

2005-2006 Annual Report—LEAP Program

Office of Undergraduate Studies

The University of Utah

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Introduction

The academic year 2005-2006 saw many changes in LEAP, most significantly the hiring of Dr. Carolyn Bliss, one of the three inaugural LEAP faculty, as Director. The year also saw the first use of the LEAP departmental designation for courses, replacing the UGS (for “Undergraduate Studies”) designation that had been in use since the program’s inception in 1994. The program under Dr. Bliss’s leadership continues to grow and improve. This report details the current shape of the program, significant changes and milestones, and preliminary data from assessment. It also marks the first time since 1997 that an official end-of-year report has been prepared. In addition to this report, a second report has been prepared this year, contained in a separate binder, which offers an overview of the program's history for the past decade.

LEAP: A Program Overview for the Year

LEAP 1100, 1101 and 2004 did not grow much in 2005-6: the number of sections remained the same, while the number of students increased slightly.

- Fall Semester 2005. LEAP offered 21 sections of 1100 for 632 students (this number includes Architecture 1610, taught by Martha Bradley). Of these sections, 13 were Explorations LEAP, 2 were Business LEAP, 3 were Engineering LEAP, 1 was College of Health LEAP and 1 was Health Sciences LEAP. This compares to 21 sections the previous year, during Fall semester 2004, for 614 students.
- Spring Semester 2006. LEAP offered 21 sections of 1101 and 2004 but given the attrition from Fall to Spring, only 374 students were enrolled (including Architecture 1611). (Thus, approximately 40% of the LEAP students enrolled in the Fall chose not to continue with the second semester.) Of these sections, 13 were Explorations LEAP, 2 were Business LEAP, 3 were Engineering LEAP, 1 was College of Health LEAP and 1 was Health Sciences LEAP. This compares to 21 sections the previous year, during Spring semester 2004, for 382 students.

In addition to these sections of LEAP 1100 and 1101, LEAP also offered the following courses:

- LEAP 2002: Peer Advisor Seminar for 14 students.
- LEAP 2003: service learning for Peer Advisors (spring semester) for 9 students.
- LEAP 1300, sections 1 (Dr. Carolan Ownby) for 29 students and 2 (Dr. Ed Barbanell) for 17 students: service learning add-ons (spring semester).
- Writing 1060-01: library research add-on for 199 students.
- UUHSC 2500-001: second year of HS LEAP (fall semester) for 27 students.
- UUHSC 3000-001 (fall) for 13 students and 3001-001 (spring) for 12 students: third year for HS LEAP.

- UUHSC 4000-001 (fall) for 7 students and 4001-001 (spring) for 6 students: fourth year for HS LEAP.

See Appendix A for representative syllabi of these LEAP courses. (See Appendix L for the PA Handbook which contains the LEAP 2002 syllabus.)

For a graphical overview of the evolution of LEAP from one course in Academic Year 1994-1995, Explorations LEAP, to the diversity of offerings today, see Appendix B.

