

# CH AN GE MAKERS



PHI THETA KAPPA  
HONOR SOCIETY

Journal of Student  
Leadership

Fall 2022

# About Phi Theta Kappa

Phi Theta Kappa is the premier honor society recognizing the academic achievement of students at associate degree-granting colleges and helping them grow as scholars and leaders. The Society is made up of more than 3.8 million members and nearly 1,300 chapters in 11 nations.

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# A Letter from the Editor

Some community college students assume their ability to be change makers is in the future: "After I graduate..." or "Once I am financially secure..."

In Phi Theta Kappa, we know that their time to make a difference is *right now*. You don't have to wait to be great. This journal is unequivocal proof of that fact.

*Change Makers* is Phi Theta Kappa's Journal of Student Leadership featuring projects created by community college students working under the direction of their college administrations to generate positive changes on their campuses.

Phi Theta Kappa chapters thrive on strong college administrative support, and the College Project is designed to strengthen the chapter-college relationship through a joint effort with one primary aim: how can PTK members help the college reach its goals? Every successful College Project begins with members reviewing the college's mission and strategic priorities, meeting with their college president or other top administrators to discuss where they can best serve, and then collaborating alongside college personnel to make a difference.

The articles in this journal represent students' commitment to provide practical solutions for pressing problems through outstanding leadership and service. These projects represent the top submissions from over 400 College Projects conducted the past year. We are honored to feature 16 of those submissions, and we congratulate these chapters for representing the incredible work done by *all* Phi Theta Kappa chapters worldwide.

These 16 College Projects are diverse in their focus areas, but they all are outstanding examples we hope will inspire students everywhere of their potential to be change makers right now, right where they are.

With gratitude,

A handwritten signature in black ink that reads "Jennifer Stanford". The signature is written in a cursive, flowing style.

**Jennifer Stanford**

Associate Vice President of Program Implementation  
Phi Theta Kappa Honor Society

# About the College Project

The Phi Theta Kappa College Project is designed to engage students in leadership and service that support their college's mission and establish a positive rapport with the college administration. The process of completing the College Project fosters student growth and helps fulfill our mission to provide college students opportunities to grow as scholars and leaders.

## Learning Outcomes

Planning, developing, and implementing a College Project contributes to personal, professional, and soft-skills development. It also provides opportunities for students to have a positive impact on their college campuses by implementing projects that support the college's mission.

Members who engage in the development and implementation of a College Project will be able to:

1. Design, organize, and implement a plan of action that results in a project that supports their college's mission.
2. Demonstrate leadership, critical thinking, problem-solving, and reflective skills throughout the project process.
3. Form and develop teams that collaborate and communicate with college administrators to determine and implement an appropriate project.
4. Engage in professional written and verbal communication.
5. Provide evidence of project impact using quantitative and qualitative assessments.
6. Compile a report using clear, correct, and effective language.

Achievement of these learning outcomes builds the analytic and collaborative problem-solving and leadership skills necessary and valued in advanced academic pursuits, workplaces, and communities.

# Editorial Board

The *Change Makers* Editorial Board is comprised of officers of Phi Theta Kappa's Association of Chapter Advisors (ACA). The ACA board includes four ACA officers, one from each of Phi Theta Kappa's four divisions. ACA officers are responsible for providing feedback to Phi Theta Kappa Headquarters staff on a variety of Society programs and priorities. The ACA board is made up of Phi Theta Kappa chapter advisors. ACA officers are nominated and elected by fellow Phi Theta Kappa advisors.

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# Building a Pathway to Success

Alpha Phi Alpha Chapter  
Butler Community College  
*Andover, Kansas*

## Abstract

Butler's mission statement is "Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves." Our mission with this project was to help improve the lives of our lifelong learners, aka students, who share in our community and surrounding areas. During our planning sessions with administration and faculty, we all agreed we wanted to find something to impact our students and community -- something to fit with the budget and have a direct impact on students' lives.

The Villas apartment complex, which houses many of our students, is within walking distance to our main campus. After the building of the Villas, students started a very small dirt path that cut straight across to campus. These students come from our city, county, state, and throughout the United States as well as across the globe. These scholars have been struggling to find a clean and safe way of passage to campus for many years. The Pathway To Success provided a way for students to safely travel to and from class by allowing them to avoid having to make the decision to either walk along a busy highway or through muddy and slippery areas on their trip to the main campus.

## Planning

We began the planning process for this College Project in the early spring semester of 2019. However, due to the COVID-19 pandemic, we had to delay the scheduled project to the following year. This venture started at a PTK meeting which included the chapter officers, advisors, and college administration to help devise a plan for a project PTK could spearhead to improve the lives of the students at Butler Community College. After a few meetings, our





Figure 1



Figure 2

President Dr. Kimberly Krull suggested a pathway between the Villas apartment complex and the main El Dorado Campus.

At our next PTK meeting, we started brainstorming some ideas with members. An officer who owns a landscaping business shared valuable technical information and awareness with the team. We then scheduled budget meetings with the CFO and head of facilities management. This led to three different stages of our project since we were unsure of how much funding would be available. (First Stage: preparing the ground and adding mulch (Figure 1). Second Stage: adding river rock for a solid border. Third Stage: adding an arbor at the halfway point.) Once we compiled all the information, a chapter officer and our advisor presented the proposal to the executive council which included the college president, vice

president of academics, vice president of finance, and facilities management directors.

After the executive committee voted unanimously to approve the project, we then proceeded to schedule meetings with the facilities management and building and grounds crew to fine-tune the details. Setting a date to start the project proved to be difficult for several reasons: the unpredictability of Kansas weather; the complicated coordination of schedules for student volunteers who had jobs, other extracurricular activities, and families; arranging a Saturday workday for college employees who work Monday-Friday.

## Leadership Development

The skills required for the project to succeed were knowledge in landscaping and budgeting. To increase our skills in these areas, we worked with facilities management to learn how to properly construct our path to the Villas. This included determining the correct depth of the path, the best mulch to use, how to properly place the edging along the path, and how to spread the mulch evenly to ensure it looked professional while being cost-effective.

We also had to learn how to properly budget for our project. The college provided the funds to create the path. It was up to us to efficiently use the funds to purchase the best product for the project. We met with the Pathway to Success team to decide what we could accomplish with the funds allotted. The chapter would be able to accomplish stage one this year, with the other two stages being completed in the coming year.

## Collaboration

With our project being a permanent structure on the college campus, we collaborated with our facilities management building and grounds (FMBG) crew. We met face-to-face, utilized Zoom, traded cell numbers, and had phone calls. Quotes and important information were sent over many emails. Our FMBG team, Nick, and local businesses helped secure all the materials needed for our project and assisted in the purchase of materials with their vendor. After many long meetings, the FMBG crew and PTK members developed a plan to use the

heavy equipment to clear the grass and dirt for construction to start the project. The team selected Saturday, April 17, 2021, for the long-awaited day! We were in close contact all week long. The equipment moved off and on due to the rain. Eventually, the team had to concede to the rainfall. COVID-19/rain score = two, College Project = a big fat zero.

However, we learned about the unofficial fifth hallmark of PTK: flexibility. So, we regrouped, rescheduled, and again stayed in close contact the following week. We lost half the volunteers due to the date change, which was now Saturday, April 24, 2021. Our advisor went to an alumnus' wedding in Tennessee; however, she secured another person to stand in for her, as we are required to have an advisor at all our events. The equipment and mulch arrived as well as the FMGB crew, staff, faculty, PTK members, and officers (Figure 2). We were thankful for Student Government as they supplied snacks and water for the project. As a team, we pulled together and worked hard to complete the project in one long, hard day (Figure 3).

## Impact

The quantitative outcome of the project was over 700 students living in the Villas now enjoy and use a more direct route from their apartment to the college. Happily, we discovered members of the community also use the pathway. Not only does the pathway reduce travel time to and from the Villas and the main El Dorado campus, but also it creates a safe path for walkers.

The qualitative outcome for our students is we, as a chapter, learned that we can make a difference within a community and be a part of a major difference collaborating with and for the students and employees at Butler Community College and the city of El Dorado. Our members also learned hands-on skills in planning, budgeting, building, and working together for a better outcome for everyone involved. It was an amazing way to give back to a community which significantly supports our college as well to better support our fellow students. One of the most exciting personal impacts on members of the chapter is they now feel they have the ability and skills to make these large-scale changes for the communities around them.



Figure 3

## College-Chapter Relationship

The Pathway to Success was a major collaboration between our chapter, staff, faculty, and the administration of Butler Community College. Together we were able to create a project which served the students at our college as well as the community and provided experience to all who were involved in the process of creating the pathway to success. This project gave our members the confidence to communicate with the college administration and the skills to properly plan, present, and execute something when dealing with a governing body of an institution.

The administration of our college was extremely supportive of our project and provided everything needed to make the pathway successful even with a global pandemic pushing our plans back a year. Overall, the Pathway to Success created a respectful working relationship among our chapter, students, and administration to execute and complete a much-needed addition to the campus. Going forward our chapter not only has a stronger relationship with our administration but also the skills to take on more substantial projects.

# Establishing a Professional Closet on Campus

Alpha Mu Tau Chapter  
Collin College  
*Frisco, Texas*

## Abstract

Collin College has great programs that prepare students for entering the workforce. However, an interviewer's perception of an individual is based largely on how they look and perform during the interview process (College of Education at UT, 2021). The job interview is just as critical, if not more, than the resume someone submits. In support of Collin College's mission to be a "student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect," we agreed with administration to develop student support services, specifically regarding clothing, learning resources, and interview preparation videos to assist individuals in achieving their career goals.

To do this, we collaborated with college stakeholders to research college career closets, explore funding options, pinpoint a good location for an inaugural closet, and survey the campus community to understand any economic constraints and determine the inventory needed for our closet. The Career Center at Courtyard will serve as our inaugural Professional Closet and will open March 2022 (Figures 1 and 2).

## Planning

The College Project committee met over winter break to brainstorm ideas. To tie all our ideas to the college's mission to be an "institution committed to developing skills, strengthening character, and challenging the intellect," we focused on the college's core values, specifically those of learning, creativity and innovation, and dignity and respect. In February 2021, the executive team met with the college's executive

vice president (EVP) and dean of academic services (DAS) to discuss our ideas.

Having completed a proposal the prior year to create a professional closet, we included the implementation of our proposal as one of three concepts. Since the Board of Trustees approved the professional closet proposal, the conversation leaned heavily towards implementing the closet. Once we all agreed to move forward with the closet and to further develop Career Center's online resources for students related to workplace professionalism, the EVP directed members to work with the college's chief student success officer (CSSO) to organize and implement the project.

In meeting with the CSSO, the team worked to develop a set of project objectives:

1. research college career closets to improve the team's understanding of the inner workings of a college closet
2. explore funding options
3. pinpoint a location and wardrobe/storage for an inaugural closet
4. examine ways we can improve career center online resources
5. survey the campus community to understand economic constraints and determine inventory needed for the closet
6. purchase inventory

With the framework designed, the CSSO asked to meet once a month to discuss progress and use email to communicate between meetings.

## Leadership Development

As a two-part project, a closet and resource center for professionalism, the team determined we needed to hone our skills in multiple arenas and created multiple subcommittees to be efficient. These subcommittees included research, funding, career center outreach, and shoppers.

The Research Subcommittee met with a statistician to learn to create a survey measuring how we could best serve our students. This survey consisted of ten questions, including descriptive data detailing each respondent's main campus, clothing size preferences, and genre of



Figure 1

career clothing needed. This helped members understand the economic constraints of our campus community and determine the inventory needed for our closet.

Additionally, members researched college career closets to get an understanding of how other institutions created an inclusive closet to best fit a diverse student body. Members interviewed five colleges that had professional closets to understand their procedures. Pennsylvania State University's Penn Closet held a workshop that explained how to manage a college closet, including where to house the closet and store the clothes, how to keep a digital inventory, and what kind of clothing to offer.

The Funding Subcommittee members priced articles of clothing, calculated the overall cost for approximately 25 outfits, and generated a starting budget. After attending a student engagement informational workshop on applying for Student Activities Fees through the Advisory Committee (SAFAC), members applied for SAFAC funding and then the shoppers began purchasing inventory with the money awarded.

To gain knowledge regarding the conduct, behavior, and attitude of someone in a work or



Figure 2

business environment post-COVID, members of the Outreach Subcommittee partnered with TEDxPlano to create a salon event that allowed us to critically think about changes in the workforce. Topics included professional attire, interview etiquette, workplace interactions, and how to be purpose-driven professionals.

Subcommittee leaders delegated specific tasks such as securing a location, selecting speakers, creating a list of questions for salon discussion, training facilitators, recruiting check-in staff, and constructing program guides and surveys. To reach a wider audience, we strategically decided to utilize multiple platforms and host the salon event in a hybrid format.

## Collaboration

In keeping with the project objectives, we conducted significant research before securing a location, buying wardrobes, applying for funding, and purchasing inventory. Monthly Zoom meetings and regular email communication between the CSSO, DAS, and members of the committee ensured that we worked together to efficiently carry out the project. As a year-long project, we ran into some challenges that required attention.

In the fall, the college assigned a new PTK administrator for our chapter, who had to be brought up to speed. Although wardrobes were purchased in the summer, supply chain issues caused delays in deliveries. Though we discussed one campus location for the inaugural closet, a winter storm caused extensive damage to the campus in question, and we had to secure a new location. Staff retirements and a freeze on hiring caused a delay in our partnership with the Career Center at Courtyard, which was selected as our alternate location for the closet. Finally, funding through Collin College and the U.S. Department of Education (CARES Act) fell through, causing us to brainstorm new ideas for funding.

Working closely with CSSO and our PTK administrator, we remained determined to develop solutions. In between monthly meetings, the PTK administrator received weekly (sometimes daily) updates from our chapter advisors. Furthermore, we continued weekly committee meetings and bi-monthly meetings with student leaders from other organizations, as well as providing weekly updates to the executive team.

When preparing for the salon event, the committee kept in regular email contact with TEDxPlano representatives, presenters, and facilitators. We communicated updates of the event to the CSSO and contacted associate deans and faculty over academic affairs and workforce to broaden our audience. When one of the speakers dropped out at the last minute, we used community relationships to find an expert in career placement to fill in.

During our last meeting of the year, we talked through locations and items to purchase with administration, which helped us identify both professional and workforce attire. Additionally, we resolved which campus would store inventory, identified a new partner at Career Center, and analyzed the completed career tutorial library. Once items were purchased and a meeting set with Career Center, we sent in a final status report to college administrators detailing our successes and what still needed to be accomplished for full implementation of the professional closet.

## Impact

Committee members were reminded of the importance of collaboration with outside organizations, such as TEDxPlano, universities, and colleges, to grow in their knowledge of professionalism. Additionally, members developed as leaders and followers while learning the importance of prioritizing, setting goals, strategic thinking, and organization. During initial research, we analyzed 53 professional closets detailed on university webpages and conducted interviews with five institutions via phone calls, webinars, and in-person tours. This helped develop creative and innovative ideas for the closet.

Through opening our survey to the entire Collin College community, more than 280 individuals were represented in our mission to determine additional support services for the Career Center. More than 65 guests, including students, alumni, faculty, staff, and community members, attended the TEDxPlano salon event. Moreover, 218 individuals from four campuses responded to the survey. These responses were used to directly impact and reflect the diversity of Collin College students and alumni.

Our committee also created four videos on professionalism to expand on the current Career Center tutorial library. Information presented in these videos required members to research specific topics such as correlation between color, pattern, and first impressions. The committee successfully secured space at the Courtyard Campus for four armoires to store the inventory for the professional closet. With the \$5,000 received in SAFAC funding, we purchased nine blazers, 18 slacks/pants, 32 tops/blouses, and 23 skirts/dresses to fill the armoires. All items will be available to the student body.

## Chapter-College Relationship

This project strengthened our relationship with Career Center, DAS, the new PTK administrator, and the CSSO, and it allowed members to acquire a sense of responsibility and accountability to our college. The project laid the foundation upon which the college will further serve students in need of professional advice or clothing.

Administrative concerns over holding donation drives compelled members to work with Student Engagement to secure funding to purchase inventory. Although we asked for only \$5,000 from SAFAC, they were so impressed with the project that they encouraged us to return each year for additional funding to keep the closet flush with inventory.

A committee member stated, "After working with my chapter in this endeavor, I have grown especially confident in myself. I now believe in my ability to lead, voice my opinion, work with other people, and am open to different ideas." It also made members of the committee appreciate administrative interest in helping the student body with such an important part of gaining employment. We found out that a closet has been on the wish list of the Career Center employees for years. They thanked us and indicated that without our assistance, this project would not have come to fruition. Through regular communication and goal achievement, the chapter strengthened its relationship with stakeholders throughout the college.

# Mental Health Matters Awareness Campaign

Beta Beta Psi Chapter  
Madison Area Technical College  
*Madison, Wisconsin*

## Abstract

Our College Project was to design, develop, and deploy an awareness campaign for the entire student body around mental health. The campaign would raise awareness of the importance of recognizing and strengthening one's mental health. It would serve as a reminder to students that mental health was something everyone had, and like physical health, practicing various techniques can improve one's health. The campaign would deliver several lessons and include challenges for students to practice and share their experience. It would also offer discussions to share stories about mental health journeys, which would reduce stigmas as the audience identified with the story and learned how mental health struggles were not worthy of personal shame. Campaign outcomes were expected to show significant student interaction and engagement in the challenges and discussions.

