2017-18 Annual Report Chancellor's Leadership Corps

I. Mission Test

The mission of the Chancellor's Leadership Corps (CLC) is to provide a student- centered program focused on leadership development and academic success that cultivates an environment dedicated to service-learning that will positively impact the community and global society.

II. Values

Leadership

Service-Learning Academic Excellence

Family & Community

Diversity & Inclusion

Communication & Collaboration

III. Vision

CLC aspires to become a premier program recognized for innovation and quality in leadership development, service-learning, and academic success.

IV. Highlights

1) Enhance recruitment and retention efforts to increase enrollment

- CLC participated in the following recruitment events
    - Discover UA Little Rock
    - Explore UA Little Rock
    - High School recruitment fairs
- CLC Coordinator worked closely with high school counselors and UA Little Rock recruiters to enhance student interests
- CLC enrolled 201 students for Fall 2017
- Each freshman scholar met with CLC Coordinator Fall 2017 semester to discuss scholarship renewal requirements

- April 2018 to July 2018, CLC Coordinator has met with scholar students needing summer courses to meet scholarship renewal and to create a retention plan for the individual student
- For the 2017-2018 CLC Freshman Cohort, there was an 83% student retention to the 2018-2019 academic year.

2) Strengthen student-friendly operations and customer service

- The CLC Student Leaders completed 30 hours of professional development training throughout the 2017-2018 academic year.
- CLC response time to emails/phone calls is 24-48 hours
- Reception area is staffed at all times during business hours. Students and guests are always welcome to stop by our coffee bar.
- CLC hosted a CLC Mixer for the incoming freshman scholars in late June to welcome each scholar to campus.

3) Improve diversity and inclusion efforts to provide a safe and inclusive environment for students

- Semester one of the CLC freshman course helps students understand cultural awareness, diversity, disagreeing with civility, ethics, soft skills, and communicating effectively.

4) Align financial and human resources to operate more effectively and efficiently

- CLC collaborates with the Office of Financial Aid to assist scholars with all funding opportunities.

5) Promote student development, engagement, and leadership

- As part of the CLC curriculum, scholars complete a course unit on Financial Literacy. Within this unit, scholars learn the following:
    - Money management and budgeting
    - Importance of savings and retirement
    - Understanding credit and credit cards
    - Loan opportunities for school, cars, and homes
    - Different types of insurance
- In CLC, freshman scholars must take a two semester leadership development course. The focus of this course is to help ensure students are learning the following:
    - Cultural awareness & diversity
    - Self-awareness, self-care, and overall wellness
    - How to map out school and life goals
    - Leadership development and values within a leader

    - Communication, conflict management, and soft-skills
    - Group collaboration and presentations
    - Financial literacy
    - Career readiness (job searching, resume writing, cover letters, how to interview successfully)
- Service Learning (community involvement)
    - Freshman scholars alone completed over 6,000 hours of service learning in the 2017-2018 academic year.
- Student Leaders (campus involvement)
    - Our student leaders are not only involved in CLC, but also Student Organizations, Greek Life, SGA, Orientation Leaders, EIT Leaders, and COB Leaders.
- Every fall semester, CLC hosts four events (Dodgeball Tournament, Constitution Day, Fall Fest & Kickball Tournament, and Battle of the Talents) and a campus wide competition through Reach 13,000. All proceeds donated are given to the Trojan Food Pantry, Staff Senate Helping Hands, and the 12th Street Clinic. Fall 2017, over 17,000 items were donated to Reach 13,000.
- Three CLC students attended the Arkansas Student Leadership Forum.
- CLC, through collaboration with all campus departments, developed a campus wide clean up day called Trojan Refresh in spring 2018.
- CLC helped organize, decorate, and volunteer with the first annual World Fest Food and Music Celebration Spring 2018, which was part of Diversity Week.

6) Other

Food Pantry & Career Closet

- Fall 2017, a student forum was held to discuss the campus's food insecurities.
- From the forum, the results are as follows:
    - Request for the name "Trojan Food Pantry" to be changed.
    - Name changed: Trojan Marketplace Food Pantry & Career Closet
- Request for additional days and hours of operation (previously one day/week for three hours)
    - New hours of operation: Summer: Monday-Thursday | 9 am-3 pm
    - Fall & Spring: Monday & Wednesday | 9 am-5 pm Tuesday & Thursday | 11 am - 7 pm

The CLC Coordinator was invited to speak at the Arkansas State Capitol with Arkansas Higher Education committee and state representatives and senators about the Trojan Marketplace Food Pantry & Career Closet. All that were present were very supportive of the steps that the UA Little Rock campus has taken to help reduce food insecurities and invited us back for another session in the fall.

V. Assessment

Assessment 1

Do students adequately learn about money management principles in the CLC FYE course?

Type of assessment:

SLO #4D Practice sound money management principles

Describe assessment method and implementation

The assessment method used was a pre- assessment and post-assessment through a matching quiz. The assessments were completed in November before and after the content was taught.

Data collected

Of the students 200 enrolled in the course, 191 students completed both pre- assessment and post-assessment.

- The average pre-assessment was 15/20.
- The average post-assessment was 17/20.
- 142 [74%] students saw an increase in score from the pre to the post- assessment.
- 31 [16%] students saw no change in their score from the pre to the post- assessment.
- 18 [9%] students saw a decrease in score

Some examples of the matching sentences:

- (Blank) is a student loan that does not accrue interest until six months post graduation
- (Blank) work similar to loans in that anything spent must be repaid.
- (Blank) is a type of loan used to secure the purchase of a home or building.

