Presidents Leadership Class

Data Project Report AY 2023-24

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Presidents Leadership Class

University of Colorado Boulder

Boulder, CO 80310

Table of Contents:

1) Executive Summary

This report is designed to better the Presidents Leadership Class (PLC) at the University of Colorado Boulder. The 'PLC Census 2024' is a survey based on past years that was edited to fit the current needs and concerns of the program.

The survey is broken into sections *see Appendix A for more information on that, and contains a variety of multiple-choice and free-response questions, both of which were analyzed, and then synthesized within this report to provide information to support decision-making for professional and student staff now, and in years to come. This report is organized into background information, raw data, and an overview of the results. For easier reading please refer to the table of contents to look for specific information.

The final discussion is been broken into categories with a summary by the survey administrator.

- **Discontinuation of Dr.Thompson as a Mental Health Resource**

   The program's discontinuation of this mental health resource has brought forth mixed opinions about both the decision as well as its handling.

- **Academic Emphasis**

   Feedback strongly urges a stronger emphasis on the academic portion of this program, and a more intentional implementation of courses to better benefit students within PLC.

- **Diversity, Equity, and Inclusion**

   Many opinions come from analyzing data surrounding DEI, ranging anywhere from students who believe it is focused upon too heavily, to those feeling as though it is focus is still lacking. From the perspective of lacking diversity, responses also differ in what that means to them, whether it be physical diversity, cultural, academic, or diversity of opinion.

2) Purpose and Background

Our program, like any other, has gone through several changes within the past years. This survey acts as a guide for those who help lead within the program namely, professional and student staff to make informed and better-guided decisions with the feedback from all of the students within the program. This initiative was started due to a lack of hard data about PLC and the impact this program has on its students. Below is an excerpt from 2021, also seen in last year's report.

> "*The purpose of this research study is to define the value of the Presidents Leadership Class (PLC) by quantifying its impact on the members of the PLC program. PLC has always been lauded on an anecdotal basis: students, staff, alumni, community members, and board members have all praised the significance and impact of the program on participants since its founding in 1972. These individuals have cited the academic rigor, quality of peers, opportunities for personal and professional development, and extensive community and network as reasons why PLC is so exceptional.*
>
> *This project sets the foundation to quantify the qualitative impact, and therefore, the value of PLC. With quantifiable impact data, the PLC program will be able to identify areas of program need confidently, measure the success of new or changing program initiatives, and provide hard data on the program's success for advertising and recruiting purposes.*"

As of 2024, this survey and data analysis has become a routine practice in informing the PLC community through quantitative data and has served all of the PLC staff in making decisions and having a better numerical overview of the program itself.

3) Project Description

The PLC Census 2024 Survey was sent out in early February, giving the students a month-long window to anonymously complete the form. The survey itself is roughly 75 questions, with variation from student to student; certain questions are only displayed to certain students, e.g. first-years and soon-to-be graduates have their separate and specific questions regarding their cohort.

The questions, *which can be seen in Appendix A, are largely based on previous year's surveys to maintain consistency throughout time and provide long-term data collection to analyze trends over time, as well as, annual academic year patterns. This year featured new questions concerning mental health resources and the discontinuation of Dr. Thompson, a therapy resource offered by the program.

4) Procedure

This survey was created and distributed using Qualtrics, an online platform provided to CU Boulder students. As stated previously this year's survey reflected the past year's questions. For question specifics please see Appendix A. The survey was distributed in early February, and due on March 1st, 2024. This survey is required for PLC students, and a total of 116 responses were recorded.

Analysis of the survey results focuses on questions deemed relevant or of potential interest to students and staff. The resulting data pictured below is mainly displayed in two forms: graphs that were created using Qualtrics directly, and free response analysis that was done by the survey administrator. The synthesis features comments, quotes, and commentary to explain the repetition of results so that a reader can identify, not only specific answers but also patterns of answers.

5) Results

Demographics

Respondent Cohort Breakdown:

Cohort	Count
2020	21
2021	24
2022	33
2023	38

Respondent College Breakdown*:

College	Count
College of Arts and Sciences	58
Leeds School of Business	23
School of Education	3
College of Engineering and Applied Science	37
Program in Environmental Design	2
College of Media, Communication and Information	6
College of Music	1

Responses may overlap if students are enrolled in a dual-degree

Respondent Gender Breakdown:

Gender	Count
male	52
female	59
non-binary/other-gender	4

Respondent Racial/Ethnic Background:

White	79
Black or African American	2
Asian	14
American Indian or Alaska Native	0
Native Hawaiian or other Pacific Islander	0
Two or more races	8
Some other race	5
Prefer not to say	7

Are you planning to graduate in Spring 2024?

Yes	27
No	89

I work a paying job during the semester. This includes on and off-campus roles
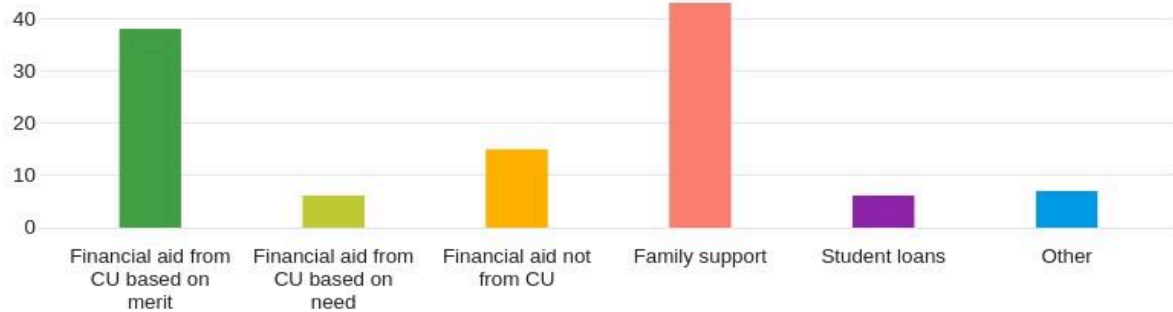
Yes	70
No	46

*Of the PLCer's that are working during the semester, they work on average **12.90** hours per week.*
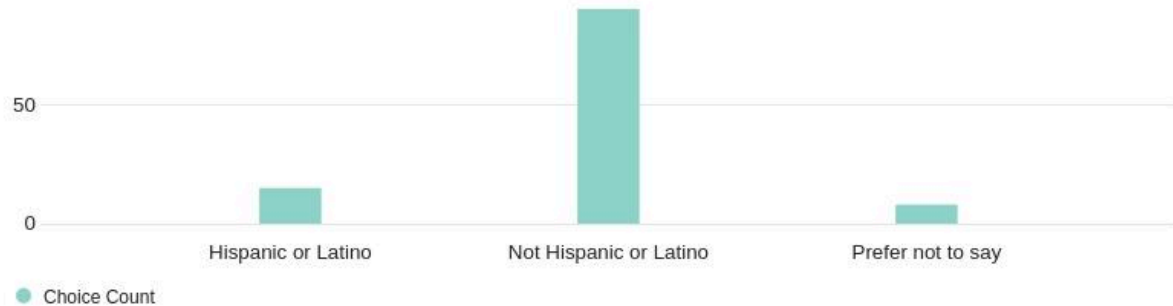
Where PLCers are from?

Colorado/ In-State	92
Out-of-State	20
International	1

*Note: the format of this question is "Where are you from?"

Q64 - How are you primarily paying to come to CU?

Q67 - What is your ethnicity?