Mental health was already a major effort for several college teams, but no direct awareness efforts were underway. The pandemic further put mental health on the forefront of concern for students' well-being. The vice president expressed that improving student mental health awareness aligned well with strategies for success and retention, both vital to the mission of the college.

## Planning

Our chapter officers began by brainstorming several themes around student success and retention. Knowing our vice president was a new contact, we reached out by email to give him background on the project and its purposes. Over several meetings/weeks, we collaborated with

the vice president until a theme around student mental health emerged because of the current gap and potential impact on priorities for success and retention. We excitedly chartered a project to promote awareness and began recruiting team members.

The vice president connected us with the Mental Health Impact Team (MHIT), a governance unit working to coordinate college mental health initiatives. Together we planned an awareness campaign consisting of emailed informational lessons, exercises to encourage positive mental health habits, and live forums. We presented the campaign outline and plan to the president's cabinet for feedback and approval. Upon obtaining their formal approval, we split into three sub-teams to plan the campaign details.

Our whole team convened weekly to report progress then broke into the three sub-teams. At the end of each meeting, the teams reconvened for report outs. Progress was routinely shared with the vice president, who forwarded to senior management, and MHIT members reported progress to their represented teams.

The Lessons sub-team worked with a senior counselor and MHIT member to decide which mental health concepts should be addressed. After researching counseling's best practices, the sub-team narrowed to six mental health components: meaning and purpose, social connections, managing stress, brain-healthy diet, quality sleep, and staying active. With content defined, the sub-team consulted college marketing to establish a logo, color scheme, and email layouts, which we used to design the campaign emails (Figure 1).

The Action Challenges sub-team included the student life director for her expertise in designing engagement opportunities. The sub-team expanded to include student volunteers as the campaign launched. This expanded sub-team refined each challenge to develop specific instructions and participation incentives.

The Events sub-team brought in another senior counselor and MHIT member and coordinated one event aimed at the general student audience and one for veterans. The student life director assisted with planning, scheduling, and promotions.



Dear contact.firstname,

Your mental health influences how you **think**, **feel**, and **behave** in daily life. It also affects your ability to **cope** with stress, **overcome** challenges, **build** relationships, and **recover** from life's setbacks and hardships. Strong mental health isn't just the absence of mental health issues, **being mentally or emotionally healthy is much more**.

Humans are social creatures with emotional needs for relationships and **positive connections** to others. We're not meant to survive, let alone thrive, in isolation. Our social brains crave **companionship** - even when experience has made us shy and distrustful of others.

Making **good** social connections helps:

- **Relieve** stress.
- **Provide** comfort and joy.
- **Prevent** loneliness and isolation.
- **Improve** support network.

Our society tends to place an emphasis on romantic relationships, but friends bring more happiness into our lives than virtually anything else.

**Healthy** friendships can:

- **Improve** your mood.
- **Help** you to reach your goals.
- **Reduce** stress and depression.
- **Support** you through challenging times.
- **Support** you as you age.
- **Boost** your self-worth.

Figure 1

## Leadership Development

Kicking off this project, we exercised creative thinking, devising original ideas with consciousness of the college administration's interests which we gained from discussions with advisors and college strategic leaders. We practiced critical and analytical thinking in narrowing our options for the vice president. As we decided on a mental health awareness campaign, we continued to develop our thinking skills in planning our campaign and researching elements required to conduct it.

Communication was integral to our project's success, considering its collaborative nature. For example, our proposal to the president's cabinet required good presentation skills to deliver a clear and engaging message. We learned what types of presentations the cabinet preferred, how to conduct an online meeting, and held multiple rehearsals for a prepared delivery. We viewed previous teams' presentations in preparation and delivered a successful one that drew enthusiasm



**Table 1: Mental Health MATTERS Email Campaign Performance.**

Message	Date Sent	Sent/Delivered	Impressions	Unique Opens
Your Mental Health Matters (campaign intro)	10/2/21	13,397	8,256	3,759
MHM Lesson 1 – Meaning & Purpose	10/05/21	13,561	7,624	3,592
MHM Lesson 2 – Making Connections	10/12/21	13,552	7,133	3,238
MHM Lesson 3 – Managing Stress	10/20/21	13,553	6,984	3,257
MHM Midterm recap	10/28/21	13,485	6,459	3,009
MHM Lesson 4 – Brain-Health Diet	11/03/21	13,469	6,398	2,985
MHM Lesson 5 – Quality Sleep	11/10/21	13,397	6,189	2,935
MHM Lesson 6 - Staying Active	10/22/21	13,339	5,503	2,732
<b>TOTALS</b>		<b>107,753</b>	<b>54,546</b>	<b>25,507</b>

from the cabinet and refreshed skills that are useful in areas outside the College Project.

We had to articulate our vision to engage partners, so we practiced by reviewing previous project abstracts and crafting our own “elevator speech.” Using our experience planning several chapter operational tasks over the previous term, we applied our skills in professionalism throughout our interactions with stakeholders and our commitment to accomplishing the various assigned tasks. We developed leadership skills to identify and foster partnerships in working with the MHIT, counselors, and other teams. We determined who to partner with, for what, and how to approach them. We also learned to demonstrate our reliability as partners and express gratitude as the partnerships resolved.

Finally, we had to understand the details involved in this type of campaign. We met with experts to learn about mass emails, CAN-SPAM law requirements, messaging layouts, design, and how to encourage action. Through these efforts we worked to develop prizes to incentivize participation and multiple media engagements to keep the campaign fresh and entertaining.

## Collaboration

The project implemented in the fall term with an introductory message, six mental health lessons, and a mid-semester engagement reminder. Communications staff met with the Lessons sub-team to teach us the mass email system to

send all emails and track interactions. For each email, we revised the message content into the designed email template and connected with the Challenge sub-team for details, incentives, and links. Then we emailed a preview to the whole team. To send, we connected with Institutional Research for student lists.

At launch, the vice president, dean of students, and video interns collaborated for a video, which was shared with all employees along with the campaign plan and “promote-to-students” call to action. A mass email launched the student introduction message including the video and an “opt-in” prize challenge.

Throughout the campaign, the student life director and chapter president facilitated student volunteers to define the campaign challenges and details. The student life staff created challenge entry forms and managed prize distributions, updating the team at each meeting. Staff identified volunteer hosts for awareness tables and produced handouts for two major on-campus events. For the Managing Stress Challenge, we connected with an instructor to resource pre-recorded mindfulness workshops and credited her in the campaign. For the brain-healthy diet, we worked with our culinary program on healthy snack ideas.

As we sent each lesson, we partnered with a librarian to create and update the campaign website, routinely posting employee reminder “news” to follow the campaign through this site. In the first campaign event, we contracted

a speaker from Active Minds, a premier organization impacting young adults and mental health. He shared his personal mental health struggles as a Latino and how he overcame them. The second featured a current student and military veteran who shared his struggles with post-traumatic stress and his journey to get support from several different agencies. He highlighted the importance of mindfulness in his journey and community resources for others seeking assistance. Events were promoted in email lessons, and by student life, social authors, the web team, counseling, and veteran services.

During the campaign, plans and performance were continually shared in meetings and email updates with team members, counseling, MHIT stakeholders, and the vice president, who shared with the cabinet. After the campaign concluded, we partnered with the counseling department to present campaign outcomes at the all-employee in-service day.

## Impact

Table 1 presents the email campaign performance which generated 107,753 emails to students. These resulted in 54,546 impressions/digital views from 25,507 unique interactions. Overall, 6,783 students opened at least one message representing approximately 50 percent of our student body. This amazing interaction rate indicates success in raising awareness. It is not possible to directly correlate the impact of this campaign on student success and retention due to a myriad of other factors. However, feedback indicates the project was valuable in supporting the college mission based on the plan to build off this campaign for the future.

Seventy students completed 170 challenges. The challenge participation indicates fewer impacts, but we are not able to measure the significance of the impact on those who participated. We know the prizes and opportunities were appreciated based on feedback from student volunteers and entry comments.

The October remote event speaker had 27 attendees, and the November veteran speaker event had 25. While this was not a huge portion of our student body, those who attended

shared their appreciation of the speakers' stories. Attendees were excited about bringing Active Minds to our college and the effort is progressing in the new term.

## Chapter-College Relationship

Our new vice president was very welcoming. He clarified his preference to be contacted prior to the president and his appreciation for our pre-planning. He referred and supported our presentation to the cabinet. He demonstrated confidence in our process by connecting us with MHIT then remaining "out of the loop." He was enthused to be included in the campaign launch.

The president, vice president, and counselors gave positive feedback about our coordinating the multiple campaign elements and the students' engagement. They felt this work was foundational to an ongoing effort to improve student mental health awareness. Starting with the spring 2022 term, our counseling department intends to partner with instructors of gatekeeper classes to incorporate mental health lessons and resources. The plan includes embedding mental health lessons based on our work in curricula and developing the challenges into a workbook. This demonstrates the value and legacy our work produced for the college.

# Let's Talk Finance

Alpha Eta Chi Chapter  
Passaic County Community College  
*Paterson, New Jersey*

## Abstract

"Let's Talk Finance," a collaborative effort between the chapter and administration, delivered the fundamentals of financial literacy to Passaic County Community College (PCCC) students. Preparing for our meeting with the college president, we reviewed the college's mission, vision, and values. We collaborated with the strategic planning committee and our dean, who supplied us with direction for the project. An issue that plagues student success at PCCC is the lack of financial stability.

Located in an urban area, many students come from low-income, first-generation, and immigrant families. We discussed with the college president the importance of addressing the financial insecurity that directly impacts students' lives, their financial capability, and their ability to commit to academics.

Aligning with the college's current priorities, our main goal was to directly support the Title V Teacher Excellence Grant's initiative for providing peer-to-peer learning that addresses financial literacy. We mutually agreed with the administration on a shared vision: to address the need for accessible, population-specific, financial literacy programs for our students, and design a peer-driven program on the fundamentals of personal finance.

## Planning

We assessed the college's current priorities and developed initial project objectives to present to our dean. He informed us of the Title V Grant, which embedded a component to address peer-to-peer learning and financial literacy. Subsequently, we developed SMART objectives to align with the goal of implementing financial literacy.

In preparation to meet with the college president, we reviewed our objectives with the Teacher Excellence Project (TEP), confirming alignment with the grant guidelines. We were introduced to Dr. Barbara O'Neil, Rutgers University Professor Emerita, author, and financial literacy expert, to discuss how to deliver a student-centered, peer-to-peer financial literacy program. We discovered that financial literacy programs are rooted in privilege and do not align with our student population. Discussing this gap with our dean, TEP, and Center for Teaching and Learning (CTL), we recognized that to foster an appropriate socioeconomic financial literacy program, we needed to understand our students' economic circumstances. We hosted a focus group to revise our objectives, addressing the common obstacles low-income students face. We focused on budgeting, student loans, taxes, FAFSA, and building credit, leading us to create the financial literacy curriculum. We presented the curriculum to our college president and received feedback that our initiative directly aligned with the grant and the strategic plan. Our meeting led to an invitation to present to the Board of Trustees (BOT) for approval and funding to create a sustainable campus-wide financial literacy project.

Gaining BOT approval, we convened a committee of active and provisional members, alumni, faculty, and members of TEP to finalize our goals and objectives. With the goal of embedding financial literacy into our First-Year Experience course, we analyzed the textbook to align our curriculum with the course content, and with our dean, we presented it to the administrative staff, hoping to collaborate. While interested, and even with the BOT approval, the administrative staff did not support embedding financial literacy into the First-Year Experience course. This led us to regroup and revamp our project objectives. Keeping with the idea to address first-year students, we decided to create an introductory event and workshop series adjunctive to the course. We presented this idea to the college president, and we received his full support.

## Leadership Development

To engage members and build a committee, we utilized emails and created flyers explaining the purpose of the College Project. We assessed members' strengths in order to develop their

Figure 1

leadership skills and abilities needed for project implementation. We held a workshop to promote how the project supports the college's priorities and builds a relationship with the administration. We identified areas that needed management, created roles, and appointed members to lead, ensuring project facilitation. These leadership roles helped members develop responsibility and a collaborative dynamic. We appointed a co-chair to facilitate community involvement, and a secretary to set meeting agendas and foster journaling. We appointed a public relations coordinator to implement event marketing and recruit volunteers.

To strategize how to implement the curriculum and strengthen our knowledge, skills, and abilities to deliver the seminars, we sought guidance from our dean, TEP, and CTL. This led us back to Dr. O'Neil, who helped train committee members to lead "Let's Talk Finance," a free, five-session

student-led financial literacy seminar. Our weekly meetings helped the team to develop in-depth presentations and interactive activities, focusing on content and lesson planning to teach the fundamentals of finance.

## Collaboration

When the First-Year Experience team declined participation, we sought help from our advisors and stakeholders who assisted us in using the struggles to create opportunities and overcome this obstacle. Collaboratively, we crafted an event and seminar series that could introduce the concepts to the students. We returned to the administration to discuss our ideas, and our solutions were welcomed.

Moving forward, we collaborated with faculty, staff, clubs, and academic programs to create the Success Carnival, a Monopoly-themed event consisting of games that connected financial literacy to success skills in active listening, writing, health, leadership, career exploration, time management, and critical thinking. Each game hosted an activity that awarded faux money for students to spend in a marketplace. Keeping in line with the mission to promote the financial literacy seminars, the marketplace served as a simulation, allowing students to gain awareness of their spending habits.

To execute the carnival, we used email to set up virtual and in-person meetings. We presented the project to student groups, faculty, and academic departments to build collaborations and strengthen the project outcomes. We designed flyers and social media campaigns advertising the carnival and the seminars (Figure 1). We worked with the printing center for event signage. We developed a communication tracking system to provide all stakeholders with weekly updates. We presented the project objectives at our weekly member meetings to promote involvement.

To carry out the population-relevant, student-focused financial literacy seminar series, we met with Dr. O'Neil and devised key concepts to teach to students. She held training sessions for the committee, teaching us strategies to prepare for the seminars. Once the project initiatives were completed, we met with our stakeholders and administration to report the outcomes and discuss

moving forward. We presented the course to the BOT, alongside our college president, and secured \$5,450 to further develop the project, provide student leaders with stipends, and offer incentives for participants.

During the carnival, we held a sign-up booth to encourage student participation in the seminars. We followed up with emails inviting them to join. To offer equitable and flexible options for seminar attendance, we met with TEP and our dean to create a remote and in-person schedule. We crafted pre- and post-surveys for the seminars to collect data. Once the carnival and seminar series were complete, we met with all project stakeholders to report the outcomes. We provided quantitative and qualitative data that addressed engagement and project evaluation.

## Impact

To assess impact, we held debrief sessions reflecting on our progress to provide stakeholders with outcome data. We held 34 committee meetings and met with our advisors 25 times to report on progress. We met with the administration six times to provide project updates and outcomes and engaged in 14 training sessions with Dr. O'Neil to build our knowledge base and learn how to develop a population-specific program. We held six sessions with TEP and CTL to design presentations, strategize collaborations, and plan the carnival. We learned a myriad of lessons focused on areas of goal setting, public speaking, collaboration, professional writing, lesson planning, marketing, and event execution, which fostered our growth as scholar-servant-leaders.

To measure the impact of the seminars, we developed a pre- and post-survey. The pre-survey revealed:

- 54.5% believed their financial literacy could use improvement.
- 36% were unsure of how to manage money.
- 9.1% had no knowledge of financial literacy.

The post-survey revealed:

- 100% felt confident in their financial literacy.
- 80% reported increased confidence in their ability to manage finances.

One participant shared, "The seminars helped me make better financial decisions and helped me manage my income."

Student instructors were surveyed:

- 80% agreed that teaching the course positively impacted their financial literacy knowledge.
- 60% shared that the concepts taught were relevant to their personal circumstances.

One instructor shared, "I came to understand that financial literacy is an extremely valuable life skill."

Another shared, "As a student instructor, I discovered that many of my peers struggle with managing money and regretted their financial decisions."

The carnival was host to 110 students, 20 student volunteers, and eight administrators and faculty. Five students were trained to deliver the seminar series. Ten students attended the seminars and six completed. Overall, all participants reported that the project helped them to critically think about finances.

## Chapter-College Relationship

While our chapter has a long-established relationship with the administration, our relationship was further strengthened through our constant communication, preparedness, ability to adapt to challenges, and our capacity to implement college priorities aligned with their mission. By advocating for a student-focused, population-specific program, the administration has acknowledged the value of the student's voice and how our leadership creates reciprocity. The BOT endorsed members participating in strategic planning and are providing resources to continue strengthening the relationship in all areas of the college. They have allocated time for members to ensure student contribution. As stakeholders, they welcome our insight as scholar-servant-leaders and have invited us to be an integral part of the college's goal setting and program development. "Let's Talk Finance" has earned us a seat at the table and brought us to the forefront of all administrative discussions surrounding student success initiatives.

