2011-2012 LEAP Program Annual Report

Office of Undergraduate Studies

The University of Utah

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August 20, 2012

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Executive Summary

LEAP underwent a major program review this year, which involved writing a lengthy self-study of the program. Because much of what we would say in the Annual Report was said there (especially regarding assessment), this 2011-12 Annual Report will be shorter than in past years, focusing for future reference on annual statistics about the program.

Happily, the reports from both the external and internal reviewers were extremely positive about the program's quality and achievements. As a result of this quality, the Program remains popular with first year students. Last year we offered 34 sections for 1000 students in the fall semester. This year in fall semester LEAP offered 36 sections for 943 students (854 in first-year classes, including Architecture LEAP, and 89 students in the multiyear programs). The reason for the decrease in the number of students, despite the increase in the number of sections, is that class sizes in most versions of the program were returned to 30 students in 2011-12.

The program experienced tragedy when Professor Matt Bradley passed away on March 20, 2012. Matt will be missed by all who knew him.

Dr. Burke Sorenson took over Matt's classes in spring semester, and has been hired full time for the coming year. We welcome Burke to LEAP Program. He will be teaching two Explorations LEAP classes in addition to one section of Veteran's LEAP.

Several new classes are being developed for LEAP in 2012-13.

1. Dr. Steve Maisch, who was teaching for the first time in LEAP last year, has developed a new Science LEAP for students pursuing majors in the College of Science. This course satisfies the same general education requirements—diversity, social science, humanities—that most of the other LEAP classes satisfy. Dr. Maisch will split his time between this new class and Engineering LEAP.
2. Dr. Carolan Ownby is developing a new International LEAP course that will satisfy the international graduation requirement, the only LEAP class to do so and the only class for first year students at the university to do so. There has been an international LEAP in the past but this is a reconfigured version of that course.
3. Dr. Jeff Webb, working with Dr. Caren Frost in the College of Social Work, is developing a class for second year LEAP students on quantitative and qualitative research techniques in sociology and anthropology. Students will be trained in ethnographic research techniques during the first semester of the class, and in the second semester they will conduct research, in this case on the LEAP Program itself.

In order to accommodate the extra LEAP sections offered in the coming year (three more than last year), two teachers will be teaching four classes per semester (Dr. Ownby and Dr. Veeraghanta). Previously a three course load was considered full time.

This strategy of adding a fourth class will allow us to manage LEAP program growth flexibly in the coming years.

LEAP Program Description

LEAP is a year-long learning community for entering University students. It consists of two three-credit-hour courses – one fall semester, one spring semester – taken with the same professor and classmates, allowing students to build community. LEAP's two classes typically fulfill the University's diversity requirement and two general education requirements (one in social science and one in the humanities) and are linked to optional classes in writing, library research, and major selection. Community Engagement Learning credit is offered in three sections of LEAP. (Health LEAPs fulfill two humanities requirements and the diversity requirement; Architecture LEAP fulfills fine arts and humanities or two humanities.)

LEAP's mission is three-fold:

1. To promote and implement scholarship and service for first-year students through an integrated, interdisciplinary, and collaborative teaching and learning community;
2. To attract and retain a diverse student population; and
3. To engage students in an interactive exploration of diversity issues both in the classroom and through community outreach.

A Program Overview for the Year

Counting enrollments is always tricky, since class numbers continue to fluctuate through the year. For the purposes of the following overview, data was obtained from the Registrar and represents the number of students who remained enrolled through each semester. By this measure, the program enrolled 854 first year students in the fall. (These enrollment numbers all include Architecture LEAP.) Eight-nine students were in the classes beyond the first year of the multiyear LEAP programs: Health Science LEAP and Pre-law LEAP.) Fall-spring retention was again strong. Of the 854 first-year students who began in the fall, 658 students, or 77%, were enrolled for the spring semester. LEAP offered 31 sections this year for first year students during fall semester and 31 sections in the spring semester (including Architecture).

- Fall Semester 2011. LEAP offered 14 sections of 1101 for 356 students, 7 sections of 1100 for 212 students, and 1 section of Architecture 1610 for 32 students. Of these 1101 sections, 5 were Exploration LEAP, 3 were Business LEAP (one of which was for Business Scholars students), 1 was Residence Halls LEAP, 1 was Education LEAP, and 1 was International LEAP. There were 9 ELEAP courses (up two sections from last year) offered for 254

students. Among the LEAP 1100 sections, 2 were Fine Arts LEAP, 3 were College of Health LEAP (up 1 from last year), 1 was Health Sciences LEAP (first year), and one was Pre-Law LEAP (first year).

- Spring Semester 2012. LEAP offered 14 sections of 1100 for 283 students, 4 sections of 2004 (the second semester of College of Health and Health Sciences LEAP) for 94 students, 2 sections of 1101 (the second semester of Fine Arts LEAP) for 28 students, 1 section of Architecture 1611 (Architecture LEAP) for 27 students, 1 section of 1150 (the second semester of Pre-Law LEAP) for 21 students, and 9 sections of 1500 (the second semester of ELEAP) for 205 students. 658 students were enrolled in total in these courses (as compared with 665 in spring 2011).

In addition, LEAP offered the following courses:

- LEAP 1050: Major Selection, a course taught in the spring by University College Advisers, for 10 students in 2 sections.
- LEAP 2002: Peer Advisor Seminar elected for credit by 11 Peer Advisors.
- LEAP 2003: service learning for Peer Advisors (spring semester only) for 4 students.
- Writing 1060-01: library research add-on for 229 students.
- LEAP 2700: second year of Pre-law LEAP (fall semester) for 11 students.
- LEAP 3700: third year of Pre-law LEAP (fall semester) for 6 students;
- LEAP 3701: third year of Pre-law LEAP (spring semester) for 6 students.
- UUHSC 2500-001: second year of Health Sciences LEAP (fall semester) for 32 students.
- UUHSC 3000-001 (fall) for 24 students and 3001-001 (spring) for 24 students: third year for Health Sciences LEAP.
- UUHSC 4000-001 (fall) for 11 students and 4001-001 (spring) for 11 students: fourth year for Health Sciences LEAP.

These enrollments are comparable to last year's.

For next year, 2012-2013, we plan to add a new section of Science LEAP and an additional section of Service LEAP (bringing the total to 3 sections). The total number of Explorations LEAP sections will be 5, the same as last year. There will be 2 Residence Halls LEAP offered, up from 1 last year. In all, 34 sections of LEAP will be offered to new students (counting Architecture LEAP), 3 more than were offered last year.

Changes in LEAP

1. New Teaching and Administrative Assignments

As mentioned above, LEAP hired a new professor for the 2012-13 school year, Dr. Burke Sorenson, who comes to LEAP with a great deal of teaching expertise. Dr.

Sorenson will be teaching Veteran's LEAP and two sections of Explorations LEAP. Welcome!

Dr. Ann Engar has been promoted to Assistant Dean in the Honors College. She will still be splitting her time with LEAP, teaching the Pre-law LEAP classes. In Honors, Dr. Engar will be coordinating the first year Intellectual Traditions courses.

Dr. Jennifer Bauman has taken over for Dr. Engar as LEAP library liaison.

Dr. Meg Harper will be taking over from Dr. Ownby as the Phi Eta Sigma representative for the University of Utah. Dr. Harper will also be teaching three sections of Business LEAP, the section for Business Scholars having been discontinued for next year.

2. New Programs and Partnerships

New and Ongoing Partnerships. LEAP maintained or added partnerships with the Horizonte ESL Program, Guuleysi, Highland High ESL Program, West High School, Crossroads Urban Center, University Neighborhood Partners, Jackson, Riley and Mountain View Elementary Schools, Washington Elementary, Hser Ner Moo Center, International Rescue Committee, and Bryant Middle School, the AMES School, as well as various departments and entities across campus. A partnership with the College of Nursing was added, to support a one-semester second-year experience for pre-nursing students. These students will be drawn from Health Sciences and College of Health LEAPs.

3. Program Assessment

See the comprehensive Self-Study report we wrote for this year's Formal Program Review for a discussion of our activities in program assessment. Briefly, here are some of our activities since that report:

- Dr. Jeff Webb has submitted two proposals for grant support to commence in 2013-14. The first grant, submitted in concert with Dr. Ann Engar to the Spencer Foundation, is to study the impact of Reacting to the Past games on classroom social structure. This grant is for $40,000. The second grant, submitted with Dr. Caren Frost in the College of Social Work to the William T. Grant Foundation, is to study the influence of Peer Advisors on the performance of students in the LEAP Program. This is a major grant that might be funded at around $400,000.

- Dr. Bliss, Dr. Webb and Mark St. Andre published an article on LEAP's impact on student performance in the *Journal of General Education*.

- Dr. Webb submitted an article on social network analysis of LEAP classroom community to the *Journal of the First-Year Experience and Students in Transition*.

- Dr. Webb and Dr. Bliss presented the data that went into this article at the National Conference for the First Year Experience in February 2012 in San Antonio.

4. Peer Advisor Program

See the Annual Report for AY 2005-2006 for a description of the Peer Advisor Program. (http://www.leap.utah.edu/media/leap_05-06_report.pdf)

The Peer Advisor program had another very successful year under Dr. Carolan Ownby's leadership. This year's cohort of Peer Advisors numbered 31: one per LEAP section including a Senior Peer Advisor. They met twice a month as a group and had the following committee responsibilities, reprinted here from the document given to the PA's at the time they are choosing their committee responsibilities:

LEAP PEER ADVISOR COMMITTEES, 2011-2012

Senior PA - ***Shawn Whitney***
The Senior PA is the designated leader of the Peer Advisor cohort. S/he has already served one full year as a PA, and is therefore in a strong position to mentor the

group. This PA is charged with strengthening the sense of team and collaboration among all PAs, and defining the vision for the year. S/he is in charge of organizing and carrying out a retreat between fall and spring semesters. S/he will draw up the agenda for and help conduct the monthly meetings. This PA will also represent us at occasions such as recruitment events and campus meetings, where LEAP is asked to send a representative. This PA will also head the LEAP SAC.

Service: See You at the U – *Leslie Cepeda, Fermin Suarez, Caitlyn Tubbs, Steven Pham*
In the spring of 2005, the LEAP Peer Advisors adopted a service activity which has become a Peer Advisor tradition. Through University Neighborhood Partnership, Peer Advisors sponsor a fall *See You at the U* activity, where approximately eighty to one hundred students from Northwest Middle School come to the University campus for a full morning of activities. People on this committee are responsible to make all arrangements for the campus tour in the fall [including planning with our contact at Northwest, contacting University departments for tours, making sure transportation is arranged, collecting items for 'goodie bags' which the students take with them when they leave] and a follow-up in the spring [soliciting community donations for tee-shirts for the students, having the shirts made, arranging to have certificates made, and arranging a visit to Northwest Middle School toward the end of the school year to present these to the students]. These responsibilities may shift, according to the needs and desired outcomes that Northwest identifies. Previous Peer Advisors who have carried out this project strongly recommend that you actually start on this project at the first of August. They argue that the three weeks before school begins can make a big difference.

Service: **Food Drive** – ***Jafar al Laham, Kira Booth, Alexander Benjamin***
This committee is in charge of our food drive[s]. In the past, the food drive was concentrated in February. This food drive complements the reading that many of the classes are doing on problems of poverty. This year, because several sections have shifted the Social Science class to the first semester, the focus will last all year long. The Glenn Bailey workshops will be on September 9 and 10. The committee will want to tie this to a Trick or Can activity to benefit Crossroads Urban Center, and that activity will be coordinated with a campus-wide Trick or Can activity. Glenn Bailey has said that Crossroads needs the food that LEAP collects in February, however, so the committee will also need to continue the food drive then. The committee members decide how to focus the food drive [on and off campus], skillfully publicize the food drive in advance, collect donations on a regular basis, deliver the food to Crossroads Urban Center, and write a summary of the year's drive. The summary should discuss how the committee proceeded, how much food we collected, how much cash was donated, what problems we reencountered, what you would do differently, etc. In the past, committees have had spectacular success

collecting coins after a basketball game, and also collecting gently used clothing from the Jewish Community Center. Once a member of the committee put on a benefit concert. The Food Drive Committee is responsible to continue to think of innovative ways to make the food drive a year long success.

Service: LEAP to the U – ***Laramie Riggs***
This person will work with the L2TU Service LEAP section, which has a partnership with students at West High School. This person will attend all meetings at WHS, network with the LEAP student leaders at WHS, and work with the L2TU intern to make the year's program [first meeting on campus, bowling activity, campus tour, Shadow Day, Service Day at Washington Elementary, Final Celebration] run smoothly.

Service: Fine Arts Community Liaison – *Dolan Lucero, Pili Lee*
The LEAP Fine Arts sections give a major production at the end of spring semester. These Peer Advisors will help make any necessary contacts during the fall, and be responsible for production details during the spring, as directed by Dr. Bauman.

