

1. Briefly describe your College Project and how it directly supported the college's mission/current priorities. (All rubrics apply, especially Preparation Rubric.)

Alpha Nu Sigma officers met with Horry-Georgetown Technical College's (HGTC) president to discuss College Project ideas. She welcomed our suggestions and focused on the one related to student engagement because a recent analysis by an external firm indicated student engagement needed improvement. Our project was designed to give students a place to study, relax, and hang out on our campuses. We agreed our project would address the portion of HGTC's mission statement "to provide a student-centered environment." To develop our project, we collaborated with college administrators and staff.

2. Describe the planning process in detail including who was involved in determining the project. Please Note: it's acceptable to list job titles/departments rather than all individuals' full names. (All rubrics apply, especially Preparation Rubric.)

Understanding we would adjust our plan to needs she identified, members reviewed HGTC's mission statement and brainstormed ideas prior to meeting with our college president. She approved our student lounge proposal and directed us to meet with the Student Affairs and Academic Affairs Vice Presidents (VP) to determine next steps for Phase I, Conway campus. We answered their questions about our vision for the project. They directed us to create a proposal and present it to HGTC's Finance VP, procurement manager, and Building/Grounds Superintendent. In this meeting, we discussed finances and details regarding the space we proposed to renovate (Café 1100). They requested a blueprint and detailed budget, totaling \$27,205, which we completed within a week. It took 45 days to receive a response, and we were directed to meet with the Student Enrollment Services Associate Vice President (VP Johnston), procurement manager, and an outside sales representative. At this meeting we were informed the furniture order would not be delivered for up to three months, and VP Johnston informed us we could not renovate Café 1100. We worked with her to evaluate available spaces and decided to renovate the existing game room. After receiving quotes from the procurement manager, we revised our original budget request to \$20,555.70 (attached). This budget request required approval from the Student Engagement Funding Allocation Committee (SEFAC). The committee, composed of students, faculty, and staff, deliberated for two weeks before approving our request in September and orders were placed.

To incorporate HGTC branding, we brainstormed ideas, including ordering new carpet and reupholstering existing seating. Members reviewed fabric choices and selected ones incorporating our college colors. We also decided to call the space Chomp's Hangout since our mascot is an alligator whose name is Chomp.

The game room had two pool tables, one of which had to be moved. This led us to begin Phase II, which was to renovate a space on our Georgetown campus. We collaborated with the Georgetown Provost, and she requested a survey of their students and their preferences. We surveyed 92 students and 87% indicated they would like a dedicated place to hang out on

campus. We prepared a budget request for Phase II in the amount of \$8,629.71, which was approved in mid-December. We collaborated with:

- Student Enrollment Services Associate VP
- Procurement Manager
- Building/Grounds Superintendent
- Student Affairs VP
- Academic Affairs VP
- Georgetown Provost
- Finance VP
- Print Shop Manager

3. What knowledge, skills and abilities did members need to successfully implement this College Project? How did chapter members strengthen these areas before implementing the project? (All rubrics apply, especially Leadership Development Rubric.)

To prepare for meetings with administrators, officers participated in communication exercises during training. We learned about the importance of clear communication by completing a “minefield” exercise. We studied HGTC’s mission statement before meeting with our college president and brainstormed project ideas to discuss with her. To properly identify administrators, we reviewed HGTC’s organizational chart. We improved our presentation of self by dressing professionally for meetings.

Prior to meeting with the Finance VP and procurement manager, chapter members brainstormed what items they wanted in their lounge. In this meeting, administrators requested a detailed budget for our proposal, and we realized no one knew how to create one. Our Fundraising VP consulted with an accounting professor to learn how to use Excel and prepare a budget. She researched items we wanted and created an Excel spreadsheet for them, including air hockey and Foosball™ tables, rocking chairs, Xbox™, board games, and comfortable seating. Administrators directed us to submit an official SEFAC Funding Request. Once we completed the form, VP Johnston sent it to the committee for a vote, which was subsequently approved.

Administrators also requested a blueprint of our proposal. To create it, we met and measured Café 1100 and researched measurements for items we needed to revamp the space. An officer, who was a digital arts major, used Computer-Aided Design (CAD) to design a blueprint and made a scale drawing of the space to illustrate our vision to administration.

For Phase II, Georgetown’s provost requested we survey their students to see if there was a need to revamp a space at their campus. We developed questions with her input, and she sent the results to us to compile. Our Fundraising VP learned to input and interpret survey data, execute formulas, and design charts to share the information with administration.

