Capstone Prospectus

Prospectus 1: Survey Study

My client-based research project will involve Western State College’s Student Financial Services. The Director of Student Financial Services, Marty Somero, will be the client contact person, as well as the 3rd reader for the project. This project will involve researching customer satisfaction, implementing a survey to monitor customer satisfaction and providing results of the survey as well as suggestions on improvements.

The client wants this project preformed in order to determine how the customer really views the services of this office. In the decade which Marty Somero has been Director of Student Financial Services at Western State College, a customer satisfaction survey has not been preformed. In the recent year, as the College’s accreditation has been renewed, the Student Affairs department (of which Student Financial Services is a part) has suggested that in years to come, “self-evaluations” may be required for each individual office. Therefore, gathering data through a customer satisfaction survey will allow initial information to be collected in order to have a mechanism to base necessary issues to address in a self evaluation. In addition, this is the first year that the Office of Student Financial Services has not out-sourced the College’s tuition payment plan. With the addition of this new service, the office would like to find out if it is meeting the goal of offering better service than the previous payment plan provided. The survey will be two-fold. Student aid applicants will be surveyed and W-Pay (tuition payment plan) participants will receive a separate survey. Approximately 500 aid applicants (25% of all aid applicants) and 250 W-Pay participants (which can be parents or student and represents the majority of W-Pay participants) will be surveyed.

Initially, I am researching customer satisfaction surveys. I have received several samples from both the National Association of Student Financial Aid Administrators (NASFAA) and other colleges that I contacted through the financial aid list serve. After reviewing the sample surveys, and determining the
information that my client would like to evaluate, I will compose a 1 page survey and a cover letter which will be mailed out to approximately 750 student/parent customers. While awaiting on the survey results, I will continue my scholarly research on providing customer service and measuring customer satisfaction. Several articles from Total Quality Management journals which address customer satisfaction will be used in my research. I will also use the book Measuring and Managing Customer Satisfaction by Shelia Kessler as a major resource for this project.

After completed surveys are received, the data will be tabulated and findings will be presented. The findings of the survey will also bring on the final stage of the project which will involve suggestions for improving the service of the office. At this point, I may once again contact other financial aid offices to get additional input on potential changes in providing service.

*My time line for this project is as follows:*

February 13: receive final approval from client on survey questions, format and cover letter.

February 17: mail approximately 750 surveys

March 10: requested date for surveys to be returned. Begin initial tabulations of returned surveys

March 15: format all completed survey data and meet with client on findings

March 31: provide survey results as well as suggestions on areas of improvements to client

April: 14: complete 1*st* draft of research portion of project

April 21: begin web-site structural process

May 7: have client review web-site and review final project data

May 9: project will be successfully completed

Through out the ongoing project, I will have additional meetings with my client, as well as contacts with my 2*nd* SPA reader, Mark Collins. Mark Collins was my professor for a Local Government Management course that I took
through SPA at the Mesa College campus during summer semester of 2001.
Mark is also a resident of Gunnison and therefore will be familiar with our student body personalities. He is also the City Manager of Gunnison and during his class offered several good suggestions on excellent customer service practices.

This project will be beneficial to my current employment. As the Assistant Director of Student Financial Aid at Western State College, I am eager to find out how our customers feel about the services we provide.

<References were inserted here.>
Prospectus 2: Content analysis

Working Title: Colorado House Bill 1292, Industry Standards & Adolescent Sex Education

Project Client: Colorado Organization on Adolescent Pregnancy, Parenting & Prevention (COAPPP)

Contact: Shannon Sainer, Director of Evaluation and Community Programs, COAPPP

Second Reader: Beverly Buck, Director of Development and Communications, CEPA

Introduction & Project Description

COAPPP is a non-profit organization that serves Colorado by providing information and support for agencies that work in sexuality education for adolescents and their parents and agencies that support pregnant and parenting teens. COAPPP regularly provides information to community groups, schools and other organizations about the effectiveness of various sex education curricula and presently only recommends a small number of curricula that are both comprehensive in nature (providing information about both sexual abstinence and the benefits and disadvantages of contraceptives) and science-based. Science-based curricula must be rigorously evaluated and adhere to the guidelines set by the Centers for Disease Control and Prevention (CDC) for science-based programs and approaches as well as promising programs (Centers for Disease Control and Prevention, 2007).

