

Project-Based Learning Program

Business Plan

2009-2010



Created by:

Brittany Applen
Seher Awan
Celina Baguiao
Laura Branch
Len Mohny
Floyd Moos
Keith Rypka

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Executive Summary

The Santa Clarita Valley is in need of a Project-Based Learning Program. This Program will be hosted by the College of the Canyons and will provide the Santa Clarita Valley business community and on-campus departments with no-cost, high-quality student assistance. Students will receive practical, real-life experience through Project-Based Learning while employers will be provided with various services free of charge.

Long term and student centered, project learning, also known as project-based learning, is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Project learning helps students develop and retain useful, working knowledge of subjects that are often taught in isolation and abstraction. Adopting a project-learning approach can invigorate the learning environment, energize the curriculum with real-world relevance, and spark students' desire to explore, investigate, and understand their world.

Implementation of the Project-Based Learning Program will occur in three phases. Phase one will create a one-stop web-based clearinghouse of text and graphics to begin in fall 2009. Phase two will create the independent Project-Based Learning aspect of this Program. This will involve short-term, real-world projects for qualified COC students beginning in spring 2010. Phase three will implement the classroom-based Project Group Learning beginning in fall 2011. Classroom-based Project group-learning will be facilitated by a classroom professor within the credit-based curricula, and will be conducted over a period of time within a semester.

The Project-Based Learning Program will be housed on campus and include students, faculty and businesses within the community. Advertising and outreach will occur through many different avenues including print advertising; and announcements and information provided to faculty and staff during the Opening Day Luncheon, All College Staff Meetings, Flex workshops, and the business expo. Strategic partnerships with the Chamber of Commerce and the Small Business Development Center will be developed, along with radio advertising on KHTS during the nonprofit spotlight. A program website will be developed and utilized as one of the primary sources of information on the Project-Based Learning Program. Printed brochures will be placed in the Chamber of Commerce and distributed at all outreach activities.

This Program will be under the direction of the Director of Job Development who reports to the Associate Vice President of Academic Affairs. A Project Manager will also be required to manage the day to day operations of this Program.

The Project-Based Learning Program requires funding to operate. The major start-up costs will be labor, office equipment and marketing expenses. The start-up cost projections are expected to be \$7605 in labor, \$1,640 in office equipment and \$360 in marketing materials for the program.

Department Objectives

- Students will receive practical, real-life experience; be exposed to and network with employers; and add valuable experience to their resumes.
- Expand learning opportunities for the College's instructional departments and provide visibility for those departments in the Santa Clarita Valley and surrounding areas. • Cultivate interest in participating businesses to create internships and job opportunities for College of the Canyons students.
- Enhance the College's relationship with businesses for advocacy and fundraising in the community.
- Increased visibility for the College in the business community.
- Needs of businesses satisfied locally.
- The College will offer its talent, skills, and intellectual resources to the business community.
- Foster relationships with local businesses and departments within the College and provide students with the opportunity to apply classroom theory and skills to real-world challenges.

Mission Statement

In response to the Santa Clarita Valley business community and on-campus requests for student assistance, College of the Canyons will provide no-cost, high-quality project-based solutions to the business community and College stakeholders.

Vision Statement

To create and maintain a mutually beneficial link between academic and commercial endeavors that provides positive outcomes for all parties; resume building activities and accomplishments for the students and service to business and campus participants.

Business Description

Name:

College of the Canyons

Project-Based Learning
26455 Rockwell Canyon Rd
Santa Clarita, CA 91355 (661)
259-7800
www.canyons.edu

Products and Services

College of the Canyons will provide the Santa Clarita Valley business community and oncampus departments with no-cost, high-quality student assistance. Students will receive practical, real-life experience through project-based learning while employers will be provided with various free services.

Project-based learning, is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Project learning helps students develop and retain useful, working knowledge of subjects that are often taught in isolation and abstraction. Adopting a project-learning approach can invigorate the learning environment, energize the curriculum with real-world relevance, and spark students' desire to explore, investigate, and understand their world.

In the past decade, faculty in community colleges, four-year colleges, and research universities have moved away from traditional didactic instruction to a more student-centered learning approach. An increasing number of academic institutions have recognized that project-based learning (PBL) is an instructional method that challenges students to develop the ability to think critically, analyze problems, find and use appropriate learning resources. In fact, PBL is *a pathway to better learning*, helping students to learn how to learn.

PBL is a model that organizes learning around projects. According to the definitions found in numerous PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). To these features, particular models of PBL add a number of unique features.

Definitions of "project-based instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994); and "Expeditionary Learning" adds features of comprehensive school improvement, community service, and multidisciplinary themes (Expeditionary Learning Outward Bound, 1999a)

Project learning is filled with active and engaged learning, and it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.

Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues - and may even be inspired to pursue a career or engage in activism that relates to the project they developed.

Company Summary

Phase One of *Crossroads*: Create a one-stop web-based clearinghouse of text and graphics, to begin in fall, 2009.