PLC student involvement around campus

- ● **Academic**

- Boettcher Scholars
- Leeds Scholars and Honors Program
- Engineering Honors Program (EHP)
- Miramontes Arts and Sciences Program (MASP)
- Backcountry Squatters
- CU IPHY Club
- Student Academic Success Center (SAAC)
- McNair Scholars
- McNeil Academic Program
- American Sign Language Club
- ASAP Tutoring
- Quantum Scholars
- Athletic
- CU Club Tennis
- CU Swim and Dive
- CU Wrestling Club
- Alpine Club
- CU Fencing
- Varsity Football
- CU Cycling

- Gaelic Sports Club
- Boulder Freeride
- CU Swing Dance
- CU Boulder Rock Climbing
- CU Freeski
- CU Disc Golf Club
- CU Climbing Team
- CU Club Track and Field
- Tango Club
- Tuff Buffs

- **Career**

  - Society of Women Engineers (SWE)
  - Leeds Consulting Group
  - Leeds Investing and Trading Group
  - Women in Computing
  - Real Estate Club
  - Political Science Club
  - Business and Engineering Women in Technology (BeWIT)
  - Engineers without Borders
  - Mock Trial
  - Blueprint Boulder
  - Women in Finance

- **Community Engagement/Service**

  - Residence Hall Association (RHA)
  - Boettcher Social Committee
  - Partnerships for Informal Science Education in the Community (PISEC)
  - Spirit Club
  - Community Council
  - CU Boulder Rotaract
  - Engineering Council
  - Integrated Design Engineering Student Board
  - Ralphie's Green Stampede
  - Senior Class Council
  - CU Social Media
  - Basic Needs Center

- **Entertainment and the Arts**

  - Orchestra
  - Golden Buffalo Marching Band
  - CU Juggling Club
  - Buffs Movie Club
  - Hindsight Journal
  - Radio 1190
  - CU Baffoons
  - Titan Productions
  - Creative Non-Fiction Club

- TedXCU
- University Chorus

- **Greek Life**

  - Beta Alpha Psi
  - Pi Alpha Delta
  - Alpha Epsilon Delta
  - Chi Psi
  - Chi Omega
  - Kappa Alpha Theta
  - Delta Sigma Pi
  - Alpha Chi Omega
  - Pi Beta Phi

- **Health**

  - Be The Match (NMDP)
  - Global Medical Bridges
  - Health and Wellness Services (HEAL)
  - Student Health Advisory Board
  - American Student Medical Association
  - Emergency Medical Services Club

- **Identity**

  - Society of Physics Students (SPS)
  - Society of Asians Students and Engineers (SASE)
  - Nepalese Student Association (NSA)
  - Men of Excellence
  - Pakistani Student Association
  - Society of Environmental Engineers
  - Diverse Scholars Program
  - The Navigators
  - Engineering Fellows
  - YoungLife

- **Leadership**

  - Leeds Peer 2 Peer
  - Center for Leadership
  - Peer Mentorship Program
  - CU Student Government (CUSG)
  - School of Education Ambassador Program
  - BOLD Center
  - Leeds Mentors
  - School of Education Student Government
  - Student Ambassadors
  - Conference on World Affairs

- **Research**

  - Blow Things Up Lab
  - Laboratory for Atmospheric and Space Physics (LASP)
  - Out in Science Technology Engineering and Mathematics (OSTEM)
  - Research and Innovation Seed Grant Program (SEEDS)
  - Leinwand Lab
  - Bioastronautics Lab
  - Undergraduate Research Opportunities (UROP)
  - Studio Lab Research
  - CU Boulder Chapter of the American Meteorological Society
  - CU Rover Team
  - American Institute of Chemical Engineers (AIChE)
  - National Snow and Ice Data Center (NSIDC)
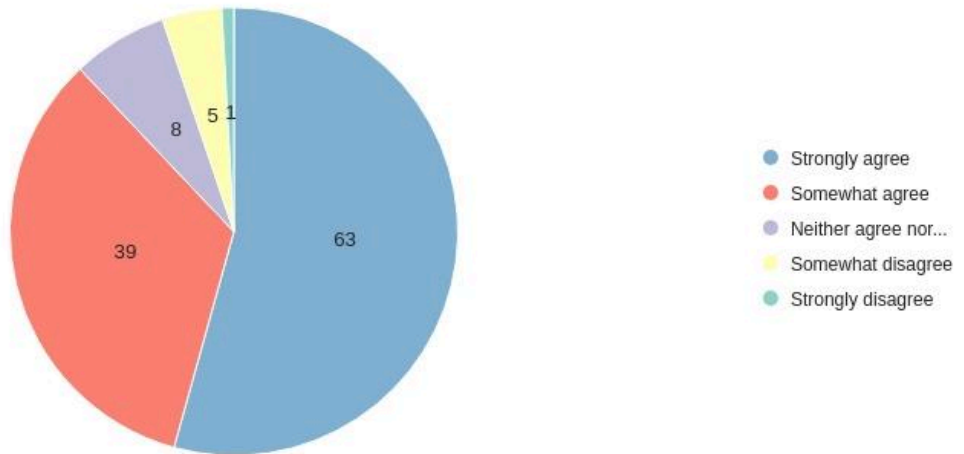 - Rowe Research Lab

- **Social Justice**

  - Buffs for Reproductive Rights
  - Hike for Help
  - Center for Ethics and Social Responsibility (CESR)
  - Students Against Campus Assault
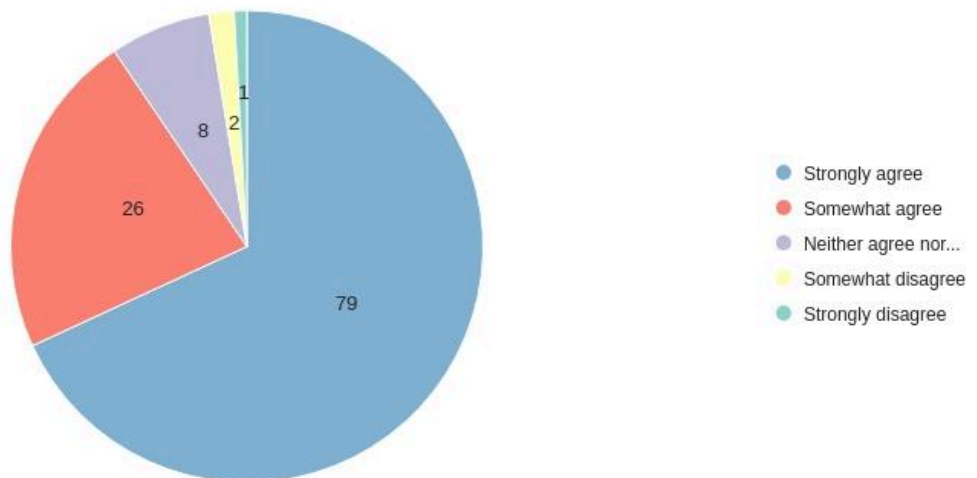 - Student Justice for Palestine

