



PTK COLLEGE PROJECT

THE HEALTH AMBASSADOR

2020-2021

HALLMARK AWARD SUBMISSION

SOUTHERN STATE COMMUNITY COLLEGE

ALPHA OMICRON ETA CHAPTER

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Introduction

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

Amidst the COVID-19 Pandemic, college administration was tasked with meeting the requirements of the Responsible Restart Ohio mandates from the Governor, recommendations from the Center for Disease Control, and public health mandates from the Ohio Department of Health in a re-opening process for Southern State Community College (SSCC) for the Fall 2020 semester. Our chapter partnered with administration to engage undergraduate leadership in designing and driving the Health Ambassador College Project.

The chapter set out to assist administration in keeping campuses open, promoting the safety and well-being of all with a "COVID-19 proof" strategy, by offering a blend of online and hybrid courses and adapting to worst-case scenarios. The basic premise included student leaders assuming a health ambassador role by welcoming students back to campus. These leaders would distribute masks, hand sanitizer, instructional handouts, and credible COVID-19 resources that address questions about requirements to be physically present on campus. The role would be one of encouragement, not policing student behavior or assuming any authority for student compliance.

Planning Process

Prompt: 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.)

Prior to the college project meeting with the administration, it was evident that the SSCC mission was in jeopardy due to the COVID19 pandemic. Being committed to providing accessible, affordable, and high-quality education, along with the vision to be "Your First-Choice College", would suffer if the college was unable to respond to this challenge and engage students in the goal of safe operations, regardless of the difficulty. Administration identified that this response was a priority and was coupled with a strong desire for student leadership involvement.

After the sharing of ideas in meetings with the Vice President of Student Affairs and the Director of Nursing, it was mutually agreed that PTK would partner with the college to design and lead the Health Ambassador College Project. In direct report to the President, this was a campus-wide collaborative effort. Implementing this project, that welcomes students and provides expectations of campus operations during the pandemic, was hoped to move the college in a positive direction to achieve their mission and positively impact the students' educational experience.

Leadership and Skill Development

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

Chapter officers participated in leadership development activities to strengthen skills needed for the project. Knowledge was gained and skills and abilities were developed through the PTK Edge program, Ohio's Regional Leaders in Action Conference, and team meetings with college leaders. The chapter discovered that it needed to strengthen morale, engagement, communication, and emotional intelligence. It became evident that the student body did not

recognize the purpose of PTK. Chapter members engaged in workshops and read articles to facilitate greater understanding.

The chapter fulfilled a significant leading role in project implementation. The preparation phase, included chapter members seeking out the desires of college administration through virtual meetings. In the discovery phase, the college expressed the goals in response to the COVID-19 crisis to which chapter members offered remedies and began to organize project responsibilities. Under the mantle of the College President, the chapter developed and led the Health Ambassador project. The “CONNECT” campaign was designed, supplies were ordered and organized, and health ambassador apparel was created. Chapter members met with campus directors to distribute these supplies, place signage, manage temperature kiosks, and provide hand sanitizers and masks for our college community. Chapter members were responsible to present project status directly to the College President in the President's Council meeting.

Disappointment was experienced as our members did not respond to the call to serve. In addition, the entire officer team graduated without a transition for the incoming team due to the pandemic. Three newly elected officers on the incoming team dropped to one leaving the VP of Leadership who demonstrated flexibility in accepting the Chapter's Presidency. As the workload of the college project mainly fell to the newly appointed Chapter President, he engaged analytical thinking skills to break this large load into more manageable parts and appropriately delegate.

The greatest leadership challenge required critical thinking to develop a strategy to carry out this project effectively: increase student engagement. Why would anyone want sign a pledge and become a health ambassador? What makes this something worth following? These were

questions that the chapter asked to develop an understanding of why students did not want to volunteer. While student engagement was a symptom, the true issue was discovered after examining information on student attitudes in community colleges, understanding their points of view, realizing that morale was lacking, brainstorming ideas to boost morale, and finally, solving the issue. Using apparel, social media, and spontaneous chats, the chapter was able to effectively communicate why this project was worth supporting. A solid foundation was created by utilizing federal work study students as Health Ambassadors to accrue a greater audience.

Members identified the problem over the symptom, determined their approach, analyzed the problem, and found the answer. They then made that data actionable. There was a journal in which every event from beginning to end of the project was recorded. From meetings to attend, presentations to give, and operationalizing the intent of the project, the motivation necessary for the success of the project was sustained. The Chapter President knew that he could always reach out to the advisor, serving much like a second team member, proving very beneficial in the long run.