Crossroads web page, linked to the COC home page, would inform and update the community and the campus to the entire network of Cooperative Work Experience and Education (CWEE), Service Learning (SL), and Project-Based Learning (PBL) opportunities currently available at College of the Canyons. This web page would serve as the first point of contact to prospective business and organizations, directing their inquiries to the appropriate program and services, as well as assist as a reference to students and faculty who would like to explore and/or participate in experiential learning. Ideally, this web page would be a product of PBL, designed by College of the Canyons students.

Phase Two of *Crossroads*: Create Independent Project-Based Learning, to begin in spring 2010.

Independent PBL is a new educational initiative offered at College of the Canyons to local and regional businesses and organizations, as well as on-campus organizations and groups. Its chief purpose is to provide real-world projects for COC individual students while providing businesses and college organizations with beneficial services.

From a student point of view, Project-Based Learning offers distinct value. Project-Based Learning:

1. Is learner centered and intrinsically motivating.
2. Encourages collaboration and cooperative learning.
3. Requires students to produce a product, presentation, or performance.
4. Allows students to make incremental and continual improvement in their product, presentation, or performance.

5. Is designed so that students are actively engaged in "doing" things rather than in "learning about" something.
6. Is challenging; focusing on higher-order skills.

From a business or an organization's perspective, Project-Based Learning presents clear and practical merit:

1. Increases productivity.
2. Reduces recruitment and training cost.
3. Introduces innovative, fresh ideas and talent.
4. Provides outstanding assistance to overloaded employees.
5. Supplies immediate and current problem-solving on a no-fee basis.

Phase Three of *Crossroads*: Create Classroom-based Project Group Learning, to begin in fall 2011.

Classroom-based PBL, facilitated by a classroom professor within the credit-based curricula, is conducted over a period of time within a semester, and results in a product, presentation, or performance. It typically has a time line and milestones, and other aspects of formative evaluation as the project proceeds.

From student point of view, classroom-based project learning also is learner-centered and intrinsically motivating, encourages collaboration and cooperative learning, requires students to produce a product, presentation, or performance, allows students to make incremental and continual improvement in their product, presentation, or performance, is designed so that students are actively engaged in "doing" things rather than in "learning about" something, and is challenging, focusing on higher-order skills.

From an instructor's point of view, Project-Based Learning:

1. Has authentic content and purpose.
2. Uses authentic assessment.
3. Is Instructor facilitated-but the Instructor is much more a "guide on the side" rather than a "sage on the stage."
4. Has explicit educational goals.
5. Is rooted in constructivism (a social learning theory).
6. Is designed so that the Instructor will be a learner.
7. Instructor plays a major role in setting the learning goals of the project.
8. Instructor and students provide formative evaluation.
9. Instructor, students, and others may help in the summative evaluation. See Appendix 1A, 2A and 3A for sample evaluations.

All academic divisions and departments could elect to participate in classroom based projects. Examples of projects might include the following:

- **Business Plan Development**, where students could conduct cost-benefit analysis and financial projections. The plan would include recommendations and a step by step guide of instructions to proceed with the venture.
- **Economic Impact Study**, where students could determine the impact of the local economy on new projects to secure funding.
- **Change Management**, where a student could create a PowerPoint presentation for new and existing employees to explain the company's core values and commitment to change. They could also create guidelines on effective change management strategies.
- **Marketing Campaign**, where students could develop marketing materials for a campus club activity, including designing flyers and an email campaign.
- **Advertising Campaign**, where students would develop an advertising campaign for a local business, including conducting research, identifying objectives, and creating a message for the campaign in various media forms (report, storyboard, tapes, videos, and layouts).
- **Commercial Photo Shoot**, where a student could take and develop organization team shots for internal communication newsletter.

Locations and Facilities

The location for the Project-Based Learning Program is vital during the early stages of implementation. Public access and visibility along with visitor parking is necessary. There are three different options that are feasible for this program.

Option 1:

To establish the PBL Program in the Dr. Dianne G. Van Hook University Center with Community Education, which will be moving to the new facility in fall 2009. As this is the newest addition to the Valencia campus, the new Dr. Dianne G. Van Hook University Center would allow for easy public access as well as ample parking for students, faculty and business owners.

Option 2:

The PBL Program can occupy the Community Education trailer after their fall 2009 move into the Dr. Dianne G. Van Hook University Center. This space would be available and already have established public access and guest parking within walking distance.

Option 3:

This new program along with Cooperative Work Experience and Education (CWEE) and Service-Learning (SL) could be moved into the Foundation/Human Resources modular. This would confirm the one-stop-shop concept of housing all three related programs in one location. The public would visit one location to receive information about all three of the beneficial programs.

The following furniture and equipment would be necessary for the PBL Program:

- Three desks and chairs ○ Three computers and screens ○ One local networked printer ○ One copy machine/scanner
- A Project-Based Learning sign for the location

Products & Services

The Project-Based Learning Program will provide the College of the Canyons and the Santa Clarita Valley Business Community with unique products and services. These services will create invaluable learning experiences for students, beneficial services for local businesses, and strategic partnership connecting College of the Canyons and the surrounding communities. Students, faculty, and businesses within the community will benefit differently from the ProjectBased Learning Program. Below is a description of how each party will participate in the Program.

