

**LEAP
Solution Team #1
Business Plan**

Introduction:

Business Description:

LEAP Solution Team #1, 15 Student Success Points, is a higher education resource developer and distributor of student success strategies, management systems, and workshop designs aimed at the college market.

Business Product: 15 Student Success Points

1. Student Rights and Responsibilities
 - Integrity
 - Plagiarism and academic honesty
 - On and off campus conduct
 - Violation of conduct code
 - Syllabus
2. Note Taking
 - Listening
 - Cornell Method
3. Goal Setting
 - Counseling/Educational Planning
 - Commitment/Expectations
 - Attendance
 - Homework
 - Not High School (HS vs. COC)
 - Value of Higher Education
 - Computer Literacy
 - Internships
4. Time Management
 - Balancing school, home, and work
 - Procrastination
 - To Do Lists
 - Self Discipline
 - Amount of time devoted to studying
5. Student Support Services
 - EOPS, DSPS, ECE, Transfer Center
 - Bookstore and Textbooks
6. Academic Resources
 - TLC, Library, MESA
 - Research
 - Computer Literacy
7. Test Taking
 - Memorization
 - Test anxiety
 - Study Groups
8. Stress Management
 - Conflict Resolution
 - How to Deal with Life
 - Decision making
9. Creative/Critical Thinking
 - Writing/Communication
10. Reading
 - SQR-3
 - OK5R
11. Relationships
 - Getting to Know Faculty
 - Use of office hours
 - Being Assertive
 - Clubs/Student Development
 - Diversity
 - College Culture
 - Social Networking
12. Healthy Lifestyles
 - Health Center
 - Good nutrition and exercise
 - Mental/physical health
13. Self Awareness
 - Career and Life Planning
 - Motivation
 - Attitude
 - Help Seeking
 - Active Participation
 - Employment
 - Learning Styles
 - Talent Test in Career Center
14. Financial Aid
 - Money issues
 - Establishing and maintaining good credit
15. Life After Community Colleges
 - Transfer
 - Additional training
 - Employment

Management Team:

15 Student Success Points is managed by six equal partners: Michele Edmonson, Amy Foote, Michael Joslin, Adam Kempler, Ana Palmer, and Theresa Zuzevich. Other stakeholders will be invited to join the management team as part of a steering committee. These stakeholders may be instructors as well as representatives from various instructional and student services departments that offer student success workshops, programs, or services.

Business Goals/Mission:

15 Student Success Points strives to provide instructors in higher education with the information, resources, and tools to assist them in their quest to help students to become academically and personally successful as they progress toward their stated educational goals.

Business Philosophy:

At 15 Student Success Points, we are committed to a better future, and we believe an educated populace must be the foundation for students. Our goal is to work with all college constituencies, beginning with instructors, to increase both awareness and implementation of student success strategies for all who can benefit. To that end, 15 Student Success Points has gathered proven learning techniques and resources to help students succeed.

Geographic Market:

As a small start-up company with no capital and little experience, 15 Student Success Points will limit its geographic market to include only the western (Valencia) and eastern (Canyon Country) portions of the Santa Clarita Valley. Future markets may include the highway 126 or northern Interstate 5 corridors.

Vision of the Future:

Due to economic challenges facing the state of California combined with the start-up nature of the company, 15 Student Success Points plans to establish itself over a two-year period in its target market in the Santa Clarita Valley. As economic conditions improve and growth in the company allow, 15 Student Success Points will make its product available to other colleges through conference presentations and campus visits.

Executive Summary:

Vision:

Successful students are our future.

Mission:

Provide information and resources to instructors to impart knowledge of student success skills to students.

Plan Development Methodology:

Each business partner involved with 15 Student Success Points conducted research on the College of the Canyons Valencia campus to gather information about what currently exists in terms of student success activities. The information gathered from campus sources combined with a literature review formed the basis for the development plan for the project.

Site:

15 Student Success Points will be housed on the Valencia and Canyon Country campuses of College of the Canyons located in Santa Clarita, California. In addition, online services will be provided to serve both online students and those on the ground at both the Valencia and Canyon Country sites.