Due to the rigor of developing a science-based program, most sex education curricula are not technically considered science-based, but a new method of evaluation has since emerged with the passage of Colorado House Bill 07-1292 (HB1292). HB1292 mandates that if a school receiving public funds wishes to provide sex education the curriculum it uses must be comprehensive in nature. HB1292 provides various criteria for comprehensive curricula and many educational organizations have sought to align their
programs with these requirements. The CDC’s requirements for science-based programs and the industry standards within the sexual health education community do not align directly with the requirements outlined in the aforementioned bill. COAPPP regularly receives questions about various programs’ compliance with the law and how those requirements relate to industry standards for efficacy.

To date, no formal study has been conducted to establish which sex education curricula adhere to HB1292; and, further, no studies have compared the standards set forth in HB1292 with industry standards for effective sex education. This project will create a rubric from which to evaluate the legal standards mandated in the law and industry standards for effective sex education with approximately five of the most commonly used sex education curricula in Colorado.

**Methodological Considerations**

To complete this project I will research and document all the requirements for sex education programs as dictated by both HB1292 and by industry standards for adolescent sexual health. Once documented, I will then compare those requirements to the content of various sex education programs developed by different organizations and determine whether or not those curricula adhere to these standards. I recognize that several terms used in HB1292 are not defined in the law and I will note this in my findings. My final rubric should illustrate not only whether or not these curricula adhere to the law and to industry standards, but also demonstrate how the law and industry standards differ from one another.

The most uncertain part of the endeavor will almost certainly be the method of obtaining the course curricula from the various educational organizations. Some of these
agencies have friendly relationships with COAPPP and/or faculty in the University of Colorado Denver and may loan copies of their facilitator guides of the curricula to me for the purposes of this project. Other organizations may not be as forth coming with this information and so adjustments will be made as to the number and variety of educational programs represented in my report as needed.

The following table lists five potential programs for study. After speaking with Ms. Sainer, I may include an additional program which COAPPP has found to be science-based and in compliance with the law as a basis for comparison against other non-science-based curricula.

<table>
<thead>
<tr>
<th>Curriculum Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Sexualities</td>
<td>Rocky Mountain Center for Health Promotion &amp; Education</td>
</tr>
<tr>
<td>Will Power/Won’t Power</td>
<td>Girl’s, Inc.</td>
</tr>
<tr>
<td>Quincañera</td>
<td>Friends First</td>
</tr>
<tr>
<td>W.A.I.T.</td>
<td>W.A.I.T. Training</td>
</tr>
<tr>
<td>All Together Now &amp; It Takes Two</td>
<td>Advocates for Youth</td>
</tr>
</tbody>
</table>

**Literature**

Based on the terminologies used in both HB1292 and within industry practice much of the scholastic literature reviewed for this project will focus on determining standard definitions for terms and desired outcomes for effective sex education programs. Doug Kirby’s *Emerging Answers 2007* (November 2007) provides a clear step-by-step outline of attributes of effective sex education programs used around the nation which form much of the basis for industry standards in the sex education field.

While definitions for terms like “age appropriate” seem common sense and are not defined by the law, Pedlow & Carey (2004) outline a set of requirements and the rationale behind developing standards for age appropriateness such as understanding
adolescents’ abilities to abstract reason and their cognitive maturity while in the context of peer pressures and parental communication. Following those definitions Ompad, Strathdee, Celentano, Latkin, Poduska, Kellam, & Ialongo (2006) define situations in which certain teaching methods and curricula content may become inappropriate given the developmental stages and cultural backgrounds of youth populations. Acknowledging that Ompad, et al (2006) focused primarily on low income African American and Caucasian groups in Baltimore, much of their findings seem to generalize well to other young people’s experiences around their sexual development.