4. How did the chapter carry out the project and communicate with all collaborators? (All rubrics apply, especially Cooperative Effort/Communication Rubric.)

Our college president approved our proposal, including the space we identified, and directed us to meet with the Student Affairs and Academic Affairs VPs to start the project. We collaborated with administrators throughout our project via emails and meetings. Project progress was shared in chapter and officer meetings. After meeting with administrators and receiving approval to renovate Café 1100, committee members measured, created blueprints, and researched costs within a week. Our first challenge was a considerable delay by administrators in response to our emailed requests and budget submissions. Once a response was received, we were directed to meet with our procurement manager, a furniture representative, and VP Johnston to discuss seating options. During this meeting, we discovered it would take up to three months to receive the furniture once the budget was approved. Our second challenge was location. Café 1100 was a publicly used space, and administrators later decided we were not allowed to modify it for our lounge. VP Johnston suggested using the existing game room next to the café. This space contained two pool tables, so we proposed moving the second pool table to another campus. Although the Georgetown campus, which is an hour away, was interested in the pool table, the transportation of it was a significant challenge. The procurement manager arranged transportation; however, the scheduled move did not happen. VP Johnston resolved the transportation issue, and the table was finally delivered to Georgetown campus.

We worked with our Building/Grounds Superintendent to schedule maintenance personnel to move tables and hang pictures once the new carpet was installed. We noticed four chairs were reupholstered in the wrong material. Fixing this delayed our project two additional weeks.

We planned to hold an open house for the Conway lounge during final exams; however, VP Johnston directed us to wait until all components were in place. Our college president and other administrators will cut the ribbon and welcome students to Chomp's Hangout on February 21. The second open house will be held later in the Spring semester.

5. What were the quantitative and qualitative outcomes of this project, including the project's impact on members? (All rubrics apply, especially Impact Rubric.)

Throughout this project, chapter members learned about many elements required to operate within a bureaucracy, plan a large-scale project, and collaborate with numerous administrators. Committee members also discovered the funding allocation process was time-consuming.

Initially we were going to convert Café 1100, but we had to adapt to smaller spaces and extended timelines due to administrative delays. In addition, the budget was modified from our initial request to accommodate the new spaces. We reconfigured the spaces to include most of our original designs and delayed our open house to the Spring semester.

We were approved for \$29,185.41 from SEFAC and it was spent for Phase I and Phase II as follows:

- flooring tiles
- 22 vinyl gator footprints
- 6 Chomp's Hangout signs
- 12 pictures of Chomp with students
- 15 picture frames
- 8 sandwich boards and 16 inserts
- 8 reupholstered chairs
- 7 rocking chairs and 2 tables
- 1 Foosball™ table
- 1 air hockey table
- 1 gray solar mesh window shade
- 4 vinyl game board stickers
- 3 round coffee tables
- 70-inch television
- 2 Xbox™ consoles
- 10 video games
- 2 virtual reality headsets
- 4 bean bag chairs

We created wooden game boxes in a previous College Project. These boxes were relocated from the library to our new lounges and the chapter fundraised \$473.42 to contribute 22 new board games for both campuses. The library gifted us eight additional games to support the new lounges. Games purchased included: Scattergories™, Battleship™, chess, checkers, Dominoes™, Monopoly™, and Uno™ (attached).

Chapter members previewed the space during a chapter meeting (attached) and remarked, "More people are going to come into this building now!" and "This is awesome!" They were already discussing plans for Foosball™ and air hockey tournaments and remarked how excited they were about getting an Xbox™.

We shared pictures of the renovated space with administrators. Our Academic Affairs Vice President replied, "The space looks great. I love the gator footprint idea leading to the new space for students. Thank you all for your work to improve the spaces around campus." Our college president responded, "What I really admire about this project is the pride the chapter is taking in the college and making for a nice environment for students. Thank you all so much."

6. Describe how this project helped develop and/or hone your chapter's relationship with the college administration. (All rubrics apply, especially Impact Rubric.)

Despite frustrations with administration, due largely to delays in decision making, we were able to compromise and work together to create two student lounges. This project strengthened our relationship with administrators and established new relationships with departments and administrators. We learned professional presentation skills, how to write a combined \$29,185.41 project budget proposal, and how to follow the appropriate chain of command. Our Student Enrollment Services Associate VP stated, "Thank you for bringing this project forward and creating a wonderful new space for our students. It was a pleasure to work with members of PTK on this very important endeavor and I look forward to the Open House!"