# Creating a “Find Your Path to Student Success” Module in LMS

Alpha Beta Psi Chapter  
National Park College  
*Hot Springs, Arkansas*

## Abstract

Our project stemmed from the conversation we had with our college president in April 2021. In that meeting, we discussed the struggles we had and the information we missed as new students on campus. We also discussed the college’s mission and strategic plan for 2020-2023 that we had researched prior to the meeting. The college’s mission statement is, “Learning is our focus; student success is our goal.” The strategic plan for our college consists of six priority objectives, but it was priority 1 (student-focused services) and priority 2 (academic excellence) that our team felt our College Project would be able to best fulfill. Our project met these priority objectives and our college mission by including the development of a module for the student community within our campus learning management system, D2L. This module is entitled “Find Your Path to Student Success” and focuses on student resources available on campus. It also includes helpful tips and videos from our chapter officers for new students. By gathering and including information in our D2L module about campus navigation, how to get involved on campus, campus resources, study resources, and helpful advice from our PTK chapter, our project directly supports the college’s mission and the first two strategic plan priorities. The entire project was a mutual decision with our college president to help students succeed in their academic endeavors.

## Planning

In February and March of 2021, we met with our chapter advisor for officer training. In those training sessions, we learned about the College Project and what it entails. We researched the

college's mission statement and strategic plan for 2020-2023 on our college website. In our training, we learned the president expects chapter officers to have proposals prepared for project options to present during our meeting. With that in mind, we began brainstorming project ideas that would be both feasible for our chapter to complete that would meet the college mission and some of the strategic plan priorities. Our chapter officer team's proposal focused on the struggles we had as new students on campus. We worked with our advisor to set a meeting with our college president, Dr. Hogan, in April following Catalyst.

We met with Dr. Hogan to discuss his wishes for our project then we presented our proposal and discussed the struggles we faced our first semesters on campus. We presented a formal outline of the D2L student community module we wished to create and explained how we saw it meeting the college mission and strategic plan. We mutually agreed with Dr. Hogan to pursue the plan outlined in our proposal. He advised us on some campus individuals to contact and urged us to explore the idea with our online learning staff as soon as possible to ensure we would be allowed to make use of our campus D2L. Immediately following meeting with Dr. Hogan, our team researched our campus website to make a list of the campus departments and individuals we should contact for collaboration on our project and drafted emails specific to each of them.

## Leadership Development

In order to implement this project, we needed to identify which departments and people on campus had the information we wished to share. We began with a search of the website to determine which individuals we needed to contact. We then drafted emails that explained our goals for the project and requested assistance with obtaining the information. This taught us much about professional communication.

We also needed to work on our organizational skills and learn how to organize a module in the college's D2L system. Our advisor helped us learn to effectively organize a module in D2L and set up a meeting with our Online Learning department for further assistance. Another component of the project included videos from each chapter

officer that provided helpful tips and advice. To accomplish this portion, we had to learn how to produce, edit, and caption videos for input into the D2L module. We did this by seeking the help of a fellow officer, friends, and our advisor. To implement our project, we strengthened our communication, organizational, and video production skills.

## Collaboration

After agreeing with our college president on our project, we took his suggestions and did our own research about who to contact for collaboration on our project. We decided that we needed to work with several departments and individuals to ensure a thorough and impactful project. We contacted via email and set up meetings with:

- the director of instructional learning and development to discuss the use of the D2L student community and seek advice on the organization and format of the module
- the online learning support staff who helped launch our module in the student community upon completion and helped us track access to the module
- the dean of students to discuss what they felt should be included in our D2L module
- the student services recruiter who also serves as an SGA advisor to discuss what they would like to have included and to obtain a list of student organizations on campus
- the Academic Success Center to gather information about the tutoring center and study tips

At times, the pandemic and COVID-19 protocols affected our ability to meet with our collaborators, but we found alternate times and methods. Some of our collaborators were met with or communicated with numerous times throughout the project.

Particularly, the director of instructional learning met with us to suggest changes to the way we had included information in the module so that it would not require significant updates over the years.

After completing the launch of our module and collecting data on student access to the module



over the fall 2021 term, we developed a written report detailing our project success and impact which we submitted to our college president.

## Impact

The largest qualitative impact of our project is that it provides current and countless future students with a student-developed, student-voiced avenue to gain important information needed to be successful on our campus and in their academics wherever they may go. Our members and officers struggled with several things during their first terms on campus despite ultimately being PTK honor students. There is now a place where students can learn of the resources available to them without the struggle some of us faced when we were new to campus. The student community is highly visible in our campus D2L, and students receive constant announcements through this platform.

Quantitatively, our student module was made available to the 2,156 students enrolled in the D2L community during the fall 2021 semester. A total of 58 students accessed our video on study tips by one of our officers. A total of 24 students accessed our video on how to navigate the campus website efficiently. Unfortunately, our D2L system can't effectively track the number of students who access the module due to the nature of the content being in a community versus a class in the system.

Our general membership population benefited greatly from our project as well. They have information that helps them within the module, even as seasoned students. The officers who worked on the project were impacted greatly in that we learned so many new skills that apply to our personal and professional lives. We also learned much about campus that we did not previously know.

## Chapter-College Relationship

With the pandemic beginning in 2020, our chapter lost some of its connection with the college administration. Not only did the chapter struggle with engagement amongst ourselves in 2020 and early 2021, but our college president and administrators were extremely busy managing the crisis. The chapter's historically strong chain of communication suffered greatly. This project helped us mend the communication line and establish a better relationship with our college president and all areas of student services on campus. We were able to voice our struggles as students and provide the campus administration with insights from a student perspective during meetings with our college president and leaders in student services. In turn, we were able to gain insights from the administration and valuable resources for our project.

# Living Learning Communities: Diversity, Equity, and Inclusion

Beta Zeta Mu Chapter  
Western Iowa Tech Community College  
*Sioux City, Iowa*

## Abstract

Our chapter met with the college president, vice president, and associate dean of inclusion several times, in person and via Zoom, during the spring and summer of 2021 to discuss a meaningful College Project for our chapter. After several ideas were presented by our chapter to the college president and top administrators, we together decided to further investigate the topic of "Diversity, Equity, and Inclusion" which is an important part of our college's mission.

Upon review of the Living Learning Community program implemented in the Western Iowa Tech Community College (WITCC) dorms by the dean of inclusion, our chapter met with the department chairpersons and faculty for preliminary discussions. Together with the administrators we met with, we finalized our decision during summer 2021 and unanimously selected this topic for our chapter's College Project. We then organized several meetings with 12 faculty from different disciplines, their department chairpersons, college counselors, and our associate dean of inclusion to obtain all necessary data and information needed to plan our action.

We set out to educate ourselves, our college and our community about diversity, equity, and inclusion. We invited our police science, nursing, sociology, and psychology students as well as our student government leaders to join us in our College Project. Our chapter then hosted a public forum, inviting as speakers the Sioux City chief of police, the president of unity in the community, a diversity facilitator from the NAACP, and a social work consultant who has extensive service among the LGBTQIA+ community (Figure 1). Our chapter planned the event with college administrators



Figure 1

and sought help from faculty and students from the above-mentioned disciplines to promote our educational forum as well as to actively participate themselves.

With the help of our IT and marketing departments, more than 500 people attended the combined in-person and virtual educational forum. Participants included students, faculty, administrators, and community members. This project about diversity, equity, and inclusion dovetails with Western Iowa Tech's 2021-2022 strategic initiative and stated values of transformation, engagement, community, and harmony.

## Planning

Our chapter officers and members met with the president, vice president, and dean of inclusion of WITCC throughout the spring and summer of 2021 to discuss and reflect upon the College Project. After multiple meetings, discussions, and collaborations, we finally decided on the topic of Diversity, Equity, and Inclusion as our College Project. Our chapter officers and members also met several times and planned to first meet with college counselors, department chairs, and faculty in varied disciplines to discuss the importance of their collaboration to our project's success. These reflective sessions were informative to us and produced a wide range of topics related to diversity, equity, and inclusion. The topics included campus and community relations as well as promoting tolerance and acceptance.

Meetings were then held to involve students from the police science, criminal justice, and nursing departments and student government. The original discussions on this topic were focused on the Living Learning Community program implemented in the WITCC dorms, but the chapter decided this topic was worthy of a much wider audience. The suggestion was made that an educational forum would be the best way to reach the greatest number of people on campus and in the community.

Our plan for an educational forum was to invite community experts on diversity, equity, and inclusion to speak on chosen topics in a panel-type discussion format. The chapter reached out and invited community leaders and experts in diversity, equity, and inclusion to speak at our forum. We proceeded to plan with our college administration to obtain use of the WITCC Rocklin Center facility for the proposed educational forum. We contacted the WITCC IT department, news media outlets, marketing department for advertising, and students in the media production program for assistance with the live virtual feed and videotaping of the event.

We planned to provide lunch to all participants. We arranged with the WITCC administration to email all employees and students about our educational forum and encouraged everyone to attend. A chapter officer designed posters for the event which we printed and posted throughout the campus and community. The WITCC marketing department sent a press release on our behalf to local news media regarding our educational forum with an invitation to attend. We researched surveys for diversity, equity, and inclusion and modified a psychometrically sound evaluation instrument for use. We distributed the survey to the in-person participants for their feedback.

## Leadership Development

Chapter officers and members utilized research, planning, and leadership skills to make our College Project work successfully. We feel these



Figure 2

skills were enhanced for us as individuals and for us as a team through the process of planning and carrying out this educational forum. We learned to plan, reflect, and speak with WITCC college administrators and faculty through many brainstorming sessions and strengthened our communication, planning, and critical thinking skills as we worked on our College Project. A myriad of ideas and proposals were discussed. We digested and learned from these many ideas from many different disciplines and viewpoints and discussed them as a chapter until a consensus topic was reached with regards to our College Project.

We learned to hone our project planning skills by collaborating with our college president, administrators, faculty, and students for implementation of the project. This spirit of cooperation among our many different stakeholders strengthened members' awareness of the value of a cooperative effort to reach a common goal. The continued discussions with the WITCC administrators and department chairs highlighted common misconceptions and the necessity for education in diversity, equity, and inclusion.

We assumed new leadership roles by serving as liaisons to specific WITCC departments during the planning stages. For example, one officer was given the responsibility of coordinating with the college's marketing department and local news media, while another officer coordinated with the IT and the Visual and Media departments. Yet another

officer was tasked with coordinating the event with the college student government and the student activities coordinator. TRIO, which is also called Student Support Services is a program that supports student that are low-income, first-generation, and those with disabilities, was kept informed of our activity by a chapter member that is also a TRIO member, and the organization was extended a personal invitation to participate.

These assigned duties strengthened our collective leadership and interpersonal communication skills. We realized that the scope of this project was so large that the assistance of other campus clubs' leaders was necessary. The decision was made to invite the Police Science Club, Nursing Club, and Student Government Association to assist in the project.

## Collaboration

The initial meetings for this project were carried out both in person and via Zoom in the spring and summer of 2021. These initial meetings included Beta Zeta Mu officers and the Western Iowa Tech college president. Further meetings were expanded to include the WITCC vice president and the associate dean of inclusion. In alignment with the current WITCC strategic initiative and stated values of TECH (transformation, engagement, community, and harmony), the topic of diversity, equity, and inclusion was selected. We also agreed to include the department chairpersons in our discussions.

During the summer of 2021, the final decision on a broad topic was made using all input obtained. Further meetings were also scheduled with department chairs, faculty from various disciplines, and counselors. These in-person focus groups led to solidifying our project. Contact with department chairpersons and other college clubs was carried out first in person with follow-up emails. Potential panelists for the educational forum were contacted first by phone with follow-up emails. Phone contact was initiated with local media. Posters were distributed throughout the WITCC campus and dorms as well as numerous local businesses throughout the Siouland community.

The college president received weekly updates on the progress of the project by attending the weekly meetings when possible and by being copied on all pertinent chapter emails. We emailed all WITCC students and professors details of the educational forum and encouraged all to attend. The college administrators were present to observe the success of the forum and the results of the survey were forwarded to the president.

## Impact

The educational forum had 500 college students, faculty, administrators, and members of the community in attendance, either in-person or virtually via Zoom (Figure 2). There were 158 surveys completed by those in attendance with the results showing that those in attendance found this educational forum valuable, informative, and relevant.

The scheduled Question and Answer period lasted longer than was scheduled, reflecting the level of interest to learn more from the panel. The panelists continued to answer questions during the lunch break and for one hour after the forum concluded. The greatest measure of success was the number of comments and emails from staff, students, and people in the community received in the days and weeks after the forum. This forum created dialogue and discussion on the campus and within our community concerning diversity, equity, and inclusion. The information provided in this forum was educational for our chapter members. This project provided lessons on planning, execution, leadership, teamwork, and cooperation.

## Chapter-College Relationship

This project furthered the WITCC values of transformation, engagement, community, and harmony by initiating an important conversation about diversity, equity, and inclusion. The project strengthened the chapter's relationship with the administration by encouraging a spirit of cooperation with other campus clubs and organizations.

Although our chapter assumed a primary leadership role in this project, other satellite campuses were invited to participate thereby making this a college-wide event. The inclusion of department chairs, faculty, and administrators in the discussion and planning stages made this a cross-disciplinary project while strengthening the ties among the different entities and community.

# Remote, Not Alone: Promoting Mental Health Resources During a Pandemic

Pi Omicron Chapter  
Community College of Rhode Island  
*Warwick, Rhode Island*

## Abstract

A 2021 survey by the Center for Community College Student Engagement (CCCSE) found that nearly half of all students did not know if their college offered mental health support services to help them manage stress related to the COVID-19 pandemic.

While students at the Community College of Rhode Island (CCRI) encountered many challenges while attending classes remotely, the Advising and Counseling Center's virtual services remained perpetually underutilized. The CCRI administration asked our Phi Theta Kappa (PTK) chapter to assist with promoting these mental health services to the student body.

Together with the Rhode Island Department of Health (RIDOH), our chapter created a social media campaign to disseminate information about CCRI's mental health services. As RIDOH's partner organization at CCRI, our chapter created short videos for "The Us in Campus" campaign, a new initiative to de-stigmatize mental health struggles among college students and encourage seeking help during acute crises. In the videos, our members discussed issues like test anxiety, loneliness, and stress and offered examples of how they cope with such problems.

Members also broached deeply personal tales like battles with alcoholism and chronic suicidal ideation. The videos all ended with a call to action that urged students to contact the CCRI Advising and Counseling Center for help, with instructions and hyperlinks included for ease of use and

convenience. The National Suicide Prevention Lifeline's phone number and live-chat link were also included in the videos, accompanied by complementary assurances that periods of extreme distress eventually pass. Our chapter's videos were circulated by official CCRI and RIDOH channels and shared by our chapter members on Facebook, Instagram, and TikTok.

## Planning

During the summer of 2021, our chapter leadership team was approached by the dean of student life and the project managers of RIDOH's "The Us in Campus" campaign about leading CCRI's involvement in a new statewide public health initiative to promote mental health wellness among Rhode Island (RI) college students. To determine if our PTK chapter was suited for such an undertaking, several meetings were held between members of the chapter officer team, the dean of student life, and the RIDOH project managers. After productive discussions to ensure the collaboration would be mutually beneficial for all parties and further both the mission of CCRI and the institution's current strategic plan, preparations for our College Project began in earnest.

Our chapter's goals for the project were two-fold and addressed the original short-term request from the college administration, while also advancing a long-term goal that our chapter officers were passionate about:

1. Devise a social media campaign as RIDOH's campus partner in "The Us in Campus" initiative through the creation of original video content that shares relevant advising and counseling resources for the CCRI student body.
2. Engender a "culture of care" among the CCRI community, wherein discussions about mental health are encouraged and campus leaders, including Phi Theta Kappans, practice community well-being and suicide prevention techniques.

## Leadership Development

With most on-campus activities restricted during the fall semester and the possibility of another transition to entirely remote operations looming

overhead, our chapter recognized from the outset that we had to develop a digital-first project strategy. Additionally, members were forthcoming about sharing their strengths and weaknesses, which both allowed for more sensible task delegation, as well as productively working together to support mutual growth.

To successfully coordinate as a team, collaborate with our college and community partners, and effectively deliver our messaging about mental health resources to CCRI students, it was first necessary to ensure that all team members were confident in their technological capabilities. The chapter officers less familiar with Blackboard, Zoom, and recording software worked diligently on troubleshooting tech issues. The teammates that possessed stronger technical skills assisted them. Likewise, the members of the team that were comfortable with speaking in front of a camera mentored those who were less confident in their presentation skills. Prior to the beginning of "The Us in Campus" campaign, the officer responsible for the chapter's Facebook page strategized with the RIDOH project managers about social media best practices.

Chapter leaders also appreciated that to authentically engage students in conversations about mental well-being services, they needed to approach the subject from an informed perspective. To that end, chapter officers communicated with CCRI advising and counseling staff and the student life dean to learn about the mental health services offered by the school, and inquired about any past obstacles that had prevented the pertinent information from reaching students.

Through this preliminary research it was ascertained that email communication was an ineffective modality for reaching our target audience, so consequently, our chapter committed to using social media as our principal tool. Moreover, the officers determined that they would benefit from undergoing mental health first aid training before proceeding with the project, as they felt ill-equipped to have a dialogue with their peers about serious topics like depression and suicide. To address these concerns, the dean arranged a virtual suicide prevention training session with a local expert, which two officers participated in.

