



Arts and Business Learning Community at College of the Canyons

Business Plan
LEAP 2009



Solution Team #6 – TEAM ABC
(Arts and Business Learning Community)

Creating a Student Learning Community

Elana Edelstein
Rhonda Hyatt
Jamie Milteer
Bianca Philippi
Adam Philipson
Renard Thomas

Mentor: Dena Maloney

Table of Contents

Mission and Vision	5
Introduction	6
Executive Summary	7
Program Description and Background	10
Market Analysis Summary	11
Student Interest Survey	11
Implications	12
Faculty Interest	12
Market Profile	13
SWOT	14
Competitive Analysis	15
Job Market Needs	16
Testimonials	17
Team Member Bios	19
Implementation	22
Format and Curriculum	23
Timeline	25

Resources	25
Marketing Plan	26
Program Summary	29
Financial Plan	32
Appendix A – Classroom Survey	
Appendix B – Fast Company Article on Michael Ray	
Appendix C – Mobile Film Classroom Information	

1. Mission and Vision

Mission Statement

The mission of College of the Canyons is to provide 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.

Vision of the Arts and Business Learning Community

To create and implement an interdisciplinary replicable learning model where students from multiple disciplines inspire each other to develop a creative edge to enhance their educational and career opportunities.

2. Introduction

As part of the 2009 Leadership Education in Action Program (LEAP) program at College of the Canyons, Team ABC (Arts and Business Learning Community) undertook the project of developing a successful, benefits-driven model for an interdisciplinary learning community that would bring business and art students together. Through joint exploration of creativity in business, art students will be exposed to the basics and practical application of business and the increasingly important role that art, design and creativity play in business strategy. Art students will gain a deeper appreciation and understanding of what is involved in developing and successfully managing a creative career and be introduced to possible new professional paths. Business students will be exposed to the basics and practical application of art and design and develop a greater awareness of how vitally important creativity is in terms of fostering innovation and business growth. Business students will learn new ways to think about their careers as well as business.

Successful and competitive businesses have progressive thinkers who understand concepts from both disciplines. These kinds of interdisciplinary liaisons are essential to the future. Creativity leads the way to innovation and innovation leads the way to business success. Teaching creative thinking and innovative problem-solving are skills students need to develop if they are to have a competitive advantage in today's work force, whether they work for an organization or choose to start an entrepreneurial venture. The College of the Canyons Arts and Business Learning Community will be one place where students will learn to develop and apply these skills.

3. Executive Summary

In 1979, Michael Ray, Professor Emeritus, the first John G. McCoy -- Banc One Corp. Professor of Creativity and Innovation at the Stanford Business School, began teaching a course called "Creativity in Business." Since its inception, the course was oversubscribed, with students bidding highly-coveted points to get a place. Some of the best known Silicon Valley entrepreneurs have taken this course and say it influenced their thinking and career decisions greatly.¹

In 2005, Insead, the leading European business school, just outside Paris, joined with the Art Center College of Design in Pasadena, California, to offer a joint program that teaches the role of creativity in business decisions, how innovation really works, and why design may be as important to corporate management today as Six Sigma was in the '90s.

In Spring of 2010, College of the Canyons, in Valencia, California, will launch the Arts and Business Learning Community, a program that will bring together arts and business students. A series of non-credit workshops will offer students opportunities to meet and network with innovative cross-disciplinary professionals, learn about the competitive advantages of combining these two disciplines and create a stronger sense of self, purpose and personal brand in the process.

The College of the Canyons Arts and Business Learning Community will introduce art and business students to many of the ideas offered in elite business schools with the hope of encouraging both sets of students to begin to think a bit differently about both their lives and career choices and how options may exist to them that they never even knew were possible. The program will:

- expose art students to the basics and practical application of business and the increasingly important role that art, design and creativity play in business strategy
- expose business students to the basics and practical application of art and design as a means to illustrate how creativity and innovation are directly linked to achieving business success.

Business schools are working to get students to think outside the business box. Professors say it helps people enhance their own personal creativity, as well as their management of others, because employers in the new economy value innovative and creative thinking as much as traditional frameworks and skills.

With a long-standing history of fostering leadership and responding to present circumstances with innovative ideas and strategies, College of the Canyons strives to provide students with the kind of critical thinking skills that will make them more competitive as they enter today's workforce. By adding this program to the portfolio of existing offerings for students, students will have another advantage.

¹ Sittenfeld, Curtis, "The Most Creative Man in Silicon Valley," Fast Company Magazine, December 19, 2007.

Every year, approximately 6,400 students enroll in arts or business courses at College of the Canyons. Of these, in the year 2007/08, 9% of arts students and 24% of business students were co-enrolled in classes in both subjects.

While a “Creativity in Business” course at a top business school can easily run upwards of \$5,000, the Arts and Business Community at College of the Canyons will provide access to similar content at no cost to students. If the program expands into one that is also offered on a fee-base to local businesses, it could become self-sustaining.

The members of the development team for the Arts and Business Learning Community came together across functions and disciplines, and include Elana Edelstein, a grant writer, specializing in securing funding for performing and fine arts programs; Rhonda Hyatt, Ed.D, a full time faculty member in the new Recreation Management program; Dr. Dena Maloney (team mentor), founding Dean of the Canyon Country campus and previously responsible for developing an overall vision of the college’s customized curriculum and business certificate programs to meet economic and workforce training needs of business and industry; Jamie Milteer, administrative assistant to Dr. Maloney; Bianca Philippi, an associate adjunct instructor in the business department who was trained by Michael Ray to teach his “Creativity in Business” curriculum; Adam Philipson, Managing Director of the Performing Arts Center and professional actor; and Reynard Thomas, Program Manager for Veteran and Athletic eligibility.

