

# Chancellor's Leadership Residential Academic Program Ethnic Living and Learning Community October, 2005

**Title of Program:** Chancellor's Leadership Residential Academic Program

## ***Residential Academic Program Community Values and Expectations***

*As "living and learning" communities we are committed to fully realizing the human potential for all our members. We believe our faculty, staff and students have the right to pursue their lives in a community of mutual respect and civility. Moreover, we expect them to be able to do so in a safe environment that values diversity. Finally, we recognize that those of us who enjoy the privilege of a university education share a responsibility for serving the broader society.*

**Description of Program:** The Chancellor's Leadership Residential Academic Program combines theoretical, historical, practical and experiential knowledge in the study of leadership. This undergraduate initiative fulfills the strategic goals of the campus by creating 'living and learning' neighborhoods for students who desire a 'small college' experience within the Total Learning Environment. The RAP programs focus on small class size, classrooms in the residential halls, and central academic themes around which the programs are organized. The CLR is an open enrollment program meaning that any student applying to the program is accepted. Like other RAPS students enroll in 2-3 CLR classes per semester and live together in the residence halls. Students are encouraged to participate in co-curricular and curricular activities such as rock-climbing, hiking, workshops, and a speaker's series. The CLR has been positively regarded as a pipeline, channeling students into leadership roles on campus, volunteer positions and various campus activities.

The Chancellor's Leadership RAP came about as a result of three years of intensive study by the Student Leadership Institute (SLI)--a non-profit organization which has sponsored the President's Leadership Class since 1972--and Boulder campus faculty and staff as well as through the interests and commitment of the Boulder campus Chancellor.

## **Vision**

**We are a community of engaged learners working together to make a positive impact on the world.**

## **CLR Programs**

### ***Service Initiative***

#### **Mission**

To nurture the development of culturally competent leadership and practice an ethic of civic responsibility and service.

The Service Initiative, SI, provides Leadership training that is augmented by the student's participation in service learning projects on campus and in the local community.

Volunteer activities help promote an ethic of civic responsibility and service and provide an experiential base for discussion in the leadership classes.

### ***Ethnic Living and Learning Community***

#### **Mission**

To create a supportive multicultural learning and living community that contributes to the success of students at the University of Colorado.

AND to develop culturally competent leaders who practice an ethic of civic and social responsibility.

The CLR Ethnic Living and Learning Community (ELLC) provides leadership training along with exposing students to an intentional, multicultural living and learning experience. Students in the program have a unique opportunity to study leadership from a multicultural and global perspective while focusing on building community both in and out of the classroom.

#### **Organizational Structure**

Interim Director	Carol Miyagishima	100%
Program Assistant	Sue Haran	80%
ELLC Coordinator	Loretta Wahl	100%

(temporary)

***Instructional Staff:*** In addition to the four courses taught by program staff and Student Academic Service Center, the CLR has teaching contracts with 7 part-time instructors who teach a total of 13 courses and practica in the academic year.

#### **Indicators of Program Success**

Graduation Rate: See attached table

Retention rate: See attached table

In the spring of 2005 the CLR conducted an online survey to learn from the students what levels of satisfaction, learning and growth they experienced as a result of participating in the program. One question of importance was, "How has the CLR program contributed to your overall university experience?"

We received 74 responses to this question, 69 were extremely positive, 4 were negative and 1 contained both negative and positive feedback. Common themes that emerged in the students' positive responses were

- Personal growth and development of self awareness attributed to CLR
- CLR and ELLC provided a strong sense of community among students
- CLR and ELLC were instrumental in students choice to remain at CU
- Academics were thought provoking and challenging
- Leadership training provided practical skills and an impetus to get involved
- Faculty are helpful, accessible and inspiring
- Students valued the diversity training they received because it brought more awareness and richness to their lives

Some representative positive statements follow:

“The CLR gave me an amazing experience with so much knowledge that I still use today. The CLR provided intellectual stimulation for me in a way that I had never experienced before. They taught me a lot about people and the process of understanding others that I have utilized in my years after the program. They also gave me a community that I still am really close to.”

“Gave me a safe place to meet people and learn about difficult issues. Changed my professional ambitions”

“The ELLC has helped me grow as a person, a citizen of the world and as a scholar. ELLC helped me understand the meaning of multicultural leadership. I learned about my cultural identity, and how I can be more responsible for the actions I do or do not do.”

“It was the one and only factor that kept me at the University of Colorado and gave me a sense of belonging.”

The comments of the four students with a negative response were so polarized from the majority that it makes one wonder if their reactions were due to an inability on their part to step outside their comfort zone when exposed to concepts and ideas that challenged their social constructs.

Some of their comments were:

“It was a waste of time...”

“I did not like it...I think that it is important in college to meet many people not just live and communicate with a small portion.”

“It has honestly contributed greatly to me wanting to transfer out of CU.”

If you would like to read the complete document of student responses please contact the CLR office for a copy.

In addition to the on-line survey, we administered a pen and paper pre and post survey to the ELLC 2004-2005 cohort. The following are the results of the survey.

In assessing ELLC other indicators of success we evaluated the following:

1. If the students felt supported through their participation in the ELLC
2. Perceptions of racism at CU and in the city of Boulder
3. If students became more aware of their cultural identity
4. If students become more culturally competent
5. The level of student comfort in ELLC and at CU
6. If students exercised more civic and social responsibility
7. The quality of the student's academic experience
8. The quality of the student's overall experience

Students conducted pre and post surveys, completed a mid-year practicum evaluation, and wrote reflection papers. In addition, FCQ's were utilized to assess their academic experience.

Results of our assessment tools supported the programs assertion that support students received by participation in ELLC contributes to their academic, social and cultural success at CU. Although survey results supported this assertion in the Fall among white students, students of color and multiracial students, we found that this assertion was more true for a students of color and multiracial students in the Spring semester. As with pervious years, white students reported higher levels of comfort at CU outside of ELLC than students of color and multiracial students.

At the beginning of Fall semester all students were significantly more optimistic about CU's commitment to diversity. By the end of the academic year, students believed that it is not true that CU had a commitment to diversity. In addition, students indicated that there was more racism in the city of Boulder and at CU than they previously thought at the beginning of Fall semester.

In assessing racial identity, students of color and multiracial students reported higher awareness and understanding of racial identity than white students during the beginning of Fall semester. However, by the end of the academic year all students reported that it was more true that participation in the ELLC increased their awareness and understanding of racial identity. Although all students believed that participation in ELLC increased their level cultural competency in the fall. By the end of the academic year, this claim was truer for all students.

### **Critique and Recommendations**

The biggest challenge for the CLR has been enrollment. Historically, it has been difficult for RAPS to thrive at Williams Village largely because of its location off the main campus. Though the CLR fell short of the enrollment goal for 2004 and 2005, it has been the most successful program at Williams Village. The CLR recommends a concerted effort involving admissions, housing, the CLR staff, the LEAD Alliance and the office of the Vice Chancellor for Student Affairs to resolve this issue.

To continue the success of the CLR adequate resources must be secured to support the program. The following is recommended:

- a. Permanent funding commitment from student affairs
- b. New funding commitments from the university
- c. secure funds through grants generated by the CU foundation office

The CLR is continually revising and updating the leadership curriculum. The CLR faculty view this as both a challenge and an opportunity to offer students a quality experience in leadership education.