Academics

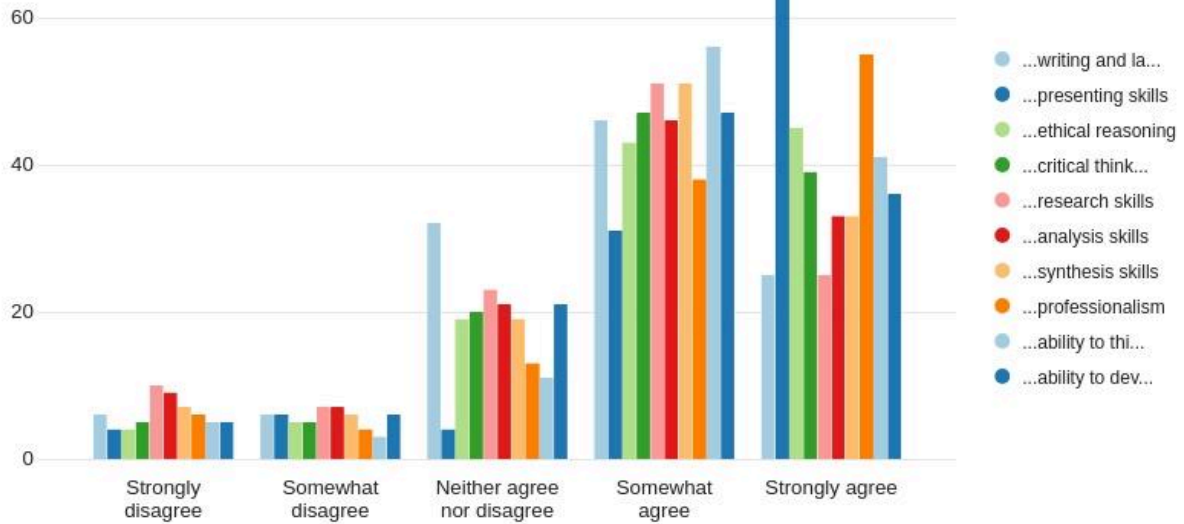Q13 - I have positive relationships with the professors in my PLC classes
116 Responses

Legend	
●	Strongly agree
●	Somewhat agree
●	Neither agree nor...
●	Somewhat disagree
●	Strongly disagree

Q14 - I have positive relationships with the CAs in my PLC classes
116 Responses

Legend	
●	Strongly agree
●	Somewhat agree
●	Neither agree nor...
●	Somewhat disagree
●	Strongly disagree

Q15 - Taking PLC courses has improved my...
116 Responses

Legend:
- ...writing and la...
- ...presenting skills
- ...ethical reasoning
- ...critical think...
- ...research skills
- ...analysis skills
- ...synthesis skills
- ...professionalism
- ...ability to thi...
- ...ability to dev...

Q16 - Taking PLC classes has made me a more ethical leader
116 Responses

Legend:
- Strongly agree — 43
- Somewhat agree — 48
- Neither agree nor... — 20
- Somewhat disagree — 4
- Strongly disagree — 1
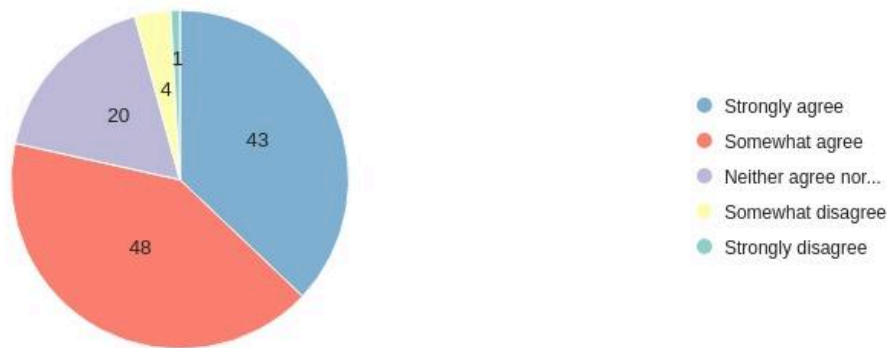
"For me the most valuable part of PLC classes is …"

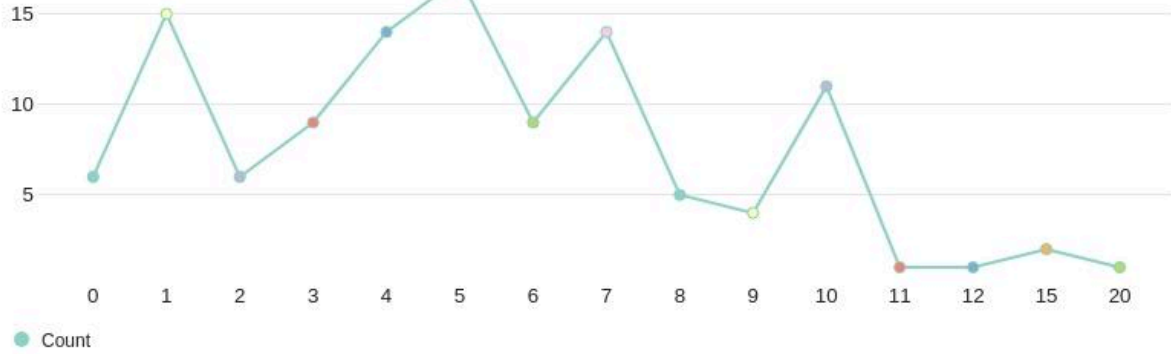Interesting and Relevant Quotes:

- "The community of driven individuals who come together to find success in challenging issues and support each other through whatever means possible."
- "ENLP 3100, Learning about how other leaders have handled complex challenges."
- "The group discussion with peers, allowing for interesting opinions to be heard, and your own ideas to be challenged."
- "PLC class has been more of a hindrance than help, the topics and assignments are initially of interest, but usually they are not well facilitated, and I am not permitted to lean into being excited or interested about something."
- community, connections, professionalism, presenting skills, and networking
- "Learning about how my value and culture fit into a leadership role."
- "Presentations and constructive feedback, as well as working with people who are natural leaders and problem-solving when we do not agree/mesh, also recitation."
- "Writing an "About me" essay freshman year, it revealed a lot about myself and what attitudes I had."
- hearing the views of classmates and discussions
- engagement, case studies, experiential learning
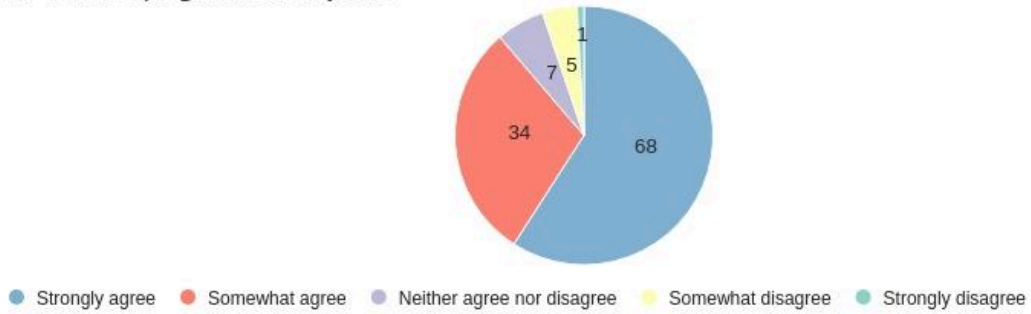- student staff and the skills that are learned throughout that

Comments:

- The frequency of what is mentioned is incredibly relevant and not reflected in the quotes alone. To clarify, the most frequent answer, by a large margin, to the question about what is the most valuable part of PLC, relates to the **community**.
- For specific classes, ENLP 3100 is the most frequently mentioned, as well as one of the sole classes mentioned by name.
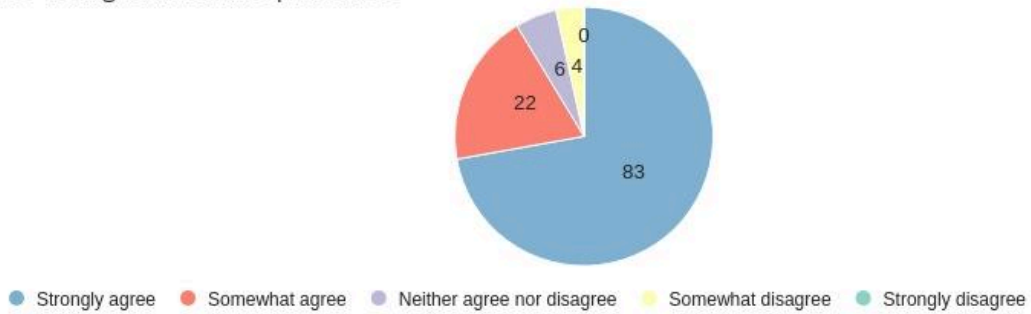
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Community