The pilot program design includes four non-credit workshops of three hours in length, with students being asked to commit to attending the entire series. Planning and finalizing of the content and curriculum will take place in the Fall and Winter of the 09/10 school year, with the first series of workshops launching in the Spring of 2010.

The current projected costs for the program, including a faculty coordinator’s stipend is just around \$13, 400. Estimated enrollment for the pilot is 20-30 students. As the program becomes fully developed, it could be offered twice a year, bringing costs down to under \$250 per student. Students may be asked to pay a modest materials fee of \$25-\$35, as a nominal fee often creates greater commitment and better attendance.

The most likely participants of the program will be students who have taken more than one art or business course, although the current prerequisite for joining the community is to have simply taken or be enrolled in one.

The program is likely to attract the following:

- Aspiring entrepreneurs
- Artists who would like to develop a business or marketing plan to sell their work
- Aspiring managers who wish to better understand the role of creativity and innovation in the workplace and how to foster it
- Students who are about to enter the job market or are in transition who wish to define and develop a strong personal brand that will differentiate them from others

- Students who are interested in gaining a deeper understanding of and appreciation for creativity (their own and that of others) and how to most effectively promote and express it in a professional context
- Students who are interested in learning about new careers or opportunities and meeting professionals who have created such careers or enterprises.

In a survey administered to 164 arts and business, 76% expressed an interest in learning more about creativity in business and 78% expressed an interest in learning more about the business of the arts. Student responses varied in terms of how many sessions they might attend. Students anticipated the ideal length of time for each session to be between 1-2 hours. Informal discussions with faculty as well as COC alumni and professionals working in both disciplines echoed strong support for the Learning Community.

The benefits of this model of a learning community are as follows:

- Promotes Active Learning, students have the opportunity to learn and apply skills,
- Small cohort with focused outcomes and objectives,
- Limited time commitment from faculty and students,
- Flexibility (the model can be inserted without conflicting with the sequence of courses within disciplines), minimizes scheduling conflicts among faculty and students, format allows for flexibility in meeting course objectives,
- Model may serve as a “gateway” for future interdisciplinary models, flexible and limited use of resources and physical space.

The benefits to students in participating in the Arts and Business Learning Community include:

- gaining a deeper awareness of the skills needed to be competitive in today’s job market, including how to effectively present a business concept,
- An opportunity to make contact with arts and business professionals,
- Valuable reference materials,
- The skills needed to develop a personal brand,
- Opportunity to network with students in another discipline of study, build self-confidence.

Students will participate in a real-life business simulation as part of the experience. As a culmination to the workshop, in the final session they will present their project to the class and a panel of faculty members and arts and business professionals. Students will have access to a mobile film studio and may choose to present their project in the form of a short film and/or commercial. Pre-and post-workshop surveys will be administered to assess the program effectiveness and impact it had on students.

37 students have already volunteered to join in group discussions on the further development and planning of this program.

4. Program Description and Background

College of the Canyons has always been a valued resource for the business community. It is this deep relationship with the community that has spurred the college's phenomenal growth over the past 20 years. The Chancellor of the College, its Board of Trustees and Administration consistently find meaningful and new ways to partner with the business community. As a business resource, the college boasts an Employee Training Institute, Business Incubator, Center for Applied Competitive Technology, and Small Business Development Center. Collectively, these entities serve hundreds of businesses and entrepreneurs in the Santa Clarita Valley.

With respect to the arts, the College also holds the key to many major cultural activities in the Valley. The 900-seat Performing Arts Center at the College is a focal point of the artistic community serving the students, community and professional artists. A newly created Fine and Performing Arts Division has nine departments that teach students the theory and practice of a variety of disciplines from Theater to Animation. The Performing Arts Center, a world-class venue in which students frequently perform, is a magnet for new and returning students who seek a career in the arts.

COC has a history of supporting leadership, collaborative partnerships, responding to present circumstances with innovative strategies and implementing those ideas rapidly. The Creativity in Business Student Learning Community is a responsive and promising idea that will encourage business students and future leaders to think in more creative ways and fine and performing art students to better understand the business side of their craft and possibly explore new paths and opportunities they did not even know existed. While several art departments in the division teach the "business of the art form" and the business division offer classes exploring creativity as it relates to marketing, none take the step of partnering artists with business students to create a collaborative learning community where students can gain an appreciation for the others vantage point. Studies show that "Gen Y" students like to study in cohorts, enjoying the social nature of groups. While this model is replicable and will undoubtedly become a practice among many inter-departmental disciplines, the pilot program will strive to get artists thinking a bit more like business people, and business people a bit more like artists.

More than any time since the Industrial Revolution and Internet boom, opportunities are plentiful for those who can form meaningful partnerships, think outside the box and demonstrate innovation; LEAP Team ABC's project will help to foster that type of creativity for business and art students. Students will have the opportunity to think about who they are in the world as they collaboratively focus on a personal branding plan through a series of guided workshops. The end result will be a benefit to the students who will articulate an innovative and out of the box vision of their future and have a way to stand out in the work force. The end result will also be a benefit to the College in that it will provide another innovative structure to nurture and challenge its students while offering exposure to professionals in their field. The future of additional partnership disciplines is endless and exciting and could include: Religion and Physics, Science and the Arts, or Culinary Arts and Language Arts.

5. Market Analysis Summary

This project will offer a unique opportunity for a select group of College of the Canyons arts and business students. Approximately 6,400 students enroll in business and/or fine and performing arts classes at COC each year. Close to 9% of arts students and 24% of business students are co-enrolled in classes in both subjects. Enrollment in the Creativity in Business Learning Community will be open to students who are currently enrolled in or have completed at least one art or business class.

