

AI & You: The Responsible AI Use in Higher Education

Pi Epsilon Chapter

Mississippi Gulf Coast Community College-Jackson County

Gautier, Mississippi

Abstract

Artificial Intelligence (AI) is a common tool for the average college student; however, the results aren't always accurate or properly optimized. Deciphering content produced by AI tools without instruction poses a risk for students' academic development.

The Pi Epsilon Chapter at Jackson County Campus reviewed our collective academic experience, along with concerns raised by faculty and students across campus, and found widespread confusion regarding AI. Many students felt troubled about what AI content is acceptable to use in class, as there are few to no policies regarding AI use.

Our officer team met with campus administration to discuss several project ideas. During our meetings, there were ongoing issues with AI usage among students. Through these conversations, a single theme remained constant: students need clear guidance on the appropriate use of AI. Therefore, we developed targeted sessions to address these academic policy gaps, designing and hosting three campus-wide AI literacy sessions featuring faculty experts who demonstrated prompt-writing strategies, professional usage, and ethical guidelines for using AI.

Teaching students how to properly use AI directly aligns with Mississippi Gulf Coast Community College's (MGCCC) mission statement, "...to provide superior instruction through traditional and technological formats...", by structuring the sessions to strengthen the digital literacy skills of our students. Our project advanced MGCCC's Excelerate 2030's Priority 1: Teaching and Learning Excellence by strengthening students' digital literacy and Priority 3: Student Success by reducing academic risk caused by improper AI use.

This aligns with our project's ambition to enhance digital literacy and awareness of appropriate AI use across MGCCC. These sessions gave students practical skills



Figure 1

and clearer expectations for AI use, reducing academic risk and strengthening digital literacy on our campus.

Planning

Our preparations began in early May 2025 with advisor-led meetings to research a project that was both feasible and impactful. We met regularly to review the College Project's rubric and guidelines and our college's mission statement. During these meetings, chapter members were encouraged to propose ideas that directly supported our college. Through diligent research, including faculty feedback and student concerns as well as officer input, we developed ideas to present to campus administration. Three proposals were selected:

1. Create a student lounge to foster a sense of community on campus;
2. The replacement of fluorescent lighting in classrooms to enhance student learning;
3. Implement educational forums to teach students how to properly utilize AI.

On June 16, our PTK officer team held our first formal meeting with campus administration, including the vice president, the dean of teaching and learning, the dean of student services, and the dean of business services. During the meeting, we reviewed

the MGCCC mission and brainstormed possible College Project ideas with the administration team.

We reconvened at our second meeting on July 7, and the administration pointed out that teaching appropriate use of AI directly supported our college's mission. MGCCC Excelerate 2030 highlights students' digital skills and institutional excellence; they strongly suggested we develop a series of AI workshops centered on strengthening AI literacy. After thorough research, the administration and our PTK chapter ultimately decided to implement AI sessions to meet immediate student needs, making a long-term impact on our students.

Leadership Development

When starting this project, our PTK officer team had little knowledge of how to appropriately use AI. This limited our abilities to aid in guiding campus AI sessions. To have a thorough understanding of AI and how to use it appropriately, our officer team reached out to Dr. Napier, a Ph.D. in computer science. Dr. Napier is the director of the Mississippi Artificial Intelligence Network (MAIN), the nation's first statewide AI initiative used across all Mississippi colleges (Figure 1).

Before meeting with Dr. Napier, he provided us with ample educational resources on understanding AI. This training strengthened our team's foundational skills by giving us the technical knowledge needed to assist in planning and hosting our AI sessions.

After our officer team viewed the educational resources provided, we met with Dr. Napier on September 29 for additional training. During this training, Dr. Napier discussed generative AI platforms such as ChatGPT and Meta AI and discussed appropriate AI usage. We learned that statistics showed 66% of college students don't fully understand how to use AI.

Our team also participated in the Myers-Briggs Type Indicator assessment to learn about our individual strengths and weaknesses and how we could work together as a team to divide responsibilities based on our strengths. We used our critical thinking and newly learned skills to evaluate how we could make a long-term impact through AI sessions.