## Collaboration

While our chapter could not meet physically due to the COVID-19 pandemic, the centralized location of the chapter's Blackboard page facilitated accessible and straightforward internal communication. Our chapter used Blackboard's discussion board and video conferencing features to coordinate our planning and implementation of the project. Progress reports and summaries from meetings with external stakeholders were shared on the discussion board by several officers and members, while chapter meetings were conducted using the video conferencing tool. Chapter leaders recruited additional members for the project by sending multiple emails to current chapter members and by sharing information about the project on the chapter's Facebook page.

Two chapter officers were the primary points of contact between our chapter and the dean of student life, the CCRI administrator with whom our chapter collaborated on the project. The dean was provided with regular updates from the officers, often weekly or biweekly, through phone calls and emails. One officer also worked with the dean and the student life office to begin a weekly tradition of "Wellness Wednesday" walks outside on the grounds of the main campus, which served as a midweek respite for students and staff.

At the time of our project's inception, the RIDOH campaign was still in its infancy, and it took several months before the initiative's parameters were established. Our chapter leaders kept in regular contact with the RIDOH project managers during this interim via email and Zoom. The members who later served as RIDOH Mental Health Ambassadors used those same tools to devise their video scripts. At least two virtual meetings were held between our RIDOH collaborators and each of our Mental Health Ambassadors, and the revision process for the scripts and the videos often took multiple attempts before all parties were satisfied with the finished project. The final videos were then posted to "The Us in Campus" social media pages and shared on chapter accounts. CCRI's marketing department shared many of our videos on the college's Facebook and Instagram pages.

## Impact

The seven videos produced by our chapter members were shared on personal social media accounts, as well as on official RIDOH, CCRI, and CCRI Student Life Facebook, Instagram, and TikTok pages. On all platforms, the potential audience based on page followers was estimated to exceed 22,469 people. Together, our chapter's videos were viewed more than 3,602 times.

The true impact of those metrics is hard to ascertain; for each time those videos were viewed, true stories about mental health struggles from real students were heard, and the stigma surrounding mental health was chipped away at, bit by bit. Contact information for the CCRI Advising and Counseling Center was shared, and the National Suicide Prevention Lifeline was promoted. While our chapter will never know how many people this information has benefited, if it has helped just one person, then this project has been successful.

As a chapter, new members became involved with PTK solely because of this project. Our officers developed new skills in technology and public speaking, collaborated with campus and community shareholders, and worked together on a meaningful initiative, all while working remotely. One officer reported seeking help for their own mental well-being after participating in the project. Information for the Advising and Counseling Center and suicide prevention resources were shared by officers in their classes and amongst other student groups. Our members have described feeling confident in their ability to serve as a resource for their peers, and that it is everyone's responsibility to look out for each other.

## Chapter-College Relationship

After delivering on our chapter's commitment to promote the Advising and Counseling Center's mental health services to our peers, our chapter retained our reputation as a trustworthy collaborator that gets results. Chapter officers remain among the first students considered for opportunities such as governance board or committee memberships, and administrators have already expressed their eagerness to collaborate with our PTK chapter on future projects.



# Improving Distance Education Student Success with Peer Mentoring

Alpha Zeta Iota Chapter  
Northwest-Shoals Community College  
Muscle Shoals Campus  
Phil Campbell Campus  
*Muscle Shoals and  
Phil Campbell, Alabama*

## Abstract

The Alpha Zeta Iota Chapter met weekly during the spring semester in preparation for the College Project (CP) meeting with college administration. We studied Northwest-Shoals Community College's (NW-SCC) mission ("provide vocational, technical, academic and lifelong educational opportunities, promote economic growth, enhance the quality of life") and project rubrics. Chapter leaders met with NW-SCC president and dean of student services (DSS) to discuss CP ideas and to further our understanding of the college's needs. Our college president and DSS discussed their need for peer mentors for distance education classes.

As part of NW-SCC's reaffirmation with the Southern Association of Colleges and Schools Commission on Colleges, their Quality Enhancement Plan (QEP) focused on student learning outcomes to support the college's mission and goals. NW-SCC's QEP strived to improve distance education success rates to at least 70%.

Nationally, college enrollment has decreased by 2.8% since 2014. However, the enrollment in distance education has increased. At NW-SCC since fall 2016, students taking at least one distance class has increased 70% and students taking all distance classes has increased 184%. Our CP stems from the importance of increasing success rates in distance education classes.

Our chapter was asked to serve as peer mentors for six distance classes with the lowest pass rates.

The courses and pass rates were: BIO103 - 30%, BUS271 - 52%, ENG102 - 58%, ENG271 - 42%, MTH112 - 42%, and SOC200 - 61%. The chapter committed to continue the strong relationship between our chapter and administrators and to help the college fulfill its mission and goals.

## Planning

Our chapter and administration mutually agreed that improving our distance education success rates would benefit the college and students. To prepare for this task, the chapter researched best practices in distance education. We conducted focus groups and student surveys to obtain feedback on what students need to succeed. Next, the officers met with administration to begin the project's planning process. Administration shared important information regarding our college's QEP. Together, we agreed to focus on the six classes with the lowest success rates. We divided the classes among our officers according to their areas of expertise.

## Leadership Development

Each officer communicated weekly with their class instructors and students by emailing, Blackboard messages, or texting. Officers collaborated with instructors to get their suggestions for improving student success. Our chapter met weekly to discuss our class progress and shared feedback from students and instructors. We focused on achieving the college's goals and fulfilling the college's mission.

While working on the CP, we used our knowledge, skills, and abilities to successfully implement this project. We also used strategic thinking and planning. Project responsibilities were organized and evenly divided. We worked on public speaking and communication skills with a speech instructor to improve communication and impact. We collaborated with an English instructor to improve research and writing skills. We distributed writing and proofreading responsibilities among officers and paired off during our two writing workshops to share ideas and proofread entries. We met with the public information officer to learn ways to promote our CP on our college campus and in our community through advertising on social media. Finally, the distance

education executive director (DEED) trained us in communicating effectively with students online via technology and the skills needed to be a peer mentor. Skills learned were how to lead a class, be approachable to students, and present advice to students. With these knowledge, skills, and abilities strengthened, we were better equipped to implement the project.

The chapter researched information on effectively mentoring students and best practices in distance education. Officers united to problem solve and note the best outcomes. We met with the instructors and discussed where students were struggling and ways to improve. We learned the importance of consistent communication. Officers brainstormed ideas on how we could help the students succeed. Each officer was assigned two classes. We held focus groups via Webex and Blackboard Collaborate. Each officer had a leadership role while working towards student success in our assigned classes. We set academic goals and helped students accomplish them.

By setting SMART goals, our chapter developed skills for a successful project. PTK Edge courses helped officers develop communication, management, writing, researching, and planning skills. Constant communication sufficiently impacted the support we received from administration and members. Event planning gave members opportunities to help with our projects. Writing/researching skills became second nature once we finished PTK Edge.

## Collaboration

Before implementing our CP, we met with administration to better understand the needs of the college. We met with the president and the DDS to discuss the college mission. We discussed the QEP and learned the college had a goal to improve the distance education success rates to at least 70%. We mutually agreed our service would best benefit the college to mentor students in classes with the lowest success rates.

The team needed to understand the students' concerns with their classes. We hosted focus groups with students to gain insight into where they felt improvement was needed. We presented these students with questions about difficulties

with technology, preparation for the course, student-instructor engagement, communication, exam preparation, sufficient and varied study material, and any general improvements.

The students interviewed had similar concerns. The first is that their course could improve preparing them for exams. One student enrolled in a math class suggested a study guide with an answer key to work out the problems and see if they were correct. Another main concern with distance education is the missing element of engagement from an in-person college experience. We used the participants' feedback to research best practices for success in distance education. Each officer was assigned two courses to mentor.

Communication took place weekly via texts, emails, phone calls, and virtual software including Webex and Blackboard Collaborate. We introduced ourselves and encouraged students to reach out to us with questions or concerns. Our students received a response within 24 hours. Workshops were another element of our mentorship. Using Blackboard Collaborate, each officer hosted a virtual study session and/or workshop to assist their students. These virtual sessions were study-oriented to prepare students for upcoming exams. Others offered help with time management, study tips, formatting, researching, and MLA format. The response from these study groups and workshops was positive from students and instructors.

We met weekly with the administration to provide project updates. We collaborated with the DEED who taught officers to be peer mentors. The DEED assisted us in establishing our virtual mentoring sessions and helped ensure that our virtual meetings ran smoothly. In addition to our weekly meetings, officers discussed our project progress daily.

## Impact

Quantitative Outcomes:

- The chapter published/presented their project findings in a report to administrators and instructors.
- 183 students, 6 classes with 11 sections were mentored.
- 13.2% increase in student success rates of peer-mentored classes
- Raised \$3,650 for membership scholarships

Qualitative Outcomes:

- Three classes reported that course videos should better reflect the material that will be tested.
- "Weekly announcements with upcoming due dates would be helpful."
- An instructor stated, "I appreciate Phi Theta Kappa helping my students."
- A student replied, "I appreciate you reaching out. You have helped me tremendously with studying for my exam."

We learned:

- patience: There is no perfect person or project
- reflection: Consider the value, purpose, and meaning of an experience
- teamwork/collaboration: Working effectively with campus and community partners, working together as an officer team to achieve goals for the project and chapter
- perseverance/persistence: Firm continuance and discipline in a course of action despite adversity to ensure success
- delegation: Trusting others with tasks
- planning: Time management to reach our goals
- communication/engagement: Essential in a virtual environment; students don't always respond to messages

These outcomes addressed the college's goals of improving success rates for the QEP plan. We learned a great deal during this project. It taught us how to work efficiently and professionally with others. This project established our chapter of Phi Theta Kappa as scholar-servant-leaders

because of our involvement with administration, our community, and our peers. We learned about the challenges that educators face in an online environment such as student engagement, keeping students focused, and effective communication.

### **Chapter-College Relationship**

Our CP strengthened our chapter's relationship with administration in several ways. We met monthly with administrators to discuss problems and solutions. These meetings helped us stay up to date on concerns and allowed us to be proactive on project obstacles. Our meetings with administration strengthened their trust in our chapter. They saw that we strived for improvement and were vested in student success. Our chapter was asked to continue as peer mentors during the spring semester and to create a manual for future peer mentors. NW-SCC's administration plans to continue with this peer-mentoring project in future semesters. Our CP allowed us to develop professional relationships with administration with whom we can work as a team to improve student success and to fulfill our college's mission.

# Welcome to Saddleback: Creating Video Guides for New Students

Beta Epsilon Beta Chapter  
Saddleback College  
*Mission Viejo, California*

## Abstract

Beta Epsilon Beta created a series of tour videos to give students a look inside the buildings on campus, a resource previously unavailable. Saddleback College had recently invested in an interactive campus map, which aided students in getting around campus from the outside. Our tour videos sought to fill in what the interactive campus map did not have by giving a tour of each building's interior. Prior to meeting with the college president, chapter members met to discuss possible ideas in case the president requested our insight. The team developed two ideas in which the concept, possible execution plans, and the alignment of the project with the college's vision were outlined. One idea was a campus tour and the other was partnering with Be The Match.

During the meeting with the president, chapter representatives were given the college's current priorities and asked for project ideas that worked on those priorities. Given that building community after being online for several semesters was one of the school's priorities, both the chapter and administration agreed that videos which toured the school would help accomplish this, as not knowing how to get around campus and to classes was a common intimidation shared by many students, both returning and newly enrolled.

Saddleback College's mission and values give a strong emphasis on student success and providing students with the necessary resources to succeed. As such, the tour video project related directly to the college's overarching mission to provide the necessary resources for

student success by adding a navigation tool that took away the unnecessary barrier of campus intimidation that many students shared. Additionally, the project addressed the college's current priority of community building by creating a more welcoming environment where students are familiar with the campus and know how to get around.

## Planning

The preparation phase of Beta Epsilon Beta's project consisted of an initial team meeting to go over the college's missions and possible project ideas if needed for the meeting with administration. During the subsequent meeting with the college president, it was agreed upon that tour videos addressing the inside of buildings best reflected the college's current needs. In addition to the existing concept, it was also decided that the videos would ultimately land in the Student Support Hub on Canvas alongside the already existing interactive campus map. This decision came from the goal to ultimately streamline existing student resources into one location rather than the three that currently exist.

Taking the information and decisions made with the president, the chapter had a meeting to finalize the project with an official proposal of the project. To help prepare for what the videos should look like, our chapter members went to YouTube to watch other schools' videos to see what worked best and decided that the videos that were concise yet informative were most effective in helping students. Additionally, we walked around the campus to plan the video formats and scripts, ensuring that the sequence of the videos was logical and accurate. The proposal to the president consisted of what specific videos would be created and the vision for what the videos would ultimately look like.

When it came to the specific content of each video, the chapter reached out to each dean along with various departments and staff, asking what they would like to see in the videos or what they have found to be most confusing for students about the campus. The feedback was compiled

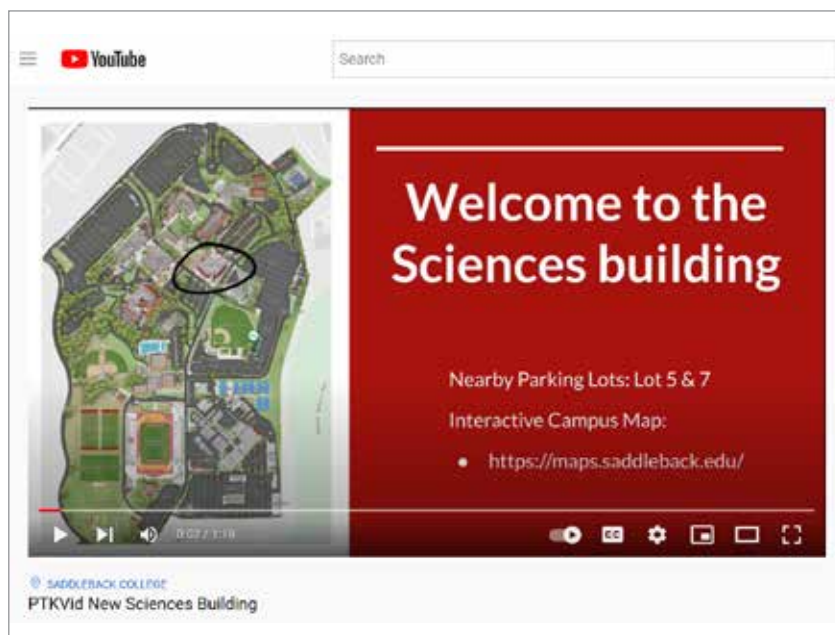


Figure 1

into a document that would be used to work the ideas into the video scripts. Roles were primarily divided into planning the videos, contacting the necessary staff and faculty, filming the videos, and editing. Members filled roles that best fit their capabilities. Those with filming and editing experience had those responsibilities, and those with good organization skills also assisted with filming and editing in order to keep the content organized. Those with creative vision and detailed planning went into planning the videos. Then those with effective communication skills went into the outreach role contacting deans and staff.

## Leadership Development

Successful implementation of the College Project tour videos depended most on the members' teamwork and the ability to think creatively and effectively communicate those ideas. For without effective communication, the project would have fallen apart. Additionally, experience in filming and editing was critical to ensuring the quality of the videos. Since the PTK members had little expertise in this field, outside help was invited. In cohesion with all these abilities, the group members needed attention to detail and organization for the creation of quality, informative videos.

The greatest asset to the project, other than members, was the chapter advisor. The advisor was intricately connected to the completion of this project by making herself available through

mass email communication. Online resources were enlisted from YouTube when other resources had been exhausted. In studying YouTube video layouts and filming methods, the group got a sense of what effective videos could look like, along with how to properly notate scripts.

Similarly, attendance at a PTK College Project Workshop and the NV/CA Region's Fall Leadership Conference helped properly prepare the group for the project. The information at the conference gave the team a concise idea of what to expect and how to prepare. As mentioned above, without efficient communication between the team members, the project would not have gone as smoothly. Each member had an important role, and solidity made this project a reality. Lastly, the feedback of the deans was most appreciated, as their feedback helped the videos be as relevant and helpful as possible.

## Collaboration

In addition to dividing the project into categories and roles, the chapter also explicitly outlined what was expected of the videos which proved helpful in the planning of the videos. It was agreed that the end goal of the project was to have videos that lasted for several years that specifically helped students navigate the campus. Accordingly, the videos kept specifics such as floorplans, staircases, and nearby parking lots, while keeping other aspects general such as names of faculty and staff which change semester to semester.

In addition to making the videos timeless and effective, the chapter had to find a way to adapt to a changing campus with new buildings. It was decided to add a file to the master flash drive outlining the steps of how to make the videos, so future chapter members could update the videos as buildings are changed or added. The master flash drive was also a solution for communication and how to get the videos to the administration while keeping the quality. The chapter created a flash drive that held the nine videos, a document sharing the purpose and outline of the videos, and how to create future videos so that administration and future members had easy access to the videos. The flash drive was labeled and stored in the Phi Theta Kappa cabinet in the

Honors Office for easy access. Communication with all collaborators ranged from a group in Canvas to encapsulate all necessary files and information among chapter members to emails and meetings with staff for planning and project updates, and finally the flash drive for the final project and future collaboration.