	Enrollments (2007/08)*	Unduplicated Headcount (2007/08)	# Art Students Co-Enrolled In Business Courses	% Art Students Co-Enrolled In Business Courses
Business	2,666	1,854	--	--
Arts (all)	9,381	5,020	443	8.8%

6. Student Interest Survey

A survey was administered in a variety of arts and business classes with 164 students completing the questionnaire (see survey in Appendix A). Discrepancies in numbers appear since a number of students left some questions blank.

Of these students, 37 indicated an interest in participating in a focus group discussion with other students about this project and provided their contact information.

The responses were as follow:

1. Have you taken any art classes at COC? Yes – 98 No – 59
2. Have you taken any business classes at COC? Yes – 99 No – 65
3. Would you be interested in learning more about using creativity in business? Yes – 125
No – 27
4. Would you be interested in learning more about business in the arts? Yes – 128 No – 34
5. Would you be interested in learning how to “brand” yourself (personal branding) and how to market yourself effectively and creatively in a competitive job market? Yes – 108
No – 32
6. Would you be interested in taking a workshop on Creativity in Business and the Business of the Arts? Yes – 98 No – 37

Reasons students indicated they would be interested in participating include: Wanting “to learn how to start a business,” “sell my art,” “market myself better,” “make more money,” “because you need to know how to be creative to be competitive,” “to learn to be more creative.”

Number of business students (only) participating: 62

Number of Art students (only) participating: 65

Number of students who have taken both art and business courses at COC: 36

How many sessions would you be willing to attend for such a workshop?

1: 29
2: 23
3: 18
4: 18
5: 5
6 or more: 28

How long should each session be, in your opinion?

1 hour: 57
2 hours: 66
3 hours: 7
more than 3 hours: 1

7. Implications

There is significant interest among students for such a program.

The level of interest in terms of the desired length and number of sessions for such a program varies, so possibly offering one time sessions that are open to anyone who is interested should be considered in addition to offering a more in depth series of workshops to which students will be asked to make a commitment.

A higher level of interest was indicated by students who have taken a greater number of courses in either art and/or business than those who have taken just one class.

8. Faculty Interest

Team ABC met with the Deans of the Fine and Performing Arts and Social Sciences Divisions, the Chair of the Business Department and faculty members in both divisions to assess the interest in offering an inter-disciplinary program promoting creativity in business. Response was overwhelmingly in favor of such a project with faculty members willing to provide extra credit or HITE credit to students who choose to participate. Faculty in the Fine and Performing Arts Division suggested that the program would be a strong compliment to a variety of classes covering the business of the arts (Business of Theatre, Business of Photography) which tend to be more narrowly focused on topics related specifically to each field such as music licensing requirements and art school portfolio development.

9. Market Profile

This program holds broad appeal, and will potentially attract students of a range of ages, gender, income and education and professional experiences/background.

Students who are likely to participate in the Art and Business Learning community include:

- Aspiring entrepreneurs
- Artists who would like to develop a business or marketing plan to sell their work
- Aspiring managers who wish to better understand the role of creativity and innovation in the workplace and how to foster it
- Students who are about to enter the job market or are in transition who wish to define and develop a strong personal brand that will differentiate them from others
- Students who are interested in gaining a deeper understanding of and appreciation for creativity (their own and that of others) and how to most effectively promote and express it in a professional context
- Students who are interested in learning about new careers or opportunities and meeting professionals who have created such careers or enterprises.

Current users of such programs include students at elite private colleges and universities at both the undergraduate and graduate level. Such programs are also offered through Executive Education programs at a significantly higher cost than we will be able to offer at College of the Canyons

Current participants in such programs are willing to pay steep tuition fees because there is an expected return on their investment that comes with attending a highly regarded brand name school. Such programs also provide participants networking opportunities as well as a differentiation in terms of their own personal brand, all of which makes them more competitive in the marketplace.

10. SWOT ANALYSIS

TEAM ABC performed a SWOT analysis to evaluate the need for a program which addresses the Professional Branding and Creativity in Business. Some of the issues identified during this analysis are as follows:

<i>Strengths</i>
√ Unique program/curriculum content
√ Capitalizes on established college resources (i.e. SBDC, PAC, Economic Development, Gallery)
√ Unlike other competing programs in LA County, we are offering this program at no cost
√ Students can receive extra credit in existing classes
√ Short-Term offering
√ Opportunity for students to meet with high profile individuals in their field of study
√ There is student interest in programs that combine arts/business/creativity
√ There are a number of “Business of…” courses within the Arts Division from which to recruit
√ Recent research indicates the need to combine creativity and business savvy for career success

<i>Weaknesses</i>
√ Little potential to generate income
√ Students may not view the program as a serious commitment because there is no charge for it
√ Time commitment – students have many other demands for their time
√ Many students enrolled in business or arts classes don’t necessarily know their career goals
√ Reliance on external professionals to lead workshops
√ No tangible incentive to participate if students don’t recognize value of program content

<i>Opportunities</i>
√ Students can network with their peers
√ Opportunity for students to have access to high level curriculum and business professionals
√ Opportunity for Professional Development (FLEX) Credit
√ Students can receive HITE credit for participation
√ The recent economic downturn has made people more concerned about acquiring a competitive advantage in their career field
√ There is community need if we ever want to expand the program and/or charge fees

<i>Threats</i>
√ Many other programs on campus competing for student attention
√ Target group is rather narrow if only directed to business/arts students
√ Resources – Funding guest speakers could be quite costly

11. Competitive Analysis

Extensive research was conducted to identify other local educational institutions that offer business skills training to arts students. Research found that while many private arts colleges and several public colleges in Southern California offer some form of career planning for their students, there are no programs that pair art and business students together for the purpose of applying creative business concepts in the development of a personal philosophy, mission statement, resume, portfolio and/or business plan.

