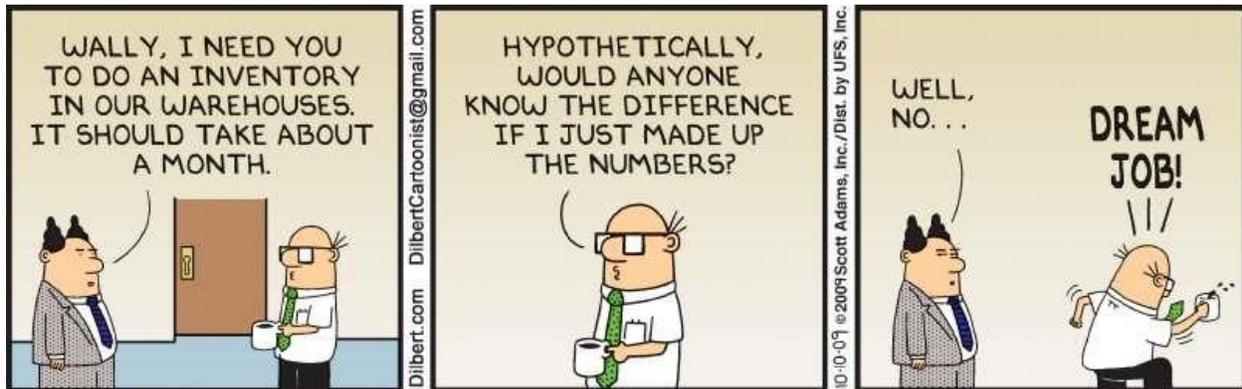# Final Group Project: Worth 30% of your overall grade for the group project and 5% for your critique (or performance review paper).

Task:

The campus is experiencing a declining enrollment that will affect funding for the college and possibly course offerings. This decline is cyclical as when the economy is doing poorly, more people tend to come to school. However, the problem can have some real world consequences on this school in that if enrollment is low and we want to maintain course offerings, we may have to cut funding to other programs or services that are not academically focused, and/or increase tuition, both of which could decrease enrollment numbers as well. What I would like for your group to do is to explore the topic of low enrollment in depth to uncover the reasons behind the drops and to explore what the college can do to reverse the decline.

I.   During your presentation, you must discuss what the problem is, why it's a problem, the scope and depth of the problem, and the consequences of that problem on the community (or population that is affected by it).
   A. Talk to key shareholders who are affected by this problem.
   B. Talk to people who are attempting to address the problem
   C. Get data on the scope:
      1. Who does it affect?
      2. How does it affect them?
      3. What other problems are caused by this problem?

4. What are future problems that may develop because of this issue?

II. The group should propose a solution to that problem. The solution should be attainable and realistic.

    A. You must explain the steps needed to fulfill your solution and

    B. Possibly discuss why your solution is better than other proposals towards the fulfillment of this task.

        III. You must discuss obstacles that may impede your progress and how you have prepared for those obstacles.

    A. What restrictions (such as regulations, time frames, current financial issues, etc.) must be overcome.

    B. How do you overcome those obstacles?

        1. Discuss your budget (if you have one)

            a. Don't make up numbers, back them up.

            b. Make a report of ALL aspects and associated costs

                i. **See a librarian for help doing research, don't just rely on internet resources that may be outdated, irrelevant or wrong. Cite all sources accordingly.**

        2. Discuss the regulations (for example, even seemingly innocuous tasks such as cleaning a street may have regulations such as the type of cleaners used, the impact of those cleaners on the environment, the use of equipment and labor costs, the time of day may even be restrictive for businesses. . .)

            a. **See a librarian for help doing research, don't just rely on internet resources that may be outdated, irrelevant or wrong. Cite all sources accordingly. (do you see a theme here?)**

        3. Discuss what problems may be created by your solution and how you are protecting for that.

        4. Discuss where your funding might come from (grants, community fundraising efforts, etc.)

            a. How will these goals be realized?

                i. Advertising

                ii. Grass roots campaigning

                iii. Grant writing

        IV. Visualize the solution (Paint a picture)

    A. What benefits are there to this solution?

    B. How will this solution benefit the stakeholders?

    C. What residual effects may also take place?

1. Use Support for this as well.
   a. pictures
   b. statistics
   c. examples
V.   Give a call to action*
   A. What can we do as an audience to support this? (or what have you done?)
   B. What do you want us to do now?

Basically, your presentation should be both and in-depth and complete look at some community or campus issue that you think needs to be addressed and how your group proposes to address it. It should follow Monroe's Motivated Sequence for the presentation as this is both an informative AND persuasive presentation. All members are required to speak roughly equally during the presentation.

I would also like you to write up a synopsis of your findings and proposed solutions in a written pamphlet of sorts that I will present to the President, PR, and Enrollment services. In Other words, what you might do may actually have an effect on policies or procedures here at COS.

The roles of group members should be formally assigned (to some degree) and you will also find that informal roles will become apparent once the project has started.

Formal Group Roles: Think of **Roberts Rules of Order:** President, Vice President, Secretary, Senators at large

Nobody has any more "power" than anyone else in this formal system; they just have a title that requires them to do certain tasks.

Formal Leader (President): This could be a shared responsibility, but the leader should help the group stay on track with the group project and be the go-to person to discuss problems or issues that group members uncover during the work project. They should also state the purpose (or agenda) for each meeting and ask for input to ensure that all parties have a voice.

Vice President: Takes on the roles of the president in her/his absence.

Secretary: This person takes notes for the group and disseminates them to the team members. He/She ask clarifying questions and also help keep the meeting on track.

Senators at large: All members are technically senators in a small group. They all have tasks they must do outside of the meeting and all offer input designed to help the group's goals become realized. Tasks may be assigned, volunteered for, or mandated in other ways (such as the unknown). Tasks need to be distinct from one another so as not to be duplicated too much.

Look at the text for informal roles group members

Some Topic Ideas

A. Declining enrollment at COS
    1. Classes Offered?
        i. When
        ii. Where?
    2. Faculty?
    3. Administration
    4. Retention of students
        i. Don't see the point?
        ii. Don't have the classes needed?
        iii. Don't have a traditional college experience?
    5. Athletics?
        i. Seasonal athletes that only come during the term they play?
        ii. Offered scholarships?
        iii. In state vs. out of state?
    6. Economy?
    7. Location?
    8. Housing?
    9. Advertising?
    10. Competition?
    11. Cost?
        i. Lack of scholarships?
        ii. Lack of employment available for students?
    12. Community Issues?
        i. Fewer students because of an older community population?
        ii. Other opportunities available that compete with college?
        iii. Community not involved with campus proceedings?
            1. New Ag Program