## Impact

The final outcome of this project included nine short, informative videos that took an inside look into Saddleback's buildings (Figure 1). The videos were ultimately housed along an interactive campus map in the Student Support Hub, a location where all necessary resources can be quickly and easily accessed by students. A common lament heard throughout the semester by students was the cluelessness about the campus and the first-day ordeals of getting around. The president had shared that data had shown an increase of students attending in-person classes in the spring 2022 semester meant that unfamiliarity with campus would be all the more abundant. The chapter's project sought to address this with the tour videos so that students had the opportunity to take away the intimidation of going to campus without any prior campus experience. This also worked towards the college's priority of building community since one of the first steps in building a community is taking away the intimidation of the campus and making it a more familiar and welcoming environment.

## Chapter-College Relationship

This project helped hone Beta Epsilon Beta's relationship with not only the college administration, but also the administration of each department. The process of completing the tour videos involved contacting the deans of each department. This measure emphasized our chapter's role as a school resource and allowed officials on campus to communicate their needs. Many expressed appreciation for the project's idea during the beginning stages and the final result, strengthening the chapter's reputation. Overall, the campus tour videos served as the ideal opportunity to help the campus and many students in a relevant way and demonstrate to administration Beta Epsilon Beta's quality, usefulness, and reliability.

# Giving a Voice to Community College Students

Alpha Gamma Pi Chapter  
Austin Community College  
*Austin, Texas*

## Abstract

According to research done in 2021 by The Hope Center at Amarillo College in Texas, even after decades of improvement efforts, the completion rate for community college students remains low. Factors such as food insecurity, homelessness, and childcare impact success rates. Since 2015, The Hope Center has surveyed 370 community colleges in 42 states finding that about 60% of students experience basic needs insecurity. These basic needs include access to nutritious and adequate food, safe and secure housing, healthcare, transportation, technology, personal care, hygiene, and family care.

With this study and the success of Amarillo College's model in mind, Austin Community College (ACC) decided to implement a project to design and put into place the Student Advocacy/Resource Center (SARC) at ACC to provide programs and services to under-resourced students. Dr. Cook, the provost, requested that the chapter be the voice of the students, ascertaining the services needed in the SARC as part of the college's master plan.

Alpha Gamma Pi's 2021 College Project focused on gathering research through surveys and focus groups of students to ascertain what services are needed in the SARC that could have a major impact on students' academic and post-academic success in both the college and local communities. The goal of the College Project was to give students at ACC a voice for how the college can help them; thus, the title of our project for 2021 was "Voice of the Student." The Voice of the Student project aimed to have ACC's students' voices heard in the 2020-2025 academic master plan.



Through surveys, focus groups, and collaborations with the student community and college administration, we asked meaningful questions to gather data on what resources students would need in the student resource centers. In turn, this data was shared with the SARC planning committee, to provide insight for the college's vision of being a catalyst for social equity, economic development, personal enrichment, and academic success.

## Planning

At the direction of the provost, the planning process originated with our chapter being asked to support the college's vision on student success, with a focus on what services students believed should be included in the college's planned SARC in the academic master plan. During the spring semester, the College Project team collaborated with college consultants in the Office of Institutional Research and Analytics (OIRA) to devise survey questions to be sent to all students at ACC.

Through the analysis, these surveys would give the college's SARC planning committee the necessary data needed for the academic master plan. A second survey was also created that would assess what struggles students face both academically and personally that could impact their academic success.

In addition, the College Project team held focus groups in the spring and fall, gathering additional insightful data necessary to complete the project. Throughout the process, meetings were held with the ACC SARC planning committee to identify future goals, resources, and justification for a student survey.

## Leadership Development

Critical thinking and analytical skills were key components for the success of this project. The ability to conduct focus groups was also key. Empathy, as part of servant leadership, was required at every step of our project. Through empathy, members could better understand and advocate for others and provide leadership and an equitable environment throughout the process.

Public speaking and group leadership skills were necessary for holding our weekly meetings and

focus groups. Both skills were cultivated through active participation in all College Project events. Three meetings covered how to analyze the findings of our survey prior to its dispersal. Additionally, in the spring and fall, about 30 members of the College Project team attended training provided by the college's consultants regarding data analysis and focus group leadership.

## Collaboration

In the spring, our chapter advisors introduced the College Project guidelines to officers and the College Project committee. The advisors were also instrumental in collaborating with ACC's college administration and Provost Dr. Cook to create a project. However, the fall officer team and committee faced a challenge when Dr. Cook retired between the spring and fall semesters. The project was then handed over to Ms. Orr from the OIRA at ACC. Initially, there was a substantial loss of information between the change in leadership both within our PTK chapter and the college administration.

However, together with our advisors and the former team, we used Zoom, Google Meet, email, and phone calls to reconstruct the former project and establish our own expanded set of goals. With Ms. Orr's input, we constructed a survey with appropriate messaging, reminders, and a follow-up, using SurveyMonkey. The surveys were emailed to all current and former ACC students through their student email accounts. Additional meetings were subsequently held with the SARC committee and ACC's Social Support Resource Development division to further analyze the impact of the data. Focus group and data analysis training were provided to members by ACC's OIRA. At the end of our survey, students were invited via email to participate in focus groups that were subsequently held on Zoom. Meanwhile, most of the administrative communication within the College Project team was maintained through Discord, an accessible communication platform.

## Impact

Of the 35,946 students surveyed, 1,750 responses were received (4.9% response rate). The survey's key findings will be submitted to the SARC committee to support their decisions on what resources will be provided by the student resource centers.

Out of the 1,627 that answered, “which additional resources, if any, would help you reach your goals,” 51.44% said textbooks, 44.74% said academic coaching, 36.69% said mental health counseling, 36.20% said mentoring, 21.76% said food, 18.93% said student advocacy, and 17.27% said student accessibility services.

However, when asked, “of those additional resources, which would you have difficulty accessing or have no access to at your closest campus,” of the 1,325 respondents that told us of their difficulties, 25.06% said textbooks, 23.47% said mental health and counseling, and 21.52% said mentoring. The most requested services were also the most difficult or inaccessible for students.

When asked, “which of the following resources would you like included in an admissions checklist,” of the 1,613 respondents, 62% said a career resource guide, 60.51% said a transfer service guide, and 41.85% said a social services guide.

We used key data points and concerns expressed in SARC meetings to create 10 focus group questions. Respondents said they struggle with issues such as employment, mental health, childcare, or physical health that negatively impact their studies. They also expressed needs in advisory and tutoring resources geared toward older students, greater tutoring accessibility for all students at various campuses, additional course offerings for basic classes, increased availability for bachelor’s degree options, and enhanced support for technical programs like construction and welding.

Most participants were unaware that ACC offers mental health services and if known would have used the services provided. It was a unanimous agreement when participants were asked if a student campus representative was needed to relay the needs of the students for campus resources. Participants indicated that the availability of these services could make the difference in academic success and graduation.

At the end of the fall semester, the College Project team held a focus group with members to gauge their progress as student leaders. Every member believed that each of them exercised servant leadership skills and their voices and ideas were heard by both the members and the college leadership. Members were excited to be a part of the decision-making process and advocacy for the student body. They truly “believed that the voices of students are valued at ACC.” The team was excited to see how our project will impact future students and develop a positive campus culture between students and administration. Our team has had the privilege of being the representative voice of over 35,000 students as part of the academic master plan. Our chapter hopes to see our idea of a student campus representative team for each campus implemented at ACC. It is our desire that our “Voice of the Student” project leads to greater student success for current and future students.

## Chapter-College Relationship

At the start of our chapter’s College Project, we honed a close working relationship with ACC’s provost. ACC administrators believed the voice of the student was a critical resource for planning the 2020-2025 academic master plan. After the provost’s retirement, our chapter developed a close working relationship with both the SARC committee at ACC and the OIRA. Both found the College Project data extremely helpful for developing the student resource centers as part of the academic master plan. The data will be presented to the board of trustees and included in a grant proposal for the development of student resource centers.

The College Project committee and officer team developed a relationship with the OIRA at ACC that guided us in providing training in leading focus groups, analyzing data, and developing our survey. At the end of the College Project, the committee members believed they had made an impact and developed the skills to advocate for themselves and others. Our chapter and committee members are excited and motivated to continue to work with ACC and see a community of equity between students and administration bloom.

# Multicultural Center: A Safe Space for Courageous Conversation

Alpha Iota Chi Chapter  
Northeast State Community College  
*Blountville, Tennessee*

## Abstract

Northeast State Community College (NeSCC) is situated in a predominantly white region, with only a 9% non-white population. In this conservative area, many citizens resist confronting systemic racism, seeing such efforts as imposing liberal political values, yet NeSCC strives to strengthen the “economic and social/cultural aspects of the community.” To advance this mission, the administration has focused on diversity, equity, and inclusion with limited success. The predominantly white campus community rarely considers the perspectives of non-white students, often remaining oblivious to actions that isolate people of color. To honor their commitment “to develop a climate in which racial harmony and cultural diversity are valued, appreciated, and accepted,” in 2021 NeSCC opened the Linda Wilson Calvert Multicultural Center.

Multicultural centers are rich sites for students to learn about the cultural histories, identities, and assets of people of color (Burke, 2020). Such centers can be even more important in communities where students of color feel unwelcome. First-generation college students are another underrepresented and potentially isolating identity served by the center. To support these students, we collaborated with Coordinator of Inclusive Excellence Tongai Maodzwa and Vice President for Administration and Grant Development/Chief Diversity Officer Linda Calvert. Together, we (1) established a PTK membership fee scholarship for eligible underrepresented students; (2) created and distributed an invitation letter and application form to recruit underrepresented students; (3) planned and implemented two student-driven launch celebration events to inaugurate the center; (4) developed surveys

to gather input to improve center events; and (5) produced a podcast series featuring first-generation college students.

## Planning

In summer 2021, Calvert invited our advisor to visit the newly established center and discuss programming. Through research into the successes and challenges of multicultural centers, she and Maodzwa concluded that center activities must be student-led. Familiar with our chapter's previous College Projects, Calvert encouraged our advisor to bring this objective to the team's attention. We considered this request in light of the college's mission and embraced the opportunity to collaborate with the Office of Diversity. With our college president's support, we met directly with Calvert and Maodzwa.

To prepare for this initial meeting, we discussed appropriate dress and decorum when meeting with administrators and brainstormed possibilities for this proposed collaboration, such as commissioning a campus diversity photography exhibit, establishing study groups for underrepresented students, and organizing a speaker series.

During the first meeting, we presented ideas and actively listened to those of Calvert and Maodzwa. A longtime supporter of PTK, Calvert asked how the Center could support underrepresented students eligible for Society membership. Our advisor shared those 70 underrepresented students that were PTK-eligible, prompting Calvert to propose a \$5,600 Tennessee Access and Diversity grant-funded scholarship to eliminate barriers to membership. We collaborated with Maodzwa to develop an invitation letter and electronic application form for eligible students.

Maodzwa shared that before establishing the Center, he learned that multicultural centers can be misconstrued as exclusive. This prompted a discussion about designing inclusive events. Together, we decided to host two events: a Hispanic Heritage Celebration and a First-Generation College Student Celebration. We discussed next steps and established a timeline and bi-weekly meeting schedule with them. In subsequent meetings, we considered collaborating with Spanish instructor and Los

Americanos Club advisor, Norma Sanchez-Webb, who agreed to advise us during event planning. To ensure we stayed organized across multiple locations, we divided into teams to lead satellite campus events. Finally, impressed with the podcast series the chapter produced the previous year, Calvert requested a month-long podcast series featuring first-generation students.

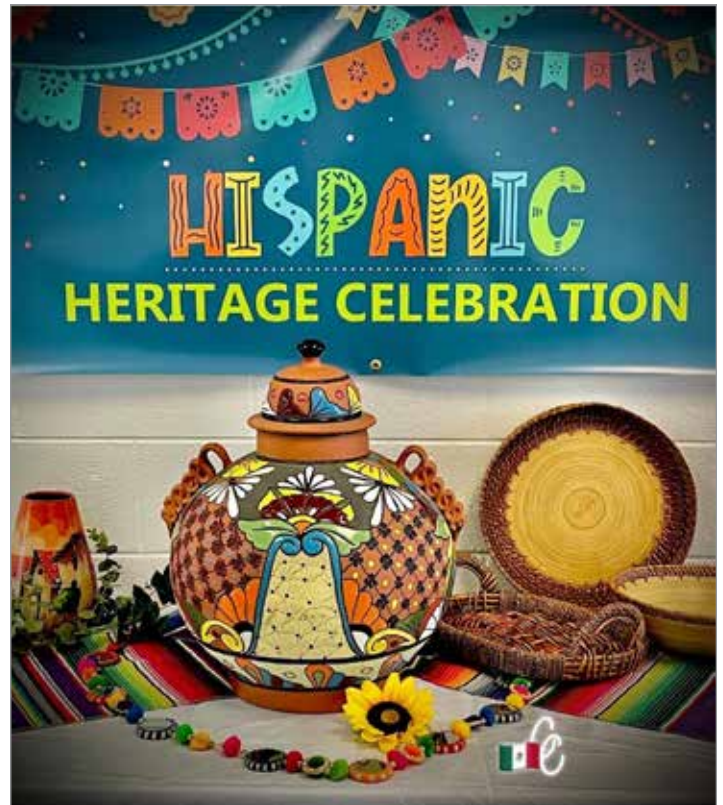


Figure 1

## Leadership Development

Our initial discussions clarified the importance of communicating mindfully to signal the Center's inclusive mission. To welcome everyone, we planned a Hispanic Heritage Celebration feast to educate participants about Hispanic culture through food, decorations, and music, an opportunity to strategically combine education and enjoyment. We worked with Institutional Research to develop and refine an electronic evaluation instrument to distribute after the event.

Recognizing our need for cultural competence, we engaged two essential resources, our fellow officer,

Claudia Delatorre, a child of Mexican immigrants, and Sanchez-Webb. In weekly meetings, Sanchez-Webb bolstered our cultural competence through lessons on authentic cuisine and decoration. She stressed the importance of using our own hands to prepare the meals, providing us with original recipes. Each officer committed to preparing two dishes for the main event.

Claudia shared her knowledge of Hispanic culture and her abilities as a professional caterer. She educated us about the multi-colored banners we displayed. We learned their name, papel picado (picked paper) and their origins in Aztec culture. They catch the wind, symbolizing life force. The seven-coned piñata symbolizes the seven deadly sins; the blindfold worn while trying to break the piñata symbolizes blindness to sin; breaking the piñata symbolizes breaking from sin; and the sweets falling from it represent God's grace falling upon us. We were fascinated and equipped to enlighten participants.

Our chapter president possessed the knowledge, skill, and ability to produce a podcast for the college's First-Generation College Student Celebration, having gained this experience during the chapter's 2020-21 Honors in Action podcast. Under his leadership, we recorded a podcast series featuring first-generation PTK members. In consultation with the college's publications director, we edited episodes and saved them in the proper format for release.

## Collaboration

We established a goal to design student-led center programming. After establishing the PTK membership fee scholarship, we began meeting with Maodzwa and Calvert to review programming design and determine specific chapter responsibilities, providing stakeholders with regular updates throughout the project.

In preparation for the Hispanic Heritage Celebration, we consulted the marketing director to develop promotional materials and with community relations staff to publicize the event (Figure 1). We collaborated with Maodzwa to schedule celebrations at the main and satellite campuses and planned the menu and decorations for each event.

To complement the food our team prepared and emphasized the importance of supporting Hispanic businesses, Sanchez-Webb secured funds to purchase pupusas from a local vendor. She also supplied a sketch of Frida Kahlo, traditional clothing to display, and a playlist to use during the feast. We reached out to the Hispanic heritage organization, Danza Azteca, which provided two ritual dance costumes. These contributions and our own handmade decorations came together in a beautiful display of cultural appreciation.

During the Hispanic Heritage celebration, we served homemade authentic foods, played traditional music, and engaged with 250 participants. Our vice president of service interacted with participants, explaining the meaning and traditional use of displayed artifacts. Participants left with recipes for the dishes and written descriptions of artifacts and their meaning.

In October, we met with Calvert to discuss First-Generation Celebration events. She suggested we collaborate with the marketing director to create seven "Proud to Be First" banners for first-generation college students to autograph. For the kick-off event, the chapter worked with President Bullock to organize a ceremony in which she and the Carter County mayor signed a proclamation acknowledging first-generation students' efforts. Local news channel WJHL covered the event. The podcast series featuring interviews with first-generation students complemented this event. Working with the publications editor, we scripted and recorded four episodes.

After the Hispanic Heritage Celebration, we distributed our revised evaluations and reported results to the Office of Diversity. Following the First-Generation Celebration, we monitored podcast analytics. During our debriefing, Calvert and Maodzwa expressed deep appreciation for our role in creating enthusiasm for Center programming and a desire to continue our collaboration.

## Impact

The following information summarizes outcomes for the three project elements:

### 1. Scholarship Fund

We established a \$5,600 membership fee scholarship fund for underrepresented PTK-eligible students, inviting 70 underrepresented students (with a 16% acceptance rate). One recipient became an active member, contributing substantially to our College and Honors in Action Projects. Calvert has committed to sustain scholarship funding.