College of the Canyons will focus on offering a short-term business training program most similar to those offered to working artists by professional training organizations such as the Center for Cultural Innovation featuring strong curriculum on creativity in business and professional guest speakers sharing their expertise. While these programs are usually offered at a high cost to students, we wish to remove this barrier, recognizing that the expense can be a large deterrent, particularly when target students include not only those students serious about a career in either business or art but also those who are unsure of their career/personal goals and just want to explore their options.

12. Job Market Needs

In a detailed survey of 431 human resource officials on the readiness of new entrants into the U.S. workforce (Casner-Lotto, 2006)², nearly three-fourths of participants ranked "creativity/innovation" as among the top five applied skills projected to increase in importance for future graduates. The Center for Continuing Study of the California Economy asserts that job growth in the State will continue to be concentrated in sectors that emphasize creativity, innovation and technology (Levy, 2009)³.

The *2008 Report on the Creative Economy of the Los Angeles Region* found 26,500 direct jobs in the Fine and Performing Arts sector in Los Angeles County during 2007 and revenues of \$7.6 billion. The same report claims there is a vast untapped potential in partnerships between colleges and university programs in the fine and performing arts and the business community that promote innovation and the creative economy⁴.

² Casner-Lotto, Jill, and Linda Barrington. Are They Really Ready to Work? Rep. no. BED-06-Workforce. Oct. 2006. The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills and The Society for Human Resource Management. 1 May 2009 <<http://www.conference-board.org/publications/describe.cfm?id=1218>>.

³ Levy, Stephen. California's Future Economy and Population: Implications for a Fiscal Policy Agenda. Rep. Feb. 2009. Center for Continuing Study of the California Economy. 1 May 2009 <http://www.ccsce.com/pdf/Californias_Future_Economy_and_Population.pdf>.

⁴ Los Angeles County Economic Development Corporation. 2008 Report on the Creative Economy of the Los Angeles Region. Rep. Sept. 2008. Commissioned by Otis College of Art and Design. 4 May 2009 <<http://www.laedc.org/reports/CreativeEconomy-2008.pdf>>.

13. Testimonials

In addition to students and faculty members, Team ABC interviewed successful business leaders and artists to collect their thoughts on whether a program of this sort would be valuable to emerging artists and/or business people. Response was overwhelmingly favorable.

“I attended a two-week program at Stanford that was itself an intersection of business principals with non-profit arts management strategies. It was the Executive Program in Non-profit Management. We heard from the same professors who taught in the Stanford MBA program. I use many of the principals that I learned from them -- including how to negotiate so that everybody wins. I learned about being creative and taking risks in order to find new products or solutions to problems. I also learned about competitive advantages and about how to compete effectively in our market.

I found it very illuminating and beneficial. At the end of the day, we are running businesses -- albeit businesses that are not created for profit. But, they are businesses just the same. We must all amass financial resources to stay in existence. A non-profit with no cash will die. A non-profit with a \$1 million budget is still a non-profit that can do good.

A blending of the two approaches will be useful. We must all learn about marketing, selling our services, balancing our budgets, serving our customers.”

Erwin Washington
Executive Director
Lula Washington Dance Theatre

“When I was studying for my theatre degree, there were no courses offered in Arts Management or Business of Arts. Nor were they encouraged by the theatre staff. As artists in school, very few of us say that we want to be an arts leader. Most of us think we will be an actor, director, or designer and be rich and famous. The reality is, is that the majority of us, with a BA in theatre either go onto Grad School, or into the real world which, more often than not, lands us working in a Not For Profit Arts Organization and leaves us scratching our heads on what to do.

I think that as an undergraduate majoring in the arts, and more so as a graduate student, that a course OR several courses on Business and Not For Profit Arts Organizations should be mandatory. This way, the real world experience isn't so overwhelming.”

Ovington Michael Owston
Artistic Director
Repertory East Playhouse

“I wish that a course in business had been offered as part of my theater arts program in college; specifically, marketing. I had no idea how to interview, how to present myself in meetings, how to dress, how to ‘sell’ myself. Show Business is a business and as artists we need to be savvy if we're going to have a long and prosperous career. So much of my work has been learning how

to catch up in that area. I think what you're offering is brilliant and will be of tremendous help. Where were you when I was in school?"

Cindy Marcus
Executive Director
Showdown Performing Arts Program

"Business landscape is changing. Gone are the days when a business degree will guarantee you success. Creative entrepreneurs are leading the way. An art education will open up the thinking process that entrepreneurs desperately need. As Peter Drucker, the legendary management guru would say - you do not have a business if you do not have customers. In the conceptual age, understanding customer needs is more of an art than science. If you are selling a product, consumers are influenced by the way the product looks or designed. Having art knowledge will make you more competitive and help you stand out from the crowd."

Jay Maharjan
Entrepreneur TV

"I can say that I didn't have any classes like this at all when I was in school. My degree is in music composition but I can say without hesitation that more than 60% of my work on a daily basis is more business-related than music related. It has taken me years of on-the-job training to understand the finer points of self-promotion, marketing, and protecting your product. Having a chance to learn about that BEFORE it mattered professionally would have been invaluable. Now I pay a manager to do it!

Georgia Stitt
Composer, Teacher, and Television Music Director

"For many years the world of art and the world of business existed apart with a few dilettante exceptions when business might come and purchase art, but in that separation, both have lost. The opportunity that lies before us now is that business people increasingly are needing to tap into higher levels of creativity to be competitive in the global fierce marketplace and at the same time artists need to understand the business principles that make people successful in a market or environment or community where there are lots of people doing the same kinds of things. There is a huge opportunity for artists and business people to come together in an academic environment and learn."

Perry Gruber
Motivational Speaker/Founder Perry Gruber Ltd. (formerly Program Manager for Corporate Strategic Alliances at Intel)

14. Team Member Biographies

Team ABC is comprised of a cross-section of talent from the college, including faculty, administrators, and classified staff.