Q23 - How many hours per week do you spend involved with PLC? This includes PLC classes, ALEs, student staff, and other PLC-exclusive events.
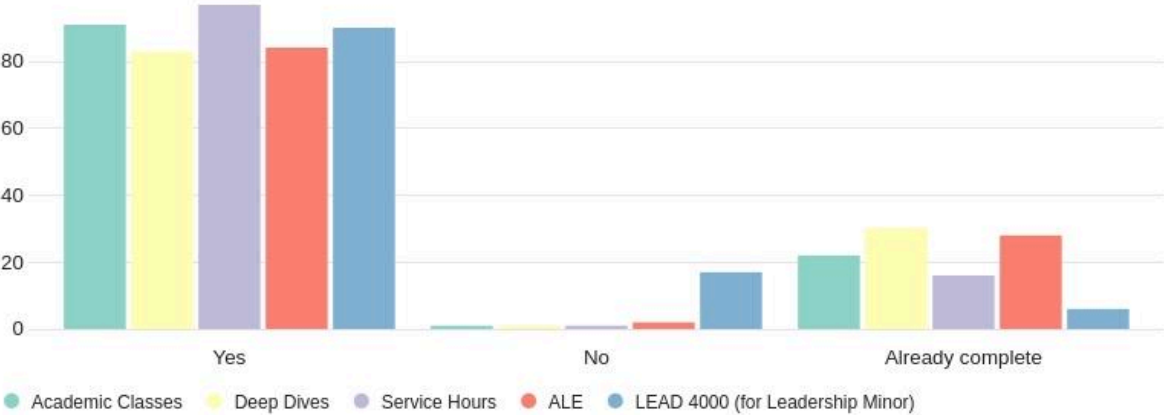

Q24 - PLC is a program worth my time

Strongly agree • Somewhat agree • Neither agree nor disagree • Somewhat disagree • Strongly disagree

Q25 - I am glad that I am a part of PLC

Strongly agree • Somewhat agree • Neither agree nor disagree • Somewhat disagree • Strongly disagree

Q26 - I intend to complete the PLC requirements for:

Overall What does PLC do well?

Interesting and Relevant Quotes:

- "PLC establishes a great sense of community. I feel welcomed in this program, and am always glad to see other PLCers out and about."

- The deep dives are wonderful

- "I think PLC does well with communicating with each other. I receive a lot of emails weekly from PLC, and I enjoy that there are consistent events."

- "PLC provides great resources to get connected professionally and to kickstart your career. PLC also helps to foster a close community at CU"

- "PLC has a profound way of connecting passionate, high-energy, people-minded, empathetic, selfless leaders in ways that no other organization does. Additionally, the network PLC has established that connecting those involved both personally and professionally, through those currently involved with alumni is something worth celebrating and taking advantage of. You won't find a network of genuine, energetic people like this in any other organization on campus."

- Professional development by being on student staff; this particular student listed specific examples of how it impacted them later on within a study abroad opportunity.

- "I think the most unique parts of PLC are the network of alumni and student staff. These have been the most beneficial aspects of the program."

- "PLC keeps everyone connected and in communication well. I appreciate that there are multiple opportunities throughout the year to engage with peers, particularly at cohort events, and these enhance the overall experience. I also like the mentor program, and have made a strong bond with my mentor…"

Comments:

- Strong focus on how PLC fosters community, opportunity, growth, connections, and networking.

Overall what does PLC do poorly?

Interesting and Relevant Quotes:

- "Institutionalize DEI throughout the program. Despite trying to recruit from more diverse communities (successfully), PLC has NO internal structure to support these students as they come to college. For example, recruiting diverse students and then teaching about historically formal leadership theory without any indigenous, Black, or international leadership practices/theories is not supporting the pillar of excellence in academics or a strong community. It isolates these students and isolates all of PLC from these very real, powerful examples of leadership. This CANNOT be a student staff-led effort, but instead must be a long-term strategic shift to empower all students in the program to engage with, respect, and bring up diverse perspectives from a range of students from many backgrounds. 2. Prioritize rigorous academics. PLC classes are infamous for being "easy" and generally being a "waste of time" due to the lack of rigor or intentionality. All cohorts agree on this, and have since 2018. No other class I have taken at CU has this reputation - all my other classes have had stakes to my grade; PLC classes are an "easy A" for barely even showing up and doing the bare minimum. 3. Set expectations from above - the professional staff fails to respond to email in a timely manner, yet asks students to act professionally in all areas, including email response time."
- "One of the main issues is the academic rigor. PLC is largely composed of high-achieving, driven scholars; and as such, the academic component should be challenging and interesting to keep everyone's interest. I do think that an overhaul of the academic program is very much needed to ensure that every student is engaged and that PLC meets its designation as an honors program."
- "I think it really lacks professionalism currently and has been too focused on picking kids that don't fit the status quo, some of whom eventually bring the program down. I understand that we want diverse perspectives, but if that diversity comes from a lack of academic rigor or professionalism, that student shouldn't be accepted."

Comments:

- Commentary for this section reflects the need for change within our academic and DEI implementation.

How would you like to see PLC change?

Interesting and Relevant Quotes:

- "More rigorous, diverse academics that will really set the program apart as a cutting edge leadership program nationally that equips students to engage with a complex world ethically and intentionally."

- "Make PLC events open invite, encourage PLCers to bring friends to events"

- "I would like to spend more time on professional development (resumes, LinkedIn, Mock Interviews) as well as dealing with more ethical challenges"

- "More connections between students and pro-staff"

- "I would like to see a more coherent vision from the director that emphasizes more than his family and journey to get here. What we stand for as an organization is based on the perspectives of its leaders, and frankly I am not sure what PLC stands for."

- Cohorts mixing more, as well as more cohort events

- "Bring back professional expectations, focus on business leadership, and build more ideological diversity"

- "Professional staff need to work more effectively together. It is hurting the program and has a trickle-down effect on the rest of the program, reflecting poorly on Jason and the direction of PLC. A more unified pro-staff would help the program set higher expectations."

- "I think that PLC has lost some of the energy that it used to have. I have noticed this for one thing in recruiting, we need to advertise PLC as a group for the promotion of excellence; so often I feel like we don't know what we are promoting"

- "We should bring back a higher level of decorum, and we should hold PLCers to higher academic standards. Because I was held to a higher standard, I improved my GPA and school routine."

- Getting involved and intertwined with more groups around campus

- "Create a space for people of different origins and beliefs to speak out – PLC currently seems to value only one method of thinking and ostracizes others while saying it's the complete opposite."

Comments:

- The most frequent feedback involved the academic rigor and structure of the program, as well as professional development and some unease regarding staff.

- Many students contrasted the state of PLC today versus in the past, noting academic standards, professionalism, and the way that we market ourselves and recruit new members.

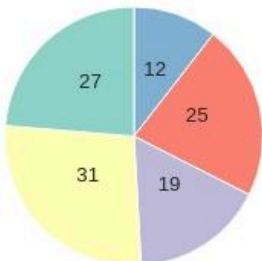- There was a repeated commentary on lack of rigor in the first-year lecture.

