTRON recommends that the Client counts the exact number of boxes to be sent to ViaTRON.

6.6. **Box Number** - Number the Boxes to be sent to ViaTRON, example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.

6.7. **Department of Group** - Keep similar boxes in group and mark them in the front of the box.

6.8. **Pickup Location** - Although ViaTRON can pickup the boxes from multiple areas, for security purposes we recommend that the Client move all the boxes to a central pickup area.

7. **DOCUMENT PREPARATION SERVICES**

ViaTRON shall remove paperclips, staples and other binding on the document to prepare the document to be scanned. ViaTRON generally removes the documents from the hardcover folder and inserts a batch separator page as a place holder. After the documents are scanned, the paper files are not re-stapled and are not place back in the hardcover folder. All documents shall be fed through an automatic high speed document feed and will need to be in single sheets of paper with the largest size being 11”x16”. Client can request that the document be cut to a small size. Books and other bond/glued documents will be cut into single sheets before being fed through the scanner.

7.1. **Sorting Document** - ViaTRON assumes that the documents being picked up from the Client are filed accurately in the proper order. This project does not include ViaTRON sorting or re-arranging individual pages contain within the folders. ViaTRON works on the client's document using the "one folder at a time and a face down" method. This prevents any chance of sorting errors.

8. **SCANNING SERVICES**

8.1. **File Format**: The file format (Tiff or PDF) will be specified in the “DocAnalysis” sheet shown above.

8.2. **Resolution**: The scanning resolution will be as specified in the “DocAnalysis” sheet shown above.

8.3. **Color**: ViaTRON will scan all documents in monochrome (black/white) and not in color.

8.4. **Page Size**: ViaTRON will scan documents 11”x16” or smaller. There is a separate charge to scan documents larger than 11”x16”.

8.5. **Blank Pages** - Client may send ViaTRON double sided documents. These documents will be scanned double side. However some of these documents may be blank pages. ViaTRON uses software technology to remove blank pages. This technology is generally 85% accurate. Although most blank pages will be removed, client may still find a few blank pages.

8.6. **Page Rotation** - Some of Client's document may be delivered to ViaTRON upside down. ViaTRON uses software technology to automatically rotate pages. This technology is generally 82% accurate. Although most pages will be corrected, client may still find a few pages not rotated.
9. INDEX FIELDS

9.1. Index Fields Confirmation – ViaTRON will index the documents according to the index fields shown in the
“DocAnalysis” for each document type. Client shall carefully review the indexing information. It can be very costly if we
need to make changes to the indexes after the project is done.

9.2. Client’s Lookup Database – If stated in the Document Analysis, client shall provide ViaTRON with the
complete database to merge with the other index fields during the indexing process. Client’s Technician shall
send the database to ViaTRON’s Systems Engineers before ViaTRON begins work on this project. Client will
give ViaTRON Database for Binders dated 1999-2010. Binder that are older will be Batch Indexed.

10. DATA DELIVERY INFORMATION

After the documents are scanned, ViaTRON will deliver the images and index database to the Client. The information will be
delivered to the client on a hard drive that will be provided by the client. Client can request the data put on CDs. However, if
the data is put on CDs, the client will be charged sales tax on the entire project. Client will not be charged sales tax if the data
is delivered electronically.

11. RE-PACKING DOCUMENTS

Once the documents have been scanned, ViaTRON does not re-staple the files. The documents are also not placed
back into the original folder. The reason for not re-stapling or placing the document back into folders is that the
client does not benefit from this process compared to the high cost of re-stapling documents. In most cases the
document are kept for a short period of time and then shredded.

12. DOCUMENT STORAGE

12.1. Storage - ViaTRON provides an optional service to store the client’s boxes at ViaTRON’s storage facility. This Statement
of Work will mention if this service is included.

12.2. Storage Charges - If the original proposal does not include storage services, Client can make a request to store the
boxes at ViaTRON storage facility. The charge for this service is a one-time setup fee of $1.25 per box plus $0.30 per
month per box. Storage for 3 months is included in price.

13. SHREDDING SERVICES

13.1. Shredding Services – ViaTRON provides an optional service to shred the boxes (documents) after they are scanned.
Shredding of the College of the Canyons documents is $3.00 per box.

14. PAYMENT INFORMATION

Payments for the project are as follows:

14.1. Total price for scanning and document destruction = $11,320
14.2. 50% - Due at pick-up.
14.3. Balance is due upon completion.

15. PROCESSING CENTER

All work shall be performed at ViaTRON Production Center. This facility is a high security building. All activities are
monitored 24 hours.

16. DATA UPLOAD

ViaTRON Systems Engineer will work with Client’s Technicians to upload the scanned images and index database on
to Client’s Server. Client’s Project Manager shall coordinate with the Technician to allow ViaTRON to perform the
upload.

17. DOCUMENT RETRIEVAL DURING DATA CONVERSION

Emergency Document Requests while the scanning project is in progress. In certain emergency cases, the Client
may want to request documents that have already been sent to ViaTRON’s Scanning Facility. ViaTRON has made
allowance for these emergency situations. ViaTRON shall manually search at no charge up to 10 documents from the
Client boxes, scan these documents and Email the documents to the Client. There shall be a charge of $10 per document for any additional documents beyond the 10 free document requests.

18. CHANGE ORDER

Changes in scope, deliverables or any other input or output that materially impacts the Project must be tracked and formally managed. VIATRON, through its Client Engagement Model (CEM), contemplates encountering these changes and provides a detailed and comprehensive process for managing these requests. Fundamentally, once a change condition is identified, there are three (3) steps involved with Project change management:

- Submittal of Change Request Form (Email)
- Approval/Rejection of Email
- Modification / Adjustment of Project if required

The Change Order Email shall have the following important information:

Change Order Email Requirements:

- Project Number
- Change Request Date
- Requestor’s Name
- Telephone Number
- Email Address
- Detail Description of Changes Requested
- Solution Requested (Attached any design changes)

Project Changes Authorization

- Client’s Approval via Email (Authorized Person)
- ViaTRON’s Approval via Email (Authorization Person)

For efficiency purpose, only Project Managers of each company shall make the formal request. The other project team member shall be kept informed by their project manager.

The Change Order Process is executed by ViaTRON Project Manager in cooperation with the Client's Project Manager. The receiver of the request shall review and respond within 48 hours to the requestor. More time may be needed if the request in complex. In any case the status of the project change request shall be communicated to the project manager within 48 hours. The project manager may communicate if more time is needed.

The project change request can not delay the project schedule by more than on 5 business days unless agreed by both companies.
19. ACCEPTANCE OF THE “STATEMENT OF WORK”

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications regarding this project.

Please take a moment to carefully review the Statement of Work.

You may contact me directly if you have questions regarding the Statement of Work.

ViaTRON being a paperless company manages all documents in an electronic format without printing paper files. By conducting business electronically we have become more efficient and environmentally friendly.

We would like to request that we process your “Acceptance of the Statement of Work” electronically.

If you accept the attached Statement of Work, please complete the following:

1. Reply to this email by pressing the “Forward” button (not “Reply”). We request you “Forward” the email because the “Forward” email feature allows you to forward the Statement of Work document with your reply to us.

2. In your email response to ViaTRON, please type the following statement -

   “I have reviewed the attached Statement of Work and agree to the contents. I am sending an email response as a formal “Acceptance of the Statement of Work”. I understand that any changes to the project after the “Acceptance of the Statement of Work” will require a formal “Change Order” approved by College of the Canyons and ViaTRON.”
CLIENT TASKS CHECKLIST

1. Send Client's Project Manager contact information to ViaTRON.
2. Client shall review and confirm the index template.
3. Please review and sign Statement of Work.
4. Client will determine if the boxes will be returned to client, stored at ViaTRON or shredded.
5. Box the paper documents.
6. Box the documents in to standard 15"x12"x10" bankers boxes.
7. Mark/label box content (Example last name: DOCUMENT DESCRIPTION, & YEAR RANGE.).
8. Count the exact number of boxes to be shipped to ViaTRON.
9. Number the Boxes (Example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.).
10. Move all the boxes to Client's freight loading dock.
11. Prepare a log of the boxes being shipped to ViaTRON (See Appendix B).
12. Email ViaTRON the exact number of boxes to be picked up.
13. Call or Email ViaTRON's Project Manager 48 hour in advance for Freight Pickup.
14. ViaTRON shall pickup all boxes at one time unless special arrangement has been made in advance for multiple pickups.
15. Client will be notified 48 hours in advance from ViaTRON about the return of the boxes.
16. Client shall prepare to receive the boxes back from ViaTRON at the end of the project.
17. Client shall notify Client's Technical Department about the data upload.
18. Client shall upload data on to the Client's Server.
20. Client shall test the data.
21. Client shall complete ViaTRON's Project Satisfaction Survey.
EXHIBIT 2A-7
SANTA CLARITA COMMUNITY COLLEGE DISTRICT  
College of the Canyons

INDEPENDENT CONTRACTOR  
PROFESSIONAL SERVICES AGREEMENT

This AGREEMENT is hereby entered into between the Santa Clarita Community College District, a public educational agency, hereinafter referred to as "DISTRICT," and ViaTron Systems Inc., hereinafter referred to as "CONTRACTOR".

WHEREAS, District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, District is in need of such special services and advice; and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, in consideration of these mutual promises, the parties agree as follows:

1. **Scope of Service.** Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession. Services to be provided by Contractor: **Image all gradebooks from 1969 to 1998 as a batch scan for each binder. Image gradebooks from 1999-2010 indexed by section number, course title, term and year, and instructor last name.**

Contractor agrees and understands that District does not and will not take any responsibility for the storage, archiving or distribution of contractor's instructional materials, textbooks, etc., and/or other supplies related to this program.

2. **Term.** Contractor shall commence providing services under this Agreement on September 1, 2010, and will diligently perform as required and complete performance by December 1, 2010.

3. **Compensation and Invoicing.** District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement a total fee not to exceed **Eleven thousand three hundred twenty Dollars ($11,320.00)**. District shall pay Contractor after District's Board of Trustee ("Board") approval, completion of services by Contractor and pursuant to invoice submitted by Contractor. Invoices may be submitted not more than once per month for services rendered during prior month and shall include the invoice date, date(s) of service(s) and Contractor's Taxpayer Identification Number. Invoices shall be paid on a "net 30-day basis" for services satisfactorily rendered pursuant to this Agreement. No invoices will be paid unless this Agreement has been signed by the Contractor and properly executed by the District and the Contractor has submitted a completed Vendor Form/Substitute Form W-9 to District's Contract and Procurement Services Department.

4. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor and not an employee of District. Contractor, understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor assumes the full responsibility his/her acts and/or liabilities including those of his/her employees or agents as they relate to the services to be provided under this Agreement. Contractor shall assume full responsibility for withholding and payment of all: federal, state, local and applicable income taxes; workers' compensation; contributions, including but not limited to, unemployment insurance and social security with respect to Contractor and Contractor's employees. Contractor should be aware the IRS regulations require District to report total income exceeding six hundred dollars ($600) under this and any additional Agreements in any given year. The District will not withhold taxes, unemployment insurance or social security for Contractor or Contractor's employees or independent subcontractors. Contractor agrees to indemnify and hold District harmless from and against any and all liability arising from any failure of Contractor to withhold or pay any applicable tax, unemployment insurance or social security when due.

5. **Materials and Expenses.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement. District shall
not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

6. Policies & Procedures and Rules & Regulations. Contractor will comply with District’s policies, procedures, rules and regulations and applicable laws.

7. Originality of Services. Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.

8. Copyright/Trademark/Patent.
   
a. Matters Produced Under this Agreement. Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District’s express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor’s name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

b. Contractor Use of Other Copyright/Trademark/Patent Materials. Contractor is responsible for arranging and paying for all rights and copyrights necessary and for all costs arising from the use of any material covered by copyright, patent, trademark or franchise. Contractor agrees to indemnify, defend and hold harmless the District from any claims or costs, including legal fees, which might arise from questionable use of any such material. The District reserves the right to require verification.

9. Termination. Either party may, at any time, with or without cause, terminate this Agreement by providing at least thirty (30) days written notice to the other party prior to the requested termination date. In such case, District shall compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. In such case, notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

10. Indemnification. Contractor agrees to hold harmless and indemnify District, their parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys’ fees, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by Contractor, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by District. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability.

   District agrees to hold harmless and indemnify Contractor, their parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys’ fees, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by District, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by Contractor. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability.

11. Insurance. Contractor shall be solely responsible for providing all necessary Scope of Service-related insurance, including, as applicable, Workers’ Compensation insurance and meeting the statutory insurance requirement of the State of California. Contractor agrees to carry and, upon request by the District, provide evidence of a comprehensive automobile liability insurance policy with limits of not less than Three Hundred Thousand Dollars ($300,000) per occurrence combined single limit for bodily injury and property damage in a form acceptable to District to protect Contractor and District against liability or claims of liability which may arise out of this Agreement. All policies required by this Agreement shall provide that District shall be given thirty (30) day’s notice of each expiration or cancellation thereof or reduction of the coverage provided thereby. Coverage(s) shall be through an admitted carrier in the State of California.

12. Assignment. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor without the express, written approval of the District.

IC100 profagr rev 100307 C:s\Users\ernstg\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\GV3EKS\W1\PSA-ViaTron.doc
13. **Compliance With Applicable Laws.** The services completed herein must meet the approval of the District and shall be subject to the District’s general right of inspection to secure the satisfactory completion thereof. Contractor agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Contractor, Contractor’s business, equipment and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations.

14. **Permits/Licenses.** Contractor and all Contractor’s employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.

15. **Employment With Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

16. **Entire Agreement/Amendment.** The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing and executed by the parties after the release of this Agreement. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference.

17. **Affirmative Action Employment.** Contractor agrees not to engage in unlawful discrimination in the employment of persons, or in the acceptance, assignment, treatment, evaluation or compensation of students who participate in programs sponsored or arranged by District, on the basis of race, color, religion, national origin, ancestry, sex, age, medical condition, mental or physical disability, marital status, sexual orientation or Vietnam-era veteran status.