Elana Edelstein is a grant writer for College of the Canyons. In this position she identifies sources of external funding for the college and crafts proposals soliciting funding for performing and fine arts programs. Her efforts encompass fundraising both for the college as well as for community groups working through the City of Santa Clarita. Edelstein has gained invaluable fundraising, public relations and marketing experience through serving a number of nonprofit and educational institutions including Crystal Stairs Child Development Corporation, Jewish Family Services of Los Angeles, Los Angeles Girl Scout Council, California State University Dominguez Hills, and Glendale Community College. Edelstein has a Bachelor's Degree in Creative Writing from the University of Southern California, where she was a Dean's Scholar and Gold Key Honor Society member. She was nominated for the San Fernando Valley Business Journal's 2005 Women Who Mean Business award and the 2008 40 Under 40 award. Edelstein is an active member of the Burbank Jaycees, the Pasadena Junior Chamber of Commerce Foundation and Emerging Arts Leaders of Los Angeles.

Rhonda Hyatt, Ed.D is a long time resident of Santa Clarita and a full time faculty member for Recreation Management, a newly established major at College of the Canyons. Her professional education background includes a Bachelor of Science in Athletic Training from University of Nevada, Las Vegas, a Master of Science in Physical Education for University of Arizona and a Doctorate of Education from UCLA. Prior to joining the faculty at College of the Canyons, she served as the director of athletics at Santa Monica College and associate director of athletics at California State University Northridge.

Rhonda has extensive experience in student support services, specifically working with the college student athlete population. Past experiences involved areas of academic advisement, eligibility, financial aid and prevention education programming in sports injuries, substance abuse and relationship violence. Rhonda served as the head athletic trainer and clinical instructor for the undergraduate Athletic Training Program at CSU Northridge for sixteen years. In addition to her interests in sports medicine, her professional interests include leadership in organized sports and recreation, and persistence in the college student athlete population.

Dena Maloney, Ed.D is Founding Dean of the Canyon Country Campus and responsible for all aspects of the new College of the Canyons campus. Prior to being named Founding Dean of the Canyon Country campus, Dr. Maloney served as College of the Canyons' Dean of Economic Development. In the role, Dr. Maloney was responsible for developing and implementing an overall vision of the college's customized curriculum and business assistance programs designed to meet the economic and workforce training needs of business and industry in the greater Santa Clarita Valley. Under Dr. Maloney's leadership, the Economic Development Division at College of the Canyons has generated over \$10,000,000 in grants and training contracts over the past ten years, served thousands of businesses, and has been a catalyst for innovation and economic growth in the Santa Clarita Valley.

During her career at College of the Canyons, Dr. Maloney also served as Director of the College of the Canyons' Center for Applied Competitive Technologies and Employee Training Institute. She has served on many state and local boards including the Valley Industrial Association, the SCV Chamber of Commerce, the SCV School and Business Alliance, the SCV International Program, and the SCV Economic Alliance to promote business and education partnerships. Dr. Maloney earned a doctorate in organizational leadership at the University of La Verne, a Master's Degree in Government from Georgetown University, and a Bachelors Degree in Political Science from Loyola Marymount University.

Jamie Milteer is the Administrative Assistant to the Founding Dean of the Canyon Country Campus. In this position she coordinates with the Founding Dean on the day to day operations of the campus. This includes coordination of promotional events for the campus, Associated Student Government activities, budget monitoring, promotional material development, assessment analysis, contracts/purchasing and student development. Past experience includes two years in the NSF-CREATE Office at College of the Canyons working on various programs and budgets to facilitate the grant, 10 years as the Department Secretary for the Electrical Engineering Department at the College of Engineering and Computer Science at California State University, Northridge and two years as the Secretary to the Associate Dean in the same college. Jamie is a long time resident of the Santa Clarita Valley and has been involved in the Saugus High School Softball Boosters, Magic Soccer Club Board of Directors, and Fundraising Chair for AYSO Region 678 Soccer Organization.

Bianca Philippi is President of Creative Insights, a consulting firm providing expertise in education, marketing, organizational / HR strategies and developing innovative, socially responsible and sustainable business solutions. Her work includes corporate and non-profit marketing projects involving brand identity and repositioning, working with leadership teams of non-profits on cause marketing, sustainability initiatives and for-profit spin-off ventures, coaching Executive Directors of non-profits, presenting customized workshops on leadership, career-planning and mentoring, guiding culture audits within organizations to facilitate change, foster communication and improve performance. Other projects have included conducting donor studies and analyses of giving patterns.

One of the first Teach for America corps members, Bianca has taught Art, Drama, Journalism and AP English at the K-12 levels. A former student of Michael Ray's, Bianca is certified to teach his Creativity in Business curriculum. Bianca is an adjunct associate instructor in the business department at College of the Canyons. She is also an instructor at UCLA Extension where she received a Distinguished Instructor Award in May 2009. Bianca graduated summa cum laude from Boston University with degrees in Art History and German Language and Literature and was elected to Phi Beta Kappa. She holds an individualized Ed M from Harvard University, with a concentration in Non-Profit Management and an Ed M in Educational Leadership from UCLA. Bianca has served on the boards of Los Angeles Social Venture Partners and KIPP LA Schools. She currently serves on the boards of Centro Latino for Literacy and is the incoming President of the American Marketing Association of Southern California.

Adam Philipson is a senior arts administrator who holds a Master of Arts in Organizational Management with a specialization in arts management from Antioch University. He has an

extensive 16-year-long professional acting background which included roles in several Off-Broadway performances, national tour theatrical productions, and one Broadway role with over 400 performances as Eugene Morris Jerome in Neil Simon's "Broadway Bound," — in addition to more than 100 national and local television and radio commercials and appearances in over 25 episodic television programs and feature films.