Other terms used in HB1292 like “medical accuracy” are defined in the bill to mean: “…according to published authorities upon which medical professionals generally rely,” which unfortunately leaves much room for interpretation as to what sources medical authorities rely. Santelli (October 2008) describes the inconsistencies of what definitions and resources are in fact medically accurate within the sex education community and in response, he offers a concise definition that recognizes scientific theory, the medical community and established “mainstream professional organizations,” (Santelli, October 2008, p. 1791).

**Timeline**

<table>
<thead>
<tr>
<th>Task</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Prospectus Due</td>
<td>April 27</td>
</tr>
<tr>
<td>Literature Review Completed</td>
<td>May 15</td>
</tr>
<tr>
<td>Rubric Developed</td>
<td>May 29</td>
</tr>
<tr>
<td>Gather &amp; Read Curricula</td>
<td>May 15 – June 15</td>
</tr>
<tr>
<td>Compare Curricula in Rubric</td>
<td>June 26</td>
</tr>
<tr>
<td>1st Draft Completed</td>
<td>July 8</td>
</tr>
<tr>
<td>Final Draft</td>
<td>July 15</td>
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</table>

**References**
**Project Information:**

**Project Name:** Successful Succession Planning for Nonprofit Organizations

**Organizational Information:** The Client is JVA Consulting, LLC. JVA is a Denver-based consulting firm that serves nonprofit organizations nationwide by providing services to help organizations with planning, fundraising and grant writing, evaluation, and capacity building. The primary client contact will be the firm’s president, Janine Vanderburg.

**1st Reader:** Dr. Wade, Assistant Professor, Graduate School of Public Affairs, University of Colorado at Denver and Health Sciences Center

**2nd Reader:** Dr. Fitzpatrick, Associate Professor, Graduate School of Public Affairs, University of Colorado at Denver and Health Sciences Center

**3rd Reader:** Ms. Janine Vanderburg, President, JVA Consulting, LLC.

**Project Rationale:**

The imminent departure of the baby boomers from the workforce has focused much attention on the impending leadership void that will result in the nonprofit sector as well as the private sector. According to Paul Light of the Brookings Institution, nonprofit organizations will suffer greatly from this leadership gap because younger workers in generations with fewer people will not be as likely as those in the generation before them to seek nonprofit work or to stay in them for long periods of time (Joslyn, 2002). The Bridgespan Group, a nonprofit consulting firm, predicted a leadership deficit in the nonprofit sector that will require more than 600,000 new senior managers within the next ten years (Tierney, 2006). In order to prepare to effectively manage future leadership transitions and to maintain effectiveness during and following such changes, organizations must plan for executive succession.

Such preparations for executive transitions are often referred to as succession planning. William Rothwell, (1994) a succession planning expert, provides this general
definition of succession planning: “any effort designed to ensure the continued effective
performance of an organization…by making provision for the development and
replacement of key people over time.” In practice, succession planning has many
meanings because there are many different approaches to handling leadership transitions.
Some organizations regard succession planning as establishing steps they will take to
replace the executive director following an unexpected departure. In other organizations,
succession planning involves developing leadership and skills in current employees who
will maintain organizational effectiveness well into the future. Still others focus on
recruitment when preparing to fill key positions in the future.

Tom Adams, (2006) President of the consulting firm TransitionGuides and expert
on leadership transition management, describes two succession planning philosophies and
defines three types of succession plans. The philosophies focus on either replacement of
leaders or leadership development. The three types of plans each incorporate these
philosophies in different ways. Emergency plans prepare organizations for unexpected
absences by focusing on replacement of key personnel. Strategic development plans
incorporate leadership development efforts into the organization’s strategic plan to
broaden leadership capacity within the organization. Departure-defined plans involve
preparations to replace a leader who is planning to leave within the next three years, and
may combine replacement and development strategies.