Changes in LEAP

1. **New Faculty/Administrators**. Dr. Bliss, as already mentioned, was hired in May 2005 to replace Dr. Slava Lubomudrov as Director of LEAP. Dr. Bliss also continued to teach one section of each of the four years of Health Sciences LEAP. (Health Sciences LEAP is the only current version of LEAP to extend beyond the first year and whose enrollment is restricted to students from populations historically underrepresented in or underserved by the health professions. See the program overview for 2001-2002 for details.) In addition, Dr. Jeff Webb, who is new to the program, was hired as Associate Director. (Dr. Webb had been a Visiting Assistant Professor in the English Department, with administrative experience gained at the National University of Singapore.) In addition to his administrative responsibilities, Dr. Webb taught one section of Explorations LEAP. Dr. Jennifer Bauman, a PhD in Art History, and previously an Adjunct Professor in the Art History Department, was also hired as a new LEAP teacher in Fall semester. She taught three sections of Explorations LEAP each semester.
2. **Departures**. Dr. Jan Frost, one of the three inaugural LEAP faculty members, retired at the end of 2004-5.
3. **New Teaching and Administrative Assignments**. Dr. Rachel Borup, new to the program in 2004, taught one section of College of Health LEAP. Her previous teaching assignment was confined to Explorations LEAP. Dr. Meg Harper is now the liaison with the Writing Program, and Dr. Ann Engar works with the library staff coordinating Writing 1060 and other LEAP-Library connections.
4. **New Programs**. LEAP will offer several new programs in AY 2006-2007, which were in development this year.
 - Dr. Seetha Veeragantha designed E-LEAP Plus, a second year LEAP program for economically disadvantaged and female Engineering students, modeled on the hugely successful 4-year Health Sciences LEAP (see Appendix C). E-LEAP Plus will begin for a cohort of sophomores in Fall 2006. This second year program emphasizes shadowing and internship placement.
 - Dr. Bauman developed a new College of Fine Arts LEAP, one section of which will be offered in Fall 2006 (see Appendix D).

- Dr. Ann Engar developed a new pre-Law LEAP for underrepresented and economically disadvantaged students planning to attend law school (see Appendix E). This 3-year track emphasizes humanities in the first year, shadowing and UROP-related research in the second, and service and the law school application process in the third. Dr. Engar will offer one section of that course beginning in Fall 2006.
5. **Assessment.** With the change of leadership in LEAP comes a new commitment to assessing and developing the program. One of Dr. Webb’s main areas of responsibility as Associate Director is assessment, and he has worked, in consultation with Dr. Bliss, Mark St. Andre (the Director of Assessment and Evaluation for the Office of Undergraduate Studies) and Dr. Veeragantha, to devise a new program of LEAP assessment, consisting of the following:
- Online Fall and Spring surveys, administered by the online assessment company, StudentVoice (see Appendix F). These surveys replace the old paper surveys that students filled out in class. The surveys have been redesigned, particularly the Spring survey, to provide more detailed information from students about their expectations of LEAP (in the Fall) and their sense of what they’ve learned in LEAP (in the Spring). The online format will allow us to use the information more easily. While the response rate is lower than with the paper surveys, it is sufficient for assessment purposes: 59% in the Fall and 27% in the Spring.
 - An end of Fall semester student survey (also administered by StudentVoice), which explores how many students are planning to return for the second semester of LEAP and why, if students are not returning, they made that decision (see Appendix G). In conjunction with this survey, to further explore some of the results, LEAP commissioned Kim Welch, of the Center for Teaching and Learning Excellence, to conduct a follow-up focus group with students at the end of the Fall semester (see Appendix H for the results.)
 - Analysis of the OBIA (Office of Budget and Institutional Analysis) senior survey, which includes a LEAP question, and which therefore allows us to compare LEAP and non-LEAP students in their answers to some 80 questions.
 - A portfolio study of student work designed to measure the effect of LEAP on student learning. We hope to have the first portfolio study completed by August, 2007.
 - Analysis of Fall-to-Fall retention of LEAP students compared to non-LEAP students.

Assessment of LEAP is discussed in more detail below, under “Program Assessment.”

6. **Peer Advisor Program**

Peer Advisors are generally sophomore students who experienced great success as freshman LEAP students and who are hired, one to a seminar section, to return

and assist with the incoming class. They frequently go on from LEAP to become campus leaders in other spheres.

Peer Advisors attend all sessions of “their” class, answer student questions about many aspects of the University, make students aware of options for involvement, help lead class discussions, organize study groups for their LEAP seminar and for other classes students may be taking in common, read drafts of papers, and in general, model what it means to be a successful University student.