- **Student-Initiated Inquiry**

A student interested in participating in independent Project-Based Learning would contact the Project Manager through the *Crossroads* web-page. The student would be asked to complete an application, provide contact information, a brief description of the goods and/or services to be provided, an assessment of skill level, and references that could speak to their ability. When a request for services from a local business or an on-campus organization is submitted, the project manager will contact the student and will set up an initial meeting with the client to discuss goals, expectations, etc. Both the student and the requester will agree to participate in the project, and the project is initiated. One mid-project “progress-report” is completed by both parties, along with a final evaluation. HITE credit (if applicable) and résumé-building experiences complete the project. See Appendix 4A for the Student Skills and Interest form. See Appendix 5A for the Project-Based Learning Code of Ethics.

- **Faculty-Initiated Inquiry**

A full-time or adjunct instructor interested in participating in classroom-based project group learning would contact the department chair and the division dean prior to the semester of the project, to assure the content of the project is appropriate for the selected course outline. Once approved, the instructor would submit the written project to the faculty coordinator of PBL. Project-based Learning faculty training will occur, and the project can commence the following semester. Evaluation emphasis will be on group learning and real-life problem solving within the course content.

If an off-campus or campus organization's request can be matched to the project, a representative from the organization will be asked to speak to the students during an assigned class session. During this class session, the representative would explain what he/she would like to receive as a finished product, background information regarding the business/organization, and timelines to the students/faculty. If no offcampus or campus organization request can be matched to the project, the instructor will be encouraged to use a case-study approach, based on a hypothetical company/organization. Summative evaluation will take place by faculty, students and an organization or campus representative (if applicable) at the project's conclusion. All projects will be completed within the semester it is assigned.

- **Off-Campus Business/Organization Or On-Campus Inquiry**

A representative from a local business, community organization, or on-campus organization interested in independent Project-Based Learning or classroom-based Project Group Learning would submit a project request form through the *Crossroads* web page. Project requests will be reviewed by the Project Manager; if the project is accepted, the Project Manager will set up an initial meeting with the client to discuss goals, expectations, etc. If the project is better suited for an independent PBL experience, the Project Manager will match the request to the most suitable student candidate(s). If the project is better suited for a Classroom-based Project Group Learning experience, the Project Manager will work to assign the project to a specific course and faculty member according to the project goals. Projects are completed during the semester. See Appendix 6A for the Client Project Request Form.

Market Analysis Summary

This plan has been written with the assumption that there is a demand for Project-Based Learning within the local community. To verify the necessity of a Project-Based Learning Program, the Program Manager will send surveys by email to qualified students, faculty members, and businesses within the community. This survey will confirm the interests of students who are willing to participate in this program. The survey to faculty members will confirm their interests to implement PBL within the classroom. To validate the need of businesses within the community a survey will be emailed to gauge interest in the Project-Based Learning Program. The responses to these surveys will support whether or not Project-Based Learning should be implemented at College of the Canyons. See Appendix 7A, 8A, and 9A for sample survey questions.

The Competition/Partnerships

The Project-Based Learning Program will be working in conjunction with several other programs on campus including Cooperative Work Experience Education (CWEE), Service Learning, and High Intensity Transfer Enrichment (HITE). These programs allow students to gain experience through partnering with local business. Cooperative Work Experience and Education provides a semester long internship with a minimum of 60 work hours per project. Service Learning partners with non-profit organizations within the community and assists students with community service hours. The new Project-Based Learning Program will not be in direct competition with these existing programs. Instead, this new program will be meeting the needs of students by offering them hands-on work experience with local businesses in a variety of industries. PBL will coordinate short-term and long-term projects with for-profit businesses in local community. These projects will be offered in conjunction with a course or as stand alone projects where the students will work with a Faculty Mentor and earn HITE/Honors credit. It is the College's goal to incorporate Project-Based Learning with the above mentioned programs under one umbrella, "Crossroads."

Although PBL does not serve as a direct threat to businesses in the area or programs on campus, it is important to discuss the working relationship that this program will have with the campus and the community.

It should also be mentioned that these projects will not be in direct competition with local businesses that provide similar services. The projects will be completed at a student level, free of charge. In these difficult economic times, the College will be providing a service to the community by offering opportunities for students to gain real life experience. At the same time, the Project-Based Learning Program will be providing businesses with the option to expand or sustain their level of success within the community.

Strategy and Implementation

As discussed earlier, Project-Based Learning will be implemented in three phases.

Phase One:

Create and implement a web-based clearinghouse and a Project-Based Learning webpage. This webpage would be designed and implemented by the College of the Canyons staff free of charge. A Project Manager will also be hired during this time so that training and outreach can begin. The tentative time frame would be to begin webpage development beginning June 2009 and complete the webpage by September 2009. This would enable the PBL Program to begin day-to-day operations and outreach to gain community involvement. During this semester, a faculty advisor/trainer would be hired. The faculty advisor would create the faculty training materials during the fall 2009 semester.