Service: University Service Corp Representative – *Tess Nell*
Last year the University formed the University Service Corp [USC] to try to coordinate the many service activities that are carried out on campus. This PA will be responsible to attend an occasional meeting [the first one will be before school begins] and keep the other PA's and through them the LEAP students informed of service opportunities on campus. Each organization has been asked to give active support to one event, and because of our existing commitment to a food drive we have committed to working with the campus Trick or Can. The USC Rep will also be responsible for coordinating the activities of the Food Drive Committee with the campus Trick or Can. The USC Rep is not, however, in charge of the LEAP food drives.

Administrative Assistant – ***Alexsys Smith***
This person will be responsible to help Dr. O keep all necessary records
• Email reminders to Peer Advisors to hand in monthly time sheets
• Keep a running record of all monthly time sheets on Excel or Google Docs.
• Hand a summary of the PA time sheets to Dr. O at the beginning of each month
• **Take notes** at our bi-monthly PA meetings, and email a copy to all Peer Advisors and Professor. Please note that your time sheets are required. You'll need a full set of time sheets to qualify for consideration of Peer Advisor scholarships at the end of the year.

LEAP House Staffing – *Zach Beus*

It's important that LEAP students have access to the LEAP House. However, we need Peer Advisors to staff the LEAP House so that the LEAP students can gain that access. A list of the Peer Advisors' names will be kept at the desk in the Heritage Center, and Peer Advisors can pickup a key to the LEAP House there. When finished, the PA must securely lock up the LEAP House and return the key to the HC desk. Time spent staffing the LEAP House counts toward your required ten hours per week. The PA in charge of staffing needs to compile a full schedule for both fall and spring semesters by the third week of each semester. The LEAP House should be staffed from 5-8 pm, Monday through Thursday. [**Please note: all PA's are expected to spend some time staffing.** Students living in the residence halls, please sign up for the evening hours of staffing if possible, since this is a more difficult assignment for students who commute.**]**

Activity: Opening and Closing Events – ***Dalena Tran, Kylie Farris, Marcus Shepherd***

The opening and closing picnics have traditionally been well attended by LEAP students. They are a physical manifestation of the community we study and strive to build in the curriculum. The students on this committee will plan both, with the help of Liz Taylor. You will be in charge of publicity, activities at the picnics, arranging for food, etc. These students should also help with the planning of any informal events.

Budget – ***Dane Janak***

The person who takes this responsibility should be interested in serving as a liaison between LEAP and ASUU. Peer Advisors constitute the leadership of the LEAP Club, and are entitled to apply for money from ASUU. The person in charge of the budget has at least five responsibilities:

• Contact ASUU [as well as last year's budget person, Logan McWilliams] immediately, and find out how we access the money we are allotted for the current year, how we make line-item changes, etc.

• Communicate frequently with Dr. O, evaluating how money was spent or might have been spent for LEAP that month. These communications should result in recommendations on what money we will apply for, for next year.

• Attend the meeting [which usually happens in February or March] sponsored by ASUU where one learns how to submit a budget, and then actually submit the budget on behalf of LEAP.

• Write a short summary of budget procedures at the end of the school year, which will be used to help next year's PA in charge of budget

• Be available to attend the PA Workshop in August to orient the new PA in charge of budget

• Be ready to petition ASUU for additional funds in September, based on the response to last spring's budget request.

Publicity – ***Kelsey Jorgensen, Jacob Acharte***
Committee members have the following responsibilities:
• Committee members are responsible to fully document activities and service projects organized and carried out by the Peer Advisors for the academic year. Documentation should include pictures, as well as information like how many people attended, who the service projects benefitted, how much food and money was collected in the case of the food drive, etc. [I have a digital camera which you may borrow when needed]. This information should be gathered during the year, since it is very difficult to reconstruct at the end of the school year. One copy of this report should be handed to Dr. O at the end of the year. A second should be handed to Jeff Webb for inclusion in the annual report which he compiles for Martha Bradley.
• In connection with the written report, committee members are responsible to produce a power point presentation [due at the end of the school year] which documents the year, and which can be used in the next Peer Advisor workshop.
• Maintain the Peer Advisor Facebook page for high school students.
• Contact the Chroni with any noteworthy news items
• Solicit noteworthy news about LEAP students for inclusion on the LEAP web page
• Update outreach material when needed

Handbook Revision – ***Karely Mann, Emily Mangelson***
This committee will work with Dr. O throughout the year to rethink the PA Handbook, especially the final section on student resources. They will survey all information on campus for freshmen students, both online and in physical form. They will recommend what information should be specifically addressed by LEAP. Their final product(s) will be aimed at LEAP students, including ones targeted at populations such as International students, Veterans, etc.

Sweatshirt Design - ***Codie Archibald***
For the past several years Peer Advisors have opted to have a sweatshirt identifying them as PAs in the LEAP program. The person in charge of this should have **some skill in art** [including graphic art]. S/he will design the shirt, help the budget person lobby ASUU to partially fund the shirts, collect any necessary money from interested Peer Advisors, and arrange to have the shirts made [Dr. O. has information from the past designs]. Sweatshirts should be in the hands of the Peer Advisors by November, so that PAs can wear them for *See You at the U.*

Peer Advisor Workshop Series – ***Jetta Harris***
This idea originated with a Peer Advisor.. The first series consisted of informal meetings held at the LEAP House, where Peer Advisors talked to LEAP students about things they felt they had expertise in. Last year's series was more formal, with speakers being drawn from experts on campus. We have had workshops in public speaking, time management, where to go for fun inS LC and how to get there, etc. The person in charge of this series needs to draw up a schedule, make sure that the

LEAP House is free, and advertise [probably through Liz Taylor's giant LEAP distribution list]. This year I'd like to focus on workshops which will help LEAP students be successful at the University. This PA should have a rough schedule for the first semester drawn up by mid-September.

Convocation - ***Tommy Newell, Emily Weibel***
The LEAP Convocation will be held this year on Thursday, September 2, at 4pm. A Convocation is something that sets the tone for the entire year, and LEAP faculty have been asked to make this annual event mandatory for their students. Last year it was held in the gazebo in Officer's Circle, and it was an incredible amount of work for Liz Taylor. She has requested some PA help this year. PA's on this committee will likely help with the physical arrangements for the event [setting up, taking down], and helping with whatever else Liz needs.

LEAP SAC Evaluation - *Dallin Strong, Lexie English, Jessica Wahlin, Robyn Sweet*
These four PA's along with the Sr. PA will function as the LEAP SAC [Student Advisory Committee] The University Senate voted two years ago to approve a faculty advancement system for several Interdisciplinary Teaching Programs on campus including LEAP. This means that LEAP faculty will be submitting applications for advancement in rank. Most [perhaps all] departments on campus include students in this process. The LEAP SAC would be involved throughout the year reading the applications, meeting, voting, and reporting, in writing, on their recommendations. The LEAP SAC would also meet occasionally to discuss ways to improve LEAP, and to help facilitate faculty suggestions.

Laramie Riggs and Karely Mann were chosen to be Senior PAs for the 2012-13 school year, the first time two PAs will share that responsibility.

The LEAP Peer Advisors were nominated as the Student Group of the Month for October 2011 by the University of Utah's Office of Leadership Development.

5. Program Activities

LEAP sponsored the following activities in 2011-12:

- *LEAP Convocation*, August 25, 2011; Speaker: Dr. Martha Bradley, Associate Vice President for Academic Affairs.
- *Opening Picnic*, Sept. 16, 2011.
- *Glenn Bailey's poverty workshops*, September 7 and 8, 2011
- *Parent Reception* for parents of this year's LEAP students, September 30. Dr. Jeff Webb hosted this event.
- *Closing Picnic*, April 19, 2012.
- *Fall food drive* for Crossroads Urban Center, October 2011. The LEAP House collected over 930 pounds of food and donations of $800. "Trick or Can" in conjunction with Halloween activities collected 355.7 pounds of food.

- *Child Poverty Awareness Week,* October 3rd-7th, 2011. This week long event is organized by Jennifer Bauman's LEAP classes. This year's event raised $1302.17(all proceeds go too Neighborhood House) with 624 volunteer hours.
- *Times Café discussion*, September 14, 2011. Erin Silva and Dr. Becky Larsen hosted a discussion on the aftermath of 9/11. This event was sponsored by the *New York Times*.
- *See You at the U* on November 11, 2011. 135 students from Northwest Middle School attended campus events organized by the PAs (see below under "Service" for PA Jetta Harris's description of the event).
- *Spring food drive,* February 13th-17th, 2012, also for Crossroads. 334 pounds of food and $460.62 were collected.
- *LEAP Creative Gala,* March 28, 2012. This event combined readings of poetry, short fiction and nonfiction with a display of photography and short films.
- *Pre-Law LEAP luncheon,* March 30, 2012.
- *Closing reception for Health Sciences LEAP students,* April 4, 2012.
- *Fine Arts LEAP Theater production* with the students of Neighborhood House. *Color Your Way Home* premiered on April 27, 2012, and received money and support from a variety of donors.
- *Peer Advisor Luncheon* on April 10, 2012. This occasion involves campus-wide and community partners in honoring our Peer Advisors and celebrating their accomplishments. Peer Advisor Scholarships and the Frost Award for Outstanding Peer Advisor of the Year are presented. The scholarship winners are listed below. See appendix for this year's program.
- *LEAP Scholarship Reception*, April 17, 2012. This is an event honoring scholarship winners. Our *Times* essay contest winner and mentors and mentees from the LEAP Mentorship Program were also recognized. Parents and family are invited. This year's reception was held at the Alumni House.

6. Service

Formal service learning opportunities in the LEAP program for which first-year students get academic credit include Dr. Carolan Ownby's service sections of Explorations LEAP, Dr. Jennifer Bauman's spring semester sections of Fine Arts LEAP (designated as service learning sections in 2009), Dr. Ann Engar's third year Pre-Law Leap (LEAP 3700), and both semesters of Dr. Bliss's fourth year Health Sciences class (UUHSC 4000 and 4001). In addition, Dr. Bauman's fall semester sections of Fine Arts LEAP offers an optional service learning credit through the add-on course, LEAP 1300. Here are details on LEAP service during the 20011-12 school year.

Fine Arts LEAP Service. Here is a list of the service accomplishments of Dr. Jennifer Bauman's Fine Arts LEAP sections:

- Fine Arts LEAP ran LEAP Child Poverty Awareness Week. The entire effort resulted in over 624 volunteer hours raising $1,302.17. Dr. Bauman comments: "Many people have now thought about children living in poverty, and I am

confident this has had an enormous impact that will touch and change many lives for the better."

- Fine Arts LEAP students created an original musical *Color Your Way Home* working with students from Neighborhood House (which included original script, music, choreography, costumes, sets, publicity, press releases, fundraising, rehearsing with the children, etc.) . The production was performed at the U of U Fine Arts Auditorium April 27, 2012, with a grant from The William H. and Mattie Wattis Harris Foundation. This project gave children at Neighborhood House exposure to and experience in the fine arts and also confidence and community-building experiences. After the performance children and families were given gifts (thanks to many sponsors and donors) and a DVD of the documentary and performance. Each time Fine Arts LEAP students worked (and played) with the children at Neighborhood House, moreover, they brought healthy snacks and fun prizes.

Service LEAP. Dr. Carolan Ownby's students continued to work with West High ("LEAP to the U"), the Horizonte ESL Program, and Northwest Middle School ("See you at the U"), among other organizations.

Here is PA Jetta Harris's description of this year's See you at the U even held on November 11 for 135 students:

See You at the U connects Northwest Middle School and the U

After hundreds hours of preparation and planning, Peer Advisors from the LEAP Program welcomed the chaos of 135 middle school students to the U campus for tours and activities on Nov. 11, 2011.

The event, called See You at the U, is planned completely by LEAP Peer Advisors and has taken place annually for the past eight years. More than 100 seventh-graders from Northwest Middle School come to the U campus for a field trip. They see demonstrations, tour campus and have lunch at the U, chaperoned by peer advisors and student volunteers. The goal is to introduce

the Northwest students to opportunities at the U and encourage them to set goals to attend college.

Eight years ago, University Neighborhood Partnership asked the LEAP Program to connect with Northwest in order to increase ties with the east and west sides of the Salt Lake Valley. The first year 70 kids came to campus, and that number has continued to increase. That year, a LEAP professor guided the Peer aAvisors in charge of the event. The next year, LEAP professor Carolan Ownby left all the efforts to the Peer Advisors. Since then, Peer Advisors have continued to run the program. “They put on a terrific experience every year,” Ownby said.

Many of the students at Northwest come from families who are refugees or immigrants. Most students don’t have any family members who have attended college. Fermin Suarez, one of the Peer Advisors in charge of this year’s event, said the LEAP Program reaches out to Northwest because its students need an example to look up to and show them they can attend college. “Their parents just don’t have time or resources to talk to them about college,” Ownby added.

The day of See You at the U, the students from Northwest are dropped off at the U with a few adult chaperones, and the Peer Advisors are in charge of them for the entire field trip. This year, the students split into two groups and attended different activities. One group attended a heart and brain demonstration put on by the Latino Medical School Association, where the students got to see real dissections. Afterward, they got free time to play basketball, volleyball and soccer. “We let the kids run around for an hour or so to burn off some energy,” said Caitlyn Tubbs, another Peer Advisor in charge of the event. Suarez agreed the kids had a lot of energy, but the Peer Advisors were able to manage. The other group attended demonstrations from the chemistry and dance departments. After the activities, “We walked them up to the dining hall for lunch and gave them food and goodie bags,” Tubbs said.