Services:

The following services will be provided to College of the Canyons:

- Fifteen points for student success with appropriate sub-points packaged for discussion in the classroom
- Weekly email reminder for the “success point of the week” and appropriate marketing material for any supplemental activity available that week
- Supplemental workshops for specific student success points
- Social activities in which both students and instructors alike can engage
- Web page for supplemental materials for use with each of the fifteen points for student success

Management and Organization:

15 Student Success Points is managed by six equal partners: Michele Edmonson, Amy Foote, Michael Joslin, Adam Kempler, Ana Palmer, and Theresa Zuzevich. Other stakeholders will be invited to join the management team as part of a steering committee. These stakeholders may be instructors as well as representatives from various instructional and student services departments that offer student success workshops, programs, or services.

Financial Feasibility:

15 Student Success Points is financially feasible whether funding is available or not. The base program that includes providing instructors with information about one student success point each week for fifteen weeks can be implemented with little to no costs incurred. The enhanced program that includes supplemental workshops and social activities can be tailored to the individual needs and budget constraints to each client.

Financing:

Capital for 15 Student Success Points is being sought from venture capitalists as well as the College of the Canyons Foundation. Additional support may come from partnerships with existing funded entities including the Student Development, EOPS, MESA, and the TLC.

Background:

Need for Program:

Many first-time freshmen do not enroll in English or math courses during their first semester. This is especially of concern given the analyses that the vast majority of students place into remedial courses, reflecting skill levels below the college level. Since language and mathematics skills are important in many other disciplines, the lack of preparation impacts students’ ability to perform well in other courses at the College (Source: Placement Test Files-Testing Center and USX file).

Our own research on retention and success rates in a variety of disciplines at all levels at College of the Canyons for the fall of 2006 shows disappointing results:

Figure 23.

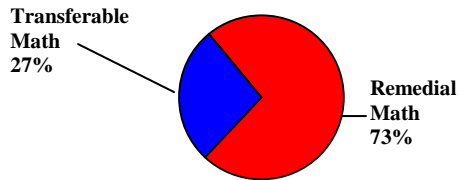


Figure 24.

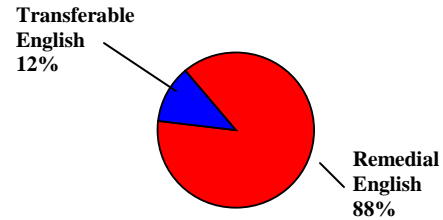


Figure 25.

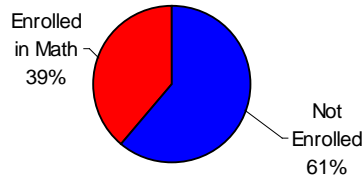
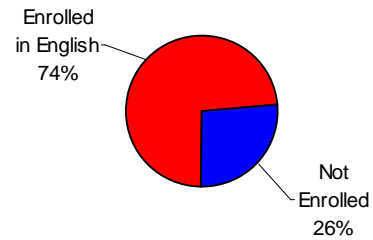


Figure 26.



ENGL	Retention	Success	Enrolled (N)
Not Transferable	87%	59%	2,168
Transferable	85%	69%	1,941
MATH	Retention	Success	Enrolled (N)
Not Transferable	84%	46%	3,040
Transferable	88%	66%	1,227
NURSING	Retention	Success	Enrolled (N)
Not Transferable	91%	69%	179
Transferable	97%	88%	394
PHOTO	Retention	Success	Enrolled (N)
Not Transferable	97%	36%	153
Transferable	85%	63%	411
INTERIOR D.	Retention	Success	Enrolled (N)
Not Transferable	96%	43%	95
Transferable	87%	70%	232

The 2008 Accountability Reporting for Community Colleges (ARCC) report indicates that COC has fallen below the California Community College average in Successful Course Completion Rate. Furthermore, COC Basic Skills have decreased by 5% from the last ARCC Report.

In addition, the *Basic Skills as a Foundation for Student Success in California Community Colleges*, which provides the most comprehensive survey of research on student success in California community colleges, reviewed more than 250 literature references spanning research done over the past 30 years on theory and practices that promote student success and arrived at the following conclusions:

- The number of unprepared students entering college is increasing.
- Offering comprehensive support services promotes success.
- Reviewing effective learning strategies promotes success.
- Engaging students in active learning promotes success.