18. **Non-Waiver.** The failure of District or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

19. **Notice.** All notices or demands to be given under this Agreement by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by certified or registered mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement:

**To the District:**
Santa Clarita Community College District  
26455 Rockwell Canyon Road  
Santa Clarita, CA 91355  
Attn: Jasmine Ruys  
Email: jasmine.ruys@canyons.edu  
Tele: 661-362-3466

**To the Contractor:**
ViaTron Systems Inc.  
18233 Hoover Street  
Los Angeles, CA 90248  
Attn: Ernst Gangnes  
Email: ernstg@viatron.com  
Tele: 310-756-0605

20. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

21. **Validity and Enforceability.** In accordance with Education Code Section 81655, this Agreement is not valid and does not constitute an enforceable obligation against the District unless and until approved or ratified by a Motion of the Governing Board, duly passed and adopted.

22. **Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Los Angeles, California.

23. **Certification Regarding Debarment, Suspension or Other Ineligibility** (applicable to all agreements funded in part or whole with federal funds).

a. By executing this contractual instrument, Contractor agrees to comply with applicable federal suspension and debarment regulations, including, but not limited to, regulations implementing Executive Order 12549 (29 C.F.R. Part 98).
b. By executing this contractual instrument, Contractor certifies to the best of its knowledge and belief that it and its principals:

(1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
(2) Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: (a) Commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or Local) or private transaction or contract; (b) Violation of Federal or State antitrust statutes; (c) Commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or (d) Commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects Contractor's present responsibility;
(3) Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in b.2. above, of this certification;
(4) Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transaction (Federal, State or Local) terminated for cause or default;
(5) Shall not, except as otherwise provided under applicable federal regulations, knowingly enter into any lower tier covered transaction with a person who is proposed for debarment, debarred, suspended, declared ineligible, or voluntarily excluded by any federal department or agency from participation in such transaction; and
(6) Include in all lower tier covered transactions, and all solicitations for covered transactions, provisions substantially similar to those set forth herein.

IN WITNESS WHEREOF, parties hereby agree.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

BY: ____________________________

Signature of Authorized Representative

Print Name ____________________________

Print Title ____________________________

Date ____________________________

Board Meeting-Date of Approval/Ratification

CONTRACTOR

BY: ____________________________

Signature of Authorized Representative

Print Name ERFNSTE GANNESES

Print Title SALES MANAGER

Date 8-27-10
EXHIBIT 2A-8
STATEMENT OF WORK

PJ 3376
Version 2 - 27-Aug-10

Santa Clarita Community College District
Jasmine Ruys
26455 Rockwell Canyon Road
Santa Clarita, CA 91355

&

Service Provider

ViaTRON SYSTEMS, INC.
18233 Hoover Street, Gardena, CA 90248
t:310.756.0610, www.viatron.com

Overview

ViaTRON SYSTEMS, INC. is providing data conversion services for Santa Clarita Community College District. The Statement of Work outlines the details of the project.

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications (including the proposal and purchase order) regarding this project.

This document contains the Complete Statement of Work and Technical Specifications.

For purposes of this Statement of Work, ViaTRON SYSTEMS, INC. will be referred to as “ViaTRON” or “Service Provider” and “Santa Clarita Community College District” will be referred to as Client.
# TABLE OF CONTENTS

1. STATEMENT OF WORK SUMMARY ................................................................. 3
2. PROJECT COMMUNICATION ........................................................................ 3
3. DOCANALYSIS (Project & Document Analysis) ........................................... 4
4. DOCANALYSIS NOTES .................................................................................. 6
5. FREIGHT PICKUP INFORMATION ................................................................. 6
6. PACKING INFORMATION ............................................................................. 6
7. DOCUMENT PREPARATION SERVICES ....................................................... 6
8. SCANNING SERVICES .................................................................................. 6
9. INDEX FIELDS ............................................................................................ 7
10. DATA DELIVERY INFORMATION ............................................................... 7
11. RE-PACKING DOCUMENTS ....................................................................... 7
12. DOCUMENT STORAGE ................................................................................ 7
13. SHREDDING SERVICES ........................................................................... 7
14. PAYMENT INFORMATION ......................................................................... 7
15. PROCESSING CENTER ................................................................................ 7
16. DATA UPLOAD ............................................................................................ 7
17. DOCUMENT RETRIEVAL DURING DATA CONVERSION ......................... 7
18. CHANGE ORDER ....................................................................................... 8
19. ACCEPTANCE OF THE “STATEMENT OF WORK” ................................... 9
1. **STATEMENT OF WORK SUMMARY**

   This Statement of Work outlines the parameters by which ViaTRON will deliver work product to the Client. These parameters include project scope, schedule, deliverables, assumptions and governing processes. In addition, as there are different parties involved with the execution of this Statement of Work, specific roles and responsibilities are presented for each company.

   This document is intended to clearly identify and communicate the expectations of the Client and ViaTRON so that all objectives are fully understood and successfully achieved.

   Client and ViaTRON will need to sign the Statement of Work, and agree to the work schedule and the terms and conditions before the work can begin.

   Upon acceptance of this Statement of Work, changes to the conditions set forth in this document will be processed in accordance with the “Project Change Order Procedure” outlined below.

   The following important documents are incorporated into and made part of this Statement of Work. Where conflicts may exist between documents, this Statement of Work takes precedence.

2. **PROJECT COMMUNICATION**

   The success of the project will depend on good communication between the client and ViaTRON.

   2.1. **Project Managers** - ViaTRON will have a project manager assigned to this project. For purposes of this project, Client will also designate a Project Manager.

   2.2. **Project Communications** - All communication between Client and ViaTRON will be made between these project managers.

   2.3. **Project Manager Responsibilities** - It will be the responsibility of the individual Project Managers to keep their internal staff informed of the project status and changes.

   2.4. **Email Confirmation** - For purposes of security and efficiency the best method of communication would be for the project managers of both companies to communicate first on matters. Project managers can communicate via telephone, but a preferred method would be to follow up the conversation with an email and copying other team members in this project. Once a decision has been made the project manager of each company shall be responsible to communicate the information to their internal team.

   2.5. **Contact information** - ViaTRON and Client shall exchange project manager contact information (telephone numbers, cellular numbers and email addresses).

   **ViaTRON Project Manager:** Keith Kerr  
   **Telephone:** 310.502.5207  
   **Emergency Contact:** 310.756.0630  
   **Email:** keithk@viatron.com

   **Please enter Client’s Project Manager Contact information below**

   **Client Project Manager:** Jasmine Ruys  
   **Telephone:** 661.362.3466  
   **Email:** jasmine.ruys@canyons.edu
3. **DOCANALYSIS (Project & Document Analysis)**

**DOCUMENT ANALYSIS - PJ3376**

<table>
<thead>
<tr>
<th>PROJECT CONTACT INFORMATION</th>
<th>This analysis is prepared for the Client internal use only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Client Full Name:</td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td>2 Street Address:</td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td>3 City:</td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td>4 State &amp; Zip:</td>
<td>CA, 91355</td>
</tr>
<tr>
<td>5 Department:</td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td>6 Dept Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td>7 IT Manager &amp; Tel.:</td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td>8 Project Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

**DOCUMENT INFORMATION**

| 10 Number of Pages:         | 120,000                                                  |
| 11 Average Batch Size:      | 800                                                      |

**DOCUMENT PREPARATION**

| 15 Documents shall be prepared for scanning by: | VIATRON                                                   |
| 16 Batch separator page shall be provided by:   | VIATRON                                                   |
| 17 Batch separator page shall be inserted by:   | VIATRON                                                   |
| 18 Batch separator sheets shall contain indexfields: | NO                                                       |

**DOCUMENT ANALYSIS**

| 23 Paper Size of Documents: | 8.5” x 11” to 8.5” x 14”                                      |
| 24 Different paper sizes - Mixed | YES                                                      |
| 25 Scan Resolution:         | 200 DPI                                                   |
| 26 Scan Double Sided Pages: | YES                                                      |
| 27 Run Full Text OCR:       | NO                                                       |
| 28 Location of OCR Processing: | NA                                                   |
| 29 Banker Boxes Provided by: | CLIENT                                                   |
| 30 Date of Analysis:        | 06/10/10                                                  |

**KEY FIELD INDEXING**

<table>
<thead>
<tr>
<th>39 KEY FIELD INDEXING</th>
<th>Data Type</th>
<th>Location of Index</th>
<th>Format</th>
<th>Field Size</th>
<th>Entry</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BINDER DESCRIPTION</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>NNNNNNNNN</td>
<td>30 MANUAL</td>
<td><strong>BATCH SCAN BY THE BINDER</strong></td>
<td></td>
</tr>
<tr>
<td>2 YEAR</td>
<td>DATE</td>
<td>1ST PG</td>
<td>4</td>
<td>MANUAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 TERM</td>
<td>CHAR</td>
<td>1ST PG</td>
<td>6</td>
<td>MANUAL</td>
<td>** HEAVY DOC PREP**</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LOTS OF STAPLES**</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DATA DELIVERY**

| 40 Data shall be delivered (Media): | ELECTRONIC UPLOAD |
| 41 Image shall be delivered (File Format) | TIFF SINGLE-IMAGE |
| 42 Database Format:                 | SPECIAL FORMAT    |

**ADDITIONAL STORAGE AND DESTRUCTION SERVICES**

| 46 Storage Services: | YES |
| 47 Months Boxes will be Stored: | 3 Months |
| 48 Document Destruction Services: | RETURN TO CLIENT |

**PROJECT PRICE AND DELIVERY DATE**

| 50 Project Completion Date | TBD |
| 51 Per Page Price | $0.0650 |
| 52 PROJECT PRICE | $7,800 |

**ADDITIONAL NOTES**

| 54 SHREDDING AVAILABLE AT $3.00 PER BOX |

No other work have been promised other than what is on this document.  
* NA - NOT APPLICATION  
** NR - NOT REQUIRED
## Statement of Work

**PJ3376 Version 2**  
27-AUG-10

### PROJECT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client Full Name:</td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td>2</td>
<td>Street Address:</td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td>3</td>
<td>City:</td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td>4</td>
<td>State &amp; Zip:</td>
<td>CA, 91355</td>
</tr>
<tr>
<td>5</td>
<td>Department:</td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td>6</td>
<td>Dept Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td>7</td>
<td>IT Manager &amp; Tel.:</td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Document Name:</td>
<td>GRADE BOOKS - 1999-2010</td>
</tr>
<tr>
<td>10</td>
<td>Number of Pages:</td>
<td>44,000</td>
</tr>
<tr>
<td>11</td>
<td>Average Batch Size:</td>
<td>2</td>
</tr>
</tbody>
</table>

### DOCUMENT PREPARATION

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Documents shall be prepared for scanning by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>16</td>
<td>Batch separator page shall be provided by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>17</td>
<td>Batch separator page shall be inserted by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>18</td>
<td>Batch separator sheets contain indexfields:</td>
<td>NO</td>
</tr>
</tbody>
</table>

### DOCUMENT ANALYSIS

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Paper Size of Documents:</td>
<td>8.5&quot; x 11&quot; to 8.5&quot; x 14&quot;</td>
</tr>
<tr>
<td>24</td>
<td>Different paper sizes - Mixed</td>
<td>YES</td>
</tr>
<tr>
<td>25</td>
<td>Scan Resolution:</td>
<td>200 DPI</td>
</tr>
<tr>
<td>26</td>
<td>Scan Double Sided Pages:</td>
<td>YES</td>
</tr>
<tr>
<td>27</td>
<td>Run Full Text OCR:</td>
<td>NO</td>
</tr>
<tr>
<td>28</td>
<td>Location of OCR Processing:</td>
<td>NA</td>
</tr>
<tr>
<td>29</td>
<td>Banker Boxes Provided by:</td>
<td>CLIENT</td>
</tr>
<tr>
<td>30</td>
<td>Date of Analysis:</td>
<td>06/10/10</td>
</tr>
</tbody>
</table>

### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SECTION NUMBER</td>
<td>NUM</td>
</tr>
<tr>
<td>2</td>
<td>COURSE TITLE</td>
<td>CHAR</td>
</tr>
<tr>
<td>3</td>
<td>TERM YEAR</td>
<td>CHAR</td>
</tr>
<tr>
<td>4</td>
<td>INSTRUCTOR NAME (LAST)</td>
<td>CHAR</td>
</tr>
</tbody>
</table>

### DATA DELIVERY

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Data shall be delivered (Media):</td>
<td>ELECTRONIC UPLOAD</td>
</tr>
<tr>
<td>41</td>
<td>Image shall be delivered (File Format)</td>
<td>TIFF SINGLE-IMAGE</td>
</tr>
</tbody>
</table>

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Storage Services:</td>
<td>YES</td>
</tr>
<tr>
<td>47</td>
<td>Months Boxes will be Stored:</td>
<td>3 Months</td>
</tr>
<tr>
<td>48</td>
<td>Document Destruction Services:</td>
<td>RETURN TO CLIENT</td>
</tr>
</tbody>
</table>

### ADDITIONAL NOTES

- **SHREDDING AVAILABLE AT $3.00 PER BOX**

---

*No other work have been promised other than what is on this document.*  
*NA - NOT APPLICATION  **NR - NOT REQUIRED*
4. **DOCANALYSIS NOTES**

Please take a moment to carefully review the above DocAnalysis” form highlighted in blue. This document describes important information and work to be performed for this project. Please contact ViaTRON's project manager if you need further explanation on any of the items included in this form. We have included additional information below for your benefit.

5. **FREIGHT PICKUP INFORMATION**

5.1. **Number of Pickups** - ViaTRON shall pickup client's boxes (documents) according to the planned scheduled. ViaTRON will pickup all the boxes in 1 scheduled pick-up. Transportation is included in the price. **158 BANKER BOXES**

5.2. **Additional Freight Pickup Requested by Client** - Client can request additional pickups after the original order. Please talk to ViaTRON's Project Manager for more details.

5.3. **Notification** - Client shall call or send an email to ViaTRON's Project Manager once the boxes are ready for pickup. ViaTRON's Project Manager will schedule a freight pickup and notify the Client within 48 hours.

5.4. **Box Count** - Client shall notify ViaTRON the exact number of boxes to be picked up. The purpose of this information is for ViaTRON to schedule the right truck size to pickup the Client's box.

5.5. **Pickup Verification** - ViaTRON shall have a Work Order confirming the number of boxes to be picked up. Client shall sign this document and confirm the number of boxes being picked up.

6. **PACKING INFORMATION**

6.1. **Packing Documents** - Client shall pack the document into banker boxes. **158 BANKER BOXES**.

6.2. **Boxes Size** - ViaTRON strongly recommends that Client store all documents in standard bankers boxes (15"x12"x10") to prevent damage to the documents.