Peer Advisors put in more than 100 hours all together to make See You at the U happen. Tubbs said it was often difficult to coordinate with Northwest, but the officials were cooperative. Other challenges included organizing activities for the kids, getting donations for lunch and goodie bags and enlisting volunteers. When the Peer Advisors were thinking of ideas for demonstrations, they took the perspective of seventh-graders. “We decided to think like a kid and brainstormed what we would want to see on a field trip,” Tubbs said.

Items such as pens, T-shirts, brochures and water bottles were donated by university organizations and community members, Suarez said. The Peer Advisors wanted to get a variety of items from different sponsors to help

excite the students about the U. "We get a lot of support from the university community and from sponsors throughout the larger community," Ownby said.

The Peer Advisors were nervous when the students arrived but were able to handle challenges of timing and moving students from place to place. "I think the day went pretty smoothly," Suarez said. "The careful planning and organizing that we did went a long way." Tubbs agreed, saying that each hour of preparation paid off immensely.

Overall, the LEAP Program finds it a worthwhile cause. Even if Northwest no longer wanted to participate, the LEAP Program would partner with another community organization, Ownby said. Tubbs is looking forward to following up with the seventh-graders in the spring. The Peer Advisors will bring certificates of completion to the students and get a chance to follow up with them. This event will likely continue for years, Suarez said. "Our goal was to make sure the kids had a great time and to encourage them to continue their education even after high school. They looked like they had fun," said Tubbs.

Other service: Dr. Bliss's Health Science students worked with students from Mountain View Elementary School on a project designed to get third graders thinking about careers that would require a college education. Others tutored students identified as candidates for college scholarships while at Bryant Middle School and then moving on to West and East High Schools. A third group worked with Jim Agutter on his study of patient experience at the University Hospital.

The Peer Advisors also do a great deal of service, which is detailed above in the PA committee assignments.

Three LEAP faculty became Bennion Center Affiliate Faculty: Dr. Ownby, Dr. Engar, and Dr. Bliss. Dr. Bauman and Dr. Bradley were named as Bennion Center Faculty Fellows, whose projects were supported by Bennion Center funds.

7. Advising

LEAP continued an effective partnership with University College advising this year, with the aim of helping students investigate and choose majors.

- University College advisors visited LEAP classes in October to advise students preparing to register for spring semester. Advising has become mandatory at four points throughout a student's career; the advisor visit to LEAP classes satisfies the first point for LEAP students. This visit also has guaranteed and will continue to guarantee students early registration for spring semester classes.

- A one-credit hour class, LEAP 1050, taught by University College Advisors Martina Stewart, Steve Hadley and Sara Rollo on the process of major selection, was offered again this spring for LEAP students.
- Advisor John Nilsson visited College of Health and Health Science LEAP sections this year to advise students on admissions requirements for various professional schools in Health Sciences.
- Three LEAP teachers -- Dr. Carolyn Bliss, Dr. Jeff Webb, and Dr. Carolan Ownby -- incorporated the SSI (Student Success Inventory) into their classes in order to give structure to student engagement activities.
- Other pre-Professional LEAPs, such as Engineering, Business, and Education, also incorporate visits by college advisors.

8. Mentoring

Academic year 2011-12 was the second for the LEAP Mentorship Program, which matches community leaders with LEAP Peer Advisors and LEAP students from the multi-year programs in a two-semester mentoring relationship. This year we recruited more mentors from more professions and matched 15 mentors with 15 students. Students met with their mentors regularly over the six-month program, prepared resumes and personal statements with their mentors' help, and underwent mock job or graduate school interviews with other mentors as a culminating activity. The program will continue this coming year with considerably more participants.

9. LEAP's Library Partnership

Since 1995, LEAP has partnered with instructional librarians to introduce students to library research strategies and techniques. This partnership continued in 2011-12, with each LEAP section (with the exception of Architecture LEAP) visiting the library for ten instructional sessions over the course of the two semesters. Librarians worked with each LEAP instructor to tailor library sessions to the particular needs of the class. Students who successfully completed eight of the ten exercises assigned at these meetings could earn an extra hour of credit for a course in library research.

The one-credit-hour library class, Writing 1060, has been renamed LEAP 1060. This change is in effect for fall 2012.

10. Partnership with the Writing Program

During fall semester of 2011, the LEAP Program offered its students fourteen sections of Writing 2010 classes (which fulfill the lower division writing requirement) initially reserved for LEAP students. Although non-LEAP students were allowed to register for places not taken by LEAP students, this partnership allowed students in LEAP courses to take Writing 2010 classes taught by instructors

who partnered with the LEAP faculty such that being in one class would assist them to do better in the other.

11. LEAP Advisory Boards

The LEAP Community Advisory Board met twice this academic year on November 7, 2011, and on April 11, 2012. For the past four years external advisory board members have helped the program by serving on scholarship selection committees. Kathryn Lindquist deserves special mention in this regard. See Appendix for minutes from this year's meetings.

The LEAP Policy Board also met twice (once in conjunction with the Formal Program Review committee visits). Their main function for 2011-12 was to approve Lectureship appointments for LEAP faculty members.

12. Student Recruitment and Program Outreach

The following is a list of initiatives undertaken this year to improve LEAP publicity and enrollment.

For summer orientation of 2012, LEAP engaged four Summer LEAP Advisors to assist with tabling at the Information Fairs held on the second day of every orientation and to help students register for LEAP and LEAP-linked Writing 2010 classes.

Milestones and Awards

1. Student Achievements

Matthew Turner won the *New York Times* Essay Contest this year. He writes the following:

I sent Todd Halvorsen a note offering my thanks to anyone working with him who was involved in the competition, as well as a personal thank you for whatever his own participation may have been. I'd like to extend my gratitude to you as well. I would not have known about this competition without your advertisement of it, in conjunction with Dr. Larsen highlighting it. I had a wonderful time at both the end of year ceremony and the following picnic. My time with LEAP has been nothing but joy.

With sincere thanks,
Matthew Turner

2. LEAP Scholarship and Award Recipients 2011-12

Approximately $59,750 was given out in scholarships and awards to:

Peer Advisor Scholarships ($2000)
Jetta Harris
Emily Mangelson
Karely Mann
Tess Nell
Laramie Riggs
Fermin Suarez

Frost Award for Outstanding Peer Advisor ($500)
Laramie Riggs

Scholars of Promise for LEAP students in the Honors Program ($2000)
Collette Ankenman
Jessica Delacenserie
Esperanza Hernandez
Francisco Samaniega
Renee Santa Maria

Diversity-Service ($2000)
Paulina Baykova
Leslie Margarita Cepeda Echeverria
April Garcia
Christopher Gonzales
Bushra Hussein
Isaiah Johnson
Jasmyn Lopez
Francisco Samaniega
Stephanie Tello
Yvette Toribo
Victoria Vincent

Mentoring Scholarship ($2,000)
Jessica Woeppel
Karen Yu

Pre-Law ($2000)
Mele Folaumoeloa
Brian Uribe-Bate

Regina Grogan

Health Professions ($2000)
Brenda Alcantar
Samantha Enda

Times Café ($250 Gift Card)
Matthew Turner

3. Faculty Activities and Achievements

Dr. Meg Harper was promoted to Associate Professor/Lecturer rank in LEAP. During 2012-2013 Dr. Harper will direct Business LEAPand serve as Faculty Advisor for Utah's chapter of Phi Eta Sigma Freshman Honor Society. She was selected by Utah Schools for the Deaf and Blind as the National Convention's philanthropic recipient and will be organizing Utah's fundraising event to benefit Utah Schools for the Deaf and Blind, as part of Phi Eta Sigma's National Convention to be held in SLC, Oct. 5-7, 2012. Dr. Harper will be planning service projects as part of Phi Eta Sigma's service award requirements and coordinating National Convention Welcome Committees with BYU chapter.

Dr. Rebecca Larsen, who teaches Engineering LEAP, was promoted to Assistant Professor/Lecturer. Becky also spoke at the *Times* Café event.

Dr. Jennifer Bauman was nominated for an Excellence in Teaching Award from the University of Utah chapter of the National Society of Leadership and Success.

Dr. Carolyn Bliss supervised the LEAP Formal Program Review and wrote the Self Study, published an article in the *Journal of General Education*, published a book review in *Antipodes*, presented a paper at the San Antonio Annual Conference on the First-Year Experience, secured for LEAP the first ever Utah Campus Compact Award for a Community Engaged Program, continued as a Bennion Center Faculty Affiliate, continued as an "Expert Assessor of International Standing" on the Australian Research Council, served on the Strategic Enrollment Management Committee and its subcommittees on Cohort Programs andOrientation and Advising, helped develop Pre-Nursing LEAP and Science LEAP , and served on or was appointed to a number of University committees: the Student Impact Committee, the Auxiliary Faculty Committee and its subcommittee on RPT, and the U Committee on the Diversity Requirement.

Dr. Ann Engar edited "Thomas Carlyle's *Sartor Resartus*" for *Nineteenth-Century Literature Studies* published by Gale, served on a panel at the twelfth annual Reacting Institute, served as a faculty advisor to the *Hinckley Institute Journal of Politics*, and continued to work as a distinguished bibliographer for the *Modern Language Association International Bibliography*. She was named a Community

Engaged Faculty Affiliate by the Bennion Center and awarded a Teaching Excellence Award by the National Society for Success and Leadership. She introduced the first Reacting to the Past game to LEAP, and was appointed to oversee the Intellectual Traditions program in the Honors College.

Dr. Carolan Ownby maintained service partnerships with six community partners, and over two semesters guided students through approximately 3,625 service hours. She also changed the PA program to include two Senior PA's and two teams, in an attempt to maintain community among a growing number of Peer Advisors, supervised the "See You at the U" event with Northwest Middle School, supervised the "LEAP to the You" partnership with West High School, organized the "Dr. Seuss Birthday" afterschool day in partnership with West High School and Washington Elementary, worked with a service learning scholar student to create a new partnership with fifth graders at Washington Elementary, and spent her final year as faculty advisor for Phi Eta Sigma. She secured IR credit for a new class which she designed, LEAP 3050, served on the Service Learning Course committee, and received a Letter of commendation from University of Utah LDS Institute in conjunction with "Excellence in Education" recognition week. She also served on a University committee investigating mentoring ideas.

Dr. Seetha Veeraghanta worked with a USET student during the past year. Together they completed their IRB clearance and amassed Spring semester student assignments for the story project. They are currently working on data analysis and proposals to present the findings at the 2012 UROP conference and the American Sociological Association conference in 2013.

Dr. Jeff Webb Published an article with Carolyn Bliss and Mark St. Andre in the *Journal of General Education*, presented a paper with Dr. Bliss at the national Conference on the First Year Experience, submitted an article to the *Journal of the First Year Experience and Students in Transition*, and prepared and submitted two grant proposal for research on LEAP: one to the Spencer Foundation and one to the William T. Grant Foundation. With Dr. Caren Frost he designed and will begin teaching a class on social network analysis and ethnographic research in fall 2012. Dr. Webb continues in the Master of Statistics Program at the University of Utah, which he entered in August 2010. He was also nominated for an Excellence in Teaching Award from the University of Utah chapter of the National Society of Leadership and Success.

Dr. Mike White co-organized the LEAP Creative Gala and served as a judge in the *New York Times* essay contest. In February of 2012, his Washington Prize-winning book of poems, *How to Make a Bird with Two Hands*, was published by The Word Works. During the year, he also had poems published or accepted for publication in *Poetry East*, *Denver Quarterly*, *Poet Lore*, *Notre Dame Review*, *Spillway*, *The Yalobusha Review*, *Gulf Coast*, *Cimarron Review*, *The Fiddlehead*, *Barrow Street*, *Sugar House Review*, *The*

Dalhousie Review, and *Poem*, and had poems reprinted on the Verse Daily website and the *Poetry Daily* website.

The following LEAP faculty taught classes outside of LEAP:

1. Dr. Ed Barbanell taught classes in the Philosophy Department.
2. Dr. Mike White taught classes in the English Department.
3. Dr. Ann Engar taught classes in the University of Utah Honors Program.
4. Dr. Becky Larsen taught Political Science classes at BYU.
5. Dr. Carolyn Bliss taught classes in the University of Utah Health Sciences Center curriculum.
6. Dr. Jennifer Bauman taught classes at Salt Lake Community College.
7. Dr. Matt Bradley taught classes for the University of Utah Honors Program and at the AMES School.

4. Program Awards

The LEAP Program became the first in Utah to receive a Utah Campus Compact Award for a community engaged program.

LEAP also received very positive reviews by both the external and internal review committees functioning as instruments of the Undergraduate Council Formal Program Review. See the appendix for the committee reports and Director's written response.