Although the need for succession planning is evident and urgent, few nonprofit
organizations have undertaken the important task. A 2004 survey conducted by the
Annie E. Casey Foundation found that fewer than half of the nonprofit organizations in
the nation have succession plans in place (Teegarden, 2004). Other recent studies,
conducted by JVA Consulting and the Greater Kansas City Community Foundation, indicate that less than 20 percent of nonprofits have succession plans (Hall, 2006).

The goal of this project is to learn more about why so few nonprofits are prepared for executive transitions. This understanding will facilitate development of recommendations to assist organizations with succession planning and possibly development of services the client organization, JVA Consulting, can provide to help its clients through the succession planning process.

**Key Questions:**

This project will address the following questions:

- What are the reasons some nonprofit organizations have succession plans while others do not?
- How do nonprofit organizations develop succession plans?
- What recommendations can be made to the leaders of organizations that need to develop succession plans?

**Methodology:**

To address these questions, a qualitative study will be conducted. Data will be gathered through interviews and a review of organizational documents.

**Interviews:** Face-to-face interviews will be conducted with four to six executive directors of organizations that have succession plans in place as well as with four to six directors of organizations that do not have succession plans. If possible, interviews will also be conducted with an executive director currently developing a succession plan. The
interviewees will all be leaders of organizations located in the Front Range area of Colorado.

Interviews with executive directors of organizations that have succession plans will provide information to address why some organizations do have plans for leadership succession, how those plans are developed and what advice can be given to those about to begin the succession planning process.

Interviews with executive directors of organizations that do not have succession plans will give insight as to why some organizations do not develop succession plans and will clarify what resources they need in order to begin and follow through with the planning process. An understanding of their needs will guide and shape the recommendations for leaders of nonprofits that need address succession planning as well as agencies such as JVA Consulting that will provide services to assist them.

Document Review: From each of the interviewees the following documents will be requested:

- Mission Statement
- Goals of the Organization
- Budget
- Annual Report from FY 2005

These documents will be reviewed to provide context for the information obtained in the interviews. The organizational information, in combination with the interview data, may lead to interesting questions for future research as well, such as:

- Does area of service affect how organizations approach succession planning?
- Does budget affect how organizations approach succession planning?
Leaders of organizations with succession plans will also be asked to provide a copy of their succession plan for review. Analysis of the plans will include a search for elements common to all of the plans as well as the unique features that distinguish them. The plans will be characterized as emergency, strategic development, or departure-defined to investigate how organizations implement the various types of succession plan. The succession plan review will enrich the interview information and provide a deeper understanding of applied succession planning.
Timetable:

Initial work on the project has been conducted, including preliminary research, meetings with the client and first and second readers to discuss project planning. Details about past work are included in the table below. The table also details future plans to ensure the entire project is completed in a timely manner.

<table>
<thead>
<tr>
<th>Date</th>
<th>Task/Event/Assignment Due</th>
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<tbody>
<tr>
<td>April 6</td>
<td>Meeting with JVA to clarify project focus, details of assignment, and client duties</td>
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<tr>
<td>April – mid May</td>
<td>Preliminary research and project planning, including meetings and communication with all readers</td>
</tr>
<tr>
<td>May 8</td>
<td>Interview Request email sent to JVA clients and members of Colorado Nonprofit Association by client contact, Janine Vanderburg</td>
</tr>
<tr>
<td>May 8-15</td>
<td>Collect, organize, and respond to responses to interview request</td>
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<tr>
<td>May 17</td>
<td>Attend Colorado Nonprofit Association luncheon on succession planning</td>
</tr>
<tr>
<td>May 19</td>
<td>Meet with Dr. Wade to review interview protocol and general project design, Revise interviews</td>
</tr>
<tr>
<td>May 22-May 24</td>
<td>Write prospectus, Research for literature review</td>
</tr>
<tr>
<td>May 25-June 5</td>
<td>Work on literature review</td>
</tr>
<tr>
<td>1st wk June</td>
<td>Schedule interviews and request documents from interviewees</td>
</tr>
<tr>
<td>June 5</td>
<td>Prospectus due, presentation of prospectus to class</td>
</tr>
<tr>
<td>June 12 or 19</td>
<td>1st draft paper due, including completed literature review</td>
</tr>
<tr>
<td>June 13-30</td>
<td>Conduct interviews, begin transcription and analysis of interviews</td>
</tr>
<tr>
<td>July 1-10</td>
<td>Data analysis</td>
</tr>
<tr>
<td>July 10-17</td>
<td>Write paper and begin preparing final presentation</td>
</tr>
<tr>
<td>July 17</td>
<td>2nd draft paper due, (full and complete paper)</td>
</tr>
<tr>
<td>July 18-23</td>
<td>Revise paper, prepare final presentation</td>
</tr>
<tr>
<td>July 24</td>
<td>Final paper due, give final presentation</td>
</tr>
</tbody>
</table>