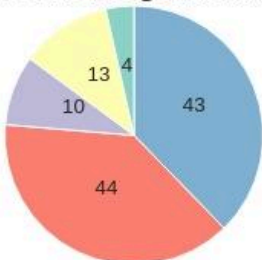**Diversity, Equity, and Inclusion**

Q30 - I feel represented in PLC
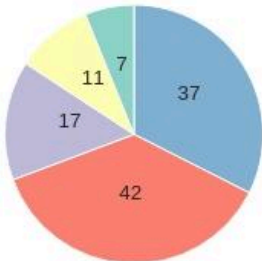
37 · 42 · 17 · 11 · 7

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q33 - I feel like an outsider in PLC
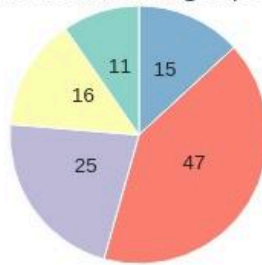

12 · 25 · 19 · 31 · 27

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q34 - Unique characteristics (e.g. perspectives, knowledge, information) are valued in PLC

43 · 44 · 10 · 13 · 4

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q35 - I act differently around PLCers than I do around other groups
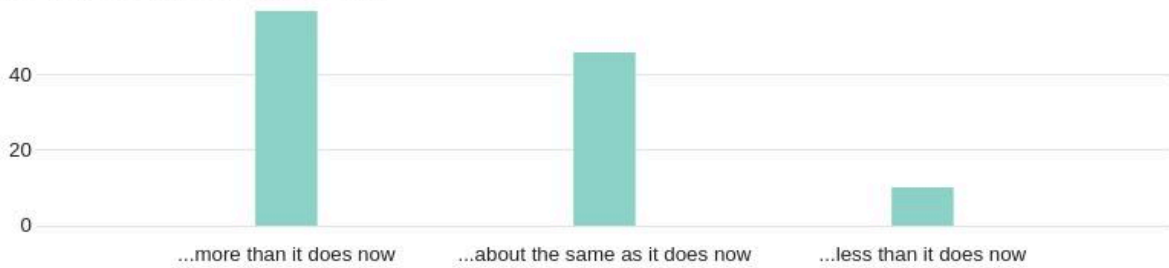

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q36 - I downplay my identity in PLC
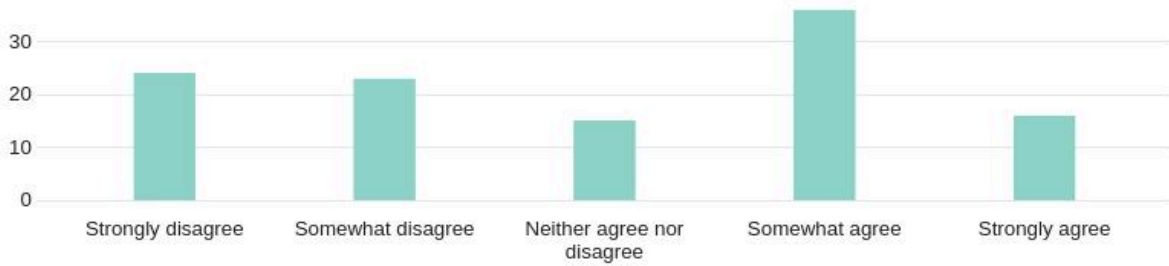
● Choice Count

Q38 - PLC should focus on diversity...

● Choice Count

In the context of Diversity, Equity, and Inclusion (DEI) PLC should …
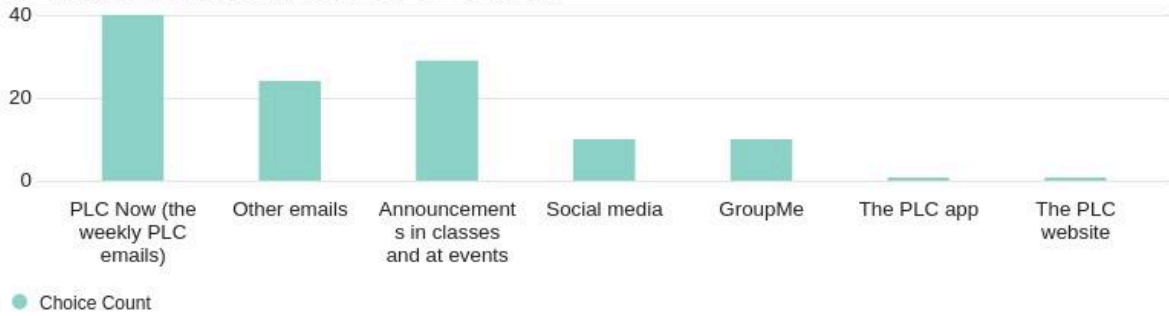
Interesting and Relevant Quotes:

- "Encourage diversity of opinion as well as physical diversity."

- "Recruit more students with the consideration of socio-economic status, such as first-generation and low-income students."

- "Work to make people from different socioeconomic backgrounds feel more included."

- "Continue what it is doing, I think PLC is doing a great job with this, keep it as a priority."

- "Incorporate DEI into academics. There are so many important leaders that we don't talk about because they do not represent a traditional leadership approach. Social change-oriented leadership/grassroots organizing can also be discussed more."

- "Re-work the application process, ranking students solely based on two essays is not a holistic or sufficient approach to decide who deserves an interview."

- "Be intentional about bringing in a wider range of majors, it can feel very STEM and business-dominated."

- "Create spaces or events to promote diversity within the PLC cohorts, particularly for disabilities."

- "Present arguments from both sides more frequently, even if you do not agree with it, it should still be conveyed. For example, in Global, we spend time talking about SDGS, without discussing arguments for how they are ineffective/bad. Critical thinking is rooted in being presented valid information from multiple perspectives and deciding what resonates with you better and why."

- "Difficulty to be inclusive while still being exclusive in terms of grades, professionalism, etc"

- Increase dialogue from underrepresented groups in the program, recognize perspectives from other political perspectives, and hire staff to make this program more inclusive."

- Focus on DEI, not less, but in a different sense. If prioritized too highly over academic achievement in the application process, it will be reflected in future cohorts.

Comments:

- Most frequent commentary received involved continuing the DEI effort already in place, and commending what is being done currently

- Frequent people suggest integrating more DEI into the academic facets of PLC, and considering more diversity of opinion and socioeconomic status.
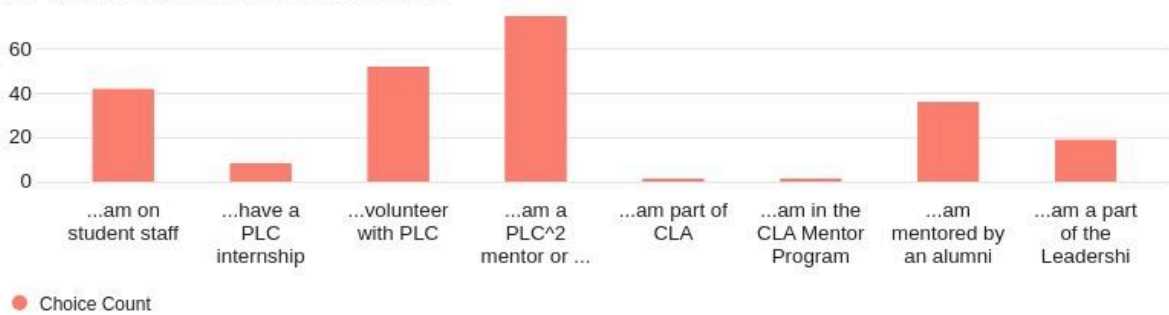
Student Staff

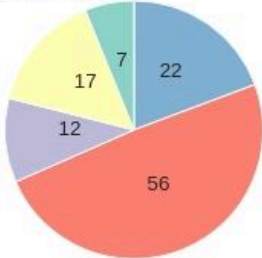## Q43 - My preferred way to hear about PLC events is...

Bar chart with values approximately:
- PLC Now (the weekly PLC emails): 40
- Other emails: 24
- Announcements in classes and at events: 29
- Social media: 10
- GroupMe: 10
- The PLC app: 1
- The PLC website: 1

● Choice Count

Q40 - When I do not attend a PLC event, it's usually because... - Selected Choice

Line chart with values approximately:
- ...it doesn't fit in my schedule: 103
- ...I'm not interested in PLC events: ~15
- ...I don't feel connected to the PLC community: ~25
- ...I prefer to engage with PLC in other ways: ~30
- Something else: ~12

● Count

Q41 - In addition to taking PLC classes, I...