6.3. **Box Description** - Boxes shall be clearly marked showing the **content of the box**, the **box number** and the **department or group**.

6.4. **Box Content** - Example “Last Name”: Adams - James, Jones - Kennedy, Kent - Smith, etc.

6.5. **Box Count** - For accuracy and verification purposes, ViaTRON recommends that the Client counts the exact number of boxes to be sent to ViaTRON.

6.6. **Box Number** - Number the Boxes to be sent to ViaTRON, example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.

6.7. **Department of Group** - Keep similar boxes in group and mark them in the front of the box.

6.8. **Pickup Location** - Although ViaTRON can pickup the boxes from multiple areas, for security purposes we recommend that the Client move all the boxes to a central pickup area.

7. **DOCUMENT PREPARATION SERVICES**

ViaTRON shall remove paperclips, staples and other binding on the document to prepare the document to be scanned. ViaTRON generally removes the documents from the hardcover folder and inserts a batch separator page as a place holder. After the documents are scanned, the paper files are not re-stapled and are not place back in the hardcover folder. All documents shall be fed through an automatic high speed document feed and will need to be in single sheets of paper with the largest size being 11"x16". Client can request that the document be cut to a small size. Books and other bond/glued documents will be cut into single sheets before being fed through the scanner.

7.1. **Sorting Document** - ViaTRON assumes that the documents being picked up from the Client are filed accurately in the proper order. This project does not include ViaTRON sorting or re-arranging individual pages contain within the folders. ViaTRON works on the client's document using the “one folder at a time and a face down” method. This prevents any chance of sorting errors.

8. **SCANNING SERVICES**

8.1. **File Format** - The file format (Tiff or PDF) will be specified in the “DocAnalysis” sheet shown above.

8.2. **Resolution** - The scanning resolution will be as specified in the “DocAnalysis” sheet shown above.

8.3. **Color** - ViaTRON will scan all documents in monochrome (black/white) and not in color.

8.4. **Page Size** - ViaTRON will scan documents 11"x16" or smaller. There is a separate charge to scan documents larger than 11"x16".

8.5. **Blank Pages** - Client may send ViaTRON double sided documents. These documents will be scanned double side. However some of these documents may be blank pages. ViaTRON uses software technology to remove blank pages. This technology is generally 85% accurate. Although most blank pages will be removed, client may still find a few blank pages.

8.6. **Page Rotation** - Some of Client's document may be delivered to ViaTRON upside down. ViaTRON uses software technology to automatically rotate pages. This technology is generally 82% accurate. Although most pages will be corrected, client may still find a few pages not rotated.
9. **INDEX FIELDS**

9.1. **Index Fields Confirmation** - ViaTRON will index the documents according to the index fields shown in the “DocAnalysis” for each document type. Client shall carefully review the indexing information. It can be very costly if we need to make changes to the indexes after the project is done.

9.2. **Client's Lookup Database** - If stated in the Document Analysis, client shall provide ViaTRON with the complete database to merge with the other index fields during the indexing process. Client's Technician shall send the database to ViaTRON's Systems Engineers before ViaTRON begins work on this project. Client will give ViaTRON Database for Binders dated 1999-2010. Binder that are older will be Batch Indexed.

10. **DATA DELIVERY INFORMATION**

After the documents are scanned, ViaTRON will deliver the images and index database to the Client. The information will be delivered to the client on a hard drive that will be provided by the client. Client can request the data put on CDs. However, if the data is put on CDs, the client will be charged sales tax on the entire project. Client will not be charged sales tax if the data is delivered electronically.

11. **RE-PACKING DOCUMENTS**

Once the documents have been scanned, ViaTRON does not re-staple the files. The documents are also not placed back into the original folder. The reason for not re-stapling or placing the document back into folders is that the client does not benefit from this process compared to the high cost of re-stapling documents. In most cases the document are kept for a short period of time and then shredded.

12. **DOCUMENT STORAGE**

12.1. **Storage** - ViaTRON provides an optional service to store the client's boxes at ViaTRON's storage facility. This Statement of Work will mention if this service is included.

12.2. **Storage Charges** - If the original proposal does not include storage services, Client can make a request to store the boxes at ViaTRON storage facility. The charge for this service is a one-time setup fee of $1.25 per box plus $0.30 per month per box. Storage for 3 months is included in price.

13. **SHREDDING SERVICES**

13.1. **Shredding Services** - ViaTRON provides an optional service to shred the boxes (documents) after they are scanned. Shredding of the College of the Canyons documents is $3.00 per box.

14. **PAYMENT INFORMATION**

Payments for the project are as follows:

14.1. Total price for scanning and document destruction = $11,320
14.2. NET 30
14.3. Balance is due upon completion.

15. **PROCESSING CENTER**

All work shall be performed at ViaTRON Production Center. This facility is a high security building. All activities are monitored 24 hours.

16. **DATA UPLOAD**

ViaTRON Systems Engineer will work with Client's Technicians to upload the scanned images and index database on to Client's Server. Client's Project Manager shall coordinate with the Technician to allow ViaTRON to perform the upload.

17. **DOCUMENT RETRIEVAL DURING DATA CONVERSION**

Emergency Document Requests while the scanning project is in progress. In certain emergency cases, the Client may want to request documents that have already been sent to ViaTRON's Scanning Facility. ViaTRON has made allowance for these emergency situations. ViaTRON shall manually search at no charge up to 10 documents from the
Client boxes, scan these documents and Email the documents to the Client. There shall be a charge of $10 per document for any additional documents beyond the 10 free document requests.

18. CHANGE ORDER

Changes in scope, deliverables or any other input or output that materially impacts the Project must be tracked and formally managed. VIATRON, through its Client Engagement Model (CEM), contemplates encountering these changes and provides a detailed and comprehensive process for managing these requests. Fundamentally, once a change condition is identified, there are three (3) steps involved with Project change management:

- Submittal of Change Request Form (Email)
- Approval/Rejection of Email
- Modification / Adjustment of Project if required

The Change Order Email shall have the following important information:

Change Order Email Requirements:

- Project Number
- Change Request Date
- Requestor's Name
- Telephone Number
- Email Address
- Detail Description of Changes Requested
- Solution Requested (Attached any design changes)

Project Changes Authorization

- Client's Approval via Email (Authorized Person)
- ViaTRON's Approval via Email (Authorization Person)

For efficiency purpose, only Project Managers of each company shall make the formal request. The other project team member shall be kept informed by their project manager.

The Change Order Process is executed by ViaTRON Project Manager in cooperation with the Client's Project Manager. The receiver of the request shall review and respond within 48 hours to the requestor. More time may be needed if the request is complex. In any case the status of the project change request shall be communicated to the project manager within 48 hours. The project manager may communicate if more time is needed.

The project change request can not delay the project schedule by more than on 5 business days unless agreed by both companies.
19. ACCEPTANCE OF THE “STATEMENT OF WORK”

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications regarding this project.

Please take a moment to carefully review the Statement of Work.

You may contact me directly if you have questions regarding the Statement of Work.

ViaTRON being a paperless company manages all documents in an electronic format without printing paper files. By conducting business electronically we have become more efficient and environmentally friendly. We would like to request that we process your “Acceptance of the Statement of Work” electronically.

If you accept the attached Statement of Work, please complete the following:

1. Reply to this email by pressing the “Forward” button (not “Reply”). We request you “Forward” the email because the “Forward” email feature allows you to forward the Statement of Work document with your reply to us.

2. In your email response to ViaTRON, please type the following statement –

   “I have reviewed the attached Statement of Work and agree to the contents. I am sending an email response as a formal “Acceptance of the Statement of Work”. I understand that any changes to the project after the “Acceptance of the Statement of Work” will require a formal “Change Order” approved by Santa Clarita Community College District and ViaTRON.”
CLIENT TASKS CHECKLIST

1. Send Client's Project Manager contact information to ViaTRON.
2. Client shall review and confirm the index template.
3. Please review and sign Statement of Work.
4. Client will determine if the boxes will be returned to client, stored at ViaTRON or shredded.
5. Box the paper documents.
6. Box the documents in to standard 15"x12"x10" bankers boxes.
7. Mark/label box content (Example last name: DOCUMENT DESCRIPTION, & YEAR RANGE.).
8. Count the exact number of boxes to be shipped to ViaTRON.
9. Number the Boxes (Example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.).
10. Move all the boxes to Client's freight loading dock.
11. Prepare a log of the boxes being shipped to ViaTRON (See Appendix B).
12. Email ViaTRON the exact number of boxes to be picked up.
13. Call or Email ViaTRON's Project Manager 48 hour in advance for Freight Pickup.
14. ViaTRON shall pickup all boxes at one time unless special arrangement has been made in advance for multiple pickups.
15. Client will be notified 48 hours in advance from ViaTRON about the return of the boxes.
16. Client shall prepare to receive the boxes back from ViaTRON at the end of the project.
17. Client shall notify Client's Technical Department about the data upload.
18. Client shall upload data on to the Client's Server.
20. Client shall test the data.
21. Client shall complete ViaTRON's Project Satisfaction Survey.
EXHIBIT 2A-9
Presented By:

ViaTRON VTX Content Management Systems

Prepared For:

College of the Canyons
26455 ROCKWELL CANYON ROAD
SANTA CLARITA, CA 91355

Prepared By:

ERNST GANGNES
ernstg@viatron.com
T/ 310.756.0605
Fax: 310.756.0609

ViaTRON SYSTEMS, INC
18233 Hoover Street
Los Angeles, CA 90248

The Paperless Office Specialists
# Statement of Work

## DOCUMENT ANALYSIS - PJ3529

### PROJECT CONTACT INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Client Full Name:</td>
<td>COLLEGE OF THE CANYONS</td>
</tr>
<tr>
<td>2</td>
<td>Street Address:</td>
<td>26455 ROCKWELL CANYON ROAD</td>
</tr>
<tr>
<td>3</td>
<td>City:</td>
<td>SANTA CLARITA</td>
</tr>
<tr>
<td>4</td>
<td>State &amp; Zip:</td>
<td>CA, 91355</td>
</tr>
<tr>
<td>5</td>
<td>Department:</td>
<td>ADMISSIONS AND RECORDS</td>
</tr>
<tr>
<td>6</td>
<td>Dept Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
<tr>
<td>7</td>
<td>IT Manager &amp; Tel.:</td>
<td>JUSTIN SMITH - (661) 362-5536</td>
</tr>
<tr>
<td>8</td>
<td>Project Manager &amp; Tel.:</td>
<td>JASMINE RUYS - (661) 362-3466</td>
</tr>
</tbody>
</table>

### DOCUMENT INFORMATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Document Name:</td>
<td>ADD SLIPS (FORMS)</td>
</tr>
<tr>
<td>10</td>
<td>Number of Pages:</td>
<td>168,000</td>
</tr>
<tr>
<td>11</td>
<td>Average Batch Size:</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Processing Center:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>13</td>
<td>Freight:</td>
<td>1 Round Trips (Pickup &amp; Delivery)</td>
</tr>
<tr>
<td>14</td>
<td>Freight System:</td>
<td>VIATRON</td>
</tr>
</tbody>
</table>

### DOCUMENT PREPARATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Documents shall be prepared for scanning by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>16</td>
<td>Batch separator page shall be provided by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>17</td>
<td>Batch separator page shall be inserted by:</td>
<td>VIATRON</td>
</tr>
<tr>
<td>18</td>
<td>Batch separator sheets shall contain index fields:</td>
<td>NO</td>
</tr>
<tr>
<td>19</td>
<td>Box Type (ViaTRON requires 15” Banker Boxes):</td>
<td>NON-STANDARD</td>
</tr>
<tr>
<td>20</td>
<td>Re-staple documents after scanning:</td>
<td>NO</td>
</tr>
<tr>
<td>21</td>
<td>Place files back inside original folder:</td>
<td>YES</td>
</tr>
<tr>
<td>22</td>
<td>Client shall provide relative index database:</td>
<td>YES</td>
</tr>
</tbody>
</table>

### DOCUMENT ANALYSIS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Paper Size of Documents:</td>
<td>8.5” x 11” to 8.5” x 14”</td>
</tr>
<tr>
<td>24</td>
<td>Different paper sizes - Mixed:</td>
<td>YES</td>
</tr>
<tr>
<td>25</td>
<td>Scan Resolution:</td>
<td>200 DPI</td>
</tr>
<tr>
<td>26</td>
<td>Scan Double Sided Pages:</td>
<td>YES</td>
</tr>
<tr>
<td>27</td>
<td>Run Full Text OCR:</td>
<td>NO</td>
</tr>
<tr>
<td>28</td>
<td>Location of OCR Processing:</td>
<td>NA</td>
</tr>
<tr>
<td>29</td>
<td>Banker Boxes Provided by:</td>
<td>CLIENT</td>
</tr>
<tr>
<td>30</td>
<td>Date of Analysis:</td>
<td>03/23/11</td>
</tr>
<tr>
<td>31</td>
<td>Scan File Folders:</td>
<td>NO</td>
</tr>
<tr>
<td>32</td>
<td>Folders/Binding will be cut before scanning</td>
<td>NO</td>
</tr>
<tr>
<td>33</td>
<td>Scan Books/Binding:</td>
<td>NO</td>
</tr>
<tr>
<td>34</td>
<td>Paper or Items Glued Together:</td>
<td>NO</td>
</tr>
<tr>
<td>35</td>
<td>Scan in Color:</td>
<td>NO</td>
</tr>
<tr>
<td>36</td>
<td>Scan Large Format (Maps):</td>
<td>NO</td>
</tr>
<tr>
<td>37</td>
<td>Automatic Blank Page Removed Accuracy:</td>
<td>85%</td>
</tr>
<tr>
<td>38</td>
<td>Automatic Page Rotation Accuracy:</td>
<td>82%</td>
</tr>
</tbody>
</table>