In addition to their course responsibilities, Peer Advisors work on developing partnerships. Dr. Carolan Ownby, the Director of Peer Advisors, writes: “We have a partnership with the MUSS, which we encourage because we know that the more involved freshmen are in activities on campus, the more successful they will be. We began a partnership last year with the Heritage Center, because we know that many of the Leap activities overlap what happens in Gateway. We have a PA serve as a liaison with the YES (Youth Education Success) committee. (This partnership was new this year.) This PA also worked with Professor Theresa Martinez this year to support a program to bring elementary school students up to the campus. One of my PAs works with ‘Leap to the U,’ which brings students from West High School up to campus. You can see the pattern: the PAs are instrumental in programs which bring potential first generation students to campus from elementary, middle, and high schools.”

This year’s cohort of Peer Advisors numbered 21. (Twenty-three Peer advisors have been hired for next year.) They met twice a month as a group and planned a variety of program activities including:

- The opening and closing picnics.
- The food drive. This year the students gathered 794.5 pounds of food, which was delivered to Crossroads Urban Center on October 29 (See Appendix I). The food drive also continued through February with a “Bowling for Food” and two “Trick or Can” activities. The final total for these activities was \$907.50 and 2,286 pounds of food.
- See you at the U. This event, which took place on November 10, 2005, brings 80 potential first generation students from Northwest Middle School to the University for half of a day. Many of these students are from immigrant families or are immigrants themselves, and at least half of them don't speak English. This intricately planned trip takes them to a chemistry demonstration, the natural history museum, the dance department and, this year, to the medical center where they dissected cow hearts. The PAs made a follow-up trip to Northwest in April to present individual certificates to the students (with their names and pictures) to remind them of what they learned. (See Appendix J for the schedule for “See You at the U.”)
- The Peer Advisors also offered two new programs for LEAP students this year, both of which were very successful: The Film Program and College Survival Workshops. The Film Program was conducted on a monthly basis

(September-November; January-April), and involved having faculty members pick a favorite film for viewing and discussion in the LEAP House. The college survival workshops also occurred monthly, covering topics ranging from nutrition to resume-writing, and were conducted by PAs. Both programs enjoyed (mostly) strong attendance.

See Appendix K for a list of PA Committees for 2005-6, and Appendix L for the PA Handbook (which contains the syllabus for LEAP 2002, the PA Seminar).

7. **Program Activities:** LEAP sponsored the following program-wide activities in 2005-06:
 - LEAP Convocation and Dedication of the LEAP House, Sept. 7, 2005; Keynote Speaker: Professor Theresa Martinez.
 - Opening Picnic, Sept. 16, 2005
 - Closing Picnic, April 27, 2006
 - Fall and winter food drive for Crossroads Urban Center, October 2005-February 2006
 - Plenary Lecture Series: LEAP faculty arranged a plenary lecture series—two lectures in the Fall and two in the Spring—to offer additional perspectives on the subject matter then under discussion in classes. This lecture series will be ongoing. In the Fall France Davis Spoke on African American life and history on September 22; and Anthony Shirley, Director of CESA, spoke on Navajo life and culture on November 17. In the Spring, Anya Plutynski, Professor of Philosophy, spoke on Darwin on February 14; and Steve Reynolds, Professor of Economics, spoke on globalization on March 28.

8. **Service.** The service learning component of LEAP is growing. Dr. Ownby, especially, increased the service learning in her classes and in the PA program, which she oversees.
 - The service partnership with West High School was expanded from one semester to two. Students in section 1 of Dr. Ownby's classes were required to complete 15 hours of service with West over the course of two semesters (see Appendix M).
 - A service component was added to Dr. Ownby's sections 5 and 13 for spring semester. Students were required to complete 5 hours of service. (All three of Dr. Ownby's sections had reflection papers and reflection sessions built into them.)
 - A section of LEAP 1300 was added for Dr. Ownby's students, which gave them 1 credit of service learning if they completed 15 hours of service.
 - Dr. Ed Barbanell continued to teach his one-credit-hour add-on service learning course open to all LEAP students. In spring semester; students worked with juvenile offenders in detention facilities.
 - LEAP 2003 was created for Peer Advisors, which gave those who chose to sign up 1 credit of service learning.