References:
Prospectus 4: Development

Capstone Prospectus

Project Information:

Client: Denver Metro Clean Cities Coalition, a division of the American Lung Association
First Reader: Dr. Jody Fitzpatrick, Associate Professor, Graduate School of Public Affairs, University of Colorado--Denver
Second Reader: Dr. Paul Stretesky, Associate Professor, School of Public Affairs, University of Colorado--Denver
Third Reader: Natalia Swalnick, Air Quality and Clean Cities Manager, American Lung Association

Background Information:

This project is concerned with the development and implementation of Supplemental Environmental Projects (SEP). In short, a SEP is an environmental program that an organization can choose to implement after they have violated an environmental regulation. Typically, the violator is forced into a legal settlement where they can choose to pay the fine outright, or opt to take a lesser fine and implement a SEP. The purpose of the SEP is to correct environmental damage caused by the organization, as well as to provide improvements to the community.

Project Purpose:

The purpose of this project is to develop a SEP that will ultimately appeal to a wide array of Colorado companies. In doing so, feedback will be gathered from environmental professionals and attorneys. The information will be used to produce a SEP that is not only marketable, but is also attractive and workable to the environmental community.

The project will attempt to answer the following questions:

- What are the aspects of a SEP that make it attractive to violators?
- What are the aspects of a SEP that make it unattractive to violators?
• What types of SEPs have been successful in Colorado? What types have been unsuccessful?
• How might Clean Cities alter the developed SEP in order to make it more appealing to violators?
• What aspects of the SEP must be included and excluded in order for the violating organization to be interested in implementing the program?

**Project Rationale:**

The client for this project is the Denver Metro Clean Cities Coalition, which is housed under the direction of the American Lung Association. There are numerous reasons why Clean Cities is interested in pursuing projects related to SEPs. First of all, recent program cuts have resulted in the elimination of a handful of successful air quality programs in Colorado. As a result, Clean Cities has been pursuing alternative sources of funding to keep certain integral programs afloat. The implementation of SEPs administered by Clean Cities is a viable solution to the funding issues. If an organization chooses to implement a Clean Cities sponsored SEP, the organization must pay Clean Cities to fully execute the program. By doing so, Clean Cities secures funding for programs that may have been cut or severely reduced in scope due to economic hardships suffered in recent years.

This proposal will be extremely helpful to Clean Cities because of the analysis and identification of aspects of SEPs that are attractive to violating organizations. By identifying the characteristics of SEPs that appeal to organizations, Clean Cities will be able to compile a SEP that will hopefully be implemented time and time again.

**Relevant Literature:**

The majority of relevant scholarly articles provide basic details of SEPs, including broad definitions of projects and benefits to the community. Although this literature is
beneficial in gaining greater understanding of the issue, it does very little to explain the problems associated with implementation and underutilization. A handful of literary sources delve deeper into these areas, primarily on a national scale. Thus, the most pertinent scholarly literature will provide guidance to this project, but will not address Colorado-specific concerns.