### KEY FIELD INDEXING

<table>
<thead>
<tr>
<th></th>
<th>Data Type</th>
<th>Location of Index</th>
<th>Format</th>
<th>Field Size</th>
<th>Entry</th>
<th>Special Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOCIAL SECURITY NUMBER</td>
<td>NUM</td>
<td>YES</td>
<td>NNNN-NNNN</td>
<td>9</td>
<td>MANUAL</td>
</tr>
<tr>
<td>2</td>
<td>ID NUMBER</td>
<td>NUM</td>
<td>YES</td>
<td>NNNN-NNNN</td>
<td>0</td>
<td>AUTO</td>
</tr>
<tr>
<td>3</td>
<td>FIRST NAME</td>
<td>CHAR</td>
<td>YES</td>
<td>NNNNNNNN</td>
<td>0</td>
<td>AUTO</td>
</tr>
<tr>
<td>4</td>
<td>LAST NAME</td>
<td>CHAR</td>
<td>YES</td>
<td>NNNNNNNN</td>
<td>0</td>
<td>AUTO</td>
</tr>
<tr>
<td>5</td>
<td>DATE OF BIRTH</td>
<td>NUM</td>
<td>YES</td>
<td>NN-NN-NN</td>
<td>0</td>
<td>AUTO</td>
</tr>
<tr>
<td>6</td>
<td>DOC TYPE - ADD SLIPS</td>
<td>CHAR</td>
<td>NO</td>
<td>NNNNNNN</td>
<td>1</td>
<td>MANUAL</td>
</tr>
</tbody>
</table>

### DATA DELIVERY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Data shall be delivered (Media):</td>
<td>ELECTRONIC UPLOAD</td>
</tr>
<tr>
<td>41</td>
<td>Image shall be delivered (File Format):</td>
<td>TIFF SINGLE-IMAGE</td>
</tr>
<tr>
<td>42</td>
<td>Database Format:</td>
<td>TEXT FLATFILE</td>
</tr>
<tr>
<td>43</td>
<td>Client’s Content Management System is:</td>
<td>OTHER</td>
</tr>
<tr>
<td>44</td>
<td>Client shall reserve hard drive space:</td>
<td>9 Gigabytes</td>
</tr>
<tr>
<td>45</td>
<td>Upload to existing template or new:</td>
<td>NEW</td>
</tr>
</tbody>
</table>

### ADDITIONAL STORAGE AND DESTRUCTION SERVICES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Project Completion Date</td>
<td>50</td>
</tr>
<tr>
<td>47</td>
<td>Storage Services:</td>
<td>YES</td>
</tr>
<tr>
<td>48</td>
<td>Months Boxes will be Stored:</td>
<td>3 Months</td>
</tr>
<tr>
<td>49</td>
<td>Document Destruction Services:</td>
<td>YES</td>
</tr>
<tr>
<td>50</td>
<td>Per Page Price</td>
<td>$0.0650</td>
</tr>
<tr>
<td>51</td>
<td>PROJECT PRICE</td>
<td>$10,920</td>
</tr>
<tr>
<td>52</td>
<td>Payment Terms:</td>
<td>BILLED MONTH ON DELIVERED DATA</td>
</tr>
</tbody>
</table>

### ADDITIONAL NOTES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>SHREDDING AVAILABLE AT $3.00 PER BOX</td>
<td></td>
</tr>
</tbody>
</table>

No other work have been promised other than what is on this document.  
* NA - NOT APPLICATION  ** NR - NOT REQUIRED
SOFTWARE

VTAX 5.4 - 1 CC USER
VIATRON HOSTING

1 CONCURRENT USER - Imaging Storage and Retrieval Software - Scanning, Indexing, Printing,
Fax, and E-mail capable.

TOTAL FOR SOFTWARE $1,500.00

MAINTENANCE

Maint - VTAX5.4 - 1 CC USER

Annual software maintenance and updates

TOTAL FOR MAINTENANCE $270.00

PROFESSIONAL SERVICES

Scanning/Conversion Services
Scanning 168,000 Pages of Add Slips (Forms)

Training - Users
FREE TRAINING ON USE OF VIATRON HOSTING IMAGING SYSTEM

TOTAL FOR PROFESSIONAL SERVICES $10,920.00

TERMS

Payments
Payments of 50% are due at start of project - Remaining 50% due at end of project.

Late Payments
Client will be charged 1.5% for late payment of invoice.

Project Schedule
Prior to beginning the project, Client and ViaTRON will meet for a pre-installation meeting. At this
meeting both, Client and ViaTRON shall discuss and agree to a project schedule. Both parties shall
agree to complete the project in the shortest possible time.

Shipping & Handling
Shipping & Handling cost has not been included in this document.

Sales Tax
Applicable Sales Tax has not been included in this document. Only Software is Taxable

Performance Guaranty - Data Conversion
ViaTRON employs a variety of hardware and software technology to ensure the highest quality of
work is delivered to the client. All work performed and delivered to the client is guaranteed for
one year from the date of the contract. If you find a defect during the warranty period, ViaTRON
will correct the defect. This including double paper feed, indexing errors and image resolution
enhancement. It is important that the source/original documents from the client are in legible
condition.

Proposal Expiration Date
Due to constant changes in the technology industry the prices listed in this proposal are
guaranteed for 30 days from the date of this proposal.
TERMS

Efficient Response To Your Support Calls
You will get the best response to your support call if you contact the help desk at ViaTRON. You can contact ViaTRON's Helpdesk at 310.756.0594 or send an email to Support@ViaTRON.COM. If you have a technical emergency, you may contact ViaTRON's emergency response center at 310.756.0630.

Imaging Software Updates
ViaTRON will release software updates periodically during the support period. Client may request for these update software as they become available. There is no charge for these software updates. However, client is responsible for paying for sales tax and shipping for the new update software.

Telephone Support
ViaTRON will provide Telephone support during the support period. The Level One Telephone Support is available to your staff Monday through Friday between the hours of 8:00am and 6:00pm Pacific Time. The response time to a service call is generally 4 hours. Total telephone support hours will be deducted from total hours allocated for the year. For fast response to technical questions please call ViaTRON help desk at 310-756.0594.

Remote Support
ViaTRON will provide client with remote support. Remote support will be utilized to assess the severity of the problem. Our remote support will also be used to repair the problem.

TOTAL FOR TERMS $0.00

RECOMMENDATION

Recommendation - Workstation
Minimum Configuration:
- P4 or Equiv.
- 256MB RAM Cache (ScanStation requires min. 512MB RAM, USB 2.0)
- OS Windows XP
- Network connectivity
- Internet Explorer 6+ (If using Web Access)

TOTAL FOR RECOMMENDATION $0.00

PROJECT PRICING

FINAL PRICE $12,690

Project Approval:

Signature Date

[Confidential Document] ERNST GANGNES 3/30/2011
STATEMENT OF WORK

PJ 3529
Version 1 - April 4th-2011

Santa Clarita Community College District
Jasmine Ruys
26455 Rockwell Canyon Road
Santa Clarita, CA  91355

&

Service Provider

ViaTRON SYSTEMS, INC.
18233 Hoover Street, Gardena, CA 90248
t:310.756.0610, www.viatron.com

Overview

ViaTRON SYSTEMS, INC. is providing data conversion services for Santa Clarita Community College District. The Statement of Work outlines the details of the project.

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications (including the proposal and purchase order) regarding this project.

This document contains the Complete Statement of Work and Technical Specifications.

For purposes of this Statement of Work, ViaTRON SYSTEMS, INC. will be referred to as “ViaTRON” or “Service Provider” and “Santa Clarita Community College District” will be referred to as Client.
**TABLE OF CONTENTS**

1. STATEMENT OF WORK SUMMARY ........................................................................................................... 3
2. PROJECT COMMUNICATION ......................................................................................................................... 3
3. DOCANALYSIS (Project & Document Analysis) .............................................................................................. 4
4. DOCANALYSIS NOTES .................................................................................................................................. 5
5. FREIGHT PICKUP INFORMATION ................................................................................................................... 5
6. PACKING INFORMATION ................................................................................................................................. 5
7. DOCUMENT PREPARATION SERVICES ......................................................................................................... 5
8. SCANNING SERVICES .................................................................................................................................... 5
9. INDEX FIELDS ............................................................................................................................................... 6
10. DATA DELIVERY INFORMATION .................................................................................................................. 6
11. RE-PACKING DOCUMENTS .......................................................................................................................... 6
12. DOCUMENT STORAGE .................................................................................................................................. 6
13. SHREDDING SERVICES ............................................................................................................................... 6
14. PAYMENT INFORMATION ............................................................................................................................. 6
15. PROCESSING CENTER .................................................................................................................................... 6
16. DATA UPLOAD ............................................................................................................................................... 6
17. DOCUMENT RETRIEVAL DURING DATA CONVERSION ............................................................................. 6
18. CHANGE ORDER ............................................................................................................................................ 7
19. ACCEPTANCE OF THE “STATEMENT OF WORK” ......................................................................................... 8
1. **STATEMENT OF WORK SUMMARY**

This Statement of Work outlines the parameters by which ViaTRON will deliver work product to the Client. These parameters include project scope, schedule, deliverables, assumptions and governing processes. In addition, as there are different parties involved with the execution of this Statement of Work, specific roles and responsibilities are presented for each company.

This document is intended to clearly identify and communicate the expectations of the Client and ViaTRON so that all objectives are fully understood and successfully achieved.

Client and ViaTRON will need to sign the Statement of Work, and agree to the work schedule and the terms and conditions before the work can begin.

Upon acceptance of this Statement of Work, changes to the conditions set forth in this document will be processed in accordance with the “Project Change Order Procedure” outlined below.

The following important documents are incorporated into and made part of this Statement of Work. Where conflicts may exist between documents, this Statement of Work takes precedence.

2. **PROJECT COMMUNICATION**

The success of the project will depend on good communication between the client and ViaTRON.

2.1. **Project Managers** - ViaTRON will have a project manager assigned to this project. For purposes of this project, Client will also designate a Project Manager.

2.2. **Project Communications** - All communication between Client and ViaTRON will be made between these project managers.

2.3. **Project Manager Responsibilities** - It will be the responsibility of the individual Project Managers to keep their internal staff informed of the project status and changes.

2.4. **Email Confirmation** - For purposes of security and efficiency the best method of communication would be for the project managers of both companies to communicate first on matters. Project managers can communicate via telephone, but a preferred method would be to follow up the conversation with an email and copying other team members in this project. Once a decision has been made the project manager of each company shall be responsible to communicate the information to their internal team.

2.5. **Contact Information** - ViaTRON and Client shall exchange project manager contact information (telephone numbers, cellular numbers and email addresses).

ViaTRON Project Manager: Keith Kerr  
Telephone: 310.502.5207  
Emergency Contact: 310.756.0630  
Email: keithk@viatron.com

Please enter Client’s Project Manager Contact Information below

Client Project Manager: Jasmine Ruys  
Telephone: 661.362.3466  
Email: jasmine.ruys@canyons.edu


## 3. DOCANALYSIS (Project & Document Analysis)

### DOCUMENT ANALYSIS - PJ3529

<table>
<thead>
<tr>
<th>PROJECT CONTACT INFORMATION</th>
<th>DOCUMENT INFORMATION</th>
<th>DOCUMENT PREPARATION</th>
<th>DOCUMENT ANALYSIS</th>
<th>KEY FIELD INDEXING</th>
<th>DATA DELIVERY</th>
<th>ADDITIONAL STORAGE AND DESTRUCTION SERVICES</th>
<th>ADDITIONAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Client Full Name:</strong> COLLEGE OF THE CANYONS</td>
<td><strong>9. Document Name:</strong> ADD SLIPS (FORMS)</td>
<td><strong>15. Documents shall be prepared for scanning by:</strong> VIATRON</td>
<td><strong>23. Paper Size of Documents:</strong> 8.5” x 11” to 8.5” x 14”</td>
<td><strong>1. LAST NAME</strong></td>
<td><strong>40. Data shall be delivered (Media):</strong> ELECTRONIC UPLOAD</td>
<td><strong>46. Storage Services:</strong> YES</td>
<td><strong>SHREDDING AVAILABLE AT $3.00 PER BOX</strong></td>
</tr>
<tr>
<td><strong>2. Street Address:</strong> 26455 ROCKWELL CANYON ROAD</td>
<td><strong>10. Number of Pages:</strong> 168,000</td>
<td><strong>16. Batch separator page shall be provided by:</strong> VIATRON</td>
<td><strong>24. Different paper sizes - Mixed:</strong> YES</td>
<td><strong>2. FIRST NAME</strong></td>
<td><strong>41. Image shall be delivered (File Format):</strong> TIFF SINGLE-IMAGE</td>
<td><strong>47. Months Bows will be Stored:</strong> 3 Months</td>
<td>***** Important: Please review DocAnalysis Notes below.***</td>
</tr>
<tr>
<td><strong>3. City:</strong> SANTA CLARITA</td>
<td><strong>11. Average Batch Size:</strong> 1</td>
<td><strong>17. Batch separator page shall be inserted by:</strong> VIATRON</td>
<td><strong>25. Scan Resolution:</strong> 200 DPI</td>
<td><strong>3. SOCIAL SECURITY NUMBER</strong></td>
<td><strong>42. Database Format:</strong> TEXT FLATFILE</td>
<td><strong>48. Document Destruction Services:</strong> YES</td>
<td>*** NA - NOT APPLICATION ** NR - NOT REQUIRED</td>
</tr>
<tr>
<td><strong>4. State &amp; Zip:</strong> CA, 91355</td>
<td><strong>12. Processing Center:</strong> VIATRON</td>
<td><strong>18. Batch separator sheets contain index fields:</strong> NO</td>
<td><strong>26. Scan Double Sided Pages:</strong> YES</td>
<td><strong>4. STUDENT ID NUMBER</strong></td>
<td><strong>43. Client’s Content Management System is:</strong> OTHER</td>
<td><strong>49. Document Destruction Services:</strong> YES</td>
<td></td>
</tr>
<tr>
<td><strong>5. Department:</strong> ADMISSIONS AND RECORDS</td>
<td><strong>13. Freight:</strong> 1 Round Trips (Pickup &amp; Delivery)</td>
<td><strong>19. Box Type (VIATRON requires 15” Banker Boxes):</strong> NON-STANDARD</td>
<td><strong>27. Run Full Text OCR:</strong> NO</td>
<td><strong>5. STUDENT DATE OF BIRTH</strong></td>
<td><strong>44. Client shall reserve hard drive space:</strong> 9 Gigabytes</td>
<td><strong>50. Project Completion Date</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Dept Manager &amp; Tel.:</strong> JASMINE RUYS - (661) 362-3466</td>
<td><strong>14. Freight System:</strong> VIATRON</td>
<td><strong>20. Re-staple documents after scanning:</strong> NO</td>
<td><strong>28. Location of OCR Processing:</strong> NA</td>
<td><strong>6. TERM</strong></td>
<td><strong>45. Upload to existing template or new:</strong> NEW</td>
<td><strong>51. Per Page Price:</strong> $0.0650</td>
<td></td>
</tr>
<tr>
<td><strong>7. IT Manager &amp; Tel.:</strong> JUSTIN SMITH - (661) 362-5536</td>
<td><strong>18. Client shall provide relative index database:</strong> YES</td>
<td><strong>21. Place files back inside original folder:</strong> YES</td>
<td><strong>29. Banker Boxes Provided by:</strong> CLIENT</td>
<td><strong>7. YEAR</strong></td>
<td><strong>46. Project Price and Delivery Date</strong></td>
<td><strong>52. PROJECT PRICE:</strong> $10,920</td>
<td></td>
</tr>
<tr>
<td><strong>8. Project Manager &amp; Tel.:</strong> JASMINE RUYS - (661) 362-3466</td>
<td><strong>22. Client shall provide relative index database:</strong> YES</td>
<td><strong>30. Date of Analysis:</strong> 03/23/11</td>
<td><strong>30. Date of Analysis:</strong> 03/23/11</td>
<td><strong>8. TYPE OF FORM</strong></td>
<td><strong>47. Storage Services:</strong> YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. Client:</strong> VIA TRON SYSTEMS, INC. SANTA CLARITA COMMUNITY COLLEGE DISTRICT</td>
<td><strong>31. Scan File Folders:</strong> NO</td>
<td><strong>31. Scan File Folders:</strong> NO</td>
<td><strong>31. Scan File Folders:</strong> NO</td>
<td><strong>DATA DELIVERY:</strong></td>
<td><strong>48. Database Format:</strong> TEXT FLATFILE</td>
<td><strong>49. Document Destruction Services:</strong> YES</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>32. Folders/Binding will be cut before scanning:</strong> NO</td>
<td><strong>32. Folders/Binding will be cut before scanning:</strong> NO</td>
<td><strong>32. Folders/Binding will be cut before scanning:</strong> NO</td>
<td><strong>ADDITIONAL STORAGE AND DESTRUCTION SERVICES:</strong></td>
<td><strong>50. Project Completion Date</strong></td>
<td><strong>50. Project Completion Date</strong></td>
<td></td>
</tr>
</tbody>
</table>
4. **DOCANALYSIS NOTES**