- A partnership with Horizonte was initiated. Students could arrange to tutor ESL students.
9. **New Building**. The LEAP House, which is located just north of the Heritage Center, was dedicated on September 7. This year it has housed a total of six LEAP courses and functioned as a place for students to gather and study. A linked introductory course in theatre for LEAP students was planned for the LEAP House during spring semester, but moved to lower campus at students' request. The Film Program and the College Survival Workshops were also conducted in the LEAP House. Dr. Kris Koford moved his office to the LEAP house from the Sill Center at the beginning of Fall semester.
 10. **Advising**. LEAP developed an effective partnership with University College advising, with the aim of helping students investigate and choose majors.
 - Students in Explorations LEAP were required to attend the Majors Expo on September 20.
 - University College advisors visited LEAP classes in October to advise students preparing to register for spring semester.
 - UC advisors visited Explorations LEAP classes during spring semester to talk about major selection, and students who followed up with advisors were eligible to take, for free, a Strong Interest Inventory test.
 - A 1-credit hour class is being developed by University College Advisor Martina Stewart for Explorations LEAP students. This class will first be offered in spring semester 2007 and annually in spring semesters thereafter.
 11. **LEAP Advisory Board**. A LEAP advisory board, composed of approximately thirty University faculty and staff representing programs or entities with which LEAP has a partnership, was constituted during fall (see Appendix M for a list of members). The board meets once each semester, this past year in November and March.
 12. **Curriculum**. The LEAP faculty maintained the practice of meeting every Monday afternoon to discuss program business. One the items under discussion towards the end of the semester was curriculum. Most teachers of Explorations LEAP have been using the same texts. Does that mean that the LEAP program curriculum is defined by a set of texts? Or is the curriculum guided by a set of questions? In discussion, the faculty decided on the latter. What matters for program cohesion is not uniformity—faculty teaching the same texts—but rather what might be called unity—faculty teaching issues and questions they have identified and developed collaboratively in discussion. Under this model, curriculum is an ongoing and evolving project. While the university requirements satisfied by LEAP—Humanities and Diversity in the Fall, and Social Sciences in the Spring—place a definite limit on curricular experimentation, within these broad boundaries faculty are free to explore the questions defining the program using the texts they deem most effective, whether

(for example, in the first semester) they are autobiographies, films, novels, or poetry.

Milestones and Awards

1. **Diversity Award.** LEAP was the recipient of the prestigious Diversity Award for 2005 (see Appendix O). Sponsored by the University of Utah's Office for Diversity, the Diversity Award recognizes "excellence in fostering leadership and commitment to diversity and expanding opportunities for students, staff and faculty at the University of Utah." Minority enrollment in LEAP approaches 20%.
2. **Scholarships.** Seven scholarships were offered for the first time this year to program participants: four to freshman LEAP students and three to Peer Advisors. Scholarships were made possible by the generosity of the Bamberger Foundation. A gift from the John Francis family of \$10,000/year will allow us to expand both the number and dollar amounts of scholarships given in academic year 2006-07. Recipients of the Bamberger Scholarships given in 2005-06 were Bridgett Guevara, Brent Schmidt, Jill Smedley and Melissa Styer. Recipients of the Bamberger Scholarships for Peer Advisors were Shontol Burkhalter, Ryan Miller and Deisy Ramirez-Aguilar. Deisy also won the Frost Award of \$500 for the year's outstanding Peer Advisor. Two other awards for excellence were also given by the program: the \$250 Williams Award for outstanding Health Sciences LEAP student went to Deisy Ramirez-Aguilar, and the \$750 anonymous E-LEAP Gift for a top Engineering LEAP student went to Christina Smith, a Chemical Engineering student.
3. **Other Awards.** The Bamberger Foundation funds also financed our opening convocation (and LEAP House dedication) on September 7, 2005, and purchased for the program a laptop and an LCD projector.
4. **Conference Presentations on LEAP by LEAP Faculty**
 - Dr. Carolyn Bliss joined Dr. Ron Harris, Assistant Vice President for Diversity at the U of Utah School of Medicine, to present a workshop titled "Health Sciences LEAP: A Four-Year Pipeline Program for Future Health Professionals from Underrepresented and Underserved Populations," given at the Office of Minority Health Summit in Washington, D.C., on 10 January 2006.
 - Dr. Carolyn Bliss, Dr. Martha Bradley, and Dr. Carolan Ownby will give a presentation titled "The First Year Experience at the University of Utah: Partnering across the Campus and Community" at the 19th Annual International Conference on the First-Year Experience, held July 24-27, 2006, in Toronto, Ontario, Canada.
 - During this academic year, Dr. Bliss has also spoken on the LEAP program, student engagement, and diversity issues at U of U Preview Day, Ambassador Day, and Junior Day, the Student Advising Retreat, a Diversity Course Instructors