One such literary piece that supplies an overwhelming amount of material is an article entitled “Expanding the Use of Supplemental Environmental Projects.” The article was written by Brooke Robertson and published in the *Washington University Law Review*. Robertson provides a wealth of information regarding the problems with current SEP policy, distinct policy solutions, and specific case examples. The article is thorough and has been incredibly useful in outlining specific resolutions to the current problems faced by companies implementing SEPs.

Another piece of scholarly literature that has potential to be helpful is an article written by Steven Bonorris for the *West-Northwest Journal of Environmental Law & Policy*. This piece analyzes SEP data by specifically examining implementation in various states, with a large focus placed on the potentials and difficulties of SEPs.

The final literary source identified, and possibly the most substantial, is an article written by Kenneth Kristl, entitled “Making a Good Idea Even Better: Rethinking the Limits on Supplemental Environmental Projects.” The article thoroughly examines the problems with SEPs, including federal requirements and lack of incentives. Kristl also proposes numerous solutions to the problems and provides ample justification for the reasoning.
These three sources will provide a sound basis for the beginning stages of compiling and analyzing background information. Although none of the articles provides information specific to Colorado, the types of SEPs examined are very similar in scope and nature to the information desired for the capstone. Subsequent literature will hopefully provide greater insight into the Colorado-specific landscape of SEPs.

**Methods:**

The first step in this project will be to review existing literature and data regarding SEPs. This will include identifying Colorado SEPs that have been widely implemented, as well as SEPs that have been negated. Next, a SEP for Clean Cities will be developed in order to gather opinions regarding the plausibility of implementation from violating organizations. This information will be collected through interviews and surveys with violating organizations and the environmental attorneys that represent such organizations. Finally, an analysis of the information will be conducted in hopes of modifying the previously developed SEP so that it is appealing to violating organizations.

**Timeline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task/Event/Assignment Due</th>
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<tbody>
<tr>
<td>April-mid May</td>
<td>Begin review of pertinent scholarly literature and develop a rough draft of a SEP for Clean Cities</td>
</tr>
<tr>
<td>May 3</td>
<td>Meeting with Dr. Fitzpatrick to discuss the project</td>
</tr>
<tr>
<td>May 3-18</td>
<td>Project planning, including identification of interested subjects</td>
</tr>
<tr>
<td>May 19-21</td>
<td>Interview with representative from Colorado’s SEP Association</td>
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<tr>
<td>May 18-19</td>
<td>Conduct interviews, surveys, and focus groups</td>
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<td>June 18</td>
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<tr>
<td>June 4-15</td>
<td>Write first half of the paper</td>
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<tr>
<td>June 15</td>
<td>Draft of first half of the paper due (Introduction, Review of Literature, Purpose, Methodology or Workplan)</td>
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<tr>
<td>Date</td>
<td>Task</td>
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<tr>
<td>June 19-27</td>
<td>Finish up data collection and begin analysis</td>
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<tr>
<td>June 27-</td>
<td>Write paper and begin preparation for presentation</td>
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<tr>
<td>July 7</td>
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<tr>
<td>July 8</td>
<td>Draft of full paper due</td>
</tr>
<tr>
<td>July 10-25</td>
<td>Revise paper and finalize presentation</td>
</tr>
<tr>
<td>July 26</td>
<td>Final paper received by all readers</td>
</tr>
<tr>
<td>July 27-31</td>
<td>Oral Presentation</td>
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</table>

**Reference List:**
INTRODUCTION

Nearly half of all undergraduate students – a total of 11.5 million, to be exact – are enrolled, not in traditional four-year universities, but in America’s approximately 1,100 two-year, community colleges. These schools are indeed untraditional and, further, each is unique. Still, they share a common mission centered on equity, comprehensive program offerings, a community-based philosophy, a commitment to teaching and a commitment to life-long learning. They provide college entry to students across a wide demographic. They enhance the likelihood of upward social and economic mobility. And, by their very mission of providing higher education to the masses, they embrace the idea that individuals, and society, are better off because of this wider access to a college education for almost anyone who seeks it (Cohen, 2003).