To help us see how to implement these ideas, Dr. Tinto visited College of the Canyons in the spring of 2008 and guided a discussion on increasing student success. The 15 Success Points emerged from that discussion and became the focus of one group in the LEAP program. That group has met with other organizations and departments at COC, solicited contributions for the 15 points from all stakeholders, conducted research outside of the college, obtained support from the Academic Senate for implementing this idea campus-wide, and established a steering committee for the implementation of the 15 Success Points Program, which will start in the fall of 2008.

Objectives / Student Learning Outcomes:

- Promote 1 or more Success Points a week into all of our courses.
- Increase awareness among faculty and students of college success skills needed
- Encourage discussion and implementation of college success skills in all classes
- Create student social and learning networks.

Goals:

- To increase our retention rate by 5% among students of participating faculty
- To increase our persistence rate by 5% among students of participating faculty
- To increase our success rate by 5% among students of participating faculty

Vision:

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide, and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

Mission:

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.

Belief Statements:

We believe:

- Offering comprehensive support services promotes success.
- Reviewing effective learning strategies promotes success.
- Engaging students in active learning promotes success.

Marketing Plan

The groups being targeted for 15 Student Success Points is segmented into two markets:

- 1) College of the Canyons students
- 2) College of the Canyons faculty

Each of the markets will require unique strategies and distinct messaging. It will be imperative for 15 Student Success Points to partner with on-campus entities that currently serve these markets, such as but not limited to the following: EOPS, DSPS, TLC, Library, Cougar Mentor, Student Development, ASG, Health Center, Non-Credit Education and other institutional services. For faculty: Academic Senate, Division Meetings, and Flex (Professional Development).

Service Mix (Product, Price, and Promotion)

The product that 15 Student Success Points is offering is 15 concepts that are critical to any student's ability to be successful in college, especially a first-year student.

The 15 points or key concepts will be focused on and conveyed to students each week during the 15-week semester. Weekly points have been identified through research and will address a specific skill set to gain knowledge of and/or student service support area for students to learn how to access.

Information will be disseminated to students via classroom announcements by participating faculty, a web site and email broadcasts. All methods of delivery will be designed to motivate and encourage students to utilize online postings, online links, workshops, and event calendars. Online informational tools, institutional services, special events, counseling courses, workshops and programs will be featured and strongly recommended.

There is no price or cost to students outside of enrollment fees. The primary expense to students will be an investment of time and energy. Cost to faculty will be 5 minutes of class time per week.

Place-location

- 1) 15 Student Success Points will offer this program to all College of the Canyons students, on the main campus, in Canyon Country and to distant learning students.
- 2) Access will largely depend on voluntary faculty participation. All instructors will be asked to participate.

Promotion to students will require concise and contemporary messaging.

- Well organized material for classroom dissemination
- Up to date and appealing imaging and web design

Promotion to faculty

- Academic Senate
- Division meetings
- Peer to peer
- Flex activities

Marketing Strategies

- Marketing strategies will be developed to appeal to students and faculty
- Marketing strategies will encompass current strategies used by consulting departments and programs, i.e., EOPS, DSPS, CalWorks, Cougar Mentor, etc.
- Branding of the 15 Student Success Points program will be important
- The message must simple, concise, and appealing
- Materials will primarily be paperless and web based.
 - The web site will be designed to navigate easily