Please take a moment to carefully review the above DocAnalysis form highlighted in blue. This document describes important information and work to be performed for this project. Please contact ViaTRON's project manager if you need further explanation on any of the items included in this form. We have included additional information below for your benefit.

5. **FREIGHT PICKUP INFORMATION**

5.1. **Number of Pickups** - ViaTRON shall pickup client's boxes (documents) according to the planned schedule. ViaTRON will pickup all the boxes in 1 scheduled pick-up. Transportation is included in the price. 15 LARGE BANKER BOXES

5.2. **Additional Freight Pickup Requested by Client** - Client can request additional pickups after the original order. Please talk to ViaTRON’s Project Manager for more details.

5.3. **Notification** - Client shall call or send an email to ViaTRON’s Project Manager once the boxes are ready for pickup. ViaTRON’s Project Manager will schedule a freight pickup and notify the Client within 48 hours.

5.4. **Box Count** - Client shall notify ViaTRON the exact number of boxes to be picked up. The purpose of this information is for ViaTRON to schedule the right truck size to pickup the Client's box.

5.5. **Pickup Verification** - ViaTRON shall have a Work Order confirming the number of boxes to be picked up. Client shall sign this document and confirm the number of boxes being picked up.

6. **PACKING INFORMATION**

6.1. **Packing Documents** - Client shall pack the document into banker boxes. 15 LARGE BANKER BOXES.

6.2. **Boxes Size** - ViaTRON strongly recommends that Client store all documents in standard bankers boxes (15"x12"x10") to prevent damage to the documents.

6.3. **Box Description** - Boxes shall be clearly marked showing the *content of the box*, the *box number*, and the *department or group*.

6.4. **Box Content** - Example “Last Name”: Adams - James, Jones - Kennedy, Kent - Smith, etc.

6.5. **Box Count** - For accuracy and verification purposes, ViaTRON recommends that the Client counts the exact number of boxes to be sent to ViaTRON.

6.6. **Box Number** - Number the Boxes to be sent to ViaTRON, example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.

6.7. **Department of Group** - Keep similar boxes in group and mark them in the front of the box.

6.8. **Pickup Location** - Although ViaTRON can pickup the boxes from multiple areas, for security purposes we recommend that the Client move all the boxes to a central pickup area.

7. **DOCUMENT PREPARATION SERVICES**

ViaTRON shall remove paperclips, staples and other binding on the document to prepare the document to be scanned. ViaTRON generally removes the documents from the hardcover folder and inserts a batch separator page as a place holder. After the documents are scanned, the paper files are not re-stapled and are not place back in the hardcover folder. All documents shall be fed through an automatic high speed document feed and will need to be in single sheets of paper with the largest size being 11”x16”. Client can request that the document be cut to a small size. Books and other bond/glued documents will be cut into single sheets before being fed through the scanner.

7.1. **Sorting Document** - ViaTRON assumes that the documents being picked up from the Client are filed accurately in the proper order. This project does not include ViaTRON sorting or re-arranging individual pages contained within the folders. ViaTRON works on the client's document using the “one folder at a time and a face down” method. This prevents any chance of sorting errors.

8. **SCANNING SERVICES**

8.1. **File Format** - The file format (Tiff or PDF) will be specified in the “DocAnalysis” sheet shown above.

8.2. **Resolution** - The scanning resolution will be as specified in the “DocAnalysis” sheet shown above.

8.3. **Color** - ViaTRON will scan all documents in monochrome (black/white) and not in color.

8.4. **Page Size** - ViaTRON will scan documents 11”x16” or smaller. There is a separate charge to scan documents larger than 11”x16”.

8.5. **Blank Pages** - Client may send ViaTRON double sided documents. These documents will be scanned double sided. However some of these documents may be blank pages. ViaTRON uses software technology to remove blank pages. This technology is generally 85% accurate. Although most blank pages will be removed, client may still find a few blank pages.

8.6. **Page Rotation** - Some of Client's document may be delivered to ViaTRON upside down. ViaTRON uses software technology to automatically rotate pages. This technology is generally 82% accurate. Although most pages will be corrected, client may still find a few pages not rotated.
9. INDEX FIELDS

9.1. Index Fields Confirmation - ViaTRON will index the documents according to the index fields shown in the "DocAnalysis" for each document type. Client shall carefully review the indexing information. It can be very costly if we need to make changes to the indexes after the project is done.

9.2. Client’s Lookup Database - If stated in the Document Analysis, client shall provide ViaTRON with the complete database to merge with the other index fields during the indexing process. Client’s Technician shall send the database to ViaTRON’s Systems Engineers before ViaTRON begins work on this project.

10. DATA DELIVERY INFORMATION

After the documents are scanned, ViaTRON will deliver the images and index database to the Client. The information will be delivered to the client on a hard drive that will be provided by the client. Client can request the data put on CDs. However, if the data is put on CDs, the client will be charged sales tax on the entire project. Client will not be charged sales tax if the data is delivered electronically.

ViaTRON has also included 1 Concurrent User of WebXtender. ViaTRON will host this web based license to enable users at College of the Canyons to access the scanned images.

11. RE-PACKING DOCUMENTS

Once the documents have been scanned, ViaTRON does not re-staple the files. The documents are also not placed back into the original folder. The reason for not re-stapling or placing the documents back into folders is that the client does not benefit from this process compared to the high cost of re-stapling documents. In most cases the documents are kept for a short period of time and then shredded.

12. DOCUMENT STORAGE

12.1. Storage - ViaTRON provides an optional service to store the client's boxes at ViaTRON's storage facility. This Statement of Work will mention if this service is included.

12.2. Storage Charges - If the original proposal does not include storage services, Client can make a request to store the boxes at ViaTRON storage facility. The charge for this service is a one-time setup fee of $1.25 per box plus $0.30 per month per box. Storage for 3 months is included in price

13. SHREDDING SERVICES

13.1. Shredding Services - ViaTRON provides an optional service to shred the boxes (documents) after they are scanned. Document destruction is included in the price.

14. PAYMENT INFORMATION

Payments for the project are as follows:

14.1. Total price for 1 User of WebXtender, Scanning Services, and Document Destruction = $12,690
14.2. Estimated page count is = 168,000 pages
14.3. NET 30
14.4. Balance is due upon completion.

15. PROCESSING CENTER

All work shall be performed at ViaTRON Production Center. This facility is a high security building. All activities are monitored 24 hours.

16. DATA UPLOAD

ViaTRON Systems Engineer will work with Client's Technicians to upload the scanned images and index database on to Client’s Server. Client’s Project Manager shall coordinate with the Technician to allow ViaTRON to perform the upload.
17. DOCUMENT RETRIEVAL DURING DATA CONVERSION

Emergency Document Requests while the scanning project is in progress. In certain emergency cases, the Client may want to request documents that have already been sent to ViaTRON's Scanning Facility. ViaTRON has made allowance for these emergency situations. ViaTRON shall manually search at no charge up to 10 documents from the Client boxes, scan these documents and Email the documents to the Client. There shall be a charge of $10 per document for any additional documents beyond the 10 free document requests.

18. CHANGE ORDER

Changes in scope, deliverables or any other input or output that materially impacts the Project must be tracked and formally managed. VIATRON, through its Client Engagement Model (CEM), contemplates encountering these changes and provides a detailed and comprehensive process for managing these requests. Fundamentally, once a change condition is identified, there are three (3) steps involved with Project change management:

- Submittal of Change Request Form (Email)
- Approval/Rejection of Email
- Modification / Adjustment of Project if required

The Change Order Email shall have the following important information:

Change Order Email Requirements:
- Project Number
- Change Request Date
- Requestor's Name
- Telephone Number
- Email Address
- Detail Description of Changes Requested
- Solution Requested (Attached any design changes)

Project Changes Authorization
- Client's Approval via Email (Authorized Person)
- ViaTRON's Approval via Email (Authorization Person)

For efficiency purpose, only Project Managers of each company shall make the formal request. The other project team member shall be kept informed by their project manager.

The Change Order Process is executed by ViaTRON Project Manager in cooperation with the Client's Project Manager. The receiver of the request shall review and respond within 48 hours to the requestor. More time may be needed if the request is complex. In any case the status of the project change request shall be communicated to the project manager within 48 hours. The project manager may communicate if more time is needed.

The project change request can not delay the project schedule by more than 5 business days unless agreed by both companies.
19. ACCEPTANCE OF THE “STATEMENT OF WORK”

This Statement of Work has been prepared based on the most recent information available for this project. This document supersedes all previous verbal and written communications regarding this project.

Please take a moment to carefully review the Statement of Work.

You may contact me directly if you have questions regarding the Statement of Work.

ViaTRON, being a paperless company, manages all documents in an electronic format without printing paper files. By conducting business electronically we have become more efficient and environmentally friendly. We would like to request that we process your “Acceptance of the Statement of Work” electronically.

**If you accept the attached Statement of Work, please complete the following:**

1. Reply to this email by pressing the “Forward” button (not “Reply”). We request you “Forward” the email because the “Forward” email feature allows you to forward the Statement of Work document with your reply to us.

2. In your email response to ViaTRON, please type the following statement -

   “I have reviewed the attached Statement of Work and agree to the contents. I am sending an email response as a formal “Acceptance of the Statement of Work”. I understand that any changes to the project after the “Acceptance of the Statement of Work” will require a formal “Change Order” approved by Santa Clarita Community College District and ViaTRON.”
CLIENT TASKS CHECKLIST

1. Send Client's Project Manager contact information to ViaTRON.
2. Client shall review and confirm the index template.
3. Please review and sign Statement of Work.
4. Client will determine if the boxes will be returned to client, stored at ViaTRON or shredded.
5. Box the paper documents.
6. Box the documents in to standard 15”x12”x10” bankers boxes.
7. Mark/label box content (Example last name: DOCUMENT DESCRIPTION, & YEAR RANGE.).
8. Count the exact number of boxes to be shipped to ViaTRON.
9. Number the Boxes (Example: Box 1 of 21, Box 2 of 21, Box 3 of 21, etc.).
10. Move all the boxes to Client's freight loading dock.
11. Prepare a log of the boxes being shipped to ViaTRON (See Appendix B).
12. Email ViaTRON the exact number of boxes to be picked up.
13. Call or Email ViaTRON's Project Manager 48 hour in advance for Freight Pickup.
14. ViaTRON shall pickup all boxes at one time unless special arrangement has been made in advance for multiple pickups.
15. Client will be notified 48 hours in advance from ViaTRON about the return of the boxes.
16. Client shall prepare to receive the boxes back from ViaTRON at the end of the project.
17. Client shall notify Client's Technical Department about the data upload.
18. Client shall upload data on to the Client's Server.
20. Client shall test the data.
21. Client shall complete ViaTRON's Project Satisfaction Survey.
EXHIBIT 3A
College of the Canyons' Mission Statement

College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The Library carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff and community members. Key services and collections include: reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access and individual and group study areas.

Who are the customers/recipient of the services and functions?

COC students, faculty, staff, and the community-at-large. The numbers of potential users:

- Students: Total student enrollment (Fall 2007) is 21,300 (per IRO)
- Faculty/staff: 454 (Fall 2007; per Fact Book 2008); and
- District population: 251,265 (The 2008 North Los Angeles County Real Estate and Economic Outlook, Nov. 2007)

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Provide a short description of the history of your department, including how it has changed over the years.

The library moved from a relocatable building, to the third floor of Bonelli Hall (8,000asf), to a new dedicated library builing in 1997 (27,000asf). The library has gone from a small print collection to a collection of 55,000+ volumes. Increasingly, library services are automated and our collections are both in print and electronic formats. One thing that hasn't changed, since the day the library opened in 1969, is the commitment to serving students and the community which is shared by all our staff members. We consider ourselves primarily a public service.
operation. We're not here to "guard the books"; but here to share all our resources.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SLO) Students that use library services will perceive the library as a comfortable place to meet and do research.</td>
<td>Perceive library as comfortable place to meet and do research</td>
<td>Annual Student Surveys: Satisfaction rating with library services/criteria for success is 75% approval.</td>
<td>From 2006–2010 the library is the highest-rated student service on campus. No changes needed. The drop in satisfaction in 2010 is undoubtedly related to the loss of half the full-time library staff since Fall 2009. No other service parameters have changed. We will work with HR to ensure speedy replacement of at least one more full-time position (one LMTECH II position was filled in February of 2010).</td>
<td>5</td>
</tr>
</tbody>
</table>

**Cycle 1 (Spring 2008):** One section Counseling 150/ pass

Annual student surveys from 2006, 2007, 2008, and 2009: satisfaction rates are 79%, 82%, 82%, and 81%. In the 2010 Annual student survey the satisfaction level dropped to 71%, 4% below our criteria for success.
(SLO) Students that use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the college.