Phase Two:

Create and implement the short-term independent Project-Based Learning. These short-term projects would be screened and accepted by the Project Manager. The Project Manager will be responsible for all duties discussed in the management section of this business plan. The tentative time frame would be to begin short-term independent projects in spring of 2010. During this phase of implementation, the Project-Based Learning Program should be permanently housed in one of the three options discussed in the locations and facilities Section. This phase of implementation will solidify a positive reputation within the community, and begin the day-to-day operations associated with the short-term independent projects. The faculty advisor would begin training faculty during this semester. Training workshops during flex week and professional development would allow faculty who are interested in project-based learning to learn about the program and how to implement it into the classroom.

Phase Three:

Phase three of implementation will begin in fall 2011. The classroom-based project group learning would be implemented into the classroom by faculty this semester. The project manager will work closely with faculty to successfully satisfy business needs within the community while creating an invaluable learning experience for students. During this phase, the Project Manager position would either be transitioned into two part-time staff positions or one full-time position.

Sales Strategy and Promotion

Print Advertising

The Project-Based Learning Program will use numerous sales and promotion avenues within the Santa Clarita, San Fernando, and Antelope Valleys. One method to promote project-based learning will be through press releases. This will be a free and effective means of advertising this new College of the Canyons program. The Public Information Office could distribute press releases to publications such as:

- The Signal
- The Santa Clarita Valley Business Journal
- The Daily News
- L.A. Times
- The Magazine of Santa Clarita
- Elite Magazine
- Inside SCV Magazine
- Canyon Country Magazine
- 661 Magazine
- Santa Clarita Sun
- Santa Clarita Valley Business News
- Higher Education Reporter
- Santa Clarita Valley Chamber eNews

These publications as well as placing print advertisements in the *San Fernando Valley Business Journal*, *Santa Clarita Valley Business Journal*, and *Santa Clarita Business News* will provide access to the target market, businesses within these communities. The PBL Program will gain exposure and endorsement from the surrounding business communities through these ads.

The *Santa Clarita Valley Business Journal* and the *San Fernando Valley Business Journal* could also write feature stories about the PBL Program in their publications. These features would inform the business community of the benefits of this new program for both the businesses and students. Also, highlighting success stories of businesses that have benefited from the program will create a positive promotion outlet.

Opening Day Luncheon

The Opening Day Luncheon will be an advertising opportunity for the PBL Program. At this luncheon, Dr. Dianne Van Hook always mentions new innovations and exciting opportunities happening at the College of the Canyons in front of most of the faculty and staff. This will provide enormous amount of exposure to the College campus. An announcement and description of the PBL Program at this luncheon would create excitement and inform the College faculty and staff about the program benefits and availability to students.

All College Staff Meeting

Another event on Campus with a large audience is the All College Staff Meeting. A brief presentation of the Project-Based Learning Program and its benefits would be presented at this meeting to inform the College staff of the new possibilities that this Program provides. The All College Staff Meeting will also serve as a forum to allow staff to ask question and gain a better understanding of project-based learning.

Flex Week Workshops

A major tool for PBL will be workshops during flex week. These training workshops will help instructors understand what is involved in project-based learning and how to implement this program into their classrooms. These workshops will also clarify the internal operations of the program and what is expected from professors and students.

Business Expo

Participation of the Project-Based Learning Program during the yearly Business Expo will allow this new program exposure to the surrounding business communities.

Chamber of Commerce

Building a strategic partnership with the Chambers of Commerce for the surrounding cities will be vital to receiving business owner endorsement. The Santa Clarita Valley, San Fernando Valley, Antelope Valley and Castaic Chamber of Commerce will play a major role in communicating the opportunities of the Project-Based Learning Program to the local businesses.

Radio Advertising

The Project-Based Learning Program will utilize the non-profit spotlight hour on the local Santa Clarita Valley radio station, KHTS 1220. These radio broadcasts will highlight the College of the Canyons and the PBL Program to the Santa Clarita Valley. Specifically, Santa Clarita Valley businesses will be able to hear about the benefits of the program and its function. The community will learn how to become involved and receive free assistance.

Program Website

Two new web pages will be developed to effectively promote this program. An initial umbrella web page will house links to the Cooperative Work Experience and Education Program (CWEE), Service Learning Program (SL), and the Project-Based Learning Program (PBL). Another web page will be developed to promote the PBL Program and all relevant information regarding this program. The web page information will be printed on all marketing materials. Any inquiries for the program will be directed to the website along with all businesses interested in participating.

Marketing Materials

For paid promotion of the Project-Based Learning Program, a brochure will be created and placed at the Chambers of Commerce. The brochure will also be mailed out and distributed at various College events where local businesses are involved. See Appendix 10A for a sample brochure.

Management Summary

The Project Based Learning Program will be under the direction of the Director of Job Development, who reports to the Associate Vice President of Academic Affairs. The Project Manager will be the sole employee required to facilitate the PBL Program, and will report directly to the Director of Job Development.