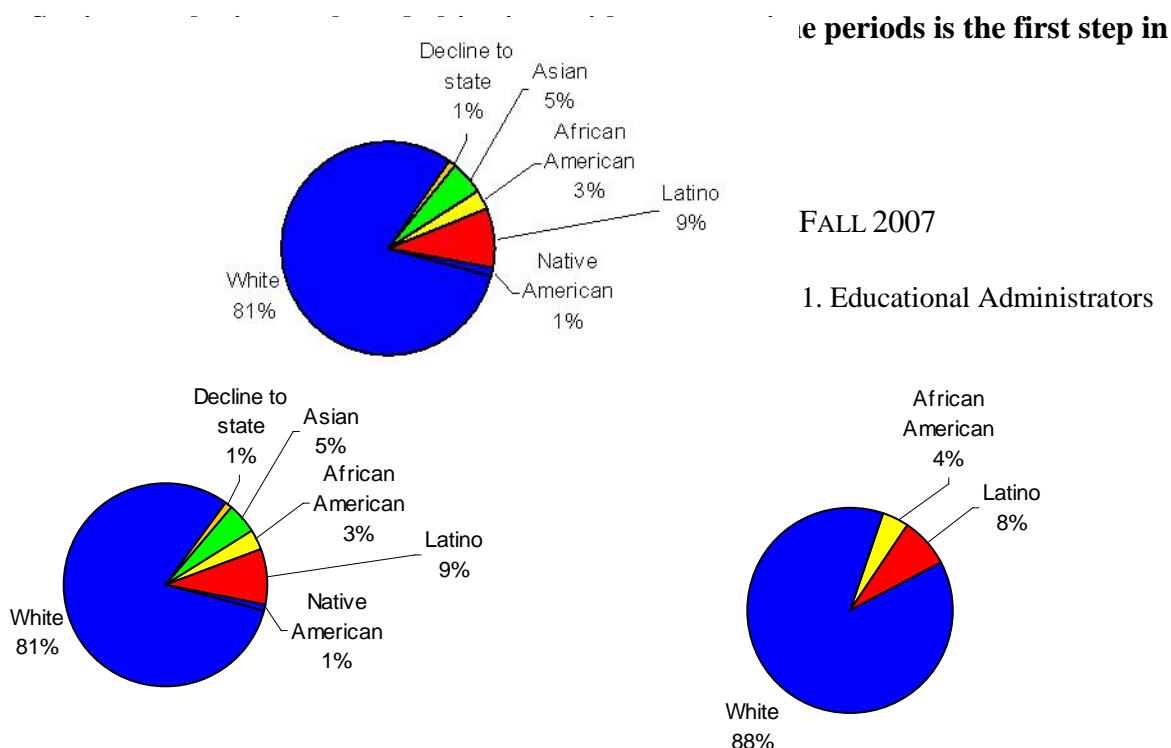
Marketing Opportunities

- Marketing opportunities will be directed to College of the Canyons students (customer base) in the classroom providing a “captive audience”
- Classroom presentations will provide continuity of message with the opportunity for reiteration depending on the frequency each student hears the message
- Marketing opportunities will require access to the following: instructors, campus marquees, bulletin board, on campus TV screens, message boards, and classroom time.

Competitive Analysis

Factors that may or may not compete for College of the Canyons students’ attention include, but are not limited to the following:

- Economic factors which require students to drop out to work in full time jobs
- Neighboring colleges
- Four-year colleges



OVERVIEW OF STUDENT DEMOGRAPHICS

College of the Canyons students are more balanced in terms of gender; however, the college has somewhat fewer ethnic minority students than students statewide. College of the Canyons students also tend to be somewhat younger than other community college students in California. The *median age* of students at College of the Canyons or the Fall 2007 term was **24**.

(Source: California Community College Chancellor's Office and UST referential file). *Statewide data for Fall 2007 data not available at time of publication. Fall 2006 data is shown for the CCC System.

Table 14

	California*	COC
Headcount	1,643,912	18,471
Gender		
Male	44%	57%
Female	56%	43%
Race/Ethnicity		
American Indian/Alaskan Nat.	0.9%	0.6%
Asian / Pacific Islander	12.8%	6.3%
African American	7.2%	5.2%
Filipino	3.5%	3.7%
Latino/Hispanic	29.3%	25.2%
White	35.9%	45.9%
Other	1.9%	4.1%
Unknown/Decline to state	8.4%	9.0%
Age		
19 or younger	24.6%	30.0%
20-24	27.4%	22.0%
25-29	11.9%	8.3%
30-39	13.8%	16.2%
40-49	9.9%	15.0%
50 +	12.1%	8.5%
Unknown	0.3%	0.0%

Analysis of Market Opportunity/SWOT Analysis

Strengths

Various departments and programs at College of the Canyons currently offer activities that assist students with acquiring or strengthening success skills:

- Counseling
- Student Development
- EOPS
- TLC
- MESA
- Community Education
- Financial Aid

Weaknesses

- 1) The various success activities offered by the college are not coordinated under one umbrella program, committee, or department;
- 2) Not all faculty are familiar with all of the various activities available on campus;
- 3) There does not currently exist total faculty buy-in and support for promoting these activities among students;
- 4) There does not currently exist the same level of activities offering students assistance with success skills online as there is for students that attend classes in person on campus; and
- 5) There does not currently exist a significant amount of coordination and integration between instructional and student services related to the offering of success skills activities.