5. Conference Presentations on LEAP by LEAP Faculty

Dr. Carolyn Bliss and Dr. Webb presented a paper entitled "Social Networks in LEAP" at the annual National Conference on the first Year Experience in February 2012 in San Antonio, Texas.

6. Continuing Education for LEAP Faculty

Dr. Jeff Webb is doing coursework in the Master of Statistics program the University of Utah. Dr. Bliss continues to represent LEAP at local, regional, and national conferences on undergraduate education and the first-year experience.

7. University Service by LEAP Faculty

LEAP was represented on many campus committees, among them: Search Committee for the new Associate VP for Academic Affairs, Undergraduate Council, the Monson Prize Selection Committee, the Undergraduate Research Scholar Designation Committee, UAAC, the Committee for English Writing and Language Support, the Undergraduate Studies and Graduation Committees, the ad hoc committee on the role and representation of auxiliary faculty, and the Retention and Assessment Committee. LEAP is also represented on the master Strategic Management Committee, and it subcommittees on Students Making an Impact, Mentorship, Orientation and Advising, and Cohort Programs. LEAP faculty also

served on several additional search committees during the year and on the committees approving courses for diversity and community engagement learning credit.

Dr. Carolan Ownby continued her role as the University's advisor for Phi Eta Sigma, a Freshman Honor Society. Dr. Harper will take this position over.

Dr. Ann Engar was Library Liaison for LEAP during 2011-12. Dr. Bauman will take this position over, beginning in the fall of 2012.

8. Program Achievements and Financial Support

LEAP Scholarship funds declined slightly this year, from around $62,000 last year to $59,750 this year. Scholarship money was donated by the following organizations/individuals, to which and to whom we are grateful:

- The Lindquist-Moore Family
- Jan and Doug Frost
- Roger Leland Goudie
- Suitter Axland
- The Ruth Eleanor Bamberger and John Ernest Bamberger Memorial Foundation (who also support our opening convocation)
- The Undergraduate Studies Board of Advisors
- The Marriner S. Eccles Foundation

The University Administration has announced its intention not only to expand the LEAP Program but also to designate LEAP as one of several MUSE experiences for University of Utah students. (MUSE stands for "My University Signature Experience.") As one of the MUSE experiences, LEAP is to be featured in a professionally photographed video introducing students to the MUSE Project.

List of Appendices

1. Community Advisory Board minutes, fall 2011.
2. Community Advisory Board minutes, spring 2012.
3. PA luncheon program.
4. Obituary for Matt Bradley from the *Salt Lake Tribune*.
5. LEAP Review by the External Review Committee.
6. LEAP Review by the Internal Review Committee.
7. Director's response to LEAP program review reports.

Note: LEAP course syllabi are not included in this document, nor are CV's of LEAP faculty, since both were submitted as part of the LEAP Self-Study in January of 2012. Course syllabi are also available by clicking on LEAP courses listed on the online course catalog of the University of Utah.

LEAP Community Advisory Board Meeting Minutes

7 November, 2011

In Attendance:

Martha Bradley-Evans, John Bennion, Jan Frost, Theresa Martinez, Matt Broadbent, Laramie Riggs, Liz Taylor, Dylan Mace, Erika Marken, Carolyn Bliss, Jeff Webb

Martha Bradley-Evans

Welcome

Carolyn Bliss: Report on the program

LEAP added two faculty members over the last year. Nora Wood, whose background is political science, is doing Education LEAP and Residence Hall LEAP. We also added Steve Maisch, whose background is economics. He is teaching Engineering LEAP.

We have expanded Engineering LEAP to 9 classes because 5 of the majors require the LEAP course.

We added a third College of Health LEAP, and could have filled a fourth.

We temporarily reduced the number of Residence Hall LEAPs to 1, but will probably bring it back to 2 next year.

Our overall enrollment this fall is 958, which is a bit smaller than last year. We added a section, but lowered the cap on the number of students allowed to enroll in any particular class to 30.

Last year LEAP became the first program to win the Utah Campus Compact Award fora community engaged program. Previously, only individuals have won.

We are currently in the process of arguing to the Linda Amos people that they should think about a program award to support women students. We have all kinds of evidence that LEAP is a wonderful experience for women students.

LEAP is now an official MUSE experience.

We are working on a Science LEAP to debut next fall.

We are talking with Architecture about a multi-year LEAP for women and underserved students, based loosely on pre-law and health sciences.

A generous grant has allowed Jeff Webb to expand his research on social networking.

LEAP has assumed the management of a number of academic outreach programs.

3 LEAP faculty are now officially affiliated with the Bennion Center.

We are in the second year of our mentorship program that connects older LEAP students with community leaders.

LEAP is in the midst of a yearlong program review. We have an internal and an external review committee. The external committee includes an individual from the National Resource Center for First Year Students and Students in Transition. We also have people from UCLA and University of Oregon on the committee.

E-LEAP has grown so large that we now have a separate reception for them.

We continue to do poverty workshops with the whole program, with Glenn Bailey of Crossroads Urban Center.

We have done another New York Times Café, an event where the New York Times sponsors a discussion, then the students take part in an essay contest in the spring.

We had a parent reception in conjunction with homecoming.

University College advisors visited our classrooms so that students could have their holds lifted and could register early.

In the first week of October we had Child Poverty Week and a food drive which collected $800 and 928 lbs of food for Crossroads Urban Center.

We began an evening Veterans LEAP this year. It is open to veterans and people interested in veterans' issues. It is our first evening course, and only had 11 students this year. What works best with LEAP is word of mouth. That is what makes it grow.

John Bennion

What percentage of the incoming class is enrolled in LEAP?

Carolyn

Typically one quarter to one third, and this year just over one quarter. One of the problems in getting a precise number is that it is now so hard to define a freshman. We have many people who are not officially freshmen, because of AP credit, transfer credit or something else, who are still really freshmen from the standpoint of being new on campus.

When programs fill, like Health Sciences LEAP, we advise students to enroll in other LEAP programs that are similar in the activities and benefits the student can gain.

Jan Frost

Have LEAP programs been explained to high school counselors? Or what about with the PTA?

Carolyn

I have talked at two conferences of high school counselors this year, and I have also worked with the U's high school recruitment.

Erika Marken

Made a report on giving since 2007. Board members have made an incredible contribution to scholarships. We have $15,000 available for matching support this year.

Jeff Webb

Is conducting research on social networks. What is unique about LEAP? What does it do really well? Small groups and discussion are used extensively. It is also a study community. How do we study the influence on students of the effect of that community? Social network analysis allows us to map the social relationships in a classroom. This allows us to compare classrooms. In the fall semester, there is little correlation between community involvement and course evaluation. In the spring, there is a profound relationship. Grades, classroom community and course evaluation converge in the spring.

In the spring we will be working with students and Caren Frost to do qualitative research through interviews.

Leap Advisory Board Meeting Minutes
11 April, 2012

In attendance:

Carolyn Bliss, Matt Broadbent, Jan Frost, Jay Jacobson, Kathryn Lindquist, Carolan Ownby, Laramie Riggs, Erica Marken, Jeff Webb, Liz Taylor, Dylan Mace

Reports:

Carolyn presented News and Updates:

Next year we are planning on teaching 31-32 LEAP classes

We added two new instructors last year

Next year we will begin teaching a Science LEAP

We will teach a second section of Residence Hall LEAP

Ed Barbanell will be working on integrated minors rather than teaching any LEAP courses

Meg Harper will teach three business LEAPs

The College of Nursing will be implementing a second year one-semester Nursing LEAP

LEAP was presented at the national First Year Experience Conference

We are finalists for a quarter million dollar grant to continue Jeff Webb's social networking research and extend it by employing students to do qualitative research on community formation in the classroom

We are the first program in the state to receive a Campus Compact award for community engagement. Previously it has always been individuals.

We have been nominated for a Beacon of Excellence Award

We are planning to grow the LEAP program by 10% per year through 2016

We have extended our mentorship program

We have continued our relationship with the *New York Times*

We completed our internal and external program review

We are in the process of redefining and expanding our collaboration with the Bennion Center. The university is moving toward increased community engagement.

Laramie Riggs reported on the incoming peer advisors:

Next year we will have two senior peer advisors. Each of these senior peer advisors will lead a team of peer advisors who will meet twice per month.

Erica Marken presented on the mentorship program:

We have been working to weave more themes and expectations into the mentorship program. We need to work to get a wider variety of mentors who more fully span the interests of our students.

The UGS Board of Advisors has decided to create mentoring scholarships; this spring two such scholarships were awarded.

New business:

Carolyn raised questions about rethinking the Board's composition and role. Several suggestions were forthcoming in the meeting and in subsequent emails. This will be the central item of business at the fall 2012 meeting of the LEAP Community Advisory Board.

2011-2012 Peer Advisors

Jacob Acharte, Jafar Al lahham, Codie Archibald, Alexander Benjamin, Zach Beus, Kira Booth, Leslie Cepeda, Lexie English, Kylie Farris, Jetta Harris, Dane Janak, Gaby Jenson, Pili Lee, Dolan Lucero, Emily Mangelson, Karely Mann, Mallory Millington, Tess Nell, Tommy Newell, Steven Pham, Laramie Riggs, Alexsys Smith, Kelsey Sorenson, Dallin Strong, Fermin Suarez, Robyn Sweet, Dalena Tran, Caitlyn Tubbs, Jessica Wahlin, Emily Weibel, Shawn Whitney

2012-2013 Peer Advisors

Colette Ankenman
Tanner Aste
Caitlin Branch
Yichen Cheng
Ming Gao
Nancy Granda-Duarte
Esperanza Hernandez
Ashley Hodgson
Isaiah Johnson
Emily Landon
Jessica Miner
Katie O'Neill
Kristine Savage
Stephanie Tello
Estefania Arevalo
Andrew Bradbury
Megan Buelte
Alexis Despain
Lauren Gonzales
Carina Hahn
Hailee Higgins
Kiyan Irani
Kelton Johnston
Ester Marley
David Munoz
Victoria Pozzuoli
Caitlyn Tubbs
Sarah Webb
Aaron Young

Senior Peer Advisors

Karely Mann
Laramie Riggs

Learning
Engagement
Achievement
Progress
A First-Year Learning Community
www.leap.utah.edu

THE UNIVERSITY OF UTAH

Lunch

with the

LEAP

Peer Advisors

Tuesday, April 10, 2012

Noon – 1:00PM

Panorama East, Olpin Union

Luncheon Program

This luncheon will highlight the Peer Advisors and also thank those who have made the LEAP Program possible.

Welcome

Carolyn Bliss
LEAP Program Director

Introduction of Peer Advisor Speaker

Carolan Ownby
Peer Advisor Director

Report from the 2011-12 Peer Advisor Cohort

Laramie Riggs, Peer Advisor

Presentation of Peer Advisor Tributes

Carolan Ownby

Presentation of Scholarships and Frost Award for the year's outstanding Peer Advisor

Dr. Sharon Aiken-Wisniewski
Assistant Vice President of Academic Affairs

Peer Advisor Mission Statement

As LEAP Peer Advisors our mission is to help first year students acknowledge their skills and create a foundation within the University of Utah community. Our aim is to achieve the highest professional, academic, and personal integrity to serve as role models. It is our responsibility to uphold a positive image and model good student behavior and successful life habits for other students to follow. We encourage students to obey the law and understand the moral issues and ethics that support them. We will strive to form appropriate relationships by avoiding personal bias toward students or attempting to influence students' views or beliefs while holding the utmost respect and attention to the feelings we and the students may be experiencing. If a situation arises that is beyond our experience or is too personal, we will remain professional, responding to issues within our limits, and do all we can to refer the students to the best resources while respecting student privacy. We will not improvise or try to come up with solutions outside of our training and expertise, rather, provide the student with options. Dedication and commitment will be our priority when it comes to our students' academic, physical, and emotional well-being.

Dr Matt Bradley

You will be missed, but our time together was inspirational

JACOB ARCHARTE

VETERANS LEAP PA

Dear Dr. Bradley and class

This school year has been a year I will never forget. You all have been a blessing to my life and I have learned so much from all of you. My students, this year has been the best year I have had in my time here at the U. I have learned that it's never too late to start over and to pursue the impossible, and when arriving at the impossible to only realize that your goals were not impossble, but rather possible, and what seemed impossible at first seems like a distant thought and didn't stop you from pursuing what is now an accomplished goal.

Dr. Bradley you have been a friend, mentor and an excellent professor to our veteran leap this pass year. I have had many great mentors in my life, but you have been the greatest mentor to me. Working with you has helped me mature in ways that I wouldn't think were possible. I can preach all day about your teachings to me, but instead I will summarize it all in a quote from Eleanor Roosevelt **"It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."**

I hope that my class enjoyed the many discussions that I had with them during and after class. But of all things that I have discussed with them I hope they learned one thing from me. "Treat people like you would treat the person you care most about. Because 10 out of 10 times that person you are talking to has someone who cares for them just as much as you care for the special someone."

Sincerley,

Jacob Acharte
Urna Semper

Matthew Wade Bradley

8/19/1970 ~ 3/20/2012

Dr. Matthew Wade Bradley, age 41, passed away March 20, 2012 in Sandy, Utah after an accidental drowning.