The Project Manager I, will find clients, match the clients with classes and/or individual students, work with faculty to implement the projects, provide support for the student teams, and document all projects/outcomes.

The Project Manager I will serve as liaison between the Director, the public, the faculty and the students. He/she will also facilitate the overall operation of the Project Based Learning Program in the absence of the Director.

The ideal Project Manager I candidate will possess a minimum of two years experience working with the public, or in a responsible clerical position. One additional year of education may be substituted for one year of the experience required. Additionally, advanced skills in Microsoft Excel, Word and PowerPoint are required. The education required for the Project Manager I position will be equivalent to an Associate's degree (60 semester units). However, two years of

direct experience in addition to that identified above may be substituted for each one year (30 units) of college. See Appendix 8A for sample employment opportunity announcement.

Financial Statements & Analysis

The Project-Based Learning Program requires funding to operate. The major start-up costs will be labor, office equipment and marketing expenses. The start-up cost projections are expected to be \$7605 in labor, \$1,640 in office equipment and \$360 in marketing materials for the program.

The PBL Program is not expected to generate income. However, donations will be accepted from satisfied clients to be deposited into the Foundation account of the department where the services were rendered.

See the projected income statements located in Appendix 11A, 12A, and 13A. They are divided into three phases, as discussed in the strategy and implementation section.

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To be Completed by the Project Client

Provide a short summary of your experience with the recently completed project:

Are you satisfied with the final product/service delivery? If no, please provide an explanation as to how the project could have been delivered to your satisfaction (more than one recommendation is preferable).

Please describe your impressions of the student delivered work/activities. Please comment on how you would rate these deliverables versus contractor/consultant services (if applicable).

Would you like to utilize College of the Canyon student services again? If No, please explain why.

May College of the Canyons use your comments and feedback in future marketing or PR materials?

YES

NO

May College of the Canyons use you or your company as a referral for future clients?

YES

NO

Name (Print)

Signature

Date

Appendix 2A: Project Completion Review Form, Project Manager

Project Completion Review Form

To be Completed by the Project Manager

Provide a short summary of the project including client deliverables and expected student learning experience:

Project Completed On Agreed Timeline? If No, please explain why, and what steps can be taken on future projects to prevent them from being completed beyond the initial deadline.

Is the Client satisfied with the final product/service delivery? If no, please provide an explanation as to how the project could have been delivered to the client's satisfaction.

Is the student satisfied with the experience gained from the project? If not, explain how the project could have better suited the student's experience.

Has the experience led to a "resume" worthy experience for the student? If not, how could the project deliverable have been altered to make it a "resume" worthy experience?

Would you approve this client for future Project Based Learning opportunities?

YES

NO

Would you approve this student for future Project Based Learning opportunities?

YES

NO

Name (Print)

Signature

Date

Appendix 3A: Project Completion Review Form, Student

Project Completion Review Form

To be Completed by the Student

Provide a short summary of your experience with the recently completed project:

Are you satisfied with the final product/service delivery? If no, please provide an explanation as to how the project could have been delivered to your satisfaction (more than one recommendation is preferable).

Please describe your impressions of the client you worked with. How did the experience compare with any other career-related work experience you have performed?

Would you sign up to perform project based learning services again? If No, please explain why.

May College of the Canyons use your comments and feedback in future marketing or PR materials?

YES

NO

May College of the Canyons use you or your project as a referral for future clients?

YES

NO

Name (Print)

Signature

Date

Appendix 4A: Student Skills and Interests Form

Please complete the following form to notify the Project Based Learning office of the skill(s) you would like to develop through experiential learning opportunities with community organizations. You will be contacted within XXX days to alert you that your desired skill(s) form has been reviewed and either approved or rejected by our staff to remain on file.

Please contact _____ if you have any questions about the form, or to follow up on a previous submission, at xxxxxxx@canyons.edu.

Contact Information -

Full Name: _____

Mailing Address: _____

Email Address: _____

Phone (home): _____ Phone (cell): _____

Website: _____ (optional)

Skill to Develop: _____

Instruction taken to develop this skill: _____

Work/Service performed to develop this skill: _____

Reference contact (with email or phone #): _____

Skill to Develop: _____

Instruction taken to develop this skill: _____

Work/Service performed to develop this skill: _____

Reference contact (with email or phone #): _____
Attach additional sheets with more skills as needed.

Appendix 5A: Project Based Learning Code of Ethics

- 1) Student Consultant shall neither charge nor accept fees, goods, services or any other form of payment for services. Clients will cover all costs incurred in relation to the completion of the project – no reimbursement of Student Consultant throughout the duration of the project.
- 2) Student Consultant shall not accept fees, commissions or kickbacks from third parties encountered through the duration of the project nor recommend the purchase of goods and services for which they have an interest.
- 3) Student Consultant will not withdraw from a project assignment prior to notifying the designated project coordinator.
- 4) Student Consultant shall not enter into a separate service negotiation with an active client until after the completion of the active project with that client.
- 5) Student Consultant shall at all times during the duration of an active service project conduct themselves in such a manner that will discredit College of the Canyons, the Project Based Learning program, or the Client Organization.
- 6) Upon fulfillment of the following conditions, a Student Consultant may become a private consultant with the Client Organization:
 - a. At the request of the Client Organization without Student Consultant solicitation
 - b. After the closure of the Client Project with respect to that Student Consultant
 - c. After the submission of a Project Closeout Form by the Student Consultant

I have read the above code of ethics and agree to abide by its provisions.