This project allowed our officer team to use and grow our communication, research, and organizational skills to put together three successful AI sessions. Our team organized different event speakers and created surveys for each AI session to gain feedback. The vice president of leadership and scholarship was assigned to oversee the College Project. Our chapter president reached out to the administration and our speakers for each session. Kacie, Anna, Natalie,

Connor V, and Morgan planned and created the surveys used at each of the sessions. As a result, our officer team felt that our newly learned skills in the usage of AI would contribute to helping conduct our three sessions.

Collaboration

The Pi Epsilon Chapter officer team completed this project through constant communication and organization with our collaborators. The team used weekly officer meetings, shared Google Docs, and GroupMe to coordinate logistics. These tools ensured constant updates, adjustments, and clear communication between all parties.

After discussion, the group agreed that the AI sessions aligned with the college's mission, as administrators noted the growing need to teach responsible AI use. We initially planned to have the three sessions in the main building's lecture hall; however, the administration requested that the sessions be held throughout campus to be accessible to all students.

Our team adapted quickly to the unexpected request by moving the first session to the newly renovated library loft, the second session to the cafeteria, and the final session to the main lecture hall (*Figure 2*).

Each AI session required our officer team to handle room preparation, technology checks, speaker introductions, student registration, survey distribution and collection, which was coordinated by the vice president of service.

Before launching the project, we contacted Dr. Napier, and he agreed to help our officer team further understand AI. The officers met with our campus vice president, dean of student services, dean of teaching and learning, and dean of business services to finalize the dates, approve session outlines, and assist with the event logistics by the beginning of September.

Our chapter president initiated communication with faculty by emailing each potential speaker, discussing the purpose of our project. Dr. Miller, Mrs. Kirby, Dr. Carter, Ms. Posey, and Mr. Stuart agreed to be our AI session speakers. Before each session, the leadership team communicated with the speakers to confirm their agenda and logistics, ensuring everyone stayed coordinated. In addition, we met frequently with our campus administration to discuss updates and changes regarding our project.

In our final meeting with the administration on October 28, they expressed their gratitude and requested that we continue our sessions in Spring 2026, showing how our project strengthened our partnership.



Figure 2

Impact

The quantitative results of our three AI sessions reached 95 students, faculty, and administration. The qualitative outcomes of our project were addressed through surveys given throughout three sessions. Each survey contained the question, "How would you rate this session?" followed by numbers 1 to 5, labeled "Very Poor" to "Very Good," respectively. Across the three sessions, the average rating was 4.77, with 77% of the attendees responding with "5."

The qualitative results included short-response questions asking whether individuals benefited from their attendance. Most responses claimed feeling more competent in AI usage. When asked, "How is this session going to change how you use AI?", one student commented, "I will start using AI more in class to help understand difficult subjects or to help plan out essays."

An outcome we strove for in this project was to reveal the concerns associated with AI usage. Even with personal research into AI, our officer team indicated they gained a better understanding from AI session speakers, as well as training provided by Dr. Napier. One officer team member remarked, "Working on this project helped me collaborate with other team members by planning our project, in addition to learning to work with our collaborators."

As a result of the three AI sessions, faculty in attendance also reported clearer expectations for student use of AI. In conclusion, the project not only strengthened our officer team's AI skills but also sharpened our communication, team building, and time management skills. This project supported the MGCCC mission by increasing student digital literacy and shaping responsible AI usage on our campus.

Chapter-College Relationship

Our PTK chapter's three AI sessions at the Jackson County Campus significantly strengthened our relationship with campus administration. By addressing a timely and complex topic, AI and its implications, we demonstrated our commitment to academic excellence, student engagement, and responsible use of technology.

Our campus vice president, Dr. Bradley, recognized our initiative as aligning with institutional goals around digital literacy and critical thinking. Dr. Bradley stated, "I am so proud of everything that this team has accomplished. They have shown great leadership and commitment toward their endeavors."

Collaborating with faculty and staff to organize the sessions strengthened communication, built trust, and fostered long-term institutional partnerships. Campus support in promoting the AI events, providing space, and attending sessions demonstrated a shared investment in student development. As a result, we have built stronger connections with campus administrators, paving the way for future collaborations and continued support.