He was born August 19, 1970 in Salt Lake City, Utah to Craig S. and Kathleen Linebaugh Bradley. He graduated from Alta High School in 1988 where he was a sterling scholar in visual arts and was a Student Body Officer. He was an eagle scout and worked as a counselor at several boys ranches including Bennion Teton Boys Ranch. He served a mission for the LDS church in Italy. Matt graduated from Brigham Young University and received his Masters degree and PhD from Indiana University in Folklore. Matt also received the M.Ed from the University of Utah.

Matt had a distinguished teaching career as an Assistant Professor (lecturer) for the Honors College at the University of Utah where he led the Honors Social Justice Scholars, the Honors Think Tank on Social Change, and the Mestizo Arts and Activism program. Matt also taught honors classes at AMES High School. He has inspired hundreds of students to be advocates and has modeled for them the life of an activist, the power of commitment, vision and compassion. Matt fought for social justice with his heart, his mind and his soul. His students will always remember the strength of his character, his commitment and values, and the powerful example he made of a life devoted to others.

The respect the University of Utah, his colleagues and students had for Matt's work as a teacher was demonstrated through the Equity and Diversity Award, the Distinguished Honors Professor Award, the Community Engaged Faculty Fellowship and Community Scholar in Residence awards from the University Neighborhood Partners. In 2010, Matt received a special recognition from ACLU of Utah, "For Fostering Freedom."

Matt demonstrated immense courage in his fight with cancer, returning to the classroom just ten days after surgery to amputate his lower leg. Through humor and optimism, Matt inspired those around him to embrace life and honor each day.

Longtime cycling enthusiast, with his new prosthetic limb, Matt faced the challenge of redefining himself as an athlete with incredible drive, determination, and courage. In 2011, he placed 3rd place at the U. S. Nationals in Para-Cycling in both the Criterium and the Time Trial. He earned a spot to compete for the U.S. national team in 2011 in the Para-Cycling World Championships held in Denmark. Because of his passion for cycling Matt "Bronco" Bradley was named Cycling Utah - 2011 Rider of the Year. Matt's voice was a mainstay every fall at the Utah Cyclecross series. He also helped in organizing the Cross Out Cancer event.

Uncle "Mattman's" 19 nieces and nephews will always remember his playful spirit.
Matt is survived by: his father Craig S. Bradley and his siblings Nicole (Joseph) Sepulveda, Seth R. (Megan), Luke H., Jeremiah S. (Erin), Zachary J. (Brenda), Adam C. (Angi), 19 nieces and nephews and Grandfather Ralph O. Bradley.

Preceded in death by his mother Kathleen Linebaugh Bradley, Grandparents Glade C. and Thora Hawkins Linebaugh, Grandmother Mildred Harris Bradley, sister-in-law Elizabeth "Bunny" Bradley and "Righty" (his right leg).

Funeral services will be held at Pepperwood Chapel, 2195 East Pepperwood Drive (10900 South) on Monday, March 26th at 12 Noon. Friends may call Sunday, March 25th in the evening from 6-8 at Larkin Sunset Gardens Mortuary, 1950 E. 10600 South in Sandy and Monday from 10:30-11:30 at the Pepperwood Chapel. Interment at Larkin Sunset Garden.

Online condolences: www.larkincares.com

In lieu of flowers, donations may be made to The Huntsman Cancer Foundation, huntsmancancer.org/mattbradley or Mestizo Arts and Activism, www.mestizoarts.org

"SO LONG!! IT'S BEEN A GOOD RIDE."

2012 External Reviewers Report
University of Utah LEAP Program

Reviewers: M. Gregory Kendrick, Director, Freshman Cluster Program, University of California, Los Angeles; Jennifer Keup, Director, National Resource Center for The First-Year Experience and Students in Transition; Marilyn Linton, Associate Vice Provost for Undergraduate Studies, University of Oregon

I. General

Program Review

Mission

The LEAP (Learning, Engagement, Achievement, and Progress) Program was inaugurated in 1994 for the purpose of providing freshman students with a yearlong learning community experience that would:

- Ease their transition from high school to the research university.
- Help them satisfy a number of their university general education (GE) requirements in a seminar environment.
- Strengthen their writing and critical thinking skills.
- Provide them with a supportive academic and social network.
- Insure the successful completion of their degree programs.

Course Structure and Credit

From 1994 to 1998, when the University of Utah was on the quarter system, LEAP students participated in three consecutive five credit hour seminars with the same cohort of freshmen and the same course instructor. During this time period, LEAP cohorts also received writing instruction in their seminars from university Writing Program instructors, and were enrolled together in other required classes. This ensured that those finishing the entire LEAP year would satisfy a considerable number of graduation requirements.

Since the adoption of the semester format in 1998, freshmen in the LEAP program now enroll in two consecutive three credit hour seminars (each taught by a different instructor). Completion of the entire year satisfies one humanities, one social science, and the university-wide diversity requirement. The program continues to work with the university's Writing Program to ensure that LEAP students complete their writing requirements during their first year.

Program Expansion

Beginning with five sections and 100 students, the LEAP program now boasts fourteen different "tracks" tailored to students with the same interests, majors, and even living situations. Typically, these versions of LEAP enroll roughly a third of the incoming freshman class, with 1000 students signing up for these classes in 2010. A majority of these individuals are male (due to the fact that Engineering majors, who are

overwhelmingly male, are required to enroll in their program's LEAP classes); two-thirds are white; and a third are students of color.

Administration and Budget
LEAP has a director (Carolyn Bliss) and an Associate Director (Jeff Webb) who report directly to Martha Bradley, Associate Vice Provost for Undergraduate Studies at the University of Utah. A Policy Board comprised of representatives of the various instructional support groups on campus that partner with the program—Library, Advising, Writing, Honors, among others—serves as an advisory body to the program's faculty and its administrators.

Salary costs amounting to roughly $650,000 for the program's peer advisors, faculty, staff, and writing department instructors are covered by the Office of Undergraduate Studies. Additional expenses such as events, marketing, travel, etc. are paid for out of the LEAP Program permanent budget, which is approximately $47,000.

Future Development
The program anticipates that it will continue to expand with plans to add Science LEAP tracks in math, biology, physics, and chemistry, expanded sections of the Business LEAP, and the restoration of two sections of the Residence Halls LEAP. There is also discussion about the establishment of a Nursing LEAP, and another Engineering department is contemplating requiring E-LEAP for its majors. Decisions with regard to these expansion plans, as well as the place of LEAP within the University of Utah's overall undergraduate curriculum, are being made within the context of current campus wide discussions about the revision of the university's general education curriculum.

This is the first LEAP Program self and external review.

Faculty
As of this review, there are fourteen instructors who teach LEAP classes. Eight are women, six are men, two are persons of color, and one is disabled. All of these individuals hold doctorates in either humanities or social science disciplines, with the exception of the instructor responsible for the Architecture LEAP, who is a practicing architect with the appropriate terminal degree. While not tenure track faculty, all of these individuals have been appointed instructors and are being promoted within "Lectureship ranks"—Assistant Professor/Lecturer, Associate Professor/Lecturer, and Professor/Lecturer. Some LEAP lecturers hold lectureship appointments in other departments and/or teach in other programs. The entire LEAP program's teaching personnel has been recruited through a competitive application and interview process.

The LEAP lecturers are an impressive faculty cohort with excellent academic credentials and teaching skills, and a singular devotion to the program and its educational aims. Student evaluations for these individuals are high (the average score for LEAP instructors is a 5.45 on a 6.00 scale), and LEAP instructors enjoy higher evaluation scores than those for university teachers as a whole. LEAP faculty members have also received numerous

national, state, local, and campus awards for their teaching, community service, and professional accomplishments.

Students

As already noted in the program overview, LEAP students comprise roughly a third of the incoming first year class at the University of Utah. This cohort tends to be predominantly male in composition (roughly 52% male to 47% female) largely due to the fact that the College of Engineering, whose majors are overwhelmingly male, requires its students to enroll in a first year E (short for Engineering)-LEAP class. While two-thirds of LEAP students are white (62-68%), a third (32%-38%) of them are students of color. It should be noted that the current percentage of students of color making up the wider University of Utah student body is roughly 14%.

Based on various program assessments (more fully addressed below), freshmen who enroll in and complete LEAP classes are overwhelmingly pleased with the level of instruction they receive in these classes, and feel that they provided them with a supportive first year community of peers. LEAP students also report that this experience contributed markedly to their knowledge of fields outside their areas of specialization, heightened their sensitivity to issues of difference, and strengthened their critical thinking, problem solving, information literacy, and communication (oral and written) skills. In addition to this high level of student satisfaction, assessment of the LEAP program indicates that these students are retained at a rate that is, on average, 6.5% higher than non-LEAP students in the period from 1999 to the present, and that they graduate at higher rates than their non-LEAP compatriots at both the four- and six-year levels.

Curriculum and Programs of Study

As noted in the program overview, LEAP enrolls freshmen in fourteen different tracks. These range from the program's original Exploration LEAP classes for incoming students seeking to satisfy GE requirements and shop for a major, to a wide array of courses that are connected with the university's different professional programs of study, i.e., Architecture, Business, Health, Education, Engineering, Fine Arts, Health Sciences, and Pre-Law. There are also LEAPs for students who share residence halls, are interested in service learning, want to study abroad, and are returning veterans.

In addition to these varied tracks, LEAP students are also offered a variety of opportunities aimed at enriching their university experience and strengthening their academic skills. These include a very innovative Peer Advisor program that employs LEAP alumni to mentor their first year peers and provide assistance to LEAP instructors in and outside of the classroom, reserved sections of Writing Program classes, credit bearing courses in information literacy and major selection, and a variety of awards and scholarships.

Program Effectiveness—Outcomes Assessment

LEAP Director Carolyn Bliss and Associate Director, Jeff Webb, have done an admirable job of delineating a clear set of goals for their program. These include:

- Insuring that first year students persevere in university study as measured by increased retention and timely graduation;
- Familiarizing freshmen with the university's different disciplines and their "ways of knowing;"
- Strengthening student academic skills; and
- Providing LEAP students with a sense of the university as a shared community.

Since 2005, they have also introduced a variety of highly innovative projects aimed at assessing the degree to which their program is achieving the aforementioned goals. These include student course and instructor evaluations for each LEAP class; fall and spring LEAP surveys aimed at gauging the degree to which students believe these courses are contributing to their growth as researchers, problem solvers, communicators, and citizens; a LEAP specific section in the university's graduate senior survey; an Educational Benchmarking Incorporated (EBI) survey focused on better assessing overall course effectiveness; twin and triplet studies that allow for comparisons between the experiences of LEAP and non-LEAP students; and a social network study that allows the program to examine the benefits students derive from being in a first year learning community. The program has also worked closely with the School of Engineering to pioneer a portfolio study of student work in the E-LEAP course offerings to better assess actual student learning outcomes, with an eye aimed at eventually extending this assessment effort to all LEAP tracks.

The array of these assessment efforts, as well as the variety and complexity of their evaluation methods and tools, all point to the extreme seriousness with which the LEAP program administration approaches the issue of evaluating the effectiveness of its course offerings.

Facilities and Resources

The Office of Undergraduate Studies provides substantial financial support to the LEAP Program, particularly in the area of salaries for faculty, staff, writing instructors, and student peer advisers. It also provides offices for the program's instructors and administrative staff in the university's Sill Center, and has converted former officers' quarters next to the Heritage Center into a LEAP House that affords space for classes, a small computer lab, a student lounge, a kitchen, and a faculty office.

II. Commendations

As indicated above, the University of Utah's LEAP program includes many elements that are exemplars of good practice in student success. The following programmatic elements were particularly impressive and worthy of commendation:

Assessment Plan

As mentioned above, the assessment plan for the LEAP program is comprehensive and innovative. In addition, it generates information that provides a strong foundation for a data-driven decision-making culture. Further, the assessment plan has evolved over the

years to maintain relevancy and effectiveness, including the transition from paper to online evaluations and a movement from a home-grown first-year questionnaire to a national assessment tool.

More specifically, the assessment plan is inclusive of course and instructor evaluations as well as student level assessments that include a national assessment tool offered by Educational Benchmarking Incorporated (EBI) and a question on the institution's graduating senior survey. Together these tools collect data that address a range of outcome measures that speak to LEAP students' retention and graduation. However, they are also used to evaluate students' success with respect to other learning outcomes such as selection of majors, acquisition of intellectual skills, and students' sense of belonging in the university community.

The LEAP assessment plan represents a standard of best practice from a methodological perspective as well. Using data from multiple time-points allows for the development of a full and rich picture of program effectiveness and impact. The use of a standard control group (i.e., comparison of LEAP and non-LEAP students) represents good assessment practice. The use of more sophisticated matching and control group studies in the form of the twin and triplet studies represent an innovative approach to the student outcomes assessment that not only highlights program impact but also serves as a model for other institutions. Results from multivariate analyses are able to explore the more nuanced and conditional effects of the LEAP program on student outcomes. Finally, social network analyses are a sophisticated and cutting-edge means of addressing the impact that the academic and social connections forged in the LEAP programs have on the satisfaction and performance of students.