As Managing Director of the Santa Clarita Performing Arts Center at College of the Canyons, Adam's responsibilities include the planning and executing of all fundraising, marketing, promotional, public relations and communications programs in support of the facility, the booking of talent for the "COC Presents" professional and academic performance lineups and the oversight and implementation of the PAC's short and long term business goals and educational/entertainment objectives. Adam has also spear-headed a K-12 arts education initiative that will serve the entire Santa Clarita Valley.

Prior to Adam's position at COC he served as the Assistant Director of the Broad Stage at Santa Monica College, the non-profit operating entity of the college's \$45 million performance and visual arts center. He also directed the Madison Performance Series and accompanying youth arts education programs. Adam currently serves on the Saugus School District's Arts for All board, the PAC K-12 Advisory Committee and is a board member of the California Presenters.

Renard Thomas is the Program Manager for Veterans and Athletic Eligibility. He earned his Associate's Degree in Vocational Technology from College of the Canyons and is currently working on his Bachelor's Degree in Technical Management.

Mr. Thomas is currently serving as a First Lieutenant in the California National Guard as a Battalion Movement Officer. He has 17 years of combined military experience (active duty, reserve and National Guard). He has been deployed in support of Operation Iraqi Freedom, where he served as a Mobilization Officer, Platoon Leader and Mission Commander for over 60 CLP (Combat Logistic Patrols). Mr. Thomas has managed the Veterans program at College of the Canyons since 2001 and assists approximately 200 veterans, service members and eligible dependents access over \$700,000.00 annually in education benefits. The VA Program is designed to help veterans and service members transition from military service obligation to the classroom.

Mr. Thomas makes athletic eligibility determinations for approximately 1000 student athletes a year. He meets with all 16 College of the Canyons intercollegiate teams every semester to discuss eligibility and navigating the community college system successfully.

15. Implementation

Structure

An interdisciplinary model requires expertise from both areas, in this case art and business. A project director/facilitator will be designated to coordinate the curriculum, design the workshops, oversee marketing and student recruitment, and to coordinate the faculty and guest presenters. The content of the workshops will be developed in consultation with SBDC, art and business faculty as well as professionals working within the arts industry or related entrepreneurial ventures.

Participants

COC students will be recruited from both the arts and business disciplines through various formal and grassroots efforts including printed materials, web postings, class visitations and communications with faculty and academic counselors.

Orientation

The success of the learning community experience is dependent upon retention of the students for the duration of the program. It will be useful to conduct an orientation prior to the start of the program to introduce the project and gauge student interest and commitment. This will consist of a short (30 minute) presentation and a question and answer session or sessions if necessary.

16. Format and Curriculum

The program format is short-term workshop offered in the spring semester. The program will consist of an Orientation and four, three-hour workshops for a total of twelve hours of workshop instruction.

Since one of our design team members has been trained to teach Michael Ray's "Creativity in Business" course, the Arts and Business Learning Community has access to the entire curriculum and accompanying materials. Srikumar Rao's syllabus is publically available at <http://www.READYTOSUCCEED.COM/CPM.htm>.

Description: This is a course on "creativity" in business and what may reside at the intersection of the arts and business. The course also deals with personal branding and identifying one's calling in life (what matters most to you and why?) along with developing personal values, ethics, integrity and achieving mastery and ultimately alignment with one's life work.

Objectives:

1. To introduce students to professionals who have established and innovative careers that include elements of both business and the arts, and to hear their stories and perspectives.
- 2) To expose students to a variety of techniques and exercises that have been found to be helpful in the creative process; to help students identify those that most resonate with them and learn how and when to apply them to a range of different business and personal situations.
- 3.) To expose students to basic business concepts and demonstrate how having an underlying structure adds direction and strength to a venture – that "ideas are a dime a dozen and it's all about execution, impact and adding value."
- 4.) To help students discover their "highest goal" or "purpose/calling in life" and how to align this goal or purpose with all of their interests to help them discover how they wish to live and work for the rest of their lives. Students will also learn that when one is moved or driven by a "higher goal," the greatest potential exists to make a real difference in the world, to others and ultimately to become a leader.

Content:

Students will be provided a copy of a book such as Michael Ray's Creativity in Business or The Highest Goal: The Secret That Sustains You in Every Moment, Srikumar Rao's Are You Ready to Succeed? Unconventional Strategies to Achieving Personal Mastery in Business and Life, Michael Michalko's Cracking Creativity: The Secrets of Creative Genius. A different book is recommended for each time the program is offered to allow and encourage students to participate more than once.

Guest speakers may include, but are not limited to, the individuals from whom we have testimonials and others such as:

Irwin Washington, Executive Director, Lula Washington Dance Theatre
Ovington Michael Owston, Artistic Director, Repertory East Playhouse
Cindy Marcus, Executive Director, Showdown Performing Arts Program
Jay Maharjan, Entrepreneur TV
Georgia Stitt, composer, teacher, music director
Perry Gruber, founder of Perry Gruber Ltd., formerly at Intel in Corporate Social Responsibility/Communications department
Ben Goldhirsch, founder Good Magazine, Reason Pictures
(<http://www.triplepundit.com/pages/ben-goldhirsch.php>)
Jonathon Greenblatt, co-founder Ethos Water
Kevin Carroll, public speaker, formerly in-house Katalyst at Nike

Michael Ray's curriculum includes assigning students weekly "live-withs" such as: "Do only what you love, love everything you do," "Pay attention," "Walk into Fear," "Be loyal to your own values..." Students will also be assigned such "live-withs" and asked to keep a journal throughout the program (see Appendix B for an article on Michael Ray).