Name (print)

Signature

Date

http://www.rowan.edu/colleges/business/outreach/project_based/CodeofEthics.pdf

Appendix 6A: Client Project Request Form

Please complete the following form to request a consulting engagement with a College of the Canyons student for professional service. The information in this form will be evaluated in XXX days to gauge the appropriateness of the project as a student learning project.

Please contact _____ if you have any questions about the form, or to follow up on a previous submission, at xxxxxxx@canyons.edu.

Contact Information -

Full Name: _____

Job Title: _____

Mailing Address: _____

Email Address: _____

Phone: _____

Website: _____ (optional)

Organization Information –

Organization Name: _____ ☐ Profit ☐ Non-Profit

Organization Industry: _____ # of Employees: _____

Brief Company Description: _____

Please Describe Your Proposed Project: _____

Please Describe the Learning Outcomes/Industry Experience Gained from this Project: _____

Appendix 7A: Survey for Students

(Email to Students at COC)

As part of a leadership program at College of the Canyons, a team has formed to develop a plan to provide you, our students, with project-based learning experiences.

These opportunities would allow you to work with local business and/or the College to apply what you have learned in the classroom.

Examples of potential project-based learning opportunities: headshots or marketing photography, marketing plan, interior design assessment, web-site creation or updates, logo design, etc.

We would greatly value your feedback regarding this exciting opportunity for you to put your classroom knowledge to work in real life scenarios, by answering three questions in the attached survey.

Thank you for your time.

(the following questions will be on the attached survey)

This program is still in development and we would like to know what your needs are:

Would you be interested in participating in a group project (in a class that you are enrolled in) where you will complete a portion of your assigned work by actively using your knowledge in a project-based learning experience?

- ☐ YES
- ☐ NO

Would be interested in earning honors credit by participating in a project-based learning experience?

- ☐ YES
- ☐ NO

What current classes are you enrolled in where you would have enjoyed having this opportunity to further develop you knowledge/skills? -----FILL IN THE BLANK-----

What future classes do plan?

Appendix 8A: Survey for Faculty

(Email to Faculty at COC)

As part of the LEAP program this semester, a team has formed to develop a plan to provide our students with project-based learning experiences.

In response to the Santa Clarita Valley Business Community requests and to satisfy oncampus needs, College of the Canyons hopes to provide no-cost, high-quality project based solutions to the business community and College stakeholders. Our vision is to create and maintain a mutually beneficial link between academic and commercial endeavors that provides positive outcomes for all parties; resume building activities and accomplishments for the students and industry level service to business and campus participants.

This plan is still in progress, and we would greatly value your feedback by answering three questions in the attached survey.

Thank you in advance for your time.

(The following questions will be on the attached Survey)

Would you be willing to add a project to your course curriculum that could become a group project (length of time will vary – this could be a semester project or shorter in length.)

- ☐ YES
- ☐ NO

Would you be willing to serve as a faculty mentor to a student(s) who wish to participate in project-based learning?

- ☐ YES
- ☐ NO

If you answered yes to the above, would you be willing to attend a training workshop designed to orient you to the program?

- ☐ YES ☐ NO

If you answered YES to either question one or two please answer the following: What projects do you anticipate you could be involved in? This may relate directly to your curriculum or may be a project, outside of your class, where students can apply their classroom knowledge.

-----FILL IN THE BLANK-----

Appendix 9A: Survey for Business Owners

(Email to Small Businesses in the community)

As part of a Leadership program at College of the Canyons, a team has formed to develop a plan to provide our students with project-based learning experiences.

In response to the Santa Clarita Valley Business Community requests and to satisfy oncampus needs, College of the Canyons hopes to provide no-cost, high-quality project based solutions to the business community and College stakeholders. Our vision is to create and maintain a mutually beneficial link between academic and commercial endeavors that provides positive outcomes for all parties; resume building activities and accomplishments for the students and industry level service to business and campus participants.

Examples of potential project-based learning opportunities: headshots or marketing photography, marketing plan, interior design assessment, web-site creation or updates, logo design, etc.

This plan is currently in the development stages and we would greatly value your feedback by answering three questions in the attached survey.

Thank you in advance for your time.

(The following questions will be on the attached Survey)

Would you consider being involved in a short-term, problem/project based learning experience with College of the Canyons students, designed to meet a specific need for your business? (*please note this work will be done at a student-level, and will be free of charge.)

☐ YES ☐
NO

If YES, what current projects does your business have that could be completed by students involved in project-based learning?

-----FILL IN THE BLANK-----

When would you like the above project to be completed?