Effectiveness

As a result of such a comprehensive assessment plan, it is possible to adequately determine the impact of the LEAP program on student outcomes such as retention (i.e., LEAP participants maintain an average retention rate that is 6.5%-points higher than non-LEAP students), grades (i.e., LEAP students earned higher average grades in their first year), completion of credit hours, and graduation rates. However, one of the commendable elements of the program is that it does not stop at these transactional outcomes. Rather, the program does an excellent job of focusing on other outcomes that demonstrate true academic rigor, learning, and student development. These include critical thinking, reading and writing skills, information literacy, intercultural competence, and engaged citizenship, among others. Retention, while important, is considered the natural "side effect" of the advancement of these 21st Century learning outcomes. Further, while all students reap practically and statistically significant benefits from LEAP participation, it appears that the impact is even greater for women and students of color, who have been historic at-risk populations at the University of Utah.

Further, although students may complain about the level of work required of them in the program, they also recognize the benefit of involvement in LEAP. In focus groups with both students and peer leaders, they acknowledged that this demanding experience strengthened their academic skills, particularly in the areas of critical thinking and

communication (oral and written), and afforded them a valuable social support network that helped keep them in school and make progress towards completion of their degrees..

Partnership-Based Model

Another strength of the LEAP program is its reliance on campus partners. It is not isolated in one area of the institution but, instead, draws from collaborative partnerships across the campus and community. Such a collaborative structure helps ensure widespread buy-in for the program and keeps it from moving to the periphery of the institution's academic endeavors.

Among those partnerships that are embedded within the program are the ones that have been established with the library, writing center, honors college, residence halls, community service center, and, of course, the respective academic departments that sponsor their own LEAPs (e.g., architecture, business, health, education, fine arts, and engineering). Service LEAPs also engage off campus partners who offer community learning experiences that can be integrated into the LEAP classroom experience. There are also several campus collaborators, most notably Orientation and Advising, that are critical to the successful placement of students into the various LEAP options. These counseling services further formalize their relationship with students by conducting classroom visits and presentations in throughout the LEAP program.

All of these formal and informal partnerships are represented among the membership of the new LEAP Policy Board, which affords these different campus constituency groups the opportunity to convene and communicate with one another.

Peer Advisor Program

"A Peer Assistant is a friend you didn't even have to work to get" (quote from a current LEAP student).

The role of the Peer Advisor is one of the most impressive features of the LEAP Program. Each Peer Advisor (PA) is assigned to his or her "own" LEAP and these student leaders work closely with the faculty teaching LEAP courses and serve as role models and mentors to the students throughout both semesters of the program. The outside reviewers found them to be an exceptional group of students who demonstrated a very evident feeling of community with one another and commitment to program. As strong advocates for the program, they understood and articulated its benefits, both for first-year students and for themselves as liaisons between the faculty and LEAP students. The Peer Advisors take the LEAP class the year before they serve as advisors, so they are able to provide their students with specific guidance and resources. During the LEAP year, PAs shadow the faculty members, attend the LEAP classes, maintain contact with the students, and plan activities with them. In addition, they guide group presentations and have the opportunity to do some teaching in the class.

In the current academic year, there are 30 PA's, who are expected to devote an average of ten hours per week on LEAP-related activities (e.g. correspond with students, conduct study sessions, staff the LEAP House) and membership in one of the LEAP-related

committees. PA's receive $1100 per semester. A Senior PA, who has been hired for a second year, has responsibility for a LEAP section and also mentors incoming PA's and received an additional stipend of $150.

The leadership opportunity for service on campus and in the wider community is particularly impressive. As part of their Peer Advisor committee work, PAs are involved in service initiatives and fundraising activities; as one example of their outreach, they develop projects with local high school and middle school students. Peer Assistants who wish to devote an additional ten hours over two semesters to LEAP-related service may choose to receive credit by registering for LEAP 2003, a one-hour class carrying service-learning designation.

The training and mentoring of the Peer Assistants is well designed and successful in achieving its goals: PA's enjoy a supportive community and feel well-prepared to work with students and faculty. Initial training is done through a 10-week summer online course and a two-day workshop at the start of the fall semester; PA's meet with the LEAP professor regularly and as a group every other week.

Faculty and Leadership

The LEAP program enjoys significant buy-in and support from the senior leadership of the campus. It reports to Martha Bradley, Associate Vice President of the Office of Undergraduate Studies, who provides strong and visionary leadership for the program and represents it on the Undergraduate Council. Further, based upon a history of documentable success, the university is dedicated to the continuation and expansion of the program through a significant infusion of funds to support its growth by 7-10% per year. In tandem with this increase in funding, the institution has also provided physical space in the form of offices for the LEAP program staff in the Sill Center and the LEAP House for LEAP students and peer mentors.

The LEAP faculty represents one of the most important programmatic resources. As mentioned above, this faculty is comprised of talented scholars and teachers from a wide range of personal backgrounds and disciplinary areas. Their skills have been noted both by students in course evaluations and honored by national awards and accolades. These faculty members are firmly dedicated to the goals and ideals of the LEAP program and committed to the success of the students therein, even when it means teaching outside of their individual discipline to cover the needs of the LEAP program.

The LEAP faculty is also highly collaborative, both within its ranks and with faculty, staff, and administration across the university. In fact, they express a desire to work together even more closely in the form of team-teaching models, collaborative scholarship, and professional development opportunities. Recent policy changes at the institution have clarified a rank and promotion track for these faculty members (within the "Lectureship" ranks). This structure affords greater security, emphasizes their affiliation and importance within the undergraduate education structure, and creates more formalized connections for collaborations and advancement of LEAP learning goals.

III. Recommendations

As with even the most successful program, there are areas of the LEAP Program that can be improved. In fact, in many instances, these areas of improvement are actually a response to the program's incredible success and growth.

Clarification of Program Structure, Definition, and Mission

It is clear that the LEAP Program has been successful. Due to this success, the Program has experienced incredible growth in the number of LEAPs and the diversity of offerings since its inception in 1994. LEAPs have been added not only in different disciplinary areas (e.g., education, engineering, law, business, health, medicine) but also with different features (e.g., service learning, residential components) and for different sub-populations of students (e.g., undecided, veterans, and residential students). Further, the LEAPs vary by duration and credit value. While this expansion allows the program to serve a greater number of students, it was our observation that the diversity of the program has generated what can only be described as a kind of mission drift. That is, while these courses share a common purpose and are working to achieve many of the same outcomes, the profusion of them has made it difficult to define, market, or even appropriately name the LEAP program. Perhaps nothing illustrates this problem better than the fact that the "Future Directions for the LEAP Program" represents only two pages of the self-study report written by the Undergraduate Council.

The external evaluators recommend that representatives from the leadership of the Office of Undergraduate Education, the LEAP faculty and policy board, key campus, community and department partners, and LEAP Peer Advisors convene to undergo a strategic planning process. The guiding questions to address in this process would be: "What do we want to do via the LEAP Program? and, even more importantly, "What <u>do</u> we <u>not</u> want to do as part of the LEAP Program?" By establishing clear definitions and parameters for the program, we believe LEAP will achieve greater unity of purpose and administration , which will allow for better communication strategies and marketing messages, a standardized LEAP proposal and approval processes, and the ability to better guide future program growth.

The name of the program should also be a focus of this strategic planning process. The current name is a significant issue. Most students in the program do not know what LEAP stands for, although they are enthusiastic about the program itself. In order to present the program as a broad choice for incoming undergraduates the name should be both more explanatory and encompassing. The program offers courses that share a general concept, but that are varied so that they should be presented and described individually under an "umbrella" title. One example could be "First-Year Academic Programs." Such a name would target your audience as freshmen and transfer students and also indicate that these are serious academic offerings designed for them.

Collaboration Between LEAP Program and Academic Departments

As mentioned above, a strength of the LEAP Program is its collaboration with numerous campus partners, including the respective academic departments for discipline-based and

pre-professional LEAPs. The dedication of the leadership and staff of the Office of Undergraduate Education to students' success at all phases of their undergraduate experience is commendable. However, as part of the evaluation and strategic consideration of LEAP mission, structure, and definition , the external evaluators recommend that central leadership from LEAP and the Office of Undergraduate Education seek to clarify and codify the connection between the Office of Undergraduate Education and the academic departments to ensure the mutual benefit of this relationship to both partners.

One point of consideration should be the investment of resources from the academic department at the proposal, development, and implementation stage of a discipline-based or pre-professional LEAP. As communicated to the external reviewers, the academic department does not invest any fiscal or human resources into a LEAP although many departments are very positive about the program. This model seems to tax the Office of Undergraduate Education/LEAP Program budgets to an unnecessary degree, limits the buy-in and support of the program from the academic departments, and structurally relegates the program to the margins of departmental academic activities.

It should also be noted here that many of the LEAPs are developing in a direction that includes more multi-year offerings and even some four-year programs, e.g., the Health Sciences LEAP. The primary administration of these new multi-year LEAPs appears to stay with the Office of Undergraduate Education. The external evaluators recommend that these programs be reconceptualized to transition administration over to the department for the upper-division years of these programs. This shift in programmatic oversight has the potential to enhance connections between the student and the faculty and staff of the academic department in the junior and senior years of the undergraduate experience. Further, it will help keep the administrative and resource demands of the LEAP program on the Office of Undergraduate Education at a reasonable level, especially during further programmatic expansion.

Faculty Development & Collaboration

The students are the focus of an excellent program, brought about by committed faculty who clearly see the benefits of the program both for the students and for themselves as instructors. We heard from the faculty that teaching LEAP courses makes them recalibrate how they teach and challenges them to meet the enthusiasm of the freshmen. However, the faculty members also feel that they need to be re-energized themselves. Improved faculty support and development would allow the faculty time for independent research and reflection on course content and pedagogy. The integration of sabbaticals for the purpose of examining pedagogy and preparing engaging classroom practices were mentioned as a specific example of the type of support that would be appreciated.

The interdiciplinarity of the LEAPs is a hallmark of this program. However, it is often a feature that is "managed" among the individual faculty (e.g., learning to teach outside of their discipline) rather than being highlighted through faculty collaboration. The structure of the program and the regular meetings of the instructors suggest multiple opportunities to develop more interdisciplinary courses and pedagogy. Making inter-

disciplinary dimension a premier characteristic of the LEAPs would enrich the experience for students and faculty alike. There apparently used to be more collaboration, but the faculty members now feel they are too busy to engage in that type of activity. There is not much, if any, collaboration with faculty in LEAP-associated departmental programs of study. If team teaching is not possible, instructors could be encouraged to invite one another to co-lead discussions in a few of the sessions (e.g., there are guest lectures from engineers in E-LEAP classes, but this apparently does not take place in other LEAP classes) or to draw upon shared texts and instructional resources that can be leveraged to insure that students look at these materials through an interdisciplinary lens. The value of collaboration is that students experience how scholars consider issues according to their own disciplines and respond when ideas are challenged by experts in a different field.

Marketing and Promoting LEAP

The director of new student orientation works closely with LEAP and is a strong supporter of the program, but she indicated some issues in the way it is promoted during orientation. Many students hear about the program for the first time in a 5-minute video from the Program Director at the end of orientation, which is too late. Students tend to appear "glazed and exhausted" and "they tune out." Another concern is that students must choose between attending an information session about LEAP or one about the Honors College, which is "a terrible way to do it." Currently, students receive a mailing about LEAP before they come to new student orientation. Some of the students we spoke with mentioned that they had heard about the program from high school counselors, or when they came to visit the university, but there did not appear to be a consistent way in which admitted students received information about the various LEAP options before orientation. Finally, advisors, who are other key supporters of the program, are often challenged to explain all of the different LEAP options to students in an effective and understandable manner as they advise students toward course selection and the development of an academic plan.

Our recommendation is to create a comprehensive marketing plan for the LEAP Program. This should include designing a brochure that would be sent to every admitted student in the spring before they come to the campus to meet with an advisor. The brochure would describe the different choices in LEAP, as well as data on retention and GPA of students in the program. This kind of information is especially attractive to parents, who tend to read printed material first and to be strong supporters of such high impact programs. Brochure advertising is also a significant recruitment tool and, as such, it could be part of a coordinated campaign with the Admissions Office to present LEAP to prospective students. The program offerings are varied, but the one consistent message is that the program provides many interesting choices of academic programs designed specifically for incoming students. Even though LEAP is not required, the advantages are great, and eventually, these courses may become an expectation for first-year students. This marketing campaign before students even select and arrive at the University of Utah could culminate in a dedicated session about LEAP opportunities at orientation. This pre-notification would also allow for more specific messaging at orientation and more informed advising sessions for new students.

Currently, three or four Peer Advisors also have a role at new student orientation in assisting students in the computer room during registration for courses. It's important to have Peer Advisors work with the incoming students. However, the timing may be off because decisions have already been made and students are focused on registering. One recommendation would be to have Peer Advisors speak with small groups of students about LEAP before they meet with an academic advisor and make their course selections. This can be an effective use of the Peer Advisors, as it tends to offset the "blur of information" that many incoming freshmen may experience during orientation and capitalizes on the powerful potential of peer-to-peer communication and support.