In casting a wider, more inclusive, net, the community college has been responsible for changing the American higher education demographic; attracting high numbers of non-traditional aged students, first-generation college attendees, students from the working middle class and working class, and students from minority groups.
(Boggs, 2002). Indeed, as Cohen writes, America is reflected in America’s two-year community college population.

Though it is a bit like comparing apples to bananas, according to 1997 statistics, about 35 percent of community college students are members of minority groups (Source: American Association of Community Colleges, [www.aacc.nche.edu](http://www.aacc.nche.edu)) while only about 9 percent of students in four-year universities are members of minority groups. Latinos, more specifically, those who identify themselves as Mexican, Mexican-American or Chicano, represent the fastest growing minority group on the community college landscape. But large numbers of minority students entering the community college have not necessarily equated with large numbers of minority students persisting to graduation from the community college.

Who leaves? When do they leave? Why do they “say” they leave? What are the “real,” or more authentic, reasons for their early departure? And what can the community college do to stem the revolving-door trend of student in, student out, student in, student out, student enrolled, many different times, over many different years – but still no degree in hand?

**The Client – Joseph Garcia, President, Pikes Peak Community College**

Like other two-year community colleges, Pikes Peak has as its mission the delivery of occupational programs for youth and adults in career and technical fields, the availability of two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and the offering of a broad range of personal, career, and technical education for adults ([www.ppcc.edu/OurCampuses/AboutUs/mission.cfm](http://www.ppcc.edu/OurCampuses/AboutUs/mission.cfm)). Also, like other community
colleges, the question of “Who leaves and Why do they leave?” has become a constant, according to President Joseph Garcia, a focus of campus efforts, statewide discussions and national study and research.

This client-based project, would attempt to address those questions by looking at the approximately 10 percent of PPCC minority students (approximately 240) who have taken advantage of the Student Support Services offered by PPCC TRIO Program administrator Eduardo Quesada. It would be modeled after a portion of a similar project, conducted by the Office of Institutional Research in the Riverside Community College District, (Axelson & Torres, 1996) one that, in many ways, mirrors the demographic represented at PPCC.

Using existing demographic information, the PPCC TRIO students, in their second program year, would be divided into four Student Types, based on age and the number of credits completed. Which Student Type has the highest persistence rates? Which the lowest? What are their demographics? What factors do they cite in decisions to stay in school? Leave school? What role has supportive services played in retention? Can this demographic and focus group information be used to measure persistence of similar students who have NOT used TRIO services? How can this inform PPCC student recruitment, student support and student retention efforts?

Readers

Joseph Garcia, President, Pikes Peak Community College
Terry P. Schwartz, Ph.D., Associate Dean, University of Colorado-Colorado Springs
Eduardo Quesada, Director, TRIO Support Services, Pikes Peak Community College
TIMELINE

8/11 – Meet with Joseph Garcia, PPCC President

9/1 – Teleconference with Ed Quesada, TRIO Supportive Services

9/6 – Prospectus Draft Submitted

9/9 – Revise Prospectus

9/12 – Share with President Garcia, Director Quesada, Associate Dean Schwartz

9/13 – Meet with Quesada, determine most relevant demographic data, discuss project in greater detail, answer questions about access to student contact information, interview/focus group space availability, any privacy issues. Also, in this meeting, will gain input as to what additional concerns seem evident and what additional information might become a part of the final model for the project.

9/16 – w/ Colleen of TRIO Program for instruction on on-site PPCC Data Retrieval

9/23 – Second data retrieval session

9/26-10/10 – Focus Groups, Interviews and/or Survey conducted

10/24 – Part I First Draft Submitted

10/28 – Revisit interviewing, data collection, etc. based on feedback

11/11 – Complete Draft Submitted

11/16-11/28 – Reading, sharing, feedback & revision

12/5 – Website Work Draft

12/11 – Website Completed

12/12 – Reader viewing and feedback

12/15 – Feedback to Dr. Fitzpatrick

REFERENCES (USING THESE SOURCES AND OTHERS...)