Opportunities

- 1) All student success activities can be brought together under the coordination of one steering committee;
- 2) All faculty can be provided information to become better acquainted with success skills activities that are available;
- 3) Faculty can be invited to provide input about how to best solicit faculty buy-in and provide instructors an opportunity to offer how best these activities can be promoted among students through courses;
- 4) Online support for online students can be increased;
- 5) Partnerships between instruction and student services can be increased; and
- 6) Potential exists for increased student success, retention and persistence rates.

Threats

- 1) Various departments and programs that currently offer success skills activities may not want to be coordinated under one umbrella;
- 2) Instructors may feel imposed upon regarding involvement and promotion of activities in their courses.

	California	COC
Enrollment Status		
First-time student	16.7%	32.9%
First-time transfer	9.2%	4.9%
Returning student	16.2%	16.1%
Continuing student	47.4%	34.2%
Uncollected/unreported	7.2%	5.0%
Not applicable	3.3%	7.0%
Academic Level		
Special admit (K-12)	3.3%	7.0%
Freshman	51.8%	50.5%
Sophomore	11.8%	14.8%
AA Degree	4.4%	8.8%
BA Degree	8.7%	9.4%
Other >=60 units	6.8%	5.4%
Unknown	13.3%	4.0%
Unit Load		
Noncredit	13.9%	1.9%
0-11.9	59.5%	73.1%
12 +	26.6%	25.0%
Unknown	—	—

The Organizational Structure:

Management and Personnel:

For the initial planning stages, the project will be managed by the management team as listed above. In summer 2008, the management team will add additional faculty members and become a steering committee. The steering committee will continue to meet to implement and evaluate the project, making additional changes as needed.

In addition, the steering committee will work with the participating faculty on the project. Participation is completely voluntary. We hope to have 5 faculty participating in fall 2008 and increase it each year. The advisory committee will provide topic materials and send emails to all students regarding the workshops.

Administrative Organization:

The project will be housed jointly in the Instruction and Student Services divisions. The management team will work Dr. Mitjl Capet, Assistant Superintendent – Vice President of Instruction and Dr. Michael Wilding, Assistant Superintendent – Vice President of Student Services. Dr. Capet and Dr. Wilding both report to Dr. Dianne Van Hook, Superintendent – President.

Operations:

The advisory committee will have the weekly points scheduled before the semester begins. The advisory committee will email the instructors each week with highlights of the week's point. In addition, the committee will email students about the point and highlight related workshops.

Facilities

The facilities needed for this project include existing classrooms, the Honor Grove, Cougar Den, and space at the Canyon Country Campus. All 5-minute presentations will be done in the classroom during class time. The workshops will be held in various locations on the Valencia campus to begin and then will incorporate Canyon Country Campus locations as the program expands.

Financial Plan

Financial Assumptions

The financial assumptions include the following:

- Most students entering College of the Canyons will be place in a pre-college course;
- Students need assistance to locate services on campuses;
- Students want to succeed;
- Faculty want to help students succeed.

Pro Forma

The pro forma statement includes revenues and expenses. Revenues include FTES and apportionment. Expenses include the following:

- marketing/printing (\$500),
- food (\$2,000),
- webpage development (\$2,000)

- giveaway items (\$100) and
- stipends for faculty to attend summer meetings (\$4,000 and will be partially funded through mini grants and CAP grants) .