Workshop, a workshop for Honors Faculty encountering Diverse Students, and the Black Student Union Conference.

Program Assessment

LEAP completed a self study in September 2005 (see Appendix P), which began the long-term project assessment by identifying four learning outcomes for students. We hope that through participation in LEAP students will gain:

- The desire and confidence necessary to persevere in university study, as measured by a) increased year to year retention, and b) on-time graduation.
- An understanding of available fields of study, enabling them to choose their majors in an informed and timely way.
- Intellectual skills ranging from knowledge of specific domains to analysis of text and data to evaluation of arguments (adapted from Bloom's "Taxonomy of Cognitive Skills").
- A sense of their active role in the university community.

These learning outcomes, while implicitly guiding the program for years, have not been as thoroughly assessed as we would like. That is changing. Since a change of leadership in 2005 these have been adopted as explicit objectives, and will serve to guide future research into LEAP's effectiveness. The current status of the analysis of each of these outcomes is as follows:

1. **Retention and Graduation**. We pulled data to answer the following question: Does a higher percentage of students who participate(d) in the LEAP program as first-time freshmen (those enrolled in a LEAP seminar as of the Fall census date of their freshman year) subsequently enroll at the University for the Fall semester of the following academic year-compared to students who did NOT participate in the LEAP program as first-time freshmen?

Our analysis revealed that for the past five years, the percentage of students who participated in LEAP as first-time freshmen and who subsequently returned the following fall semester was significantly greater than the percentage of returning students who did NOT participate in the LEAP program as first-time freshmen. In 2003-04 alone, the most recent year for which data are available, that difference was 10 percentage points (See Table 1).

Table 1: Fall-to-Fall Retention of LEAP vs. non-LEAP students: 1998-2004

Year	% of students returning to the U in the Fall after their first year (n)**	
	LEAP	Non-LEAP
1999-2000*	67% (430)	61% (2,045)
2000-2001*	68% (462)	58% (1,598)
2001-2002*	67% (501)	62% (2,063)
2002-2003*	67% (540)	62% (2,190)
2003-2004*	74% (540)	64% (1,870)

* Difference in means for these years was statistically significant at the .05 level.

** The University typically adjusts retention rates to accommodate for the approximately 20% of students who leave in their second year to serve religious missions. These figures do NOT include that adjustment. The assumption was made in this analysis that those who chose to leave to serve missions were randomly distributed among LEAP and non-LEAP students.

The retention data collected before 1999 is suspect, and has been excluded from consideration, because of a change in the University's computer coding system. We are looking into why this is so. We believe it is the result of a problem in the way in which LEAP students were coded in the University's database in the year 1998-1999 and earlier. For the same reason, it has been difficult to calculate graduation rates to answer the second part of outcome 1.