Ten-question library research quiz/80% correct is the pass level. Test given as pre and post-test to selected classes that come to the library for an instruction session.

Rate more than doubled after library orientation. Two sections English 101/pass rate increased from 59% to 73%.
Cycle 2 (Fall 2008): Two sections English 101/pass rate incr. from 50% to 86%.
Cycle 3 (Spring 2010): Four sections of Biology classes took the new quiz (also 10 questions; same pass rate), which is focused on the ProQuest Database. In 3 of 4 sections the pass rate increased by 5-10%; in one section the pass rate dropped 5%. The most-

The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome for all students tested. One solution has been to bring print copies of popular and academic journals into the demo; the differences are more easily perceived in the hard copy. For cycle 3: The librarians now spend a larger proportion of each instruction session concentrating on how to narrow searches in ProQuest and other databases and explaining in more detail why it is important to learn techniques to narrow searches.
1). The library will ensure access to adequate learning resources for the distance learning community and invest in a variety of electronic resources that facilitate the demand for off-campus access to information. The library will facilitate reference service to students wherever their information needs arise, through implementation of mobile reference services. (Goal: Teaching and Learning; Status: In progress)

2). The library will improve access to library resources and services through expansion of library hours/facilities and/or through use of online reference services and Library 2.0 apps such as wikis, blogs, Facebook, etc. The library will expand wireless services to the campus community (i.e. provide wireless printing). The library will investigate the use of ADA-compliant e-book readers to expand the reading choices available to the campus community. (Goal: Student Support; Status: In progress)

3). The library will strive to secure appropriate staffing and leadership for the remodeled library/TLC building and the library facility at the Canyon Country Campus. (Goal: Human Resources; Status: In progress)

4). The library staff will work with the Instruction Office and the Dean of New Programs to develop stable mechanisms for funding resources for new, cost-intensive programs of instruction. (Goal: Financial Stability; Status: In progress)

5). The library will collaborate with other departments to develop, promote and facilitate the use of OER (Open Educational Resources) in support of. (Goal: Innovation; Status: In progress)

6). The library will develop its role as a campus center of cultural and community activities by offering a menu of cultural events and regular displays of student, faculty and staff work and creativity. (Goal: Campus Climate; Status: In progress)

7). Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs offered at the College. (Goal: Teaching and Learning; Status: In progress)
8). Improve access to library resources and services through expansion of library hours and availability of an increased number of subscription online resources that are available off-campus (Goal: Student Support; Status: In progress)

9). Provide basic information about library collections and services in languages other than English (Goal: Cultural Diversity; Status: In progress)

10). Promote the use of the library as a gathering place for students, faculty, and staff (Goal: Campus Climate; Status: In progress)

11). Expand outreach activities to increase public awareness of the college library as a resource for community members. (Goal: Campus Climate; Status: In progress)

12). Provide training in a variety of formats (one-on-one, online classes, workshops, etc.), for both students and faculty, in the effective use of the Internet as a tool supporting college-level research (Goal: Teaching and Learning; Status: Completed)

13). Purchase library materials, in a variety of formats, to appeal to students with diverse learning styles, ethnicities, age groups, and abilities. Additionally, the library will develop its collection of books in languages other than English. (Goal: Cultural Diversity; Status: Completed)

14). The Library will collaborate with the TLC Lab staff and other relevant departments to coordinate a smooth opening and operation of services in the remodeled library/TLC building. (Goal: Teaching and Learning; Status: Yet to be started)

Additional Accomplishments. (Glossary of Terms)

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

The library has lost three full-time staff members in the last year and a half (one position was replaced in February 2010). In addition to replacing the two remaining unfilled positions, the library will need to hire at least one new classified staff member and one new certificated staff member to staff the expanded library and provide more appropriate staffing for the CC campus library.

Technology. How is technology being used for service delivery? What specific changes in the use of technology should be implemented?

The library uses technology extensively for all functions. Library processes are almost completely automated. Many resources are available in electronic format; including online journal and current events databases, full-text ebooks, and many image collections. The library features wireless internet access, which is extremely popular with students and the public. Desired changes include: regular upgrading of our student computers with new equipment; updated audiovisual equipment to support student viewing of educational and feature films; increased use of social networking applications to communicate the library's message; and more extensive use of electronic interlibrary-loan and reserves.

Interdisciplinary Collaboration. Describe any relationships with other departments/programs.

The library staff collaborates with most academic departments to purchase the resources needed to supplement classroom instruction. The librarians also work with faculty to offer...
library instruction to dozens of classes each semester. We are currently supporting the TRIP Committee in providing rental textbooks to financial-aid eligible students. Our technicians assist faculty and students by maintaining a reserve collection of textbooks and readings.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.
1. Inadequate staffing--request new full-time certificated staff member and one to two new classified staff members.
2. Inadequate materials budget--request budget augmentation to support new programs of instruction, using a formula developed in conjunction with the Instruction Office and Dean of New Programs.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.
1. Growth in the number of distance learning students and in the general student population.
2. Growth in the number of students/faculty/staff members that want to use online resources in preference to print resources.
3. The addition of AOC students and University partner students to our service population.
4. The increasing popularity of communication through Web 2.0 apps (Wikis, blogs, MySpace, etc.).

**Canyon Country Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes.
*Library services are offered in 1/2 of a relocatable building at CCC. The library contains seven student-use computer stations with access to the library's online subscription databases. A small collection of textbooks are available on reserve, and the library is purchasing books for a small circulating collection featuring reference books, leisure reading, and a few other high-demand subject areas. Focus groups (faculty and student) are planned for Spring 2009 semester to help determine how library services at CCC should develop.*

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan?
1. The library has added new collections of ebooks, accessible to onground and online students 24/7. The library is developing a MySpace page and a series of library orientation videos to mount on the library web page.
2. The library staff is working with the Foundation (successfully) to increase awareness of and contributions to the Library Endowment Fund.
3. The library will be expanded in the planned remodel breaking ground in 2009. We will be connecting closely with the TLC Lab through our shared facilities in the remodeled space.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities. See attachment (emailed to B. Griibbons, J. Glapa-Grossklag on 03/06/09: includes Age of collection spreadsheet; comparison with other california community colleges of similar size, and other statistical tables and charts.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific
implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Approval rate 82% (Student Survey 2008)</td>
<td>No changes needed</td>
</tr>
<tr>
<td>2). CC libraries comparison shows COC lib underfunded</td>
<td>Request more funding</td>
</tr>
<tr>
<td>3). Age of Coll. Rept. shows high % of books from 70s</td>
<td>Request more funding</td>
</tr>
<tr>
<td>4). CC libraries comparison shows COC lib understaffed</td>
<td>Request more staff</td>
</tr>
</tbody>
</table>

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

1. Commitment to student service reflected in high ratings for the library in every Annual Student Survey.
2. Active program of bibliographic instruction, which reaches many classes in many disciplines.
3. Strong selection of subscription databases and well-maintained and designed library web site.

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above.

1. Inadequate staffing (see comparison chart w/cc's of similar size)
2. Inadequate funding for materials (see comparison chart w/cc's of similar size)

New 2008/09 to 2010/11 Objectives. Please list new 2008/09 to 2010/11 department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates.

Budget Review

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

Supplies and Services

Equipment

The library will need equipment in many categories to furnish/equip the planned remodeled space in the Library/TLC building, scheduled for completion in Fall 2012.
Facilities and facility modification

The library remodel started in November 2010 and is scheduled for completion in Fall 2012. Detailed plans for the remodel are available from the Facilities Department.

Personnel

One new certificated Librarian by 2010. Two new Library/Media Technicians (I and II), by 2011.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)

All academic departments and the Distance Learning Department; University Center Partner schools; AOC administration and faculty; TLC staff; the CCL Consortium; the Gold Coast Library Network; the SCILNET libraries; Facilities;

The following staff participated in conducting this program review.

Leslie Bretall, Ron Karlin, Isao Uesugi, Edwin Pejoro, Sylvia Black, Fern Jones and our administrator, James Glapa-Grossklag

Additional Uploaded Documents.

Upload additional files.
Non-Instructional Program Review

Program Information for: Library
Year: 2009/2012

College of the Canyons' Mission Statement
College of the Canyons provides relevant academic education at the lowest division level, workforce training for businesses and lifelong learning programs for all who seek those opportunities. College of the Canyons will help students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world.

Program Description
Describe the Department's Mission (e.g. services offered and functions performed by this department). (50 words max)
The Library carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff and community members. Key services and collections include: reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access and individual and group study areas.

Who are the customers/recipient of the services and functions? (50 words max)
COC students, faculty, staff, and the community-at-large. The numbers of potential users: Students: Total student enrollment (Fall 2007) is 21,300 (per RO) Faculty/staff: 454 (Fall 2007; per Fact Book 2008); and District population: 251,265 (The 2008 North Los Angeles County Real Estate and Economic Outlook, Nov. 2007).

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.
Chart #1: COC Org Chart - Distance Learning Library TLC.pdf

Provide a short description of the history of your department, including how it has changed over the years. (100 words max)
The Library moved from a relocatable building, to the third floor of Bonelli Hall (8,000 sq ft), to a new dedicated library building in 1997 (27,000 sq ft). The Library has gone from a small print collection to a collection of 55,000+ volumes. Increasingly, Library services are automated and our collections are both in print and electronic formats. One thing that hasn't changed, since the day the Library opened in 1969, is the commitment to serving students and the community which is shared by all our staff members. We consider ourselves primarily a public service organization. We're not here to 'guard the books', but here to share all our resources.

Internal Factors

Administrative Unit Outcomes (AUOs) Assessment Model:
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>To support excellent teaching and student success</td>
<td>Expand access to learning resources necessary to complement and enhance scholarship</td>
<td>Add library and TLC resources and computer labs at Canyons Country</td>
<td>TLC usage data indicates the need to expand the physical plant. The Library offers a basic reserve collection and reference services</td>
<td>The TLC lab has been expanded; the library has been moved to a different location. The Library will use focus group information to plan new services</td>
</tr>
<tr>
<td>To support excellent teaching and student success</td>
<td>Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs at the college</td>
<td>Purchase of new subscription databases, or e-book collections. Purchase print and audiovisual materials to support new programs of instruction.</td>
<td>The library purchased its second collection of ebooks in Dec. 2008. Ebook titles now total 8823. The library has purchased materials to support the Paralegal, Culinary Arts, Engineering, Surveying, and Const. Mgmt. programs.</td>
<td>New online resources are available in the library and for distance learning students at home and other off-campus locations. New programs of instruction are able to offer enriched classroom experiences through the availability of new resources.</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>(SLO) Students that use library services will perceive the library as a comfortable place to meet and do research</td>
<td>Perceive library as comfortable place to meet and do research</td>
<td>Annual Student Surveys: Satisfaction rating with library services/criteria for success is 75% approval.</td>
<td>Annual student surveys from 2006, 2007, and 2008: satisfaction rates are 79%, 82%, and 82%.</td>
<td>For all years surveyed, the library is the highest-rated student service on campus. No changes needed.</td>
</tr>
<tr>
<td>(SLO) Students that use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the college</td>
<td>Familiarize selves with and navigate databases.</td>
<td>Ten-question library research quiz: 80% correct is the pass level. Test given as pre and post-test to selected classes that come to the library for an instruction session.</td>
<td>Cycle 1 (Spring 2008): One section Counseling 130/ pass rate more than doubled after library orientation. Two sections English 101/pass rate increased from 59% to 73%. Cycle 2 (Fall 2008): Two sections English 101/pass rate incr. from 50% to 85%.</td>
<td>The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome for all students tested.</td>
</tr>
</tbody>
</table>

**Status of Objectives. (Glossary of Terms)**

Objective 1: Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs offered at the College.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Goal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Provide training in a variety of formats (one-on-one, online classes, workshops, etc.), for both students and faculty, in the effective use of the Internet as a tool supporting college-level research</td>
<td>Teaching and Learning</td>
<td>In progress</td>
</tr>
<tr>
<td>3. Improve access to library resources and services through expansion of library hours and availability of an increased number of subscription online resources that are available off-campus</td>
<td>Student Support</td>
<td>In progress</td>
</tr>
<tr>
<td>4. Purchase library materials, in a variety of formats, to appeal to students with diverse learning styles, ethnicities, age groups, and abilities. Additionally, the library will develop its collection of books in languages other than English</td>
<td>Cultural Diversity</td>
<td>In progress</td>
</tr>
<tr>
<td>5. Provide basic information about library collections and services in languages other than English</td>
<td>Cultural Diversity</td>
<td>In progress</td>
</tr>
<tr>
<td>6. Promote the use of the library as a gathering place for students, faculty, and staff</td>
<td>Campus Climate</td>
<td>In progress</td>
</tr>
<tr>
<td>7. Expand outreach activities to increase public awareness of the college library as a resource for community members.</td>
<td>Campus Climate</td>
<td>In progress</td>
</tr>
</tbody>
</table>

Note: Please leave the '-' mark appended by the end of entry.

### Additional Accomplishments

**Glossary of Terms**

Add Accomplishments

Note: Please leave the '-' mark appended by the end of entry.

### Positions in your department

What changes have occurred in the last three years and what changes are expected in the next three years within your department/program? (100 words max)

The library staff size has remained unchanged for the past three years, with the exception of additional adjunct librarian and adult hourly personnel hired to staff the Canyon Country Campus library. In the next three years we expect to add at least one new full-time certificated staff member and one full-time classified staff member.

### Technology

How is technology being used for service delivery? What specific changes in the use of technology should be implemented? (100 words max)

The library now uses technology extensively for all functions. Library processes are almost completely automated. Many resources are available in electronic format; including online journal and current events databases, full-text ebooks, and many image collections. The library features wireless internet access, which is extremely popular with students and the public. Desired changes include: regular upgrading of our student computers with new equipment, updated audiovisual equipment to support student viewing of educational and feature films; increased use of social networking applications to communicate the library's message; and more extensive use of electronic interlibrary-loan and reserves.