Collaboration and Communication

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

The Health Ambassador Project immediately thrived in a cooperative environment throughout the college. This collaborative effort continued before, during, and remained after the project concluded. A clear and compelling cause for a safe re-opening of the college in Fall 2020, rose to the mission's forefront and deeply impacted everyone involved. In different roles, many staff members became involved, creating a cohesive effort, while openly communicating with the

chapter. During the launch, the Chapter Advisor was assigned as the COVID19 Coordinator for the college, which built a bridge to needed resources for the health ambassador functions.

The chapter became a direct report to the College President. Working with maintenance and campus directors, space was designed for physical distancing and campus signage was placed. The IT department assisted with temperature kiosks and the CFO allocated COVID-19 funding for the project. The Marketing Director assisted in branding the health ambassador campaign and ordering supplies. With the campuses readied for opening week, welcome tables were stocked with promotional SSCC items, campus safety and PTK information, masks and hand sanitizers. Students responded openly by complying with the new regulations of the college.

The VP of Student Services helped us with mass communication to students and the Director of Recruitment helped with mailings that described the project, attached with a letter from the President. Along with video promotions by the College President and features in the campus-wide Healthy CONNECT Newsletter, we gained one nursing student volunteer, but we needed an ambassador for each campus.

As the chapter's efforts focused on the college's wishes to have student leaders to fulfill the health ambassador role, a creative proposal was submitted and permission was granted to offer the health ambassador as a work study position. The chapter eventually gained an officer to serve as the Vice President of Service, sharing responsibilities with the Chapter President, and involved two work-study students to serve as health ambassadors along with the officer team. The chapter continually worked with the social media team to promote the campaign.

Through the consistent communication between chapter and administration, the chapter was invited to the Board of Trustees meeting where PTK President, Brock Morris, shared the leadership opportunities through PTK and the college project impact. In the chapter's final report to the President's Council, the officer team presented the project's progress with supporting data in numbers of Healthy CONNECT Pledges and supply use.

Qualitative and Quantitative Outcomes

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

At the semester's conclusion, 572 hand sanitizers and 550 masks were distributed to students and employees, 45 signed the Healthy Connect Pledge. Through a campus-wide survey, it was evident that the online community lacked awareness of the Health Ambassador project. One student said: "Had no reason to interact as I was completely online", which correlated with 40.9% of students reporting that the Health Ambassador was of no assistance. However, about 32% of students rated the Health Ambassador as "very helpful." Here are some of the comments:

- "The Mount Orab Health Ambassador was always helpful and knowledgeable."
- "Very kind and able to meet my needs."
- "Let me know a lot about the COVID situation."
- The healthy ambassador project "should become more widespread."

Impact and Conclusions

In the short-term, campuses remained open without incidence of on-campus classroom transmission with plans for spring semester opening including face-to-face classes, hybrid, and

online accommodations. Only lab and clinical learning experiences were impacted with two group quarantines and two probable transmissions of the virus related to exposure during a SSCC learning experience. In a final meeting with the President's council, they were very pleased with the work done to keep campus operational, surprised by the large number of supplies used, and the audience reached with the pledge. All members of the council, including the College President, asked for us to continue this endeavor into the spring semester: continuing to address the needs of face-to-face classrooms and student interaction. The project was featured in a regional media outlet, and our health department requested project implementation in the community.

In hindsight, chapter members were encouraged by their newfound ability to make a huge difference on such a large scale. It was evident that members became more comfortable approaching people in authority by a demonstration of professional communication and presentation skills. Long-term, this new confidence has forged professional relationships with the college's leadership team. In demonstrating a willingness to volunteer in this effort, with a spirit of excellence, the chapter has a new identity.

Attachment A

**Become part of the
CONNECT Campaign**
We're all in this together!

Communication

- **C**onnecting you to a healthy future by
- **O**vercoming fear and
- **N**urturing good lifestyle choices
- **N**eeded to
- **E**liminate
- **C**OVID-19
- **T**ransmission

Health Ambassadors

Health Ambassador

• **C**onnecting you to a healthy future by • **O**vercoming fear and
• **N**urturing good lifestyle choices • **N**eeded to
• **E**liminate • **C**OVID-19 • **T**ransmission

**SOUTHERN STATE
COMMUNITY COLLEGE**

Health Ambassador Healthy CONNECT Campaign

Attachment B



Chapter President Brock Morris Presents to the SSCC Board of Trustees

Attachment C