Return on Investment and Break Even Analysis

Approximately 10% of the students will participate in the 15 Student Success Points program. Based on the goal of increasing persistence and retention by 5% and the FTES credit rate of \$4,564.83, the minimum increase in FTES will be an additional 25 FTES in both fall 2008 and spring 2009 for a minimum of \$228,241 in apportionment funding. In addition to additional funding, students will continue on to the advanced courses. Most advanced courses are not filled and these students will be able to enroll in the course without the added costs of adding sections for these students.

Financial Projections

It is projected that in the fiscal year of 2008/2009, a minimum \$228,241 in additional apportionment funding will be secured. As persistence, retention, and success continue to increase, so will the apportionment funding.

Risk Management:

15 Student Success Points assumes that the program does not require additional insurance coverage or increase risk factors for students, faculty, staff or the institution. During planning phase the Risk Management Office will be consulted to confirm these assumptions.

Timetable:

Summer	Meet 2x a month for progress of program Complete all work needed to implement program
	<ul style="list-style-type: none"> - 15 points w/complete explanations and links - Publications drawn up with Graphics Dept./Repro - COC website with program link - Program web link with group live chat - Coordinate with other groups on campus to coincide points with workshops/classes, etc. - Other Necessities
Fall 2008	Implement 15 Points Program Follow up with evaluation of program for first semester Organize student success groups

Appendices:

About.com: Marketing. Retrieved June 2, 2008 from <http://marketing.about.com/>.

Academic Senate for California Community Colleges. Retrieved June 2, 2008 from <http://www.asccc.org/>.

Academic Skills Center: Learning strategies. Retrieved June 2, 2008 from <http://www.dartmouth.edu/~acskills/success/index.html>.

Basic Skills Initiative. Retrieved June 2, 2008 from <http://www.cccbsi.org/>.

Boroch, D., Fillpot, J., Hope, L., Johnstone, R., Mery, P., Serban, A., et al. (2007). *Basic skills as a foundation for student success in California Community Colleges*. Sacramento, CA: USA Funds.

California Community Colleges System Office. (2007). *Focus on results: Accountability reporting for California Community Colleges*. Retrieved June 2, 2008, from http://www.cccco.edu/divisions/tris/rp/ab_1417/ARCC_Report_2007.pdf.

California Community Colleges System Office. (2008). *Focus on results: Accountability reporting for California Community Colleges*. Retrieved June 2, 2008 from http://cos.edu/ImageUpload_Links/ARCC_Report_2008.pdf.

California Community Colleges system strategic plan. Retrieved from <http://strategicplan.cccco.edu/Default.aspx?tabid=59>.

Chabot College: Puente. Retrieved June 2, 2008 from <http://www.chabotcollege.edu/puente/Participate.asp>.

College of the Canyons. (2008, March). *Just the facts: Fact book for College of the Canyons*. Santa Clarita, CA: College of the Canyons Publishing.

Marketing strategy: Wikipedia Encyclopedia. Retrieved June 2, 2008 from http://en.wikipedia.org/wiki/Marketing_strategy.

Mira Costa College: College success skills. Retrieved June 2, 2008 from https://www.miracosta.edu/StudentServices/Tutoring/Services_CollegeSuccessSkills.htm

Mira Costa College (n.d.). College success skills handbook: Retention services and tutoring and academic support services. Mira Costa, CA: Mira Costa Publishing.

Mira Costa College. (2006-2007). Program review: Tutoring & academic support center and writing center. Mira Costa, CA: Mira Costa Publishing.

The Marketing Mix: The 4-P recipe for customer satisfaction. Retrieved June 2, 2008 from <http://www.infoday.com/mls/jan04/koontz.shtml>.

The PR Group: Center for student success. Retrieved June 2, 2008 from <http://css.rpgroup.org/>.

Service Marketing Mix: The 7 P's. Retrieved June 2, 2008 from
<http://www.learnmarketing.co.uk/servicemarketingmix.htm>.

Study Guides and Strategies. Retrieved June 2, 2008 from <http://www.studygs.net/>.

UCSD Academic Affairs: Freshman seminars. Retrieved June 2, 2008 from
http://academicaffairs.ucsd.edu/offices/planning/ongoing/ugsem/FSP_facultyPortal.htm.

Web Source: Internet marketing strategies. Retrieved June 2, 2008 from
<http://www.web-source.net/3steps.htm>.