### Interdisciplinary Collaboration

Describe any relationships with other departments/programs. (100 words max)

The library collaborates with most academic departments to purchase the resources needed to supplement classroom instruction. The librarians also work with faculty to offer library instruction to dozens of classes each semester. We are currently supporting the TRIP Committee in providing rental textbooks to financial-aid eligible students. Our technicians assist faculty and students in maintaining a reserve collection of textbooks and readings (collaborative work).

### Challenges

Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges. (100 words max)

1. Inadequate staffing--request new full-time certificated staff member and two new classified staff members. 2. Inadequate materials budget--request budget augmentation to support new programs of instruction, using a formula developed in conjunction with the Instruction Office and Dean of New Programs.

### Department/Program Changes

Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis (100 words max)

1. Growth in the number of distance learning students and in the general student population. 2. Growth in the number of students/faculty/staff members that want to use online resources in preference to print resources. 3. The addition of AOC students and University partner students to our service population. 4. The increasing popularity of communication through Web 2.0 apps (Wikis, blogs, MySpace, etc.).

### Canyon Country Campus

Please describe your department's services that are available at the Canyon Country Campus and any plans for changes. (100 words max)

---

https://intranet.canyons.edu/offices/FiscalServices/AAPRBudget/ANPRForm.asp?Program... 5/6/2010
Library services are offered in 1/2 of a relocatable building at CCC. The library contains seven student-use computer stations with access to the library’s online subscription databases. A small collection of textbooks are available on reserve, and the library is purchasing books for a small circulating collection featuring reference books, leisure reading, and a few other high-demand subject areas. Focus groups (faculty and student) are planned for Spring 2009 semester to help determine how library services at CCC should develop.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? (100 words max)
1. The library has added new collections of ebooks, accessible to onground and online students 24/7. The library is developing a MySpace page and a series of library orientation videos to mount on the library web page. 2. The library staff is working with the Foundation (successfully) to increase awareness of and contributions to the Library Endowment Fund. 3. The library will be expanded in the planned remodel breaking ground in 2009. We will be connecting closely with the TLIC Lab through our shared facilities in the remodeled space.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department, Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities. (200 words max)

See attachment (emailed to B. Gribbons, J. Galaga-Grossklag on 03/06/09): includes Age of collection spreadsheet, comparison with other California community colleges of similar size, and other statistical tables and charts.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Result #1: Approval rate 82% (Student Survey 2008)</td>
<td>Implication #1: No changes needed</td>
<td>Remove</td>
</tr>
<tr>
<td>Data Result #2: CC libraries comparison shows COC lib underfunded</td>
<td>Implication #2: Request more funding</td>
<td>Remove</td>
</tr>
<tr>
<td>Data Result #3: Age of Coll. Rept. shows high % of books from 70s</td>
<td>Implication #3: Request more funding</td>
<td>Remove</td>
</tr>
<tr>
<td>Data Result #4: CC libraries comparison shows COC lib understaffed</td>
<td>Implication #4: Request more staff</td>
<td>Remove</td>
</tr>
</tbody>
</table>

*Note: Please leave the ‘—’ mark appended by the end of entry.*

**Strengths/Weaknesses/Objectives**

**Departmental Strengths.** Describe the department’s strengths or unique features. This should principally include information from the data summarized above. (100 words max)
1. Commitment to student service reflected in high ratings for the library in every Annual Student Survey. 2. Active program of bibliographic instruction, which reaches many classes in many disciplines. 3. Strong selection of subscription databases and well-maintained and designed library web site.

**Departmental Weaknesses.** Describe the department’s weaknesses. This should principally include information from the data summarized above. (100 words max)
1. Inadequate staffing (see comparison chart w/cc's of similar size) 2. Inadequate funding for materials (see comparison chart w/cc's of similar size)

**Three-year Objectives.** List department objectives for the coming three-year period. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the Strategic Goal to which the objective relates. (Glossary of Terms)

Objective 1: The library will ensure access to adequate learning resources for the distance learning community and invest in a variety of electronic resources that facilitate the demand for off-campus access to information. (Goal: Teaching and Learning)

Objective 2: The Library will collaborate with the TLIC Lab staff and other relevant departments to coordinate a smooth opening and operation of services in the remodeled library/TLIC building. (Goal: Teaching and Learning)

Objective 3: The Library will improve access to library resources and services through expansion of library hours/facilities and/or through use of online reference services and Library 2.0 apps such as wikis, blogs, MySpace, etc. (Goal: Student Support)

Objective 4: The library will strive to secure appropriate staffing and leadership for the remodeled library/TLIC building and the library facility at the Canyon-Country Campus. (Goal: Human Resources)

Objective 5: The library staff will work with the Instruction Office and the Dean of New Programs to develop stable mechanisms for funding resources for new, cost-intensive programs of instruction. (Goal: Financial Stability)
Objective 6: The library will collaborate with other departments to develop, promote and facilitate the use of OER (Open Educational Resources) in support of (Goal: Innovation).

Objective 7: The library will develop its role as a campus center of cultural and community activities by offering a menu of cultural events and regular displays of student, faculty and staff work and creativity. (Goal: Campus Climate)

Note: Please leave the "-" mark appended by the end of entry.

**Program Needs**

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**

**Equipment**
The library will need equipment in many categories to furnish/equip the planned remodeled space in the Library/TLC building, slated to start construction in 2009.

**Facilities and facility modification**
The library remodel is due to start in the summer of 2009. Detailed plans for the remodel are available from the Facilities Department.

**Personnel**
One new certificated Librarian by 2010. Two new Library/Media Technicians (I and II), by 2011.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
All academic departments and the Distance Learning Department; University Center Partner schools; AOC administration and faculty; TLC staff; the CCL Consortium; the Gold Coast Library Network; the SCILNFT libraries; Facilities;

The following staff participated in conducting this program review.

Leslie Brelall, Ron Karlin, Isao Uesugi, Sara Arson, Verlee Terwilliger, Edwin Pejoro, Eenci Bejko, Sylvia Black and our administrator, James Glapa-Grossklag

Return
Program Information for: Library
Year(s): 2010/2013

College of the Canyons' Mission Statement

College of the Canyons provides relevant academic education at the lower division level, workforce training for businesses and lifelong learning programs for all who seek those opportunities. College of the Canyons will help students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world.

Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The Library carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff and community members. Key services and collections include: reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access and individual and group study areas.

Who are the customers/recipients of the services and functions?

COC students, faculty, staff, and the community-at-large. The numbers of potential users:
Students: Total student enrollment (Fall 2007) is 21,300 (per IRO)
Faculty/staff: 454 (Fall 2007; per Fact Book 2008); and
District population: 251,265 (The 2008 North Los Angeles County Real Estate and Economic Outlook, Nov. 2007)

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Add Charts

Provide a short description of the history of your department, including how it has changed over the years.

The library moved from a relocatable building, to the third floor of Bonelli Hall (8,000asf), to a new dedicated library buling in 1997 (27,000asf). The library has gone from a small print collection to a collection of 55,000+ volumes. Increasingly, library services are automated and our collections are both in print and electronic formats. One thing that hasn't changed, since the day the library opened in 1969, is the commitment to serving students and the community which is shared by all our staff members. We consider ourselves primarily a public service operation. We're not here to "guard the books": but here to share all our resources.
### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SLO) Students that use library services will perceive the library as a comfortable place to meet and do research.</td>
<td>Perceive library as comfortable place to meet and do research</td>
<td>Annual Student Surveys: Satisfaction rating with library services/criteria for success is 75% approval.</td>
<td>Annual student surveys from 2006, 2007, 2008, and 2009: satisfaction rates are 79%, 82%, 82%, and 81%.</td>
<td>Cycle 4 For all years surveyed, the library is the highest-rated student service on campus. No changes needed.</td>
</tr>
<tr>
<td>(SLO) Students that use library services will familiarize themselves with, and navigate successfully, a variety of subscription databases available at the college.</td>
<td>Familiarize selves with and navigate databases.</td>
<td>Ten-question library research quiz/80% correct is the pass level. Test given as pre and post-test to selected classes that come to the library for an instruction session.</td>
<td>Cycle 1 (Spring 2008): One section Counseling 150/p pass rate more than doubled after library orientation. Two sections English 101/p pass rate increased from 59% to 73%. Cycle 2 (Fall 2008): Two sections English 101/p pass</td>
<td>Cycle 2 The librarians are working on new methods of teaching the difference between popular and academic journals. This concept continues to be troublesome for all students tested. One solution has been to bring print copies of popular and academic journals into the demo; the...</td>
</tr>
</tbody>
</table>

239

https://intranet.canyons.edu/offices/FiscalServices/APRBudget/ANPRForm.asp?ProgramId... 5/5/2010
Objectives

**Status of Objectives. (Glossary of Terms)**

1). The library will ensure access to adequate learning resources for the distance learning community and invest in a variety of electronic resources that facilitate the demand for off-campus access to information. (Goal: Teaching and Learning; Status: In progress)

2). The library will improve access to library resources and services through expansion of library hours/facilities and/or through use of online reference services and Library 2.0 apps such as wikis, blogs, MySpace, etc. (Goal: Student Support; Status: In progress)

3). The library will strive to secure appropriate staffing and leadership for the remodeled library/TLC building and the library facility at the Canyon Country Campus. (Goal: Human Resources; Status: In progress)

4). The library staff will work with the Instruction Office and the Dean of New Programs to develop stable mechanisms for funding resources for new, cost-intensive programs of instruction. (Goal: Financial Stability; Status: In progress)

5). The library will collaborate with other departments to develop, promote and facilitate the use of OER (Open Educational Resources) in support of (Goal: Innovation; Status: In progress)

6). The library will develop its role as a campus center of cultural and community activities by offering a menu of cultural events and regular displays of student, faculty and staff work and creativity. (Goal: Campus Climate; Status: In progress)

7). Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs offered at the College (Goal: Teaching and Learning; Status: In progress)

8). Improve access to library resources and services through expansion of library hours and availability of an increased number of subscription online resources that are available off-campus (Goal: Student Support; Status: In progress)

9). Purchase library materials, in a variety of formats, to appeal to students with diverse learning styles, ethnicities, age groups, and abilities. Additionally, the library will develop its collection of books in languages other than English. (Goal: Cultural Diversity; Status: In progress)

10). Provide basic information about library collections and services in languages other than
11. Promote the use of the library as a gathering place for students, faculty, and staff (Goal: Campus Climate; Status: In progress)

12. Expand outreach activities to increase public awareness of the college library as a resource for community members. (Goal: Campus Climate; Status: In progress)

13. Provide training in a variety of formats (one-on-one, online classes, workshops, etc.), for both students and faculty, in the effective use of the Internet as a tool supporting college-level research (Goal: Teaching and Learning; Status: Completed)

14. The library will collaborate with the TLC Lab staff and other relevant departments to coordinate a smooth opening and operation of services in the remodeled library/TLC building. (Goal: Teaching and Learning; Status: Yet to be started)

Additional Accomplishments. (Glossary of Terms)

Other External/Internal Factors

Positions in your department. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

The library staff size has remained unchanged for the past three years, with the exception of additional adjunct librarian and adult hourly personnel hired to staff the Canyon Country Campus library. In the next three years we expect to add at least one new full-time certificated staff member and one full-time classified staff member.

Technology. How is technology being used for service delivery? What specific changes in the use of technology should be implemented?

The library uses technology extensively for all functions. Library processes are almost completely automated. Many resources are available in electronic format; including online journal and current events databases, full-text ebooks, and many image collections. The library features wireless internet access, which is extremely popular with students and the public. Desired changes include: regular upgrading of our student computers with new equipment; updated audiovisual equipment to support student viewing of educational and feature films; increased use of social networking applications to communicate the library's message; and more extensive use of electronic interlibrary-loan and reserves.

Interdisciplinary Collaboration. Describe any relationships with other departments/programs.

The library staff collaborates with most academic departments to purchase the resources needed to supplement classroom instruction. The librarians also work with faculty to offer library instruction to dozens of classes each semester. We are currently supporting the TRIP Committee in providing rental textbooks to financial-aid eligible students. Our technicians assist faculty and students by maintaining a reserve collection of textbooks and readings.

Challenges. Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

1. Inadequate staffing--request new full-time certificated staff member and two new classified staff members.

2. Inadequate materials budget--request budget augmentation to support new programs of
instruction, using a formula developed in conjunction with the Instruction Office and Dean of New Programs.

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.
1. Growth in the number of distance learning students and in the general student population.
2. Growth in the number of students/faculty/staff members that want to use online resources in preference to print resources.
3. The addition of AOC students and University partner students to our service population.
4. The increasing popularity of communication through Web 2.0 apps (Wikis, blogs, MySpace, etc.).

**Canyon Country Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes.
Library services are offered in 1/2 of a relocatable building at CCC. The library contains seven student-use computer stations with access to the library’s online subscription databases. A small collection of textbooks are available on reserve, and the library is purchasing books for a small circulating collection featuring reference books, leisure reading, and a few other high-demand subject areas. Focus groups (faculty and student) are planned for Spring 2009 semester to help determine how library services at CCC should develop.

**Connection to Educational and Facilities Master Plan.** How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan?
1. The library has added new collections of ebooks, accessible to onground and online students 24/7. The library is developing a MySpace page and a series of library orientation videos to mount on the library web page.
2. The library staff is working with the Foundation (successfully) to increase awareness of and contributions to the Library Endowment Fund.
3. The library will be expanded in the planned remodel breaking ground in 2009. We will be connecting closely with the TLC Lab through our shared facilities in the remodeled space.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.
See attachment (emailed to B. Gribbons, J. Glapa-Grossklag on 03/06/09): includes Age of collection spreadsheet, comparison with other California community colleges of similar size, and other statistical tables and charts.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

<table>
<thead>
<tr>
<th>Data Result</th>
<th>Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approval rate 82% (Student Survey 2008)</td>
<td>No changes needed</td>
</tr>
<tr>
<td>2. CC libraries comparison shows COC lib underfunde</td>
<td>Request more funding</td>
</tr>
<tr>
<td>3. Age of Coll. Rept. shows high % of books from 70s</td>
<td>Request more funding</td>
</tr>
</tbody>
</table>
4). CC libraries comparison shows COC lib understaffed

Request more staff

Add/Edit/Delete Data Results

**Departmental Strengths.** Describe the department's strengths or unique features. This should principally include information from the data summarized above.