☐ Within 6 months ☐ Within 1 year ☐ As soon
as possible



College of the Canyons
Project-Based Learning
26455 Rockwell Canyon Road
Santa Clarita, CA 91351



PROJECT- Based Learning

*Linking College of the Canyons students
with community business members.*





JOHNSMITH

*Manager,
Project-Based Learning*

Manager John Smith is in his first year with the project-based learning program and is 10th year working in

the California Community College system. Smith previously spent 10 years with Cerritos College's award-winning internship program. He received his bachelor's in communication from New York University and earned his master's in public administration from Northwestern University.

HOW DO I REQUEST A STUDENT TO HELP ME WITH MY BUSINESS ORGANIZATION?

. Visit our Website at www.canyons.edu/project-based-learning and complete

the short form.

. COC's project manager will contact

you and discuss the project, you expectations and answer any questions about the program.

. Following the meeting, the project manager will match your request with a talented COC student or cohort.

. You will meet with the student or class and let the project begin!



Does your business or organization have a project that needs to be completed, but they don't have the resources or time to complete the assignment? With more than 25,000 students at College of the Canyons, we have a solution to your problem—**PROJECT-BASED LEARNING**.

Project-based learning creates a mutually beneficial relationship with students and community business and organization members. At no cost to you, College of the Canyons will connect you with a student or instructor to explore how we can offer laborate solutions. You receive assistance from students studying a related field to your request, while our students gain real-world experience to complement their classroom instruction.

Perhaps you need to create a logo for your new brand, or require help shooting a headshot for your upper management, or need to complete a marketing plan for your newest product—whatever it is, the project-based learning program **CAN** help.



HOW DOES IT WORK?

COC's project manager will match your commercial need to an individual or classroom of talented students.

You will be asked via the project-based learning website to provide a brief description of what your organization needs assistance completing. The project manager will review your request and schedule a meeting to discuss goals and expectations.

Shortly after the meeting, the project manager will find a suitable student or classroom instructor to help your business accomplish your request.

WHAT KIND OF REQUESTS ARE SUITABLE FOR PROJECT BASED LEARNING?

Below is a limited list of projects that College of the Canyons students have completed:
 Created a business plan
 Wrote a press release
 Catered a dinner meeting
 Contacted the project manager if you have a question regarding your business or organization's needs.



HOW DO I KNOW IF MY PROJECT WILL FIT THE PROJECT-BASED LEARNING MODEL?

Project-based learning is based on two types of projects:

- . Independent (for the individual)
- . Classroom-based projects (longer term projects for a group)

If your need does not fit into the realm of those two categories, the project manager can direct your business to the Cooperative Work Experience and Education or Service Learning departments, which may better serve your needs. Whatever the need, COC has a way to help.

For more information please call the project manager at 661-362-9999 or via email at john.smith@canyons.edu. For 24-hour information, visit our website at: www.canyons.edu/projectbasedlearning

Appendix 11A: Sample Employment Opportunity Announcement

EMPLOYMENT OPPORTUNITY ANNOUNCEMENT

Project Manager I (NSF REGIONAL CENTER)

A Full-time Classified Represented Position

**** Grant-Funded Position ****

REVIEW DATE: AUGUST 1, 2009

CLA09-XXX

THE POSITION (See job description for complete position description.)

Under the direction of the Director, Job Development, in the department of Academic Affairs, The Project-Based Learning Program is a new educational initiative offered at College of the Canyons to local and regional businesses and organizations, as well as on-campus organizations and groups. Its chief purpose is to provide real-world projects for COC individual students while providing businesses and college organizations with beneficial services. The Project Manager I will find clients, match with classes and/or individual students, work with faculty to implement the projects, provide support for the student teams, and document all projects/outcomes. Performs other related duties as assigned.

- Serves as liaison between the Director, the public, the faculty and the students. Facilitates the overall operation of the Project-Based Learning Program in the absence of the Director.
- Performs routine administrative and clerical tasks. Maintains a calendar and schedules appointments. Reviews, screens and disseminates incoming and outgoing mail. Tracks office inventory and maintains files and records.
- Creates, composes and maintains Project-Based Learning Program correspondence; arranges correspondence for Director's review with appropriate background materials available for reference. Receives and transcribes correspondence, reports, and other forms of communication and prepares them in the appropriate format.
- May assist in directing and reviewing work of students.
- Works with the Director in coordinating activities among the college and industry partners. Makes travel arrangements and prepares and processes travel requests and expense reimbursements for Director's approval.
- Assists in the preparation of marketing and training materials, ensures that grant budgets and reports have been compiled and sent to the Director ahead of deadlines.
- Advises faculty and students of appropriate policies and procedures as part of the customer service commitment to the College and community.
- Maintains a secure system of accurate and confidential records in accordance with state laws. Maintains files and computer data.
- Initiates negotiations for bids and contracts with outside vendors for discounted fees and services. Maintains and renews outside provider contracts (i.e., independent contractors), and office supply contracts.
- Prepares office for mandatory auditing from outside agencies.
- Provides customer service in a positive and friendly manner.