Interpretation of data

Overall, the unit was successful in increasing students' understanding of money management principles.

Communication of results

The results of the assessment were shared with fellow scholarship programs and Academic Advising.

How results will lead to improvement

Results will lead to improvement in how content is taught and help guide supplemental information for better understanding of money management principles.

Assessment 2

Reach 13,000 effectiveness and meeting goals

Type of assessment:

Operational

Describe assessment method and implementation

After each event, a survey was sent out to participants.

Data collected

- Level of enjoyment at each event
    - What would the students/guests like to see for next year
- Record keeping of donations

Reach 13,000 Survey Questions

Dodgeball Tournament

1. Did you enjoy the Dodgeball Tournament?
    - 1 (Did not enjoy) – 5 (I had a great time)
2. Did you enjoy visiting the different RSO tables?
    - Yes, No, Did not visit
3. Did you enjoy the Pie an RA game hosted by Campus Living?
    - Yes, No, Did not visit
4. If you could add 1 new item for next year, what would it be?
    - More RSO presence
    - Carnival Rides More Games
    - Music
    - It was great the way it was.
    - Kickball instead of Dodgeball (I just didn't like Dodgeball)

Fall Festival

1. How much did you enjoy the event?
    - 1 (Did not enjoy) – 5 (I had a great time)
2. Did you enjoy the Family Feud aspect of the event?
    - Yes, No, No Opinion
3. Did you visit the RSO tables?

    - Yes, No
4. Did you enjoy the various games?
    - Yes, No, No Opinion
5. Did you enjoy the food?
    - Yes, No, No Opinion
6. Did you enjoy the film shown?
    - Yes, No, No Opinion
7. If you could add 1 new item for next year, what would it be?
    - Halloween Dance
    - Costume Contest Trunk or Treat
    - More food options
    - Move event to being outside/bigger space

Battle of the Talents

1. Did you enjoy the Battle of the Talents?
    - 1 (Did not enjoy) – 5 (I had a great time)
2. Did you enjoy the location/venue?
    - Yes, No

Interpretation of data

Overall, the students enjoyed all four events and the most reported request was for more outside events, including Trunk or Treat for Fall Festival, having DJ or at least a variety of music, and having additional activities at the Dodgeball Tournament.

Reach 13,000 donations totaled over 17,000 items, the most items ever donated during Reach 13,000.

Communication of results

While this was mostly an internal process for improvement opportunities, the results were communicated via email to the campus community thanking everyone for the help, donations, and involvement as well as the total number of items donated.

How results will lead to improvement

The results will help CLC improve Reach 13,000 by advertising more, including some of the student requests such as additional activities, variety of music, and incorporating Trunk or Treat for next year.

Assessment 3:

How effective is CPE (Certified Peer Educator) training regarding understanding power and privilege and interpersonal communication?

Type of assessment:

SLO

#2D Identify barriers to interpersonal communication

#1B Assess how power and privilege impact themselves and others

Describe assessment method and implementation

Completion of certificate exam after CPE training concluded.

Data collected

Of the 206 students enrolled into the certification course, 203 students passed the certificate exam to become a Certified Peer Educator

Interpretation of data

Students successfully completed the certification exam. However, the CPE training did not include information regarding power and privilege. The CPE training focused on the following:

1. What is CPE?
2. Roles of CPE
3. Ethics and Integrity
4. Self-Care
5. High Risk Behavior
6. Health Promotion
7. Understanding Change
8. Social Change Theory
9. Understanding Individual, Group, and Societal Values
10. Using evidence-based approaches to create change
11. Soft-Skills
12. Crisis Management
13. Mandated Reporter
14. Title IX, FERPA, HIPPA
15. Bystander Training
16. Understanding Identity
17. Event Planning
18. Learning Outcomes
19. Presentation Skills
20. Evaluation
21. Tuckman's Cyle of Group Formation
22. Developing Values Statement, Mission Statement, and Vision Statement
23. Qualities of Highly Effective Teams
24. Branding & Marketing
25. Action Planning

Overall, this certification training was essential to student development.

Communication of results

Results were communicated to other scholarship programs and the Student Experience Center.

How results will lead to improvement

We will explore additional training opportunities for the trainees on power and privilege next year, since it wasn't covered this year.

VI. Priorities for Next Year

- Develop a CLC recruitment team to increase CLC interest and outreach
- Student Leader monthly training to highlight marketable skills and enhance leadership development
- Provide leadership events available to all students on campus (not limited to just CLC) to increase on campus involvement, engagement, and interests in becoming student leaders
- Develop a stronger leadership curriculum that is team-taught
- Host additional events for Trojan Marketplace Food Pantry and Career Closet awareness and donation opportunities
- Continue collaborative efforts on campus and in the community through service learning opportunities
- Focus on student retention and involvement
- CLC Living Learning Community

VII. Appendix: Fast Facts

- CLC continues to be the oldest and the largest scholarship program at UA Little Rock
- The CLC program began in 1976 with only 17 scholars.
- For the 2018-2019 academic year, 125 new scholars will be joining CLC.
- The program is founded on three pillars: education, leadership, and service.
- Freshman class and student leaders completed over 7,000 hours of volunteer service with various opportunities on campus and in the community
- With the first opportunity provided to CLC, 203 students became Certified Peer Educators.