1. **Commitment to student service reflected in high ratings for the library in every Annual Student Survey.**
2. **Active program of bibliographic instruction, which reaches many classes in many disciplines.**
3. **Strong selection of subscription databases and well-maintained and designed library website.**

**Departmental Challenges.** Describe the department's challenges. This should principally include information from the data summarized above.

1. **Inadequate staffing** (see comparison chart w/cc's of similar size)
2. **Inadequate funding for materials** (see comparison chart w/cc's of similar size)

**New 2008/09 to 2010/11 Objectives.** Please list new 2008/09 to 2010/11 department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the **Strategic Goal** to which the objective relates.

Add/Edit/Delete Objectives

---

**Budget Review**

Click Here for Budget Review

---

**Program Needs**

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**

**Equipment**

*The library will need equipment in many categories to furnish/equip the planned remodeled space in the Library/TLC building, slated to start construction in 2009.*

**Facilities and facility modification**

*The library remodel is due to start in the summer of 2009. Detailed plans for the remodel are available from the Facilities Department.*

**Personnel**

*One new certificated Librarian by 2010. Two new Library/Media Technicians (I and II), by 2011.*
Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)

All academic departments and the Distance Learning Department; University Center Partner schools; AOC administration and faculty; TLC staff; the CCL Consortium; the Gold Coast Library Network; the SCILNET libraries; Facilities;

The following staff participated in conducting this program review.

Leslie Bretall, Ron Karlin, Isao Uesugi, Edwin Pejoro, Sylvia Black and our administrator, James Glapa-Grosskleg

---

### Additional Uploaded Documents

Upload additional files.

Add Files
EXHIBIT 3D
Agenda
Learning Resources Division Meeting
November 19, 2010

1. Reports
   A. Enrollment
      i. Spring 2011 offerings
   B. Budget: State apportionment
      i. state deferrals ($800M +)
      ii. LACOE borrowing
      iii. inter-fund borrowing
      iv. tax revenue anticipation notes (TRANS)
   C. Library
   D. TLC
   E. Distance Learning
   F. PAC-B
      i. Goal of moving to zero-based budgeting
   G. Professional Development
      i. Classified development
      ii. Faculty development
   H. Educational Technology Committee / Technology Committee

2. Old Business

3. New Business
   A. Library Expansion—wish list

4. Public Opinion

5. Campus News / Announcements
   A. Classified Senate
   B. Academic Senate
   C. Other?

1:15-2:45 pm
HI James,

At our Division meeting today (11/19) we talked about practical (and slightly visionary) ways to spend the equipment money that comes along with new construction. Here are some of the ideas that the library folks (Ron, Isao, Sylvia, Fern, Leslie, and honorary library visioneer Eboni) came up with.

In no particular order:

Chairs
Scanners
Self-Checkout stations
More printers
Computer scheduling software for public stations
Wireless printing software
Lap-tops to check-out to students
E-readers to check-out to students
Streaming video equipment
New ILS (automated library management system)

I’d be happy to put this in a more formal and integrated format, if you can get me the list that the TLC people compiled. Thanks.

Leslie
College of the Canyons, a rapidly growing regional community college located in Santa Clarita, California, commissioned PBWS to design an $18 million, 50,000 gsf addition to the existing library to create a new Learning Resource Center and provide additional area on the library's second floor. Our design solution creates a large, dual-function central learning laboratory surrounded by small group study rooms, content specific tutoring labs, and testing rooms. Both the library addition and the LRC will receive natural daylight from floor-to-ceiling glazing and skylights.
EXECUTIVE SUMMARY, CHANCELLOR GOALS
2010-11
Executive Summary
Chancellor’s Goals: 2010-11

Goal One – Monitor the fiscal situation at the state level and work to maximize revenue the district can receive. Enhance revenues through traditional and entrepreneurial ways to make more funding available for College of the Canyons’ growth and development. Position district to take advantage of new funding streams to enable us to better meet the needs of our community.

Despite a reduction in base funding of $6.5 million in the 2010-11 year, we continued to serve our community, respond to new demands, and remain fiscally sound. Setting aside $4.1 million in a fund for a mid-year deficit enabled us to move forward into the year knowing that it would not be a chaotic one for us. The fact that no mid-year deficit was imposed, nor funding lost, positioned us better than most for moving into the 2011-12 year. It meant that we could:

✓ Offer a consistent level of programming;
✓ Retain all of our fulltime staff;
✓ Move forward with building projects;
✓ Maintain excellent bond ratings;
✓ Maintain and expand student services; and
✓ Continue to develop partnerships.

At the same time, we expanded access at Canyon Country, maintained the $1 million in our base for that site, generated $1,965,631 in training funds, secured $6,180,376 in grant funds, increased average donation in the Foundation by 45%, saved $4,750,000 in construction bids, pursued innovative initiatives, continued to develop our entrepreneurial capabilities, and expanded service to the community while being more efficient. Along the way, we exceeded our OSher target of $613,000, as we brought in close to $1,000,000 in scholarship dollars, which will return another $500,000 to us, resulting in 65 additional and on-going scholarships for students on an annual basis FOREVER!

Goal Two – Continue to make progress on our Facilities Master Plan: Complete and open Mentry Hall and the Applied Technology Center; complete and submit the working drawings for the Administration and Student Services Building; develop drawings and details of operation of the Culinary Arts Institute and the Science/Math Center at the Canyon Country Campus.

The year kicked off with the opening of the Mentry Hall Expansion and followed shortly thereafter with the completion and opening of the Mentry Hall remodel and groundbreaking for the Library Expansion Project. Work began on the Applied Tech Building at the Canyon Country Campus and at the same time, we continued to develop the working drawings for the Student Services/Administration Building and the conceptual drawings for the Culinary Arts Institute.

Campus modernization projects, scheduled maintenance, deferred maintenance initiatives, landscaping plans, and infrastructure improvements all moved forward at a fast pace. Civic Center activity jumped significantly as we became an affordable option for filming, meetings, special events, and training.

Through leadership of the facilities department and strategic, yet common sense planning, we generated revenue/savings as follows:

✓ $3 million from the Library Expansion bid
✓ $1 million on the Applied Tech Building
$750,000 on the Del Valle project
$600,000 in energy savings
$500,000 in Civic Center rental and more!

Goal Three – Complete at least three more of the “Gardens of the Canyons” and develop “programming” to occupy this new feature and resource at College of the Canyons.

Eleven of the 14 gardens that were part of the 2009 LEAP Gardens of the Canyons project have been completed. This past year, four of them were added to our campus, while the initial seven were improved. In order to move forward with the business plan for the project, a new Foundation Board member who has a passion for gardening was recruited. Now, planning is underway to integrate the use of the gardens into campus instruction and campus social life, complete the existing plan, and add to it while continuing to enable our campus to be as beautiful and welcoming as possible.

A donation of 2,000 plants and trees valued at $200,000 greatly enhanced these efforts.

Goal Four – Move forward with advocacy efforts at the state and federal levels to impact policy and create more resources and flexibility for community colleges.

Advocacy is something I do daily. Whether it is at the college, community, state, or federal level, I never miss an opportunity to talk about what needs to be changed, help we need, or develop networks to get things done.

In this year’s advocacy efforts, we expanded the team to include additional student and staff representation, members of the business community, the Foundation, and other organizations in the valley. The advocacy information on the website was expanded, the ASG more directly involved, and LEAP² members specifically learned how to make the case and see advocacy in action. Efforts to expand student access led to a concentrated focus on initiating advocacy for AB 515. Working with CEOs and trustees across the state, targeted time was invested in educating, getting data, sending letters, talking to our representatives and staffs in Sacramento and developing strategies. In addition, I worked to maintain and enhance economic development funds at the state level and change procedures so that we could benefit.

Goal Five – Continue to expand the college’s role in the economic development of our region, the growth of local businesses, and the placement of our students into well-paying jobs by working with the business community, and the William S. Hart Union High School District to coordinate curriculum between the Hart District, Hart ROP program, Santa Clarita Community College District, and industry standards and expectations.

In these challenging economic times, the role the college plays in the economic development of our valley and region has become even more critical to our local businesses and industries in the Santa Clarita Valley. The impact of the local needs has inspired departments across campus to enhance what they do and how they do it to help upgrade the training of incumbent workers, help re-train laid off workers to enter the workforce, and present options for our students to pursue education that leads to well paying jobs of the future. As we did so, we obtained $1,965,631 for training, expanded the services through our CACT and SBDC, won numerous awards for our service, were awarded many grants, established the Fast Track Training Institute, enhanced our relationship with the Aerospace Defense Coalition, and expanded our Technology Incubator.
At the same time, I continued to play a pivotal role on the Economic Development Corporation, helped the CEO of the EDC to become involved in the Santa Clarita Valley, facilitated the move of the EDC to the University Center, and played a key role in shaping policy at the state level that is impacting our funding (at COC) in the economic development arena.

Goal Six – Grow the Non-Profit Council into a valued resource for non-profits in the area that yields tangible results, savings, and improves results for non-profits.

Great progress was made this year in growing the Non-Profit Council and bringing other organizations together to enable them to move forward and continue to develop. The value of networks, learning together, envisioning, developing and planning for the future has inspired many of the partners and created new hope and potential. Alliances have been built, problems resolved and doors opened. As such, this is a step in building the quality and potential of the network of non-profits in our valley and helping the people they serve.

Goal Seven – Continue discussions with Newhall Land and Farming regarding the location of a third campus in the Newhall Ranch area.

We have made some progress with our planning. However, due to the changes that have been in the works at Newhall Land & Farm, we have been unavoidably stalled in our efforts to secure a commitment and get down to details. We look forward to making progress next year as the implementation of the structure and organizational changes they have planned this year are implemented.

Goal Eight – Continue to add value to our community through collective partnerships; expansion of access to higher education in the University Center; extend our influence and programs in the K-12 arts arena; and use of our site for regional events.

As was stated last year, the opportunities for partnerships thrive in difficult times. We have seen that more this year than ever. At least once per week, an entity contacts me to discuss a potential partnership! And, despite the difficult times, with only a few exceptions, they are very willing to bring something to the table. As a result, we are able to build bridges and make connections beyond what we thought possible. At the same time, these efforts have enhanced our innovative efforts.

In the University Center, we now have 33 degrees offered, and more on the way. As more and more entities host and/or attend events in the University Center, they develop a desire to use it more! The same can be said for film crews. In addition, this year, we hosted many parties, celebrations, tributes and special events in the lobby and while doing so, promoted the University Center as well.

Goal Nine – Continue (as a college and as individuals) to provide leadership to our community.

Leadership is rarely found in our society today. But at College of the Canyons, we work to encourage people to lead from every desk and position. And, we encourage them to take their skills and abilities outside to spark new initiatives, create alliances, launch partnerships, and develop new efficiencies by working together. I support all staff in getting involved both on their own time as volunteers and, as representatives of COC. As can be seen, our folks have a presence in most non-profit organizations in the valley and provide leadership to many organizations. In addition, their statewide involvement is shaping state policy and developing networks from which we benefit daily.
Goal Ten – Create opportunities to cross-train staff, reorganize, and broaden the scope of all administrative responsibilities to enhance flexibility and versatility.

Professional development and growing our own is a hallmark of College of the Canyons. It is one of the things we are known for because we do it with passion, a belief in possibilities and a confidence in others. The development of all of our staff will always be a priority for me. This year our professional development offered workshops, conferences and training sessions. Also this year, LEAP² was developed and provided an opportunity for cross-training and practical application of what was learned. Thirty-six individuals, all graduates of LEAP I, immersed themselves for 16 weeks. Many of them have already moved into positions of greater responsibility and influence in our district. At the same time, we initiated new development training programs and continued to improve the quality of our existing programs. Sharp people save us money, time and enhance our ability to do what we do with quality. Our Mentor Program boasted the largest group ever. Our people are the most important resource we have. Investing in them will yield more benefits than we can imagine. As long as we build capacity, dream big – our future will be a bright one.

Goal Eleven – Foster innovation and entrepreneurship throughout the departments in the college district.

We began to set the stage for the innovation we see at College of the Canyons today when we enhanced all job descriptions at the college to focus on hiring positive people with entrepreneurial spirits. With that as the basic ingredient, by adding professional development, opportunities to assume more responsibility, encouraging people to take risks, and create channels for them to dare to dream and LIVE the dream, we are the most innovative and entrepreneurial community college I know. We say “yes,” not “no.” We say “we can,” not “we won’t.” And, we work to pave the way for us to better serve our community. While state resources were shrinking this year, creativity and innovation thrived at COC. With over two dozen major initiatives, the work that was done this year will enhance how we serve our community, position us for opportunities ahead, and enable us to maintain our position as—not just the leader of the pack—but the one to learn from and try to catch!

Goal Twelve – Continue to create ways to expand opportunities for leadership development, cross-training, and “growing our own.”

Leadership development at COC happens in every department. Whether via a formalized mentor relationship or an informal one, people constantly learn from each other and train each other by working together across departments and traditional organizational lines. Colleagues here, for the most part, are not territorial. Instead, they get out of their silos. In fact, they tear them down and figure out how what they do can get better if they work with others. Further, they are eager to learn and put themselves out there to do so.

We are growing our own as 29 of our staff achieved promotions and expanded scopes of responsibilities this year. People “stepped up,” as key positions remained unfilled and took on those responsibilities.

The Board should be very proud of the people who work here. They are the best and the college has a bright future because of its investment in people.

Goal Thirteen – Develop accountability mechanisms for gauging our progress to improve our transfer-ready students’ rate, basic skills students’ completion rates, and rate of placement of students into employment upon completion of certificate and workforce training courses of study.

Our infrastructure is in place. We are data-driven and make decisions based on that. We generate more data and conduct more analyses than most do. Accountability mechanisms show that we are making progress, especially on the completion front as we are #3 in the state on student completion rates.

Our courses and programs are constantly being aligned, reorganized, and developed to ensure they are relevant. Our lower division coursework has been aligned with the UC partners to ensure that all of our students’ transfer units will be accepted. They reduce the time to their degree completion.
Progress with the William S. Hart Union High School District has intensified on both curriculum alignment and strategies to enhance basic skills English and math preparedness. The conversations have been difficult, 2011-12 should be a “make-it” or break it year, as policies and procedures need to change.

Finally, the development of new mechanisms to track students placed into jobs and our efforts to coordinate with Human Resources professionals at all major employers throughout the valley should inform revision of our curriculum while opening many doors for students.