### 2. Hispanic Heritage Celebration

Over 250 individuals across three campuses participated, meeting the goal of raising awareness for the new center. Using a 5-point Likert scale, we asked event participants to indicate their satisfaction.

Seventy-four percent of respondents were very or somewhat satisfied with the event, but 5% reported that they were very dissatisfied. One comment suggests racial tension to be addressed:

“The room needs more displays other than African American to be multicultural. Of course it was Hispanic for this event, but prior to this event all [were] African American displays.”

When asked if the event enriched their ability to connect and interact with fellow students, 65% either strongly agreed or agreed.

We grew as scholar-servant-leaders by facing potential controversy and imagining ways to turn that into curiosity. We invited people to experience culture by nourishing their bodies and minds. Ultimately, participants learned willingly, as we had, by enjoying foods they had never tasted before and learning more about cultural artifacts.

### 3. First-Generation Celebration

The chapter provided eight banners and placed them in high-traffic areas for first-generation students to sign, placing four banners at the main campus and one each at four satellite campuses. We collected hundreds of signatures on these banners, which the college’s maintenance department is scheduled to hang in select locations. Our podcast, “I Am First! First Generation College Students,” attracted 90 listeners.

## Chapter-College Relationship

This project reinforced meaningful connections with administration, exemplified by Maodzwa serving as our keynote speaker at the fall member induction. Through our celebrations, the college enjoyed learning about Hispanic culture and the unique experiences and challenges of first-generation students. The chapter will continue collaborating with Calvert and Maodzwa to plan and implement future Center programming. Our vice president of service made such an impression on the administration that she has been asked to offer conversational Spanish lessons to faculty through the Center.

# Improving Student Success in Online Learning Through Infographics

Upsilon Pi Chapter  
John A. Logan College  
*Carterville, Illinois*

## Abstract

After consulting with college administrators, the chapter focused the College Project on improving students' online learning experience. The COVID-19 pandemic forced many to take classes online. Administrators noted that students had trouble staying motivated and maintaining good habits such as checking student email, managing time, and prioritizing important dates.

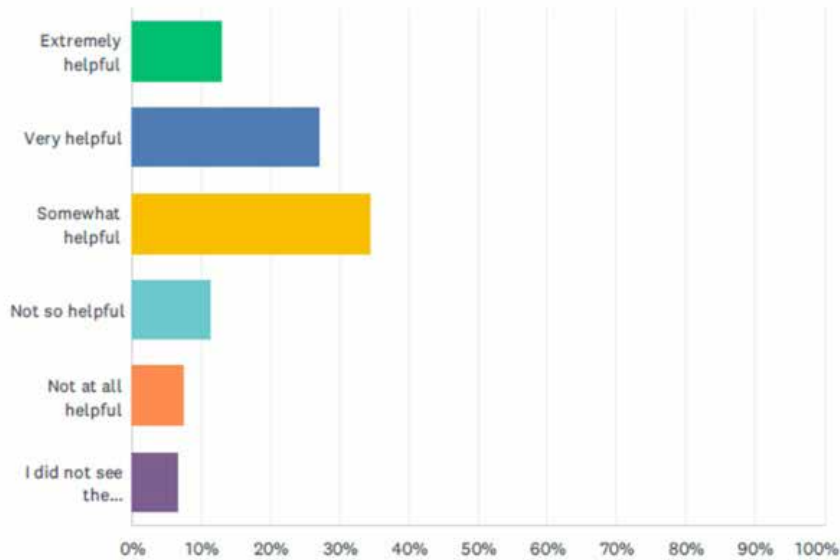
Although magnified by the pandemic, these issues had already affected student success, which is a continuous priority for the college. Administrators joined the chapter to devise interventions to combat these challenges. This partnership resulted in a series of seven student-generated advisory and motivational infographics. Approximately 75% of surveyed students said the infographics helped them succeed in online classes (Table 1). By improving students' online success, the chapter directly supported the college's mission of "improving individual life and society through high-quality, accessible educational programs."

## Planning

The chapter reviewed and discussed the college's mission and goals, then invited administrators to a chapter meeting attended by PTK members, provisional members, officers, and co-advisors. The administrators who attended were the president, provost, vice president for business, assistant provost of instruction, and assistant provost of students. At the initial meeting, administrators shared their main concerns for students, including online learning, mental health, and student engagement.

### Q12 Did the infographics help you succeed in online classes this semester?

Answered: 107 Skipped: 1



ANSWER CHOICES	RESPONSES
Extremely helpful	13.08% 14
Very helpful	27.10% 29
Somewhat helpful	34.58% 37
Not so helpful	11.21% 12
Not at all helpful	7.48% 8
I did not see the motivational graphics	6.54% 7
<b>TOTAL</b>	<b>107</b>

Table 1

Based on the administrators’ realization of student issues highlighted by the pandemic, the chapter agreed that improving success in online learning would be the most worthwhile project. The chapter approached the associate dean for education technology for advice on gathering data about student experiences in online learning. She informed the chapter that a survey is distributed each semester to evaluate students’ online learning experiences, and she shared the most recent results. While the results provided general insights, the data did not provide direction for this project.

Chapter members brainstormed ideas, which they presented at a meeting with the president, provost, vice president for business, two assistant provosts, and associate dean. They supported all three ideas: student tip guides, socializing in online classes, and virtual study groups. The

president encouraged the chapter to survey students to learn which direction they preferred.

The provost’s executive assistant applied his recent dissertation experience to help the chapter craft a Student Needs Survey. The associate dean provided the survey to students for one week through the learning management system, Desire2Learn (D2L). Results showed the chapter and administrators that respondents were most interested in student-generated tip guides.

Administrators asked the chapter to compile relatable advice for students based on strategies contributing to PTK members’ academic success, which led the chapter to create advisory infographics. The associate dean recommended adding motivational infographics to interject fun, inspiring messages between advisory infographic postings.





Figure 1

## Leadership Development

Chapter members realized that communication skills were critical for the project to be successful. To build this skill, they completed a communication style assessment indicating if they were bold, expressive, sympathetic, or technical communicators. Results showed that all styles were represented in the group. Understanding each member's archetype led to recognizing the communication strengths within the team. As a result, members aligned their various perspectives

into a focused theme for the infographics and designed images that appealed to the diverse student body. Members also used these skills when preparing for meetings with administrators.

The chapter participated in PTK's Chapter Leaders webinar, which provided tips for chapter projects and leader development. Webinar presenters advised chapter leaders to invite non-officers to assume leadership roles in projects. At a subsequent chapter meeting, the chapter president encouraged the members who designed the infographics to take the lead in explaining their work at the next meeting with the administration. These members did an excellent job presenting their designs and moving the project forward.

Chapter members possessed varying familiarity with D2L, representing the overall D2L expertise within the student body. By consulting IT staff, members increased their software literacy. They learned to identify key features, such as college announcements and the system's differences between due dates and end dates. While creating the infographics, members learned how to use the graphic design website Canva to produce infographics, create and upload QR codes into the images, and export in appropriate file formats.

## Collaboration

To distribute the advisory and motivational infographics on D2L, the chapter met with the associate dean for education technology, webmaster, and director of information technology policy. They worked with the chapter to create a posting schedule for D2L and agreed to share the infographics on the college's social media pages. They also suggested highlighting within the images existing information technology resources.

As challenges arose, chapter members often sought collaborative solutions with administrators. For example, the provisional member who created the pre-Thanksgiving break advisory infographic noticed that the right side was not visible after it was posted on D2L (Figure 1). Upon bringing this to the associate dean's attention, she resolved the issue. She recommended the chapter review them using multiple web browsers to ensure that all students can view the entire image.

The chapter also collaborated with administrators and other employees to create two student surveys. The college president suggested the chapter conduct the Student Needs Survey to focus the project's direction. The associate dean provided her D2L survey to serve as the basis for constructing the Student Needs Survey. The Student Outcomes Survey was conducted at the end of the project to determine if the infographics aided in student success. For both, the provost's executive assistant assisted with creating questions and responses, and the associate dean posted them on D2L on the chapter's behalf.

To ensure that efforts aligned with the college's mission and desired focus set forth by the administration, the chapter president opened all project discussions with a brief review of the project's purpose: improving student success in online learning. Hosting the administration during seven regular chapter meetings was the primary means of communication throughout the project. The meetings allowed the entire chapter to interact with administrators as members presented project ideas, survey results, and infographic drafts. The chapter thoughtfully incorporated the administrators' feedback into each step of the project.

During the eighth and final meeting, administrators appreciated that the infographics considered diversity, represented a student perspective, used good design, and presented helpful information. They discussed creating an infographic repository so faculty may present the images in their classes. Since the Student Outcomes Survey results showed the project was effective, the college president wanted it to continue. Administrators offered ideas for student groups and campus departments that might inherit the project and classes that might contribute to developing content or designing images.

## Impact

Of the 113 students who completed the Student Needs Survey, approximately 80% indicated information guides would be helpful. For visual appeal and brevity, administrators recommended the chapter use infographics as the format for the guides. The chapter created a total of seven infographics, three of which featured

motivational content, and four were informative guides that implemented the administrators' desire for student-generated advice.

In addition to gathering the administrators' input on draft and completed infographics, the chapter sought feedback from faculty and students throughout the process. Several instructors told the chapter they appreciated the images' visual appeal, content, and succinctness. Students who attended the chapter's member information session appreciated the aesthetics and related to the content. They suggested promoting events and adding study resources, which the chapter incorporated into subsequent infographics.

Of the 108 students who completed the Student Outcomes Survey at the end of the fall semester, 85% recalled seeing at least one of the seven infographics, 86.8% found the messages clear, and the average score of message effectiveness was 78%. The final question asked students if the infographics helped them succeed in online classes that semester. Nearly 75% responded that they were helpful, with 34.58% indicating "somewhat helpful," 27.10% choosing "very helpful," and 13.08% selecting "extremely helpful."

In contrast, only 18.69% of respondents indicated the infographics provided little to no help (11.21% responded "not so helpful" and 7.48% selected "not at all helpful"). The remaining students reported not seeing the infographics.

Chapter members gained professional attitudes through interactions with the administration and other employees. For instance, members learned the significance of aligning planning with policy, adapting to technical limitations, acquiring administrative approval, and other intricacies regarding large-scale projects. Members also learned how to organize meetings and correspond with the administration, gather and analyze data, and communicate within the team.

The Student Needs Survey increased the chapter's awareness of the experiences and difficulties with online learning within the diverse student body. Members used this information when preparing for meeting with administrators. Being in the position to speak directly with

the administration and other employees gave members the opportunity to represent students' specific needs. These experiences allowed members to develop as scholar-servant-leaders.

### **Chapter-College Relationship**

This project allowed the chapter and college administrators to strengthen their collaborative relationship. Members had consistent contact with the administration and other employees throughout all phases of the project. Administrators provided advice not only for the project but also through personal stories of struggles and success in college. Their personal anecdotes helped members relate to them and learn about the people behind the titles. Although the project focused on student success, this collaboration developed a stronger administrator-student relationship where both groups gained appreciation for each other's side of the academic experience.

During the final meeting with administrators, the group discussed the project's impact on the relationship between the administration and the chapter. Administrators appreciated the chapter's respect for their time by preparing draft infographics and specific questions for each meeting. They enjoyed working alongside the chapter to develop a service that benefitted students. The college president added, "This project was a good foray into shared governance that helps the administration understand students' needs. We collaborated on ideas, but you did the experiment, and it worked."

# Mental Health First Aid: Providing a Lifeline for All

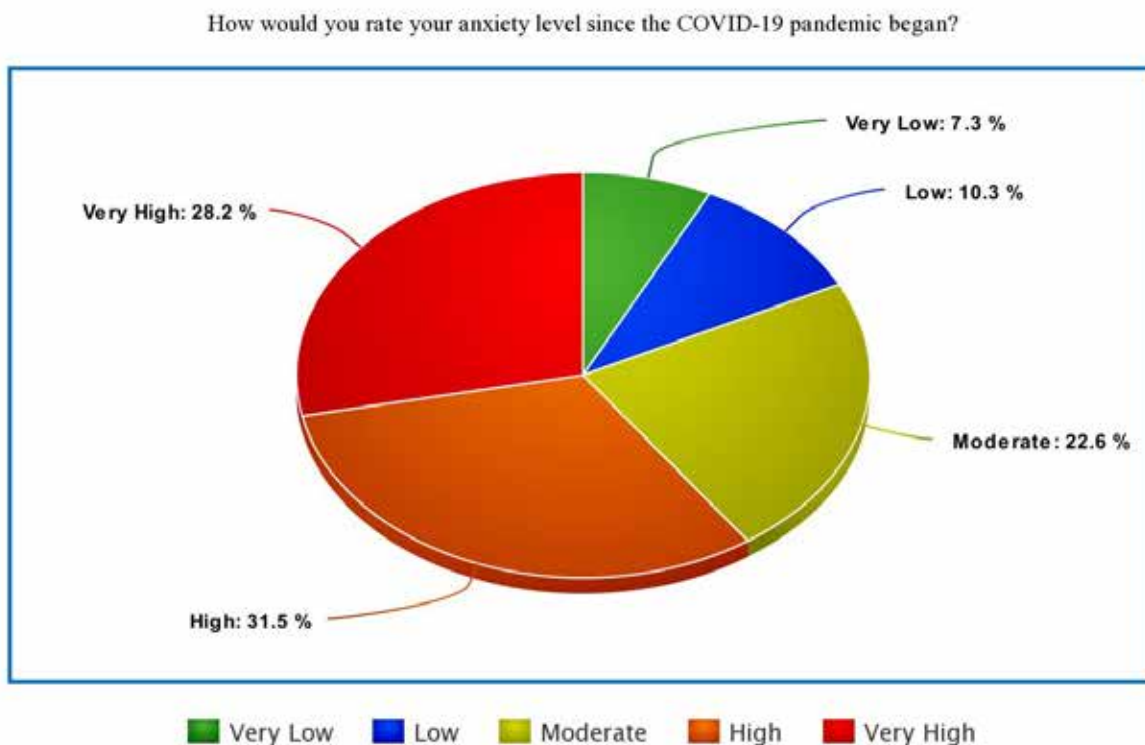
Xi Pi Chapter  
Polk State College  
Winter Haven Campus  
*Winter Haven, Florida*

## Abstract

Xi Pi's officer team conferred with Polk State College (PSC) President Dr. Angela Garcia-Falconetti and her administrators to determine our 2021 College Project (CP). With the pandemic continuing, she suggested we develop a mental health support project for our students and faculty. Working with Kimberly Pearsall, PSC's Director of Disability and Counseling Services, and BayCare Health System, we provided CPR (connecting, emPowering, revitalizing) mental health first aid training to faculty, administrators, and student leaders. Given this training's success and its potential for long-term change, our administration allowed Ms. Pearsall to become a certified CPR trainer, incorporating this life saving training into PSC's future employee and student leader training.

Before meeting our administration, we researched PSC's mission and core values to ensure we clearly understood our institution's goals. The initial meeting between Xi Pi's leadership team, Dr. Falconetti, and her president's staff (provosts, vice presidents, and directors) occurred in May. We discussed multiple ideas on how to best support PSC's students after the difficult year. The pandemic's impact, the college's extended closure, and prolonged online learning generated concerns about the student body's mental health. Dr. Falconetti recommended we research psychological well-being resources on this silent epidemic.

Although her suggestion was open-ended, we took it to heart despite not knowing what resources would be considered helpful. A CP team composed of two officers and two members was established. With COVID-19 being a novel situation, we researched what effects it, and



Graph 1

similar catastrophic events, had on students' psyche, particularly anxiety, increased drug use, and suicide risk, and what resources provided support in the aftermath.

## Planning

Our team compiled an exhaustive resource list, including articles discussing the state of American mental health, mental health conditions amongst community college students, and the pros and cons of QPR (question, persuade, refer) suicide prevention training. To clarify our research's relevance, we correlated it with Ms. Pearsall's year-long observations pertaining to the student body's mental state. Together we decided to gather preliminary quantitative data related to student emotional well-being during the pandemic through a collegewide survey. We also discussed implementing QPR training at PSC. This evolved into a better opportunity when she advised us that BayCare could conduct an eight hour CPR mental health first aid training course for interested student leaders, faculty, and administration. This training would be far more extensive than our proposed QPR training and have no cost. After developing Dr. Falconetti's initial concept, we presented our project to her in detail. She endorsed it, believing it would provide an excellent service for struggling students. This

project directly addressed three of PSC's core values of service, knowledge, and leadership, while using innovative strategies, one of PSC's primary missions.

## Leadership Development

We were relatively inexperienced leaders, except for our chapter president and public relations officer. Prior to meeting Dr. Falconetti, our chapter advisor asked each CP team member to complete PTK's Competitive Edge course to increase their understanding of leadership and meeting "soft" skills. Post-meeting, we realized we also possessed novice research skills. Improving these would be vital before initiating research. We each completed Research Edge, and since most team members had not previously conducted research at Polk, we contacted the college librarian and database expert. They created a Zoom-based research workshop to enhance our research abilities with PSC's specific databases.