Program Sustainability

The success of the program is, by far, the most important resource toward program sustainability. However, the external evaluators noticed that the LEAP is often built upon the foundation of "champions" at the institutional, programmatic, or departmental levels. These early founders and leaders are an incredible asset to a growing program. However, overreliance upon individuals in the life of a program can undermine its institutionalization and sustainability. The LEAP program needs to consider how long-range leadership and support will develop outside of specific programmatic "champions" in order to ensure program longevity.

The external evaluators applaud the development of the LEAP Policy Board and recommend the evaluation and exploration of the role of this board to include policy decisions and to be the ongoing leadership influence for the program. We further recommend that the connections between LEAP and the academic departments be formalized in a way so that substantial resource investment and buy-in from these units is built into the structure of the LEAP Program (as mentioned above), thereby enhancing the sustainability of the program. Finally, the external reviewers recommend that connections between LEAP and a general education governing group (either existing or to be developed) be forged and fostered.

Leverage Existing Momentum Points at the University

The LEAP Program has been incredibly successful and is poised for continued effectiveness. It also has the benefit of numerous change initiatives on campus that provide opportunities and momentum to pursue the above-mentioned recommendations. Some of these change initiatives include:

- <u>The appointment of individuals at the presidential and provost level who are supportive of the LEAP Program and cognitive of its success</u>. Little energy will need to be focused toward "selling" the program to these new leaders and there is considerable momentum toward marshalling their investment and resources into its continued development and success.
- <u>Realignment of the University of Utah into the Pac 12</u> introduces a new peer group that is comprised of some of the most prominent and renowned public research universities in the country. These new peers provide a wonderful

comparison group for the University of Utah's continued emphasis on and excellence in undergraduate education.

- The increase in selectivity of the University of Utah creates a growing pool of students who are prepared for and interested in the opportunities that the LEAPs provide.
- Institutional general education (GE) reform will naturally bring the LEAP Program leadership to the table on a critical element of undergraduate education. Further, LEAP has the potential to serve as a model for fulfillment of GE requirements.
- The University of Utah is currently undergoing an institution-wide branding study, which should result in positive recommendations and guidelines on how the LEAP Program is promoted.

2012 Internal Reviewers' Report
LEAP Program, University of Utah
Reviewers:
Patricia Eisenman, Professor, College of Health
Susan Olson, Associate Vice President Emerita;
Professor Emerita, College of Social and Behavioral Science-
Brent Schneider, Professor College of Fine Arts

The Internal Review Team met February 28, 2012, with several groups and individuals to provide an internal review of the LEAP program. This is the first such review to take place in the history of the program. The self-study was well prepared and comprehensive, which served as a great aid in this review process. The review team met with the program's administrative heads, Carolyn Bliss – Director and Jeff Webb – Associate Director; Martha Bradley – Senior Associate Vice President for Academic Affairs and Dean for Undergraduate Studies; students from the program; Peer Advisors; some Policy Board Members; most of the LEAP Faculty members; and finally with Community and University partners. Comments and responses from all of these groups are summarized and combined in the categories listed below.

Part I: General
Program Overview

The LEAP Program was inaugurated in the fall of 1994 (while the University was still on the quarter system) as a three-quarter learning community for freshman students that fulfilled many of their general education requirements. When the University converted to the semester system in 1998, LEAP became a two-semester learning community. Currently the LEAP classes fulfill one of the two humanities requirements, one of the two social science requirements, and the University's diversity requirement. The LEAP program also has an effective collaboration with the writing program.

The Director of the LEAP Program reports to the Senior Associate Vice President for Academic Affairs.

The Mission Statement provided in the self-study describes the program's purpose and scope:

> The goal of the LEAP Program has always been and continues to be to provide first-year students with a good start in college, equipping them with strategies leading to academic success, anchoring them in campus and community life, assisting them in choosing and beginning their majors, and thereby encouraging their retention and persistence to graduation. Originally standing for "Liberal Education Accelerated Program," its acronym now signifies "Learning, Engagement, Achievement, and Progress."

The committee believes that overall the program to lives up to the qualities in its name and continues to serve the LEAP students well.

Faculty

As of academic year 2011-12, fourteen instructors teach LEAP classes. According to the self-study, eight are women, six are men, and two are persons of color. One is disabled. All hold the Ph.D. in a humanities or social science discipline, except the instructor of Architecture LEAP, who is a practicing architect with the appropriate terminal degree. The percentage of women teaching in LEAP is substantially higher than the percentage of women in the faculty as a whole, and the percentage of persons of color is slightly higher.

All of the individuals currently teaching in the LEAP program are either auxiliary faculty members or academic staff (Associate Instructors). In 2010 the LEAP program was given permission to appoint Lecturers (University Rule 6-310). In 2011 the program completed the development of its own document governing appointments and rank advancement, and several instructors have now received Lecturer appointments in the program. A few of these faculty members have appointments in other programs or departments with which they are also engaged. Some noted that they enjoy their work in LEAP as much, if not more, than with the other units. Without exception, every group or individual with whom we had the opportunity to interact cited the LEAP faculty as collaborative, collegial and committed to the LEAP program. The faculty members cited as the program's greatest strengths its dedicated faculty, two-semester cohort, and dedicated Peer Advisors.

It was noted that the majority of the faculty are .5 - .75 FTE, with only two faculty members at 1.0 FTE. The number of LEAP faculty has also grown in recent years, reflecting the expansion of LEAP courses. In spite of this growth, the program has demonstrated a remarkable ability to socialize new colleagues into the collaborative LEAP culture. If the program is to continue to grow, there should be some discussion about either increasing the FTE of current faculty and/or exploring other strategies for securing faculty while maintaining the collaborative LEAP culture.

The faculty offered different points of view concerning the criteria by which they are evaluated. Some believed that since there was no expectation for research, they could focus wholly on their teaching, while one who apparently does do scholarly research implied it should be valued. This review team found this discussion a bit puzzling, given that their evaluation criteria were developed recently and had been applied to several new Lecturer appointments. A point of agreement was that it would be nice to have some faculty development opportunities. Specifically, the opportunity for some sort of leave of absence was suggested to allow faculty to complete research and/or engage in other professional development.

The faculty members also liked the idea of being invited to serve on a wider range of university committees. It should be noted that there is currently a committee working with the Associate Vice President for Faculty to broaden the scope of auxiliary faculty rights and responsibilities on this campus. That committee recognizes the vast array of expertise auxiliary faculty members bring to the university. Our review committee hopes that as the academic environment at the university changes to be more welcoming and appreciative of auxiliary faculty across campus, many of the concerns voiced by the LEAP faculty will be addressed.

Students
The LEAP Program is designed to serve first-year incoming freshmen; consequently most students in the LEAP Program are freshmen. In addition, the LEAP Program has a statistically higher percentage of representation of underrepresented students than the university as a whole. This is due in part to the two programs (Health Sciences and Pre Law) that specifically recruit underrepresented students. Another factor contributing to the high percentage of under-represented students might be the large percentage of LEAP scholarships that are awarded to underrepresented students.

The review team met with a group of students representing many of the different "tracks" of LEAP. This meeting was followed by a similar group interview with all of the Peer Advisors. These students expressed experiencing a sense of camaraderie and community in their LEAP classes. They freely shared their ideas and comments with the review team in an open and honest manner. They were also very respectful of each other - waiting their turn to speak, agreeing or respectfully disagreeing with another student's comment, etc. - which led the review team to believe that a practice of open communication is used and fostered in the LEAP classrooms.

The students spoke highly of the Peer Advisor element of the LEAP program, stating that they believed that the Peer Advisors made students feel that there was always someone "there for them to talk to." The students also shared that they believe the smaller class size of the LEAP classes, in comparison to other large lectures typical of lower division classes, is a major contributor to the success of LEAP. According to the students, small classes contribute to a sense of community, create a positive peer support network, and provide an opportunity to have a "small school experience at our big university." Lastly, students reported that they valued the fact that the two LEAP courses satisfy the requirements for three courses, but students went on to emphasize that fulfilling requirements was not the most important reason to engage in the LEAP Program. Insight into aspects of the LEAP program valued by students should be useful as LEAP administrators and faculty consider marketing strategies to expand enrollment in the LEAP Program.

Curriculum and Programs of Study
In addition to the general LEAP courses, LEAP now offers several special interest and pre-professional LEAP courses. The expanded LEAP course offerings have been well received by specific colleges. For example, the College of Engineering now requires E-LEAP as part of the core requirements for the engineering majors. A few of the new LEAP tracks are designed to create community within defined cohorts of students irrespective of their majors, i.e., international, residence halls, service learning, and returning veterans. The students interviewed from the two multi-year tracks in Health Sciences and Pre-Law designed for underrepresented students were especially enthusiastic.

Each of the LEAP courses has a library skills component taught by instructional personnel at the Marriott Library. A total of 10 class sessions are inserted throughout the two semester LEAP

courses. The students spoke strongly about the library component of the LEAP program, with a majority of the students reporting that the library sessions involved the completion of worksheets that were thought repetitive, "busy work," and of lesser value than the other elements of the LEAP courses. Students suggested that future library assignments present students with specific questions that challenge students to explore avenues of using available research data and other library resources to address the questions. It should be noted that senior students from the four-year LEAP programs had a different opinion of the library sessions. These senior students said that when they reached the final year, they were happy to have had the library worksheets "over and over again" as the process had become second nature to them.

While there are many excellent aspects of the LEAP curriculum, the review team was troubled by the recent proposal to allow the International LEAP students to fulfill the University's International Requirement as part of the LEAP experience. LEAP students who complete the two-semester course sequence, which is at the 1000 and 2000 level, are already receiving credit for three (3) general education requirements. The university's rationale for designating that the international requirement be fulfilled with an upper division class was based, in part, on the fact that an upper division student would gain more from the material presented in the course than would an incoming freshman.

As a broader point of concern, the review team is unclear on how closely the current syllabi for various LEAP sections match the syllabi approved by the humanities, social science, and diversity curriculum approval committees. We recognize, however, that this is not an issue unique to LEAP and presumably is being addressed in the course of the ongoing review of general education.

Program Effectiveness

The LEAP Program has enjoyed significant growth and now enrolls a quarter to a third of an incoming freshman class, according to the self-study. This is in itself a gauge of effectiveness. In addition, considerable program effectiveness data were presented in the LEAP self-study. One striking outcome was that LEAP students graduate at a higher rate than non-LEAP students and that the improved graduation rates were particularly striking for women students.

The various groups with whom the review team met offered qualitative input in support the effectiveness of the LEAP Program. Typical comments included:

- The coursework introduced the students to new perspectives of their field, e.g. "the ethics of engineering"
- Because of off campus activities, students had the opportunity to interact with different socio-economic groups
- The curriculum introduces students to the idea of service as well as providing opportunities for service
- The curriculum encourages using multiple lenses through which to view the topics

Another dimension of the program's effectiveness is the perspective brought out by the Peer Advisors. They indicated that the program helped them prepare for their future careers. They

spoke eloquently about how the demands of serving as a Peer Advisor developed the skills they believe will serve them as they leave the university to further their education at the graduate level or to enter the professional world. They expressed that they valued acting as a mentor for the students and as a liaison between professors and students. They commented that such experiences helped them form strong and effective communication skills and develop self-confidence.

Another aspect of effectiveness is marketing and recruitment. When the students were asked how they discovered the LEAP program, the most frequent response was: "from a friend." Although the students valued a word of mouth marketing approach, they expressed that improving the communication at the high school level might be helpful. If students arriving on campus for Orientation know more about the LEAP program, the short time allocated to learning communities in the Orientation session could better highlight the benefits of enrolling in LEAP. Specifically current LEAP students suggested:

- Having current and former LEAP students return to their high schools to share information about the program and its vast array of LEAP special interest course offerings (e.g., service LEAP)
- Increasing LEAP's presence at the Connecting U days
- Having the LEAP administration or faculty create special information sessions for high school counselors
- Creating a greater presence for LEAP on the university web site

This review team notes that many of the students' suggestions are actually current practice of which the students may not be aware.

Most people with whom the review team met had no idea what the LEAP acronym signified. Many found it initially confusing until someone explained to them what the program actually is. That the LEAP acronym has a different usage in national educational settings increases the potential for confusion. That "we had it first" seems to be a poor reason to continue with a confusing acronym that in reality does not resonate with students.

Program Self-Assessment

The LEAP administrators have aggressively pursued a strategy of self-assessment. The self-study included: a "twin study" that compared the retention-to-graduation rates of LEAP vs. non-LEAP students; a triplet study to examine the educational outcomes of the LEAP peer advisors; as well as an ongoing investigation using social networking theory to examine the impact of community formation in LEAP classes on subsequent student performance.

The most rigorous of the studies presented, yielded a statistically significant increase in the retention rate for women in the LEAP program vs. non-LEAP students. The interest in and effort involved in conducting program assessment research are laudable, and this team encourages the LEAP administrators to continue in these pursuits, controlling for even more variables where possible.