Bar chart with values approximately:
- ...am on student staff: 42
- ...have a PLC internship: 9
- ...volunteer with PLC: 52
- ...am a PLC^2 mentor or ...: 73
- ...am part of CLA: 2
- ...am in the CLA Mentor Program: 2
- ...am mentored by an alumni: 36
- ...am a part of the Leadershi: 19
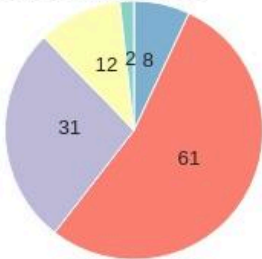
● Choice Count

26

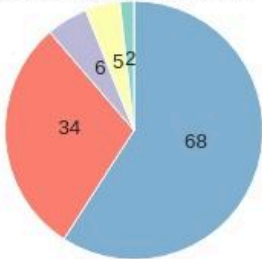## Q44 - I have a lot in common with PLCers in my cohort

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q45 - I have a lot in common with PLCers outside of my cohort
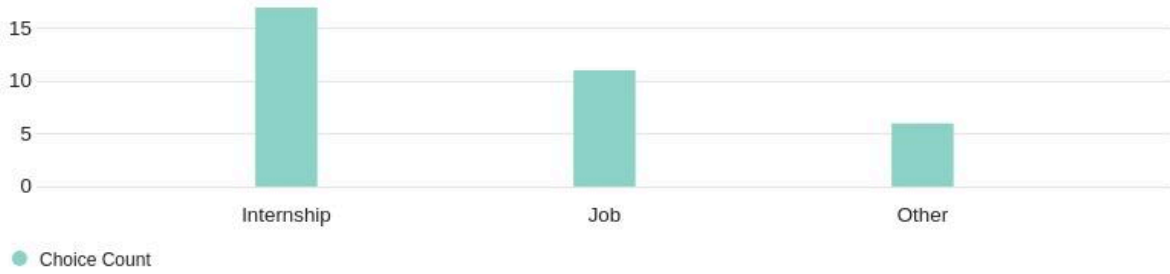

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q47 - Meeting other PLCers has had a significant impact on my life

● Strongly agree ● Somewhat agree ● Neither agree nor disagree ● Somewhat disagree ● Strongly disagree

Q48 - A PLC student, staff member, professor, alumni match, board member, or alum helped me obtain a(n)... - Selected Choice

	Internship	Job	Other

● Choice Count

Q49 - I have a positive relationship with at least one professional staff or faculty member

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

● Choice Count

What types of service events most interest you?

Interesting and Relevant Quotes:

- local events/ close to home

- consistency matters in regards to these events

- events relating to sustainability and the environment

- helping larger charity events

- medical-related opportunities

- education-related events

- "Getting involved in campaigns, protests, or advocacy efforts to raise awareness and drive change on issues related to social justice, equality, and human rights"

- long-term service opportunities

- immigration/ human rights-focused

- more outdoor events

- hands-on events where there is interaction with community

- working with the unhoused in Boulder

- working with animals

Specifically Mentioned:

- Green Stampede

- PB&Luvin

- Follow me to PLC

- Boulderthon

- BBC

Comments:

- The most frequent feedback: consistency, local, working with unhoused, working with environment, and working outdoors.

What types of Deep Dives most interest you?

Interesting and Relevant Quotes:

- "I liked when Deep Dives were much more tailored to exposing political division."

- "I liked the mental health idea last year, and the Fast Fashion Deep Dive was very engaging."

- "Something involving business, law, or education."

- environmental and energy based topics

- "Defense industry and the ethics around that."

- "Issues surrounding medicine (health insurance issues, inequalities in access to healthcare, mental health support for first responders)."

- "I really liked the reproductive health one."

- "farming, transportation, built environment"

- Immigration and/or Human Rights

- homelessness, drug epidemic, climate change

- food insecurity

- Technology

- "Climate issues, and engineering ethics"

- "I don't think that deep dives focused around "Wicked Problems" are of much help. We hear about them but realistically are unable to help, we should focus on projects we can realistically finish in our lifetimes."


Comments:

- Most comments involved something about commending past deep dives, and stating that every one that they have ever heard of sounds interesting.

- Frequent mentions of topics such as policy, environment, and healthcare.

Mental Health

Q87 - I was aware of Dr. Thompson as a resource for PLCers.
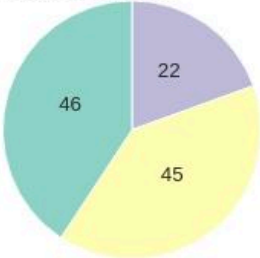

● Count
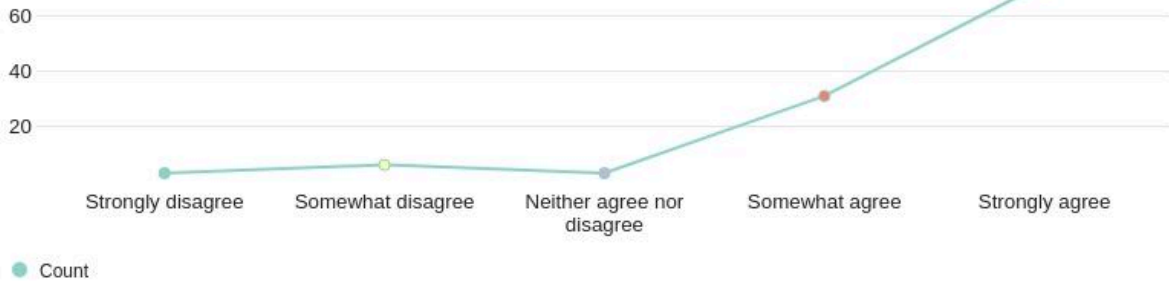
Q89 - I utilize PLC's mental health resources (TLC for PLC, Dr. Thompson, new telehealth)
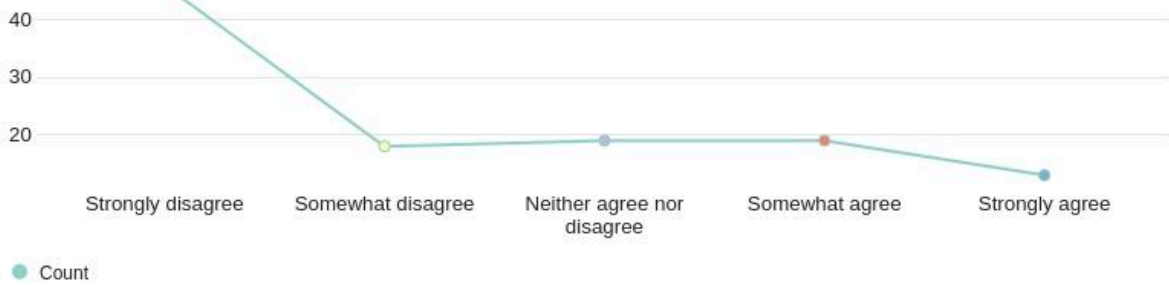
● Count

Q88 - Over the course of the past year, how many appointments have you scheduled with Dr. Thompson through PLC?