In a dynamic, hands-on, interactive exercise, students will participate in a real-life business simulation by developing their own product utilizing a simple cardboard box. In pairs (art student and business student), they will define their box into a product of their choosing limited only by their creativity. They will then develop a business vocabulary as they identify their competition, develop a budget, create a marketing campaign, work as a team, and learn about entrepreneurship. The students will work on this exercise throughout the workshop. As a culmination to the workshop, in the final session they will present their project to the class and a panel of faculty members and arts and business professionals.

Through a partnership with the Mary Pickford Institute for Film Education, students in the Arts and Business Learning Community will have access to the Mobile Film Classroom (MFC), a complete mobile digital production unit equipped with iMac workstations, digital video cameras, portable lighting and microphone kits, professional video and audio editing software, sound recording booth and DVD production equipment. An on-site instructor is available to guide students through the digital media creation process as they take part in every aspect of production, whether writing, filming or narrating or film and music editing.

The experience is designed to teach digital technology and media literacy with the goal of enhancing students' excitement for and enriching their ability to learn, while developing patience, encouraging social consciousness and emphasizing teamwork. Students may use this resource to develop a video resume and/or create a commercial or video as part of their final presentation for the workshop series (see Appendix C for MFC information).

For Example:

Week 1: "What is Your Highest Goal?"/Perry Gruber/Introduction to "team project"

Week 2: “Making Money is Not Selling Out”/Ben Goldhirsch/work on “team project”
Week 3: “Executing the Vision Behind the Passion”/Irwin Washington/work on “team project”
Week 4: Panel discussion, presentation of “team project”, summary, evaluation

17. Time Line

Initially to maximize student and faculty buy in, it is best to implement the model within the traditional academic year. Planning for implementation of the model would best occur during the Fall 2009 and Winter 2010 semesters with implementation to occur in mid or late Spring semester 2010. The most difficult part of the program will be contacting and recruiting student participants from the arts and business courses. It will be necessary to wait for the spring semester to be underway to begin to contact the students.

Fall 2009- Solidify curriculum content for 12-16 hours of student contact
Fall 2009- Clarify the student “team project”
Fall 2009- Develop web page about program and link to business and art divisions
Fall 2009- Distribute flyers and brochures to faculty, academic counselors and students
Fall 2009- Visit department meetings to get buy in from faculty and build interest
Winter 2009 – Confirm faculty and guest presenters
Winter 2009- Develop course materials and purchase materials, books and supplies
Early Spring 2010 - Recruit student participants
Mid Spring 2010- Conduct Student Orientation

18. Resources

Financial: Financial resources to support facilitator and speaker stipends, materials and supplies
Facilities: Multimedia classroom or lab conducive to active learning and demonstrations.
Support: Buy in and support from Division Deans and Faculty in Fine Arts and Business
Marketing: Assistance from the Public Information Office in the development and distribution of promotional materials.
Fiscal Services: Assistance in generating requisitions for supplies and academic materials as well as stipends for presenters.

19. Marketing Plan

Promotion and Strategy

The Art and Business Learning Community has the potential to evolve into a cross-disciplinary learning community, eventually serving students in areas outside of the arts and business to show all students the power of interdisciplinary collaboration and cross-functional teams. It could also possibly spin off a fee-based program offered to members of the business community.

The advertising will emphasize the following:

Image and tagline:

Some or all of the following taglines may be incorporated in Arts and Business Learning Community collateral materials:

“Innovation at the crossroads...”

“Innovation lies at the intersection of disciplines.”

“At the intersection of disciplines, innovation begins.”

“Where paradigms merge and innovation begins.”

“Art & Business in Learning Community
at the intersection where innovation begins.”

“Innovation is brewing...
Art & Business in Learning Community”

“Generate the Unexpected”

“Create the Unexpected”

“Transform”

“Creative Workforce”

“Creative Capital”

Other creative concepts for future consideration:

* Painting by numbers

* Business suits with tattoos

- Perhaps a hand shake with one wrist showing a shirt and suit cuff and the other with tattoos
- Imagery of two people collaborating one in a suit one more casual/artsy

* Creative graph

- Graffiti on a wall starting with someone in arty clothes beginning a painting, it's not clear what the image is until a second person come along dressed in business attire and with a pen adds in detail + numbers and it becomes apparent that the image is actually a graph, the two people then swap tools (business person takes spray paint and arty person takes pen) and finish off the graph.

* Brochure

- Begins with an image and on each page shows how that image can be applied to different consumer goods

* Gateway of opportunity between art and business

* Increase competitive edge; be edgy in the competitive market; developing the competitive edge for the creative workforce

Marketing Pieces

Postcard mailer (to be developed and mailed to students enrolled in arts and business classes)

Brochure

T-shirts

Website

Promotional events on campus

Online Presence

Unique URL including video interviews with professionals (both former COC students and others) endorsing the program

Campus Literature

Classroom and common areas advertising

Electronic Marquee

Word of Mouth

Incorporated in PIO and campus event announcements

Classroom visits

Open campus presentations

To reach prospective student participants, we will work closely with faculty in both the arts and business to promote awareness of the program. The program facilitator will visit arts and

business classes at the beginning of the Spring semester to present an overview of what the program has to offer and how students will benefit by participating.

The program will also periodically sponsor events to introduce prospective new participants. Such events might include a screening of the presentation Srikumar Rao made to Google staff in Mountain View <http://www.youtube.com/watch?v=u20vVbhpM50>, or guest speakers with backgrounds in art and business that have developed entrepreneurial ventures or new positions for themselves within existing companies or organizations. For example: <http://www.brainsonfire.com>, people from the list of Fast Company's "100 Most Creative People in Business," <http://www.createathon.org/>, participants in Ruth Lozner's course at the University of Maryland, Rolf Smith (<http://www.thinking-expedition.com/>)

While the program may eventually expand, a segmentation approach is recommended for the initial rollout, focusing exclusively on students who have either previously taken or are currently enrolled in arts and/or business classes.

