College Project Ideas
The College Project is designed to help your chapter gain administrative support.

How? By reaching out to the college administration to assist them in any project that supports your college. The first step is to schedule a meeting with your college president/campus CEO (or another administrator if you are unable to meet with the president or campus CEO) to determine what your project will be.

Chapters completing a College Project may win a Hallmark Award! Phi Theta Kappa will select as many as 25 College Project entries through the Hallmark Awards competition.

If your college president is looking for ideas, here are some suggested ways to work together:

**Community College Completion.** Phi Theta Kappa is heading the Community College Completion Corps, the student-led initiative to raise awareness of the importance of college completion not only for students but for colleges and the communities they serve. Chapters can play a significant leadership role on their campuses by encouraging students, faculty and administrators to sign the “Call to Action in Support of Students,” indicating their commitment to the Community College Completion goal. The Call to Action resolution and other awareness campaign resources are available online.

**Honors Seminar Series.** Many college presidents are very interested in recruiting outstanding high school graduates to the community college. Inviting high school honor society students to your college to participate in Phi Theta Kappa’s Honors Seminar Series on the Honors Study Topic provides a terrific recruitment opportunity for the administration.

**Faculty Appreciation.** Show your appreciation for the support of your college faculty and staff, by designing a college project to honor their work. Phi Theta Kappa chapters can plan an appreciation tea, an awards ceremony or a special banquet to say thanks for the dedication and hard work of faculty and staff members throughout the year.

**The National Honor Society.** In an effort to ensure high school students as well as high school counselors are aware of the community college as a viable educational choice, Phi Theta Kappa encourages chapters to reach out to high school honor students in their area. The National Honor Society (NHS) has State Directors who
may be beneficial in helping chapters collaborate with their local NHS chapters. Contact information for State Directors may be found at the NHS website.

**Registration Success!** Who better to lead the way for incoming students than Phi Theta Kappa members? Offer to assist where needed for your college’s registration.

**Helping Hands.** Are budget cutbacks a part of today’s harsh reality on your campus? If so, wow your college administration by offering to perform office duties free of charge for faculty and staff whose clerical staff’s salaries were cut from the budget.

**College Ambassadors.** Many chapters have their members serve as ambassadors for the college who may visit local high school “College Days” to personally endorse the community college as a viable educational choice. These members also serve as tour guides for potential students, parents, alumni and donors visiting the campus.

After your chapter and college president have decided upon a College Project, keep the administration updated on your progress and keep detailed notes about your project so that you can write an effective College Project Award entry for the Hallmark Awards competition.
2020 College Project Award

Chapters may submit one entry featuring their College Project, described in Level Four of the Five Star Chapter Plan. The purpose of the College Project is to establish and/or strengthen a supportive relationship between the chapter and the college administration. The chapter should meet with the college president (or other appropriate administrator) to determine the College Project, which can be anything that supports the college’s mission.

**DEADLINE:**
Thursday, January 16, 2020 at 5:00 pm CST

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**Word Count Limit:** The essay responses for the entire application cannot exceed 1600 words. No limit is given for each essay question, but to the application as a whole.

**Optional:** Chapters may attach up to three tables, charts, or photographs that illuminate their work on the College Project.

Project Topic (include a short project topic heading) Examples: Organizing a STEM Panel Discussion; Hosting a High School Leadership Program; Establishing a Campus Food Pantry, etc.)

1. Briefly describe your College Project and what your chapter set out to accomplish with your college administration.

2. Describe the planning process in detail including who was involved in determining the project and who your chapter collaborated with to carry out the project. (It’s perfectly acceptable to list individual job titles or departments/organizations rather than listing everyone by name.)

3. How did chapter members develop their leadership and/or knowledge, skills and abilities needed for project implementation?

4. Describe in detail how the chapter collaborated and communicated with others before, during and after the project?

5. What were the quantitative and qualitative outcomes of your project, including the lessons learned by your chapter members and others?

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The entry will be judged in its entirety based on the following criteria. Maximum score is 85 points.
For each of the first four rubric categories, the judge will assign points as follows:

- **4 points = Outstanding evidence**
- **3 points = Satisfactory/good evidence**
- **2 points = Some evidence (mainly implied rather than explicit)**
- **1 point = Minimal or no evidence**

### PREPARATION – 20 points

4 points – Chapter took time to prepare before meeting with the administration by reviewing the college’s mission statement/priorities.

4 points – Chapter held a meeting with the college president or other appropriate administrator to determine College Project.

4 points -- College administration had the opportunity to discuss their project ideas with the chapter before a project was selected.

4 points – College administration and chapter mutually agreed upon College Project before chapter proceeded with implementation.

4 points – The College Project directly supported college’s mission/current priorities.

### LEADERSHIP DEVELOPMENT – 20 points

4 points – Chapter fulfilled a significant leadership role(s) in implementing College Project.

4 points – Chapter used critical/strategic thinking to carry out the project effectively.

4 points – Chapter took time to assess areas they needed to strengthen and/or learn.

4 points – Chapter members participated in leadership development activities to strengthen those skills necessary for the project.

4 points – Chapter members effectively organized their project responsibilities.

### COMMUNICATIONS/COOPERATIVE EFFORT – 20 points

4 points – Chapter members demonstrated flexibility and/or creativity in addressing any opportunities, challenges, and/or obstacles in implementing project.

4 points – Chapter’s efforts were focused on carrying out college’s wishes for the project.
Chapter worked with others to effectively carry out the project (could be any of the following depending on the project: other college administrators, faculty, staff, students, community members).

Chapter provided stakeholders with regular updates throughout the project.

Chapter provided a final report of the College Project’s status/outcomes to the appropriate administrators.

**IMPACT – 20 points**

Chapter gave impressive quantitative data showing the project’s outcomes. (Examples could be amount of scholarship created, money donated, number of people reached through a project, number of audience members at an event, etc.)

Chapter gave impressive qualitative data showing the project’s outcomes. (Intangible benefits/outcomes can be through meaningful interactions such as survey comments, reactions by those who benefited from a project, description of how project filled a need/wish list item, personal growth experienced by participants and collaborators, etc.)

Chapter demonstrated how these outcomes addressed the college’s goals for the project. 4 points – Chapter demonstrated how chapter’s relationship with college was strengthened.

Chapter demonstrated meaningful reflection on how chapter members grew in professionalism and as scholar-servant-leaders throughout the project.

**PRESENTATION – 5 points**

5 points
Spelling and grammar are faultless. Entry is well-written and easy to follow. 3 points
A few errors in spelling and/or grammar. Entry has some awkward writing OR does not give enough specific details.
1 point
Spelling and/or grammar errors throughout. Writing is disjointed and does not give enough specific details.