2. **Major selection.** The second outcome has not been assessed, because the course content to achieve this outcome is not yet being taught in its entirety. However, as noted above, implementation of such course content began this year:
 - Students in Explorations LEAP sections attended the Majors Expo in Fall semester. (This attendance will be an ongoing feature of the program.)
 - Explorations LEAP students who met with University College advisors during Spring semester 2006 were eligible to take at no cost the Strong Interest Inventory as a way to continue their thinking about aptitudes and potential majors.
 - Explorations LEAP students will be offered a one-unit class in Spring 2007 and in every spring semester thereafter that will introduce them to majors and to disciplinary ways of thinking in those majors as well as testing their interests and aptitudes.
3. **Intellectual Growth.** We have devised two approaches for ascertaining LEAP's effect on students' intellectual growth: the portfolio study of student work, and an analysis of OBIA data from the Senior Survey.

The Portfolio Study. The aim of this study is to answer this question: Is LEAP accomplishing its objective of teaching students to think critically and analytically? To answer this question we have designed a study that involves evaluating portfolios of selected students. The portfolio approach is meant to systematize the way teachers already think about student progress. The procedure

was piloted this year and, based on that experience, will be implemented as follows for AY 2006-2007:

- Each teacher will choose 6 students from each section whose work for the whole year was retained in a portfolio: two with the lowest grades on the first midterm, two with average grades, and two with the highest grades. The rationale for this is that we'd like to measure LEAP's effectiveness with students with a range of abilities.
- Only students who have given written permission for their work to be used will be included in the portfolio study.
- The portfolios will include all the substantive individual work produced by a student during the two semester LEAP sequence: midterms; annotated bibliography (this is a group assignment, but the individual student's work can be separated out); final papers; and any other substantive work produced during the year.
- In May 2007 one or two of the six portfolios assembled by each teacher will be selected for review. Since the point of the exercise is to measure the growth of individual students through the year, and to make generalizations on that basis about student learning in LEAP, there will be no consideration of teachers or teacher performance in evaluating these portfolios. In fact, student names have been erased, and the portfolios assigned a number. Any discussion of student work will reference the portfolio number. This will protect the privacy of both students and teachers.
- The rubric for assessment is still being developed, but most likely it will closely follow Bloom's taxonomy of cognitive skills, a six-step hierarchical ladder of increasingly complex educational objectives (see Appendix Q):
 - a. Knowledge
 - b. Comprehension
 - c. Application
 - d. Analysis
 - e. Synthesis
 - f. Evaluation

We hope to have the first Portfolio Study completed by August, 2007.

Analysis of OBIA Data. Upon graduation from the University students are asked to complete an exit survey. This survey, which is administered by the University's Office of Budget and Institutional Analysis (and which can be found here, under "Survey of Graduating Seniors, 2005," <http://www.obia.utah.edu/sdm/>), includes some 80+ questions that explore students' experiences at the University. (See Appendix R for a list of the questions on this survey.) One of the questions on the survey concerns LEAP: "Did you participate in the LEAP Freshman Cohort Program for first-year students, and if so how beneficial was it to you as a student?" This question allows us to sort the data according to LEAP participation and therefore to compare directly LEAP and non-LEAP students. A series of questions near the

beginning of the OBIA survey (see below) focuses on students' perceptions of how they benefited from their university education.