To keep organized, we divided the research amongst the four team members, allowing us to conduct more focused, issue-based research. Post-research, we examined each resource, noting any overlapping information. We met weekly during project development. These online discussions developed critical virtual

communication skills. We discovered being on Zoom and operating it are very different. Under our advisor's supervision, we rotated hosting duties each week, allowing each team member to learn how to create and record meetings, and share necessary documents. Since PSC's pandemic regulations prevented face-to-face meetings, Zoom's visual communication also enhanced our personal relationships and created deeper connections with project partners.

To examine QPR suicide prevention training's effectiveness before its potential inclusion in the project, each team member was trained at AdventHealth Hospital.

## Collaboration

Our initial meeting with Dr. Falconetti and her administrators was arranged through our advisor, Professor Cornett. Once connected, we contacted her and other project stakeholders directly via email. Dr. Falconetti's dedication to Polk's students became very apparent. Our progress was monitored and encouraged either through email or Zoom conferences, by her or Dr. Lee Thomas, vice president of academic affairs, a psychologist by training. After presenting our extensive research, Dr. Falconetti indicated we should involve more PSC programs. We met with Honors Program Director Natasha Mohamed and Director of Academic Success Initiatives Cate Igo, supervisor of PSC's first-year experience mentoring program.

After we created the initial mental health survey, our chapter president conferred with our social sciences department chair who is also a local psychiatrist to confirm our questions' appropriateness and clarity. She sent these preliminary questions to Ms. Pearsall. She and Professor Cornett worked with Vice President of Institutional Effectiveness, Accreditation and Research Dr. Mary Clark, modifying the questions for administrative approval. We required technical assistance to publish the survey. The associate dean of online learning and academic support helped us create the survey in Alchemer, which allowed for distribution through Canvas to every enrolled student.

Post-survey, we analyzed the data with Ms. Pearsall. Possessing extensive BayCare connections, she indicated that she could assist us with the CPR

training event. Through email chains we scheduled meetings between ourselves, Ms. Pearsall, and BayCare representatives to discuss specifics. After setting a training date, time, and location, we updated all previously contacted parties: academic advisors, student government, honors program, first-year mentors, and Xi Pi members. Once we developed an attendee roster, we created multiple announcements, regularly updating the participants. We hosted our CPR training at PSC on October 8 with BayCare's CPR instructor. Our initial class involved 20 students from five collegiate groups. Ms. Pearsall supported Mr. Daniels in training implementation. Our team provided food, drinks, and any transportation the participants required.

## Impact

Our survey was available to all 8,440 PSC students. We asked 18 questions concerning the past year across three subject areas: general mental health, student COVID-19 experience, and knowledge of PSC's existing mental health resources. The data reveals a troubled student population, particularly two specific questions. Graph 1 (question 11) displays 59.7% reported high or very high anxiety levels (Graph 1). Question 10 found 32.7% reported high or very high use of unhealthy coping mechanisms. Of individuals reporting a past suicide attempt or ideation, over 70% had an anxiety disorder. Additionally, 55% reported not knowing about PSC's free mental health counseling service.

PSC's 20 new CPR-trained leaders understand how to assess a crisis, when and who to call for help, and are more comfortable discussing suicide. They can identify signs of drug-induced psychosis, possible suicidal intent, or those experiencing anxiety. By understanding how to triage a situation due to signs versus symptoms education, campus leaders can better assist our students in need. Under these leaders' guidance, we hope that all PSC students can continue their education safely and receive the mental health assistance needed to overcome any obstacle. As the training states, "If you see something, say something." As a team member stated, "I feel more comfortable after this training addressing suicide. I feel like I could approach someone experiencing a crisis, ask them if they need help, and provide resources to get them the assistance they need."

This project symbolizes our solidarity with those in need and what solutions are possible through administrative collaboration. Inspired by our project, Ms. Pearsall applied for CARES funding and will become a licensed CPR trainer in March. Ultimately, our CP will establish a mental health training curriculum for current and future PSC administrators, faculty, staff, and student leaders. This new certification program will arm PSC's leadership with crisis intervention knowledge, whether related to drugs, mental illness, or suicide prevention.

## Chapter-College Relationship

Our CP was exactly what Dr. Falconetti wished it to be: enabling professors, administrators, staff, and student leaders to provide crisis intervention steps immediately and better assist students in need. We also used it to deepen connections with PSC's administration, particularly Dr. Falconetti, Dr. Clark, and Ms. Pearsall. These are people who could assist Xi Pi in future endeavors. By working closely with them during project development, they observed how impactful we can be when supporting PSC's mission and priorities. Through our relationship with Dr. Falconetti, we were introduced to Ms. Pearsall. Our work with Ms. Pearsall not only led to this project, but it also created new college programming allowing PSC to assist future students' mental well-being more effectively and consistently. Our survey work with Dr. Clark demonstrated that giving our students a voice can impact how those students view their college. This survey helped us determine the state of mind of the entire student body and provided students an opportunity to rate the effectiveness of PSC's current mental health resources.

While initially largely inexperienced, we learned professionalism through vital PTK Edge program lessons and developing new online communication skills. As student leaders, we forged new administrative connections and demonstrated perseverance while demolishing the stigma surrounding mental health issues. We learned that together we can, and will continue to, repair damage to our community.

# Lazer Logistics: A Website to Help Students Become Engaged on Campus

Alpha Sigma Zeta Chapter  
Onondaga Community College  
*Syracuse, New York*

## Abstract

We began by reviewing the college's mission and strategic plan. Some areas impacted by the pandemic were access, retention/completion, and student engagement. In January, we met with our college president. We asked about some of the top priorities for the year, and she explained that retention is a top priority as well as a renewed focus on getting students engaged on campus despite most attending remotely. We thought better student engagement and support could help with retention and completion and make students more aware of resources available on campus.

Before the pandemic, students discovered services and activities because they were on campus by spotting a flyer or chatting with a classmate. We discussed campus information being accessible on the general OCC website, but our team admitted that students rarely use that website.

Dr. Crabill suggested we compile resources in one spot that students use every day: on Blackboard, our campus learning management software. The Blackboard site would help students learn about what the college has to offer on a site they utilize every day for classes.

## Planning

To create a one-stop online site for students to find campus resources, Dr. Crabill asked us to work with Anne DeLand, director of compliance and auxiliary services. During our first meetings she helped us decide what to include on the Blackboard page. We all had knowledge of some resources/



programs, but Anne broadened our understanding of campus offerings. Together we created a detailed list of areas/services to be included. Anne helped us identify expert partners to connect with for each area and provided names and contact information.

Our academic technology specialist helped us set up the Blackboard page. She helped brainstorm a name for the page, Lazer Logistics, and helped make it accessible to students by placing it under Student Resources on our campus Blackboard homepage.

We wanted the information to be accessible but not overwhelming, so we decided to create 14 weeks of material which would be available all semester. Each week we posted an announcement to every student introducing the week's topics and resources, connecting students with a direct link to the weekly content folder.

We created 14 teams, each tasked to create the material for their weekly folder. This required each team to connect with area experts, set up meetings to learn about the program/resource, and work collaboratively to identify the most important information to share. We collaborated with school specialists, the library, financial aid, counseling services, campus safety, Makerspace, Student Central Hub, YMCA, Helpdesk, and more.

## Leadership Development

First, this project required teamwork. This skill was developed through a series of leadership trainings where we learned strategies for communication, set ground rules for accountability, and shared contact information so we could reach out if we needed support or help from a peer. To strengthen our communication and soft skills, our leadership vice presidents led a Competitive Edge training before we began outreach for the project.

Our team needed to gain a great deal of knowledge about the campus and organize it in a way to reach students. Our administrative partner, Anne, helped us learn about the campus and who we should collaborate with. Our advisors trained us on email etiquette, which we used to contact partners and set up over 20 informational meetings.

We also were trained to create a Blackboard page. While we had all used Blackboard in our classes,

we didn't know how to set up classes and create content folders.

## Collaboration

This project was a collaboration between our leadership team, administrators, and campus partners. Our team held weekly meetings and used Google Docs to record action items, completed tasks, and communication.

We created 14 teams, one for each content folder: OCC Basics, Campus Info 101, Academic Resources and Athletics, Schools and Locations to Study, Services to Help You Be Successful at OCC, Advising/Registration/Veterans Affairs/YMCA, Career and Transfer Services, Student Health/Childcare, PTK/Student Leadership, Counseling/Stress Reduction, Academic Enrichment Outside of the Classroom, Getting to Know Syracuse, Have You Registered for Classes Yet, and Graduation/Transfer/Transcripts. In Google Docs, we made outlines for each folder and each team took ownership of their folder, contacting partners, setting up meetings, and creating content for Blackboard. Since we began the project in the spring, the outlines helped the fall leadership team pick up where the spring team left off.

We spent the spring researching and creating the Blackboard content and planning for a fall launch. We met with Anne several times to review our progress. She had great feedback and asked us how we planned to keep the page updated, since things constantly change on campus. She suggested we work with the director of marketing and new media to ensure that our information was always up to date. He worked with us to link our Blackboard content areas to the OCC main website, which is constantly updated. We finalized the Blackboard shell, and before the launch we met with Anne and Scott one last time for approval to make the page live for fall 2021.

Over the summer we discussed advertising our Blackboard page since we would only be successful if students used it. We brainstormed ideas, including marketing items like phone chargers, camera covers, tumblers, and bags which would include information about our Blackboard page and the URL. We worked with our purchasing department to order promotional items and create a logo to advertise the

page. We partnered with the campus bookstore to include 1,500 Lazer Logistics pens and informational handouts in each student's box of books, which they received before the semester began. We also organized six tabling events in the fall to advertise the page.

## Impact

We created a Blackboard page that included 14 content folders. Each week we released an announcement reminding students about the page and introducing that week's resources. The page provides information on over 50 campus resources and departments. It has information for new students like how to get a parking permit, find campus safety, and set up an advisor meeting, as well as for continuing students to learn how to join a club, apply for graduation, or plan to transfer.

The Lazer Logistics page was live for the fall 2021 semester. During the semester our page had 4,793 views. Usage of the page was greatest in September, with 2,105 views, followed by October, with 1,209 views. This shows the success of our advertising efforts, which we focused on during those two months.

In September and October, we held six tabling events to demonstrate the page to students. We used our laptops or the students' phones to access the page. During the six events, we met with over 200 students and distributed more than 400 promotional items. To get an item, students had to log into Lazer Logistics and find an answer to a question that they had. This one-on-one demonstration helped students see the value of the page. When we showed students the page, about half of the students had previously heard about Lazer Logistics and said they had used it before. Other students learned about the page for the first time.

Several students needed tutoring and learned about the tutoring center from our events. Another student was interested in starting a movie club but didn't know how. We showed him where to go on the page to find the information. It was an awesome experience to see the site that we had worked so hard on help students find answers to their questions and connect them with resources they didn't know about.

By working on the page, our team became experts on our college resources. This knowledge helped us create a great tool for students but also helped us personally, since we were able to better learn how to navigate our campus. For example, many of our teammates were graduating. By creating the graduation content area, our team was way ahead in knowing how to request a transcript, apply for graduation, and get regalia.

We also had to talk to people in person, which was something that we felt a little rusty doing. The tabling events required us to attract students we didn't know to our table, which meant that we needed to be animated and excited. This was hard to do while wearing a mask. We started slowly, but the more students we spoke with, the more comfortable we felt.

We shared our project outcomes with our administration and presented the project to the Board of Trustees. We shared that the Center for Teaching and Learning asked to take over the page and will make sure it's up to date and offers a one-stop shop providing information to help students in future semesters. This shows that the college feels that the page is valuable and helped students become more engaged and informed.

## Chapter-College Relationship

The connections we made working on this project helped the campus learn more about PTK and what our chapter does each semester. We were able to explain the purpose of the College Project and get the campus excited to help the college meet its mission.

Anne Deland was invaluable with helping us learn about the campus and decide what areas to include on our page. With her help, we partnered with over 20 experts on campus to create our Blackboard page. Working with these partners required us to strengthen our interpersonal skills, which we had used less because of remote learning.

By checking in with Anne throughout the project, we were given ideas to strengthen our page and connect with others on campus who helped make the page better. We learned that there is always room for improvement and fresh eyes can offer ideas that strengthen a project.

# Building a Simpler College Transition for Students with Learning Differences

Alpha Lambda Sigma Chapter  
Holmes Community College  
Ridgeland Campus  
*Ridgeland, Mississippi*

## Abstract

As found in our mission statement, Holmes Community College endeavors to prepare students for future careers by “offer[ing] affordable equal access to higher education.” Holmes also strives to “maintain an environment for continuous accessibility for all students to improve the college experience.” Following that mission, the Alpha Lambda Sigma Chapter worked to create a pamphlet to assist future students who have physical and or learning differences\*. This brochure gives such students and their family members succinct and specific information regarding the application process and additional information on how to apply for Americans with Disabilities Act (ADA) classroom accommodations, as well as steps to create a semester schedule. Finally, the pamphlet provides prospective students a campus-specific list of people to contact with questions as well as helpful “tips and tricks” to enhance the college experience. For example, we learned that many students with learning differences do not know that they need to turn in an application to receive special services every semester.

*\*We use the term differences to replace the term disabilities.*

## Planning

Our first task was to schedule a meeting with key campus administrators, in which we discussed many ideas regarding the needs of the Ridgeland Campus. Participants in this meeting included the campus vice president, director of workforce, director of marketing and

STARTING AT HOLMES

## **DON'T FORGET TO PAWS!**

### **P**

#### **PLAN A CAMPUS VISIT**

1. **For Goodman**, contact Leslie Spell: (662) 472-9055 or lspell@holmescc.edu
2. **For Grenada**, contact Haley DeNoon: (662) 227-2324 or hdenoon@holmescc.edu
3. **For Ridgeland**, contact Amanda Lindsey: (601) 605-3320 or alindsey@holmescc.edu

### **A**

#### **APPLICATION PROCESS**

1. Submit an application
2. Send an official high school, home school, GED or college transcript.
3. Submit official ACT or SAT scores.
4. Complete the FAFSA to be eligible for financial aid. Our School Code for FAFSA: **002408**

### **W**

#### **WORK WITH YOUR ADVISOR**

1. Meet with your advisor
2. Run degree evaluation
3. Get alternate PIN
4. Sign up for classes

### **S**

#### **SUCCESS!**

DISABILITY SUPPORT

## **TIPS & TRICKS**

- ✿ You must identify as a special needs student.
- ✿ Turn in documentation to Mrs. Bigbee 6 weeks prior to start of class. Documentation must be completed within 3 to 5 years of application. Disability Student Services (DSS) does not assist students in obtaining documentation, or eligibility for an evaluation of disability.
- ✿ All fees associated with procuring documentation is the responsibility of the student.
- ✿ Student must request accommodations each semester.
- ✿ Accommodations are not automatically assigned each semester.
- ✿ Each teacher must receive a copy of your accommodation letter.
- ✿ Discuss your specific needs with each teacher. Communication is key!
- ✿ Consider utilizing our writing center for help with writing assignments. We also have an online tutoring service called NetTutor.

Figure 1

recruiting, career technical coordinator, four Alpha Lambda Sigma officers, and two advisors.

Administrators asked our chapter to come back with ideas on how to create awareness for the STEM program. We brainstormed the idea for a career STEM fair for incoming freshmen that would help students determine career paths early in their academic careers. We brought this idea back to the administration who recommended a small select audience: Disability Support Services (DSS) students. Our project continued to evolve as we discussed ways to help this subset of students. The campus coordinator for the Career Technical Program encouraged us to not limit the event to only STEM students, but open it to all DSS students. The question then became, "How do we help DSS students on our campus?"

We then conducted three information gathering interviews:

1. We met with our DSS Coordinator Laura Bigbee via Zoom, and she gave us this vital insight on DSS students: DSS

accommodations that are offered for students at Holmes are available only on request. Teachers and administrators cannot approach students regarding services. Students must self-identify and provide proper documentation from their doctor and local high school.

2. Our chapter met with the Ridgeland Campus Coordinator of Student Activities/ Recruitment Amanda Lindsey, Madison County Schools Director of Special Services Vicky Doty, and Madison County Schools Transition Director Tarea Stout. Doty and Stout informed us of the steps and procedures required for students to receive DSS services in high school. They expressed concern with the lack of publicized information to assist parents of students with DSS who transition from high school to college. They also conveyed the need for more information on the process of self-advocacy so students can receive appropriate accommodations on the first day of classes. The ideas and information

discussed in this meeting were vital to our decision to create a pamphlet to assist students.

3. We met with a faculty member who is a parent of a DSS student who had recently applied at our college. In this meeting we determined a list of items that would make the registration process easier to navigate and complete.

After these meetings, our chapter agreed that a fair or event was not the best course of action for this group of prospective students largely because we wanted students with learning differences to feel equal to their peers and feared an event might single them out. For this reason, we took the information learned in these meetings back to the administration. The marketing and recruiting director encouraged us to create a quick reference guide for DSS students and their parents instead of hosting a fair.

## Leadership Development

Our chapter identified several ways to complete the project. Time management was vital. Therefore, one recommendation was to have a master schedule of all members and officers working on the project. While scheduling our weekly meetings, we learned that not all officers or members could attend every meeting. This led to implementing effective delegation by putting weekly assignments in a Google document to ensure that each team member was up to date on all new business.