Likely participants of the program have taken more than one art or business course. Preliminary findings of the survey that was administered, suggest students who have taken several classes in either art and/or business are more likely able to recognize the immediate value and benefit of participation. Students, whose primary focus of study is not in either area, are probably not as likely to participate or find the program personally relevant.

|

20. Program Summary

Through a joint exploration of creativity in business, an art student will learn critical business skills teaching them the business side of a creative career while the business student will learn creative, artistic and entrepreneurial ways to view their career in business.

Student Learning Community Model

The focus of the learning outcomes will be “Professional Branding” and “Creativity in Business”. The purposed model for the learning community is characterized by an interdisciplinary cohort, students from all areas of arts and business, with an interdisciplinary (arts and business) curriculum. The benefits based model emphasizes very specific outcomes or benefits to the participants. Students will not only learn critical concepts, but will be asked to incorporate the knowledge into a project related to “professional branding”. The format of the program will be a benefits driven, short term, non-credit workshop. The benefits to this model of a learning community are:

- Promotes Active Learning; students have the opportunity to learn and apply skills.
- Small cohort with focused outcomes and objectives
- Limited time commitment from faculty and students
- Flexibility; the model can be inserted into with the sequence of courses within disciplines
- Students are exposed to the concepts without committing to a full term course.
- Minimizes scheduling conflicts among faculty and students
- Format allows for flexibility in meeting course objectives
- Model may serve as a “gateway” for future interdisciplinary models
- Flexible and limited use of resources and physical space

Benefits to Students Involved in a Learning Community

The benefits include an opportunity to participate in an innovative learning community, build their own community and network, encourage academic achievement and retention, stimulate new interests and intellectual development in their fields, group and team dynamics, embrace diversity of behavior and ideas, stimulate creative out of the box thinking and problem solving. Student may also receive extra-credit or HITE credit for participation in the program.

Benefits to the College by Embracing Learning Communities

Promotes culture of innovative teaching and learning, promotes diversification of student skill set, promotes applied or active learning and promotes academic achievement and retention.

Contributes to the Strategic Plan

Teaching and Learning: College of the Canyons will provide resources in a positive environment that supports excellent teaching and learning

Innovation: College of the Canyons will dare to dream and make it happen.

Campus Climate: College of the Canyons will enhance and support a sense of community and cooperation on campus.

Stakeholders

Although the Creativity in Business learning community proposed encompasses and benefits a select group of students, we have identified a broader pool of stakeholders who will directly and indirectly benefit from the success of the model.

- Fine and Performing Arts Students; Art, Dance, Graphic and Multimedia Design, Photography, Theater, Radio/TV/Film Production, Music, and Animation
- Business Students; Marketing, Small Business Management
- Fine and Performing Arts and Business faculty
- Small Business Development Center
- Local arts and business industry
- Academic Affairs and other academic disciplines seeking to embrace an interdisciplinary approach
- College of the Canyons; the project is compatible with the strategic plan

Expected Outcomes

- Networking opportunities
- Expanded contact with arts and business professionals
- Creative edge in the business world
- The ability to effectively communicate your personal vision
- Increased level of personal confidence

- Deeper awareness of what it takes to be competitive in the current job market and the skills to increase your competitive edge
- Skills necessary to develop your own “Personal Brand”

Assessment

Goals	Measurable Outcomes	Assessment Tool
To give students a deeper awareness of the skills needed to be competitive in today’s job market.	95% of participants will report a deeper awareness of what it takes to be competitive in the current job market.	Pre- and post-workshop survey
To teach students how to effectively present a business concept.	90% of students who complete the program will be able to effectively present a business concept.	Interactive team project (which culminates with the presentation of a business concept to a panel of faculty and business professionals.)
To provide students with an opportunity to make contact with arts and business professionals.	80% of students will have the opportunity to hear from four successful business and arts professionals.	Attendance numbers. Post-workshop survey evaluating the speakers and topics covered.
To provide students with valuable reference materials that can help them in their career.	100% of participants will receive curriculum materials, including two books covering the business of art and creativity in business.	Post-workshop survey will ask students to evaluate the effectiveness of these tools.
To teach students the skills needed to develop a personal brand.	90% of students will be able to clearly effectively communicate their personal vision by the end of the program.	Post-workshop survey will ask students to define their personal vision.
To give students the opportunity to network with students in another discipline of study.	100% of students will have the opportunity to work with a student from another discipline as part of a team project. 75% will report this is a rewarding experience.	Pre- and post-workshop survey will measure students’ comfort level with working with students from other disciplines.
To build each student’s level of personal self-confidence.	95% of students will leave the workshop feeling more prepared for the workforce.	Pre- and post-workshop survey will measure students’ sense of readiness for job market.

--	--	--

21. Financial Plan/Budget

Program: Creativity in Business Learning Community

College: College of the Canyons

Program Year: 2009-2010	
Source of Funds: TBD	
Classification	Project Funds Requested
Faculty Stipend to Facilitate Program (including program evaluation)	3,500
Guest Speakers/Presenters- Business and Creative Arts Professionals – 4 at \$750/each	3,000
Marketing – Brochures, Mailing Postcards, T-Shirts	1,000
Workshop Materials – Certificates, t-shirts, portfolios, textbooks, workbooks, and materials to make “boxes”	2,000
Mobil Film Classroom – 4 sessions at \$250/hour for 3 hours each	3,000
Workshop Refreshments - Orientation and 4 workshop meetings	900
Total Estimated Workshop Costs	\$13,400.00

APPENDIX A

APPENDIX B

APPENDIX C