- How greatly has your U. education contributed to your growth in accessing, analyzing, and using information from varied sources?
- How greatly has your U. education contributed to your growth in acquiring knowledge and skills needed for a career after graduation?
- How greatly has your U. education contributed to your growth in appreciating fine arts, music, literature, and the humanities?
- How greatly has your U. education contributed to your growth in defining and solving problems?
- How greatly has your U. education contributed to your growth in developing and improving your study skills?
- How greatly has your U. education contributed to your growth in being creative and generating original ideas and products?
- How greatly has your U. education contributed to your growth in developing openness to new and/or different ideas and practice?
- How greatly has your U. education contributed to your growth in effectively using technology, including computers?
- How greatly has your U. education contributed to your growth in getting along with people from various cultures, races, backgrounds, etc.?
- How greatly has your U. education contributed to your growth in improving your verbal communication skills?
- How greatly has your U. education contributed to your growth in improving your written communication skills?
- How greatly has your U. education contributed to your growth in listening to and understanding what others have to say?
- How greatly has your U. education contributed to your growth in reading with better comprehension?
- How greatly has your U. education contributed to your growth in thinking and reasoning logically and objectively?
- How greatly has your U. education contributed to your growth in understanding and appreciating cultural and ethnic differences among people?
- How greatly has your U. education contributed to your growth in understanding world and international issues (e.g., political, economic)?

(Some of the questions, such as one about math and statistical concepts, obviously do not pertain to LEAP, and have been omitted from this list.)

In answering the LEAP question on this survey, students have five options: "no" (meaning: did not participate); "yes, [but] extremely unbeneficial"; "yes, [but] unbeneficial"; "yes, beneficial"; and "yes, extremely beneficial." The 2005 survey compiles responses from 1076 students, 995 of whom did not participate in LEAP. Of the 81 students who did participate in LEAP, 28 thought the program was "extremely beneficial," and 53 thought it was "beneficial." NONE answered that the program was "unbeneficial" or "extremely unbeneficial," a significant finding in itself.

The results for individual questions are quite striking. Here are the data from 7 representative questions.

(In the following tables, the left column represents student responses to the LEAP question on the survey: “Did you participate in the LEAP Freshman Cohort Program for first-year students, and if so how beneficial was it to you as a student?” The choices across the top of the tables represent how greatly students felt their U. education contributed to the issue addressed in the question.)

How greatly has your U. education contributed to your growth in accessing, analyzing, and using information from varied sources?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	23.52	62.11	13.27	1.11	995
Extremely Beneficial	42.86	53.57	3.57	.	28
Beneficial	20.75	69.81	9.43	.	53
MEANS / TOTALS	23.88	62.27	12.83	1.02	1,076

How greatly has your U. education contributed to your growth in acquiring knowledge and skills needed for a career after graduation?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	21.21	48.14	24.22	6.43	995
Extremely Beneficial	35.71	46.43	17.86	.	28
Beneficial	24.53	39.62	32.08	3.77	53
MEANS / TOTALS	21.75	47.68	24.44	6.13	1,076

How greatly has your U. education contributed to your growth in appreciating fine arts, music, literature, and the humanities?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	20.90	36.18	32.36	10.55	995
Extremely Beneficial	42.86	39.29	14.29	3.57	28
Beneficial	24.53	41.51	26.42	7.55	53
MEANS / TOTALS	21.65	36.52	31.60	10.22	1,076

How greatly has your U. education contributed to your growth in defining and solving problems?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	22.91	57.39	17.29	2.41	995
Extremely Beneficial	32.14	57.14	10.71	.	28
Beneficial	22.64	58.49	18.87	.	53

	Very Greatly	Greatly	Little	Very Little	Responses (#)
MEANS / TOTALS	23.14	57.43	17.19	2.23	1,076

How greatly has your U. education contributed to your growth in developing openness to new and/or different ideas and practices?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	27.54	51.36	17.79	3.32	995
Extremely Beneficial	57.14	28.57	14.29	.	28
Beneficial	37.74	37.74	24.53	.	53
MEANS / TOTALS	28.81	50.09	18.03	3.07	1,076

How greatly has your U. education contributed to your growth in getting along with people from various cultures, races, backgrounds, etc.?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	19.50	40.10	31.26	9.15	995
Extremely Beneficial	46.43	39.29	14.29	.	28
Beneficial	22.64	39.62	26.42	11.32	53
MEANS / TOTALS	20.35	40.06	30.58	9.01	1,076

How greatly has your U. education contributed to your growth in understanding and appreciating cultural and ethnic differences among people?