Ability to:

- Prepare clear and concise fiscal, financial and narrative reports.
- Work effectively and demonstrate currency of knowledge with computers and other forms of advanced technology utilized in providing high quality services.
- Understand and carry out oral and written directions.
- Apply knowledge of modern office machines and equipment (including record management, filing sys).
- Type with speed and accuracy using word processing, spreadsheet and other business-related software.
- Apply knowledge of basic methods and techniques of organization and planning.

- Interpret policies, regulations and operational procedures pertaining to the Project-Based

Learning Program to faculty, students and community partners.

- Demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, staff and community.
- Read, interpret, and explain laws, rules and regulations.
- Compile and prepare accurate and comprehensive reports.
- Apply knowledge of proper English usage, grammar, spelling and punctuation.
- Anticipate information needed by the Dean of The Project-Based Learning Program, in order to respond to requests, conduct meetings and complete correspondence.

MINIMUM REQUIREMENTS

Experience: Minimum of two (2) years experience working with the public, or in a responsible clerical position. One additional year of education may be substituted for one year of the experience required. Advanced Skills in Excel, Word and PowerPoint are required.

Education: Education equivalent to an Associate's degree (60 semester units) is required. Two years direct experience in addition to that identified above may be substituted for each one year (30 units) of college.

**Appendix 12A: Project Based Learning Program - Phase One Income Statement for the
Period Ending December 31, 2009**

	<u>Amounts</u>	<u>Notes</u>
Income	\$ 13,505.00	Possible Grant Funding
Expenses		
Advertising/Promotion:		
Business Cards	\$ 10	250 qty, tri-color
Brochures	\$ 100	500 qty, tri-fold, multi-color, glossy, both sides
Banner (McBean Bridge and Business Expo)	\$ 250	Outdoor, tri-color, 4x8
Subtotal : \$	360	
Equipment Expense:		
Computer (CPU + Monitor)	\$ 500	
Printer	\$ 75	
Desk	\$ 600	
Chair	\$ 240	
Telephone	\$ 75	
Fax Machine	\$ 100	
File Cabinet	\$ 50	
Subtotal : \$	1,640	
Miscellaneous Office Supplies	\$ 1,000	Office Signage, etc.
(pens/pencils/paper/scissors/binders/calendar/etc.) Training Materials	\$ 100	
CD's (create and copy)	\$ 100	
Templates	\$ 100	
Handouts	\$ 100	
Subtotal : \$	300	
	\$ 500	Mileage cost for Project Manager to visit client sites
Travel Wages:		
Project Manager (part time)	\$ 7,605	19.5 hrs/wk @ \$15/hr
Faculty Advisor/Trainer	\$ 2,000	
Subtotal : \$	9,605	

Total Expenses: \$ 13,505

Net Income

\$ -

Appendix 13A: Project Based Learning Program - Phase Two Income Statement for the Semester Ending June 30, 2010

	<u>Amounts</u>	<u>Notes</u>
Income	\$ 10,715.00	Possible Grant Funding
Expenses		
Advertising/Promotion:		
Business Cards	\$ 10	250 qty, tri-color
Brochures	\$ 100	500 qty, tri-fold, multi-color, glossy, both sides
Subtotal :	\$ 110	
Miscellaneous	\$ 500	
Office Supplies		
(pens/pencils/paper/scissors/binders/calendar/etc.)		
Training	\$ 100	
Materials		
CD's (create and copy)	\$ 100	
Templates	\$ 100	
Handouts	\$ 100	
Subtotal :	\$ 300	
Travel	\$ 100	Mileage cost for Project Manager to visit client sites
Wages:		
Project Manager (part time)	\$ 7,605	19.5 hrs/wk @ \$15/hr
Faculty Advisor/Trainer	\$ 2,000	
Subtotal :	\$ 9,605	
Total Expenses:	\$ 10,715	
Net Income	\$ -	

**Appendix 14A: Project Based Learning Program - Phase Three Income
Statement for the Period Ending December 31, 2010**

	<u>Amounts</u>	<u>Notes</u>
Income	\$ 18,720.00	Possible Grant Funding
Expenses		
Advertising/Promotion:		
Business Cards	\$ 10	250 qty, tri-color
Brochures	\$ 100	500 qty, tri-fold, multi-color, glossy, both sides
Subtotal :	\$ 110	
Miscellaneous	\$ 500	
Office Supplies		
(pens/pencils/paper/scissors/ binders/calendar/etc.) Training	\$ 100	
Materials		
CD's (create and copy)	\$ 100	
Templates	\$ 100	
Handouts	\$ 100	
Subtotal :	\$ 300	
Travel	\$ 500	Mileage cost for Project Manager to visit client sites
Wages:		
Project Manager (part time)	\$ 15,210	40 hrs/wk @ \$15/hr
Faculty Advisor/Trainer	\$ 2,000	
Subtotal :	\$ 17,210	
Total Expenses:	\$ 18,720	
Net Income	\$ -	

