

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

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.

4 points -- 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).

4 points – Chapter provided stakeholders with regular updates throughout the project.

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

IMPACT – 20 points

4 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.)

4 points – 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.)

4 points – 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.

4 points – 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.