	Very Greatly	Greatly	Little	Very Little	Responses (#)
No	20.30	43.02	28.84	7.84	995
Extremely Beneficial	42.86	35.71	21.43	.	28
Beneficial	24.53	37.74	30.19	7.55	53
MEANS / TOTALS	21.10	42.57	28.72	7.62	1,076

Clearly seniors who participated in LEAP as freshmen and felt that LEAP was "extremely beneficial" also feel they learned more at the U than their peers who did not participate in LEAP. (Often the difference, to cite those who answered "very greatly," approaches 30 percentage points.) Those who responded that LEAP was "beneficial" believed they learned at least as much as those who did not participate in the program, and in many cases, felt they too learned significantly more

One possible interpretation of this data is that LEAP has a profound influence on the subsequent education of its students, both in terms of what and how they learn. The problem, however, is that we don't know whether such differences are attributable to LEAP's impact on students or simply to the preexisting characteristics of the students who choose LEAP. Is LEAP producing these students or is LEAP simply the beneficiary of these students?

It was with this question in mind that we redesigned the annual spring survey, and included verbatim the 13 questions above from the OBIA survey. Here are the questions to which students responded most enthusiastically (for brevity only the top two of the four possible answers have been included, "greatly" and "moderately"):

- How much did LEAP contribute to your growth in the following areas: Appreciation of literature, and the humanities. Greatly: 46%. Moderately: 38%.
- How much did LEAP contribute to your growth in the following areas: Openness to new and/or different ideas and practices. Greatly: 59%. Moderately: 32%.
- How much did LEAP contribute to your growth in the following areas: Ability to get along with people from various cultures, races, backgrounds, etc. Greatly: 50%. Moderately: 34%.
- How much did LEAP contribute to your growth in the following areas: Understanding and appreciation of cultural and ethnic differences among people. Greatly: 55%. Moderately: 45%.
- How much did LEAP contribute to your growth in the following areas: Understanding of world and international issues (e.g., political, economic). Greatly: 56%. Moderately: 45%.

This data provides some evidence that LEAP has a causal role in the differences observed in the OBIA survey (between LEAP and non-LEAP students) because the growth reported by students in the LEAP Spring Survey—which strongly resembles the OBIA data—is, by definition, the direct result of LEAP. These students may be predisposed to appreciate literature or to be open to new ideas, but the survey shows that LEAP nevertheless contributes (at least students think it contributes) to the growth of these intellectual skills. Our preliminary conclusion, which will require further study, is that LEAP prepares students to take full advantage of the rich resources of a university education. Non-LEAP students are evidently not similarly prepared. One caveat: The OBIA survey is of students who were seniors in 2005, whereas the LEAP Spring Survey is of students who were freshman in 2006. Obviously, our conclusions will be stronger when we can

compare the results of 2006's Spring Survey with the senior survey of that same cohort of students, in 2010 or so.

4. **Community Involvement.** The fact that LEAP Peer Advisors and students frequently go on to become leaders in campus and community activities suggests that the program has a positive effect on the fourth outcome. We are in the process of gathering systematic data to support what we know anecdotally in this regard.
5. **Summary data on student satisfaction.** A recurring theme in the assessment we have done so far is that student satisfaction with LEAP is overwhelmingly positive. Eighty-six percent of the respondents to the Spring Survey, for example, felt that LEAP met or exceeded their expectations. That's a phenomenal number, which reflects very well on the faculty and the program. The focus group conducted by Kim Welch of CTLE at the end of Fall semester revealed a similar result: of the 19 students interviewed, 17 reported that LEAP had met their expectations (see Appendix F).

In addition, students routinely give LEAP faculty high marks on the regular University course evaluations they complete at the end of every semester. The average for LEAP faculty on the fall 2005 course evaluations was 5.08 out of a possible 6.0. For spring semester of 2006, the LEAP faculty average for course evaluations increased to 5.415.

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