Secondly, our group members knew we needed strong communication skills. To complete the College Project, chapter officers and members identified the importance of utilizing email, phone, and Zoom to schedule and attend meetings. Our advisors held an informative training on phone etiquette, professional email language, and formal Zoom collaboration to effectively work with leaders and administrators on the project.

One of our advisors challenged our group to complete a scavenger hunt over the summer. We were tasked with introducing ourselves to 25 administrators and faculty members district-wide, taking a selfie with each one, and recording their titles and job descriptions on a provided

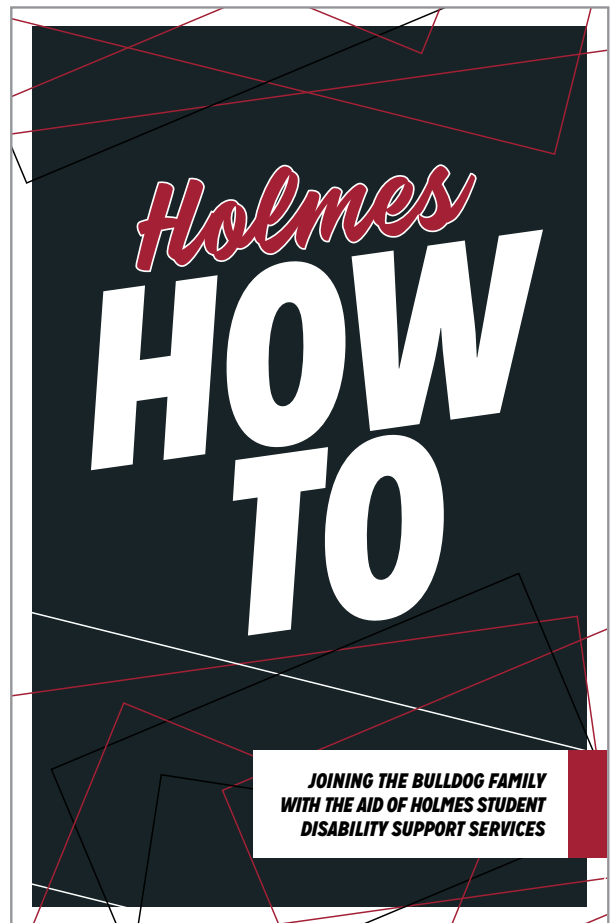


Figure 2

document. This task allowed our team to work together to hone our communication skills and build relationships that would prove to be invaluable when we began our College Project.

As our project unfolded, our group learned to use new technology. The project required the use of a graphic design program to create a mock-up of the potential pamphlet. Our advisors recommended learning how to use Canva, which is a graphic design platform. Because several advisors and members were in quarantine due to COVID-19, we were able to stay safe by utilizing technology to accomplish our goals. We used Zoom as well as a shared Google document which enabled us to complete our chapter's College Project.

Our group interviewed several subject matter experts on DSS. Previously, most of our research was done through textbooks and articles. Through interviewing Disabilities Coordinator Bigbee, we learned to be empathetic with families of students with learning differences.

Bigbee trained us to use the correct terminology when addressing students with learning differences. For example, the phrase “learning disabilities” may make some students feel separated from their peers. Instead, Bigbee encouraged us to use the phrase, “learning differences.” Using this phrase emphasizes different learning styles instead of disabilities.

## Collaboration

In order to create a quick reference guide for DSS students, our chapter worked to design a brochure for students with learning differences. We utilized Canva to create a sample pamphlet with the information prospective DDS students need upon entry to our college (Figure 1). We met several times with our marketing team to improve the overall presentation of the pamphlet. The marketing and recruiting director took our mock-up presentation and gave us essential feedback on the legal wording and implementation of such a document. This feedback helped us create a professional product that could be used digitally. To make our pamphlet look professional, we met with the college graphic designer. She revised and edited our mock-up design to create a layout to be housed on the college website (Figure 2).

Once the final draft was complete, our group met with our college president. He was extremely impressed with the professional design and information in the pamphlet. He enthusiastically presented our project to the administrative council of our college.

Surprised that something like this didn’t already exist, our president wanted to explore publishing it for the entire college and not just the Ridgeland Campus, extending our project that was initially intended for the Ridgeland Campus into a district-wide endeavor. The final product will be published in the spring of 2022.

## Impact

Through this experience, our chapter built lasting connections with Holmes administrators and the Madison County school district. Our relationship with Doty and Stout provided additional information necessary to properly prepare seniors with learning differences for

the transition from high school to college. For example, Doty and Stout did not realize teachers or other college personnel could not approach a potential student about a learning difference. Stressing self-advocacy was a huge takeaway for both Doty and Stout.

Another outcome of this project is that we learned that despite our best efforts to be respectful, we can unknowingly use hurtful language. For this reason, Lindsey will now train ambassadors/ student recruiters on the appropriate phrases and terminology to use with DSS students. All incoming students will be impacted by the pamphlet, including students on all five campuses -- Ridgeland, Grenada, Goodman, Attala Center, Yazoo Center -- and all virtual students. Additionally, we created a pamphlet with parents in mind, allowing them to have access to the same information as students.

In our research, we learned that 14% of Mississippi high school students have a documented learning difference. The distribution of our pamphlet will help students in the 21 high schools in our district and beyond since our college recruiters also visit schools outside our district.

## Chapter-College Relationship

This project required numerous meetings between our college administration and chapter members, officers, and advisors. Our chapter fostered connections with the Holmes DSS coordinator, the marketing department, and various members of administration district wide. Marketing is now confident in our chapter’s ability to create professional documents, and this confidence places us in a position to work on future projects together.

Our chapter members also gained experience regarding how to collaborate with future administrators and other professionals as we move to our four-year institutions and future employment. Finally, and most importantly, the campus administration knows our chapter’s commitment to student success. Future officers and members can confidently reach out to our college administration and the Madison County school district because of the relationships we created while completing our College Project.

# Saving Lives: Planning and Organizing COVID Vaccine Clinics

Alpha Omicron Chapter  
Tyler Junior College  
*Tyler, Texas*

## Abstract

Our team reviewed the college mission statement and budget prior to several months of meetings with Tyler Junior College's (TJC) president and administration to collaboratively agree on a College Project. Our team ensured our project supported TJC's mission to seek out meaningful partnerships between students, the college, and the community. In response to rising COVID numbers and after careful planning, Alpha Omicron hosted six COVID vaccine clinics that resulted in 245 free vaccines provided to faculty, students, administrators, and the community.

Members practiced presentation skills and procured food donations from campus restaurants and a \$1,000 contribution from the dean of students budget. Starbucks, Subway, Chick-fil-A, and Pepsi products were used as incentives to encourage students to be vaccinated. Our team provided a final impact report to our administration and sent thank you notes to our staff, administrators, and close collaborators. Preparing these final reports helped our team meaningfully reflect on the planning and processes employed by the team, and to better plan for future projects.

## Planning

In preparation for discussions with TJC administration, our College Project team reviewed TJC's mission: "The college champions student and community success by providing a caring, comprehensive experience through educational excellence, stellar service, innovative programming, and authentic partnerships." Team members evaluated the college's strategic plan and budget to better understand

our administration's focus as the coronavirus pandemic continued to impact our campus. TJC's budget showed increased expenses planned for personal protective equipment, enhanced cleaning services, and expanded distance learning.

It was clear that the pandemic would be on our administration's minds, so we investigated COVID-19 statistics for our community, region, Texas, and the nation. On February 2, we met with the dean of students, provost, and vice president of student services to begin discussions for the 2021 College Project. The pandemic was a key issue, but the administrative team also shared concerns related to campus culture and legislative issues concerning COVID. At later meetings, administration members shared that they feared the school could be perceived as "pushing" the vaccine by offering incentives for those being vaccinated.

Summer administration meetings included the director of institutional safety and emergency management and our vice president of operations, representing our college president. Mobile vaccination clinics at nearby colleges received minimal response, and Delta variant cases began rising dramatically. According to the CDC, in late June, the 7-day average reported cases was 12,000. On July 27, the 7-day average reached over 60,000. On August 5, Safety Director David Liner, supported by the rest of the administration, asked Phi Theta Kappa to host and promote campus vaccine clinics.

The director of campus services volunteered to contact vaccine providers. Marketing and the dean of students stepped up to help disseminate information and advertising. Our facilities team and campus safety were brought in for campus logistics. The project details were mutually agreed upon and went to the cabinet and college president for approval.

Meanwhile our College Project team met several times via Zoom to continue reviewing overall project responsibilities. Team members updated the project timeline, identified additional resources and collaborators, and planned opportunities to recruit and prepare additional volunteers. On August 31, President Mejia approved our College Project, thanking our

chapter for their proactive leadership. He stressed his goal to support the health of our community, not just our students and faculty.

## Leadership Development

Team members contacted other institutions that held vaccine clinics and critically analyzed success rates and factors that affected participation. We identified every project detail on sticky notes and organized them under areas of responsibility. Team members stepped up to take leadership of each project area, but voiced concerns about being prepared to handle tasks.

We addressed specific concerns with intentional training and leadership development to strengthen our team's skills. Team members attended virtual workshops and seminar discussions on College Project best practices at International and Regional Honors Institutes, shared notes, and pulled information from the Chapter Leader's Activity Guide and [www.ptk.org](http://www.ptk.org). Team members attended additional training at our Regional Leadership Conference, district meetings, and regional webinars.

Our vaccine providers sent information to prepare volunteers working at the clinics, and the project team made sure to disseminate that information at chapter meetings to recruit additional volunteers to help with advertising, set up, and event logistics. Privacy for clinic patrons was thoroughly discussed with all volunteers. Team members making presentations honed their presentation skills by practicing together in preparation for vaccine clinics. A presentation the team delivered to our campus food services provider resulted in a donation of meals and 24 cases of soda as incentives to be vaccinated.

## Collaboration

Our team identified potential collaborators and reviewed communication etiquette to ensure everyone was prepared to communicate professionally. To ensure the safety of everyone involved, our team met with campus police to take precautions in case of any situation that might arise. A campus safety representative volunteered to attend our first vaccination clinic to help keep everything running smoothly.



We began a campaign to gather incentives to encourage participation and kept the administration updated on our progress. The dean of students met with the entire Project Team to discuss language used when promoting the vaccine clinics to protect TJC and ensure the college's wishes were met throughout the entire project. As promised, we maintained regular communication by phone, email, and direct visits to keep the administration, our collaboration team, and our vaccination providers informed and up to date.

Our advisor was initially contacted by administrators for updates while the clinic was in progress, but they soon became comfortable contacting our chapter leaders directly. When Family Circle discovered their mobile unit was "double-booked," team members worked with Campus Services to locate an open room large enough to host the clinic. We found an option that was central to the entire campus and provided a semi-private area in which to administer the vaccines; this became the area secured for all remaining vaccine clinics.

Marketing representatives collaborated with team members to record a video on the importance of getting vaccinated, and to design posters and information cards. When our vaccine providers had to unexpectedly change dates, our media team was able to adjust the digital signage and get the word out via social media. Before winter break, we provided a final report and sent thank you cards to our administrators, college president, and all collaborators.

## Impact

At our first clinic, 74 students, faculty, and community members were successfully vaccinated. Clinic nurses reassured us that most other vaccine clinics during this time were bringing in only about a third as many patients. A high-risk gentleman was referred by his local physician for a booster shot, but boosters were not officially available. Quick-thinking team members worked with NetHealth providers and utilizing the private fax line of our college president, we were able to transfer in the required doctor's orders allowing our providers to administer a third dose of the Moderna

vaccine as a booster. This community member got to chat with our college president about the professionalism he observed in PTK members.

Upon arrival at our third clinic, NetHealth announced they had a supply of the coveted Pfizer booster shot. Trained team members were comfortable contacting the vice president of operations and campus social media personnel to get booster information announced across campus by email to over 750 faculty and retirees and 12,000 students within an hour. Students and faculty poured in, and the team was prepared with extra chairs, refreshments, and activities to keep those who were waiting engaged.

Overall, 245 vaccines were given out, 70 volunteer meals were provided, and all those receiving vaccines were able to choose from free Chick-fil-A, Subway, or Starbucks coupons. Free food persuaded many who were reluctant to be vaccinated, resulting in higher numbers. Many being vaccinated contacted others in the community to come in, fulfilling our president's goal that our project supported both students and our surrounding community.

Chapter officers and members reflected on how prepared they were to handle issues and work with the clinic providers, and volunteers became more flexible and able to think on their feet to handle obstacles. Volunteers got to witness the significant difference student activism can make. Many volunteers started regularly attending chapter events, and we have made great strides to establish our chapter as the top service organization on campus in post-COVID times.

One of our volunteers explained how the clinics helped her deal with pandemic anxiety in a proactive way, stating that helping others get vaccinated made her feel more secure on campus. We also developed step-by-step instructions and helpful ideas for organizing vaccine clinics to share with other organizations.

## Chapter-College Relationship

This project strengthened our relationship with administrative representatives at every level, and directly contributed to our chapter receiving an additional \$28,000 in travel funds from the

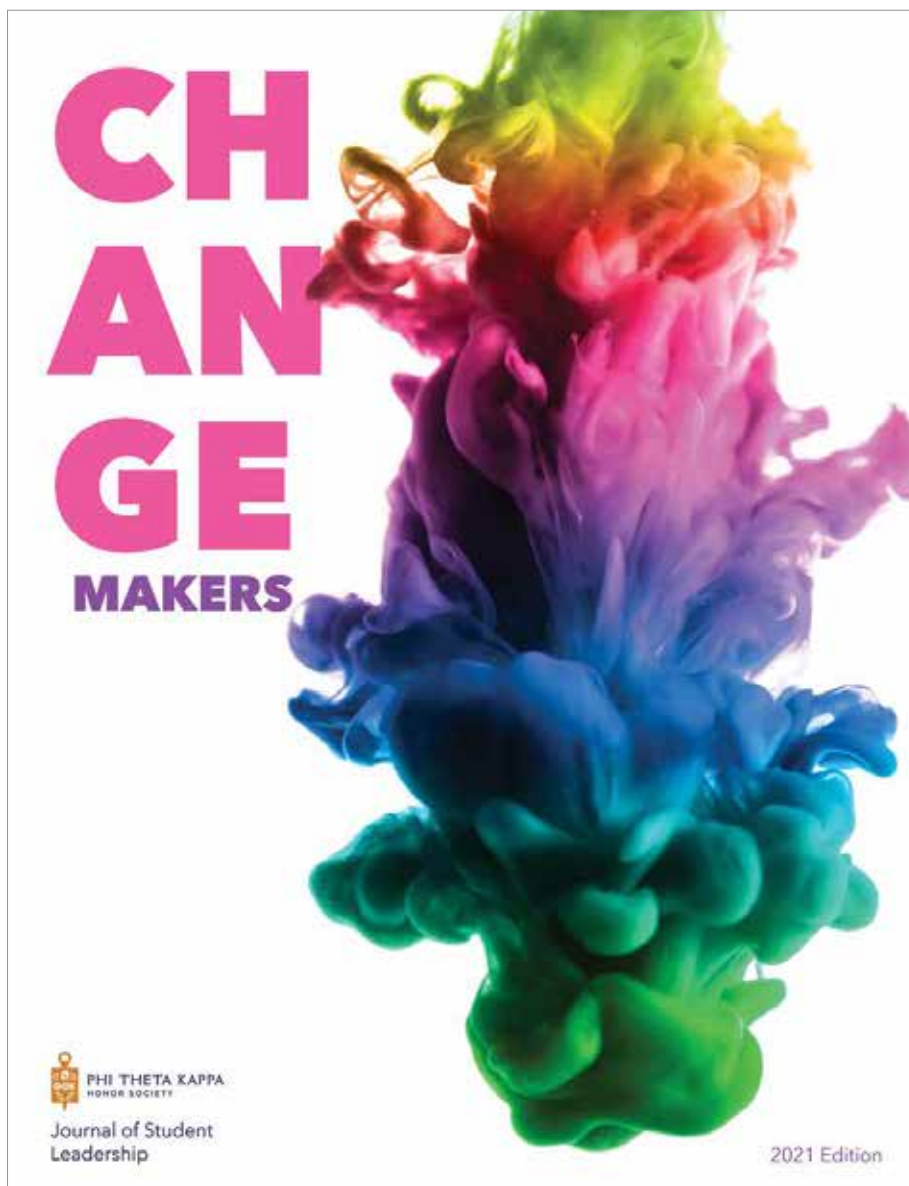
Student Services Fee allocation team. Our administration was elated at the final number of 245 vaccines administered. Comments made by our president at convocation reflected on our team's professional presentation and clear evidence of service to the campus and community, fulfilling his primary goal.

One vice president announced his vaccines on social media and three deans received booster shots. Our collaboration team, involving our administration, media, emergency services, student services and Aramark food services donated over \$2,100 in advertisement, incentives, and refreshments for our clinics.

Members' leadership, professionalism, and communication skills grew as they planned, carried out, and reflected on this project with our collaboration team and administration. Both clinics contacted our administration to compliment the members on their professionalism and community focus. Our chapter was recognized in the campus newspaper and received significant campus-wide faculty support, especially for bringing in booster shots. Faculty support translated into more members as supportive faculty encouraged students to join, attend service projects and get involved with Phi Theta Kappa.

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2021 Edition



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