● 4 or more ● 3 ● 2 ● 1 ● No appointments
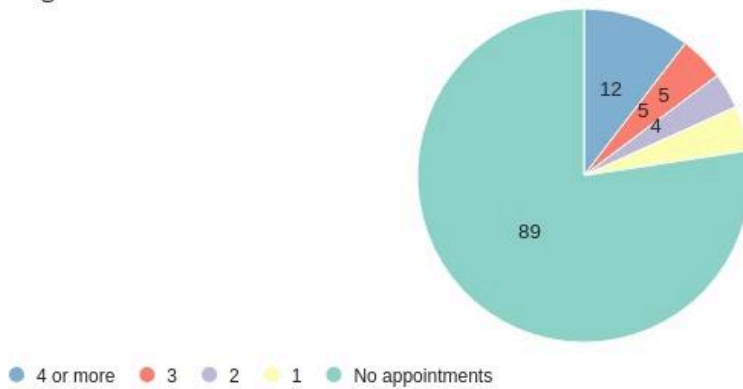
Q91 - Since I started at CU Boulder, my mental health has...

● Declined   ● Remained the same   ● Improved

The abrupt discontinuation of Dr.Thompson has had the following effect on me?

Interesting and Relevant Quotes:

Note: Answers below highlight the students who were predominantly impacted.

- "The only thing I wish that we did is to thank Dr.Thompson for her time in a nice way."

- "It made me feel as though PLC is not valuing students' mental health or wellness as much previously thought."

- "Negative, I was planning an appointment with her."

- "Bummed out. It did not feel like the right tone for the program."

- "Made me even more disappointed in the PLC leadership program for not providing adequate notice and left me even more disillusioned with the program…"

- "It made me curious as to why, and skeptical that the switch was beneficial to us."

- "I had to arrange other financial options to pay for Dr.Thompson because I have made a genuine connection with her. She is the only person I have connected with in my mental health. This put additional strain on my mental health and financial situation"

Comments:

- The overwhelming majority responded to this question with N/A, none, or no effect, etc. To put this into a more quantitative perspective over 50% of respondents expressed that this did not affect them at all, and had no further opinions about it.

- The percentage of students who were affected by the program's actions was significantly affected and in most cases, negatively.

What improvements could PLC make to its mental health that would benefit you or your peers?

Interesting and Relevant Quotes:

- "In-person resources need to be available, I would love to seek help on my mental health, but there is no way for me to actually connect and open up to someone I only see on Zoom, and the campus resources are not great either."

- "I love attending small, informal TLC for PLC events when I can! As often as those can be offered, I think that people will take advantage."

- "Handling of Dr. Thompson transition should be reflected on. Abrupt transitions like that should be avoided at all costs moving forward."

- "I think PLC does a good job with its mental health resources, and Sena is a great addition to class time."

- "None - I think money is best used in other places. Mental health resources, while available to all, do not have equal benefit to all."

- "Better TLC events. Ones that are less specific maybe or activity-oriented, and on a regular set schedule."

- "I think Dr.Thompson was an amazing resource that we should bring back."

Comments:

- These responses show a plethora of opinions. There is a strong discourse about the effectiveness of telehealth, an overall disdain for the transition from Dr.Thompson to telehealth (meaning the way that it was approached not the resources themselves), as well as mixed commentary about the effectiveness of Dr.Thompson.

- Most commentary about Dr.Thompson advocates for her as a resource, and for an in-person option as well; however, there are also responses that seem opposed to her as a resource.

- One theme throughout responses was TLC for PLC, stating that it is a good resource and that they would like to see more of TLC for PLC programming, increase accessible meeting times, and amount of meetings.

Graduating Students

Q54 - After I graduate, I plan to... - Selected Choice

How did your PLC experience compare to what you expected when you began?
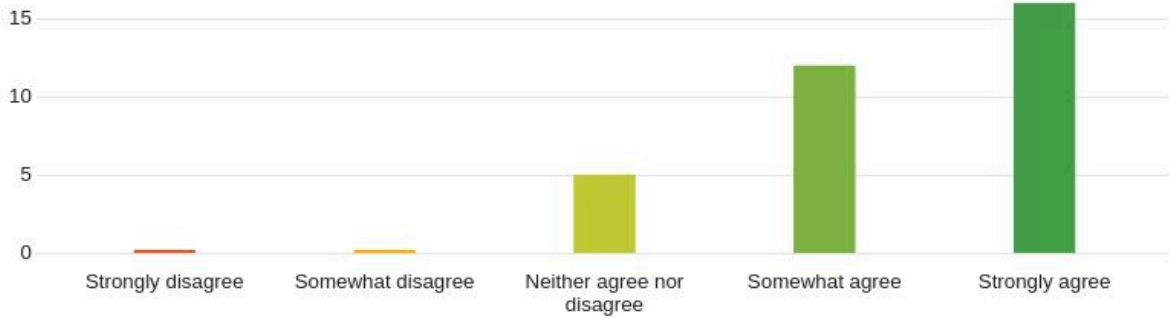
Interesting and Relevant Quotes:

- "It's been so long that I really don't remember what I expected anymore. I'm pretty sure I did not expect it to be such a big part of my life, so that's been a positive aspect of the program for sure."

- "When I began I expected to meet many interesting people. I learned about SO MANY diverse perspectives and met people who know how to ENGAGE with the world, not just learn about it. I was also empowered to create change where I am."

- "It was one of the most memorable and impactful parts of my college experience, and I am so happy that I joined the program."

- "The PLC experience felt much more academic/class-based than program-based, particularly after freshman year. I think I was expecting more that the program be a staple element of my life at CU, or even that it would have more workshops or unique professional resources (beyond the fantastic network and networking events) available to students. I do think the community-building aspect of PLC struck me more than anticipated, and I have been tremendously grateful for it."

- "It's been better (and more challenging) than I ever expected. I love this program. And it has a lot of work to do."

- "PLC experience has generally been what I expected: a community of great people who care a lot. PLC has changed a lot over the past four years and feels like it will look really different in another four years. In a lot of ways that is extremely scary. As an exiting senior I know that it is not on me to try to make it what it once was, but I feel uncertain about what it will look like. Right now, I am surprised how all-consuming PLC feels"

- "It's been less difficult and valuable than I was initially hoping."
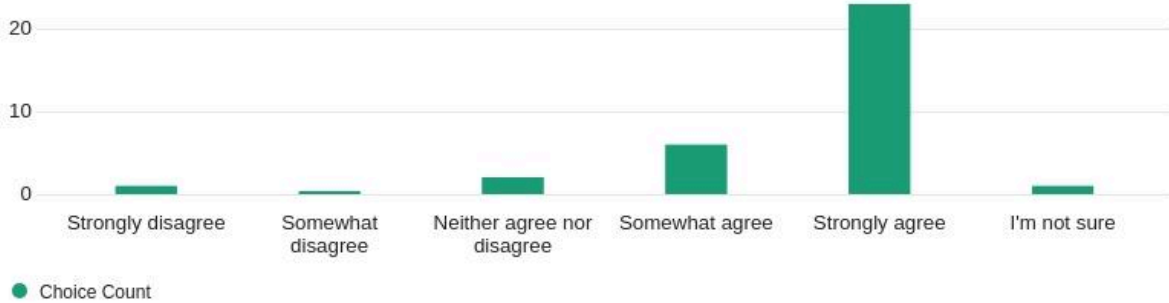
Comments:

- Most comments express gratitude for the program, pitfalls in lack of professional development, and rigor of academics. The most unexpected or pleasant experience was the community.
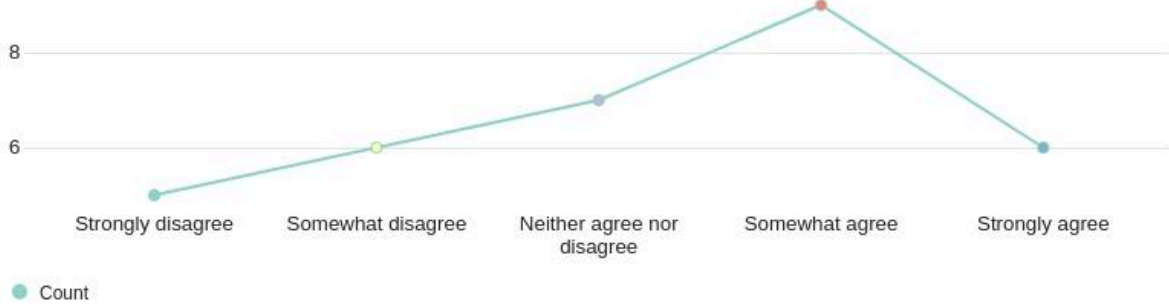
First-Year Students

Q57 - So far, my first year in PLC has met my expectations

Q61 - I will continue engaging with PLC in Fall 2024

● Choice Count

Q62 - Being accepted to PLC was a factor in my decision to attend CU

● Count

Free Response Question

Is there anything else that you would like to clarify?

Interesting and Relevant Quotes:

- "I would like to clarify that when I said PLC needs less diversity, I meant that they need it in a different way. Right now we have a lot of people that are physically different but everyone has the same opinions. We need people that have different opinions and different ideas."

- "I love PLC and who I am becoming through it."

- "We were selected for PLC because we kept ourselves incredibly busy to the breaking point. This hasn't changed since coming to CU. Now that I am in PLC, PLC insists that we make it the center of our student lives. This means that it takes a lot more time than we feel like we have. Most days we don't feel that investment is being reciprocated to us. This imbalance and pushing over the edge has been causing more stress than what should be acceptable for a program such as PLC."

- "At this point, I do have serious concerns about the new director. The handling of the Dr. Thompson situation was unbelievable, but in almost every other part of the program this year he has been absent. I am on student staff and have been very involved in PLC for years now, but I have not seen or heard from him at all besides at orientation and Spring Huddle. Programs are really only as strong as the person at the helm, and the new director has done nothing that I have seen to support or build the program besides unexpectedly ending a valuable mental health resource with zero explanation. He should start to do events like Town Halls, one-on-ones, etc. to get to know his students and become active in the program, but he has failed to do anything to meaningfully lead and connect with PLCers. He needs to seriously change his approach as soon as possible, or I really do fear what the future of PLC looks like."

Comments:

- Most responses were something along the lines of a "thank you," and a reflection of how respectful and kind this community can be.

6) Discussion

Discontinuation of Dr.Thompson as a Mental Health Resource

The past year has brought much change to our program: a new cohort, a new director, and a change within the mental health resources offered - the discontinuation of Dr.Thompson. Because mental health is something that is taken seriously by the PLC community, questions related to this topic were included in this year's census. The findings show that the majority of students within the program did not utilize Dr. Thompson as a resource. This is depicted in the mental health section graphics, along with the fact that students were aware of this resource yet did not utlize her services. More directly, when asked how students were affected, most reported that this change did not affect them. This being said, students that were utilizing the resource felt strongly about the discontinuation, and both students who were as well as were not utilizing this resource felt that the abrupt change was not handled in the way that it could have been.

Academic Emphasis

Overarching themes within free-response questions highlight the need for stronger academic rigor. People, particularly highlight the first-year lectures and the lack of professional and academic standards they are expected to uphold. Certain responses also highlight the lecture content itself and how it lacks in certain areas.

Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion spark many opinions amongst much of the student population of this program, which is reflected within responses. People have different pain points and proposed solutions. However, most responses were a call to have more diversity within our program through many avenues - cultural, socioeconomic, opinion, and ideas. Some desired change is in the recruitment process, whilst others offer the idea of creating an environment that offers more support for the students already facing isolation as a result of diverse backgrounds.

Appendix A: List of Questions

General:
- Which PLC Cohort do you belong to?
- Are you planning to graduate in Spring 2024?

Who are PLCers?:
- What school is your degree program through? You may select multiple if you are pursuing multiple majors.
- On campus, I am involved with the following organizations or student groups:
- I work a paying job during the school semester. This includes paid on-campus and paid off-campus roles.
- On average, how many hours per week do you work?
- I have studied abroad…
- In what country have you studied abroad?
- What semester did you study abroad?
- What country would be your first choice for study abroad?
- Have you started a Registered Student Organization (RSO) at CU? (This is CU's formal name for student-run clubs, groups, and organizations
- Please provide a brief description of your student organization.

Academic:
- I have positive relationships with the professors in my PLC classes
- I have positive relationships with the CAs in my PLC classes
- Taking PLC courses has improved my…
- Taking PLC classes has made me a more ethical leader
- For me, the most valuable part of PLC classes is…

PLC Program:
- How many hours per week do you spend involved with PLC? This includes PLC classes, ALEs, student staff, and other PLC-exclusive events.
- PLC is a program worth my time
- I am glad that I am a part of PLC
- I intend to complete the PLC requirements for:
- Overall, what does PLC do well?
- Overall, what does PLC do poorly?
- How would you like to see PLC change?

DEI:
- I feel represented in PLC
- I feel like I belong in PLC
- People like me are PLCers
- I feel like an outsider in PLC
- Unique characteristics (e.g. perspectives, knowledge, information) are valued in PLC
- I act differently around PLCers than I do around other groups
- I downplay my identity in PLC
- PLC values diversity
- PLC should focus on diversity…

- In the context of diversity, equity, and inclusion (DEI), PLC should…

Mentorship:
- I have a peer mentor…
- How often do you communicate with your mentor? (If you have more than one mentor, answer this question for your most influential mentor.)
- What are the strengths of your relationship with your mentor? (If you have more than one mentor, answer this question for your most influential mentor.)
- What are the weaknesses of your relationship with your mentor? (If you have more than one mentor, answer this question for your most influential mentor.)
- What is your mentor's role in PLC? (If you have more than one mentor in PLC, answer this question for your most influential mentor.)

Events and Community:
- When I do not attend a PLC event, it's usually because…
- In addition to taking PLC classes, I…
- I primarily learn about PLC events through…
- My preferred way to hear about PLC events is…
- I have a lot in common with PLCers in my cohort
- I have a lot in common with PLCers outside of my cohort
- I have close friends in PLC
- Meeting other PLCers has had a significant impact on my life
- A PLC student, staff member, professor, alumni match, board member, or alum helped me obtain a(n)…
- I have a positive relationship with at least one professional staff or faculty member

Service and Deep Dives:
- What types of Service opportunities most interest you?
- What Deep Dive topics most interest you?

Mental Health and Resources:
- I utilize PLC's mental health resources (TLC for PLC, Dr. Thompson, new telehealth)
- I was aware of Dr. Thompson as a resource for PLCers.
- Over the course of the past year, how many appointments have you scheduled with Dr. Thompson through PLC?
- The abrupt discontinuation of Dr.Thompson as a dedicated, in-person therapist for PLC had the following effect on me
- What improvements could PLC make to its mental health resources that would benefit you or your peers?
- Since I started at CU Boulder, my mental health has...

Graduating:
- After I graduate, I plan to…
- What is the best email to reach you at as a PLC alumni?
- How did your PLC experience compare to what you expected when you began?

First Year:
- So far, my first year in PLC has met my expectations
- I have a close community at CU
- I feel unwelcome at CU

- I am happy at CU
- I will continue engaging with PLC in Fall 2024
- Being accepted to PLC was a factor in my decision to attend CU

Demographics:

- Where are you from?
- How are you primarily paying to come to CU?
- What is your gender identity?
- What is your race?
- What is your ethnicity?

Additional:

- Is there anything else you'd like to add or clarify?

Appendix B: Contact Information for accessing data

If you have an interest in accessing data acquired for this year's survey please contact:

- Elizabeth Coleman at Elizabeth.Coleman-1@colorado.edu

- Jessie Kasynski at Jessie.Kasynski@colorado.edu

Access will be determined on a need-to-know and educational purpose (FERPA) basis.