LEAP Partnerships and Policy Board

At our meeting with campus and community partners, the partners were universally supportive of LEAP, though had various suggestions for minor improvements to the program, which should be regularly solicited. The representative from Advising seemed most eager for a conversation about how coordination with LEAP could be improved.

The self-study notes that one of the governing units for the program, at least for purposes of appointing Lecturers, is "the LEAP Policy Board (composed of nine to eleven voting members, mostly tenured or tenure-track faculty from the wider University, representing the many partnerships LEAP has formed with departments, colleges, and entities such as the Marriott Library, University College, and the Writing Program)." During the review team's interviews, the latter units were included in the meeting with "Partners" rather with the Policy Board.

The meeting with additional Policy Board members revealed considerable lack of clarity as to the mission of the Policy Board. Policy Board members attending the interview were unclear on the specific duties for which they were held responsible, what their role was (if any) in curriculum development, and if there were additional obligations beyond reviewing the faculty members for rank advancement. LEAP faculty serving on the Board were more vocal during the interview than other members of the Board.

All board members were very enthusiastic in their support of the program and offered numerous examples of the program's successes. They reported enjoying their association with the LEAP program and its faculty members as well as with the students.

Facilities and Resources

Arguably the single-most defining characteristic of the LEAP program is that a relatively small class continues to meet together for an entire academic year. Students, Peer Advisors, and Faculty all pointed to a small class size as playing a great role in the success of the LEAP program. If the program is to grow and remain fiscally sustainable in the future, further consideration must be given to the ongoing support required from the University administration to the program. This review team remains unclear as to the funding model for the program, as it appears not to follow the SCH model employed generally across campus.

We are aware that the program has had some success in the development arena by garnering outside resources for their scholarship program. This remains an important facet of the program's fiscal health, and the director committed herself to continuing efforts to this end.

Currently the faculty enjoys having office space near one another in the Sill Center. As with many of the units on campus, they are quickly outgrowing their space. Consideration should be given to the future office space needs for the growing program. The self-study mentions functions also in LEAP House near Heritage Center, but LEAP House was not mentioned in the course of the interviews.

Part II: Commendations

1. Collaborative culture. The LEAP program has consciously cultivated a very collaborative culture in which innovations are shared and problems mutually resolved. Nearby offices and regular faculty meetings seem to facilitate this, and continued growth with expansion to other buildings could threaten it.

2. Dedicated, high quality faculty. The faculty members all have PhDs or appropriate terminal degrees and pride themselves on being specialists in teaching freshman. Their combined student course feedback scores, especially on overall instructor effectiveness, are substantially above University averages. They have done an excellent job in socializing new colleagues to the collaborative style of LEAP faculty.

3. Building community among students. Students spoke enthusiastically about the close ties they had established with other LEAP students and their LEAP instructor. The two-semester format and use of group projects allow relationships to gel during second semester, which give students a precious sense of community in the midst of our large University. Growing enrollments testify to the program's appeal to students.

4. Assessment. LEAP has done far more than most University programs to measure its impact on students. Associate Director Jeff Webb and Director Carolyn Bliss have invested considerable time and effort on carefully designed assessment studies, including a nationally normed study of predictors of student course satisfaction and ambitious studies matching student pairs or triplets who were similar on a number of characteristics other than participation in LEAP.

5. Positive impact on students. Some of the goals of LEAP—increased year-to-year retention and on-time graduation—are particularly amenable to precise analysis. In the twin study just mentioned, students who had participated in LEAP returned to the University for their second year and also graduated at a statistically significantly higher rate than did non-LEAP students. These results were particularly strong for women students, which is especially important since the University of Utah has an unusually low percentage of women students.

6. Peer Advisors. The Peer Advising program gives freshman students an additional source of guidance and gives the Advisors a deeper experience with and lasting commitment to the University of Utah. Many Peer Advisors apply for the position because of the positive experience they had with a Peer Advisor in their freshman year. Peer Advisors felt the on-line training, experience in speaking to groups and other leadership activities, opportunity to work on campus, and relationship with faculty were all very good. The triplet study found that Peer Advisors persisted to graduation at a significantly higher rate than regular LEAP students or non-LEAP students.

7. Partnerships. LEAP has established positive working relationships with numerous campus and community partners, such as the Marriott Library, Crossroads Urban Center, Writing Program, Orientation, Washington Elementary School, Honors, and Neighborhood House. Qualified students are able to transition easily from LEAP to Honors, and there are ten scholarships earmarked for such students.

8. Strong leadership. The current LEAP director is providing strong leadership for the program as well as being a dedicated teacher for the four-year Health Sciences LEAP students. In addition to the formal program assessments, the innovations in LEAP programming as well as her support for faculty through mentoring individuals and developing the new policy for Lecturer appointments testify to her foresight and skill.

Part III: Recommendations

1. LEAP governance. For nearly 20 years the LEAP Program has remained focused on its mission "to provide first-year students with a good start in college, equipping them with strategies leading to academic success, anchoring them in campus and community life, assisting them in choosing and beginning their majors, and thereby encouraging their retention and persistence to graduation." This focus has been possible due to the foresight of LEAP Program Directors. Formalizing and institutionalizing the governance of LEAP could ensure the continued growth and success of the LEAP Program.

   The LEAP Policy Board represents an excellent opportunity to formalize governance. The LEAP faculty seems eager to maintain their well-earned role as campus experts on teaching freshman, and yet LEAP's relative isolation has inhibited their professional recognition and potential opportunities for integration with the larger campus. A clearer mission statement and specified guidelines for membership on the Policy Board could be very advantageous in helping LEAP navigate several challenges, including changes in the university's general education programming and the development of learning community opportunities for transfer students. An effective Policy Board will be instrumental in maintaining and extending the campus-wide collaborations with Honors, Writing, and the libraries, which have served LEAP well for many years. Regular communication with current partners as well as the academic colleges would make LEAP better known within the University and strengthen the connections between LEAP's curriculum and disciplines at the introductory level. Continued development of creative, collaborative programming that benefits students would be better ensured with a vibrant Policy Board. A strong Policy Board would be a valuable asset in responding to opportunities as well as challenges.

2. LEAP faculty. Now that procedures are in place for the appointment to and advancement of LEAP faulty in Lecturer ranks, recruiting and retaining excellent LEAP faculty has a much brighter future. Extending use of Faculty Activity Reports to LEAP faculty might further equalize their status with other campus faculty. If the current LEAP instructors did not participate extensively in the creation of their initial appointment and promotion policy, as the varied perceptions of it implied, then at least those who have become Lecturers and perhaps also the Associate Instructors should discuss and vote on any future revisions.

3. Funding and budget. Formalizing the LEAP funding and budgetary process would afford another dimension of stability for LEAP faculty and programs. Clarifying the role of SCH growth, retention and graduation rates, as well as funding formulas used in other

academic units within the University of Utah is necessary to ensure the long-term planning by the LEAP Director, faculty and Policy Board

4. Enrollment growth. The varied evidence of LEAP's effectiveness justifies University assistance in continuing to expand the program. As more students enroll in LEAP, more students will benefit from the learning community experience LEAP offers. Funds for more marketing and outreach programs to high schools should help to further increase enrollment in LEAP.

5. Marketing. One of the first initiatives of a marketing effort should be to consider adopting a new name for LEAP as part of the branding strategy. A name that better captures what LEAP is would make it easier to promote LEAP programming. In addition, much more could be made of LEAP's success in creating community for new students within the large University. LEAP's value for meeting general education requirements should also continue as a selling point, but students seem to most appreciate LEAP as a counter-weight to the perceived size and impersonality of the University as a whole. An expanded marketing and outreach effort could also be helpful in seeking out additional sources of revenue for paying stipends to Peer Advisors and for student scholarship support. Expansion of the funds available for student support is essential to the continued excellence of LEAP.

6. Collaboration and collegiality. A final recommendation is that considerable thought be given to maintaining the high level of LEAP faculty collegiality and collaboration in the face of future growth. The current excellence of LEAP could not have been attained without the collaborative efforts of the LEAP faculty. Sources of a highly collaborative faculty should be identified (e.g., close proximity of faculty offices, shared values, frequent communication, etc.) and steps to maintain the collaborative environment should be integral to future planning processes by the LEAP Program Director, faculty and the Policy Board.

Summary

The current plans to "reimagine" the General Education Program at the undergraduate level will definitely influence the LEAP program. This review team finds that the LEAP program is of great value to the students it serves as well as the university community at large and will continue to fulfill this mission in the future.

Response to the LEAP Program Reviews by the

External and Internal Review Committees

Submitted August 1, 2012,
by
Carolyn Bliss, LEAP Program Director, and
Jeff Webb, LEAP Program Associate Director

Introduction

This response will be organized to reflect the categories used by both review committees in their reports: General Program Overview, Commendations, and Recommendations. The response to the General Program Overview will consist, for the most part, of corrections to misperceptions about LEAP on the part of the committees, or will note changes in the program that have been made since these committee reports were written. However, since some of these misperceptions or aspects of the program that have subsequently changed influenced recommendations made by the committees, that fact will be noted or addressed where appropriate. Observations, comments, and suggestions made by both committees will in most cases be conflated, so only rarely will note be taken of which committee report contained the material.

I. General Program Overview

Please note: some features of the program addressed in the committee reports under this first rubric will be covered or further discussed in the "Recommendations" section of this response.

Program Description

The LEAP Program in all its versions (including the first year of the multi-year versions) consists of two three-credit-hour seminars taught sequentially by the same instructor to the same cohort of students and with the same Peer Advisor. One committee thought the two seminars were taught by different instructors. The fact that LEAP students enjoy the close relationship developed with classmates and instructors that is made possible by the two-semester connection is a crucial feature of the LEAP Program and one our research has proved to be very valuable in allowing connections to form that facilitate student satisfaction and academic achievement.

It should also be noted here that although one committee believed that all Engineering majors are required to take LEAP courses, it is in fact only four of those majors that require it: Civil and Environmental Engineering, Computer Engineering, Electrical Engineering, and Materials Science and Engineering. In addition, Mining Engineering majors are required to take Engineering LEAP, a fact not noted by the committees.

The library component of the LEAP curriculum was also discussed in one report that remarked on the belief of some LEAP students that library exercises are "busy work." This perception has been remedied to some degree by tying the library work ever more closely to final projects in LEAP courses, but in any case, it tends to disappear as students go on in college and discover how useful their LEAP introduction to research techniques has proved. In addition, we have devised a way to include student evaluation of

every individual library instructor in the student evaluation portfolio, so we can get a sense on the level of the individual class of how well library sessions are being delivered.

Plans for future expansion of the LEAP curriculum, as described by one committee, note that Science LEAP courses are projected. These will begin this fall, but with only a single section for majors in all departments of the College of Science. As of this writing, that course is fully enrolled. In addition, the projected Pre-Nursing LEAP will offer its first course (a one-semester course for second-year students) this fall. Another new development has been the approval of allowing the second semester of International LEAP to fulfill the University's IR requirement. Although this idea "troubled" one of the program review committees, it has been endorsed by the IR committee and now awaits approval by Undergraduate Council. It is clearly an attractive prospect to students, and the instructor for International LEAP believes she can adequately prepare students in the first semester to meet the demands of an upper-division course in the second. After all, many first-year Honors students and other first-year students as well take upper division courses successfully.

Budget

One committee noted that many of the LEAP expenditures are covered by UGS and estimated total yearly costs for the program at $697,000. This is only a rough estimate, and of course expenses vary from year to year. However, LEAP's discretionary budget, meant to cover program events, faculty and Peer Advisor meetings, and faculty development is a mere $9,000/year. An increase in this budget is necessary for a number of reasons further addressed below and in the "Recommendations" section of this document. We have attached a spreadsheet summarizing actual program costs for 2011-12 to serve as a reference.

Faculty

Faculty makeup has changed in important ways since the committee visits. We lost our disabled faculty member last spring and now have thirteen instructors rather than fourteen, because although Matt Bradley was replaced, Ed Barbanell has ceased to teach for LEAP due to an increase in his duties as Associate Dean in Undergraduate Studies. Currently, eight LEAP instructors are women, five are men, and two are persons of color. As of August, 2012, seven have earned Lectureship appointments in LEAP, one of these holds an additional Lectureship in the Honors College, and one has become an Adjunct Assistant Professor in Architecture and Planning. Five LEAP faculty are now 1.0 FTE and more may be moving to this status. (Those that are 1.0 FTE now have reached that level because they have additional responsibilities in LEAP beyond teaching.) One way we may begin to accommodate our projected growth is to allow LEAP faculty to teach four sections rather than the three currently considered a full-time load in LEAP.

Despite this adjustment, however, we will need to keep hiring in LEAP. The program is projected to grow by 10% per year through 2016 and has already grown by three sections for the coming academic year, bringing our offerings for first-year students from 31 sections in 2011-12 to 34 for 2012-13. We were able to accommodate that growth by hiring one new instructor and asking two others to teach four sections each semester. But we will need to hire at least one additional instructor during the coming year to begin teaching in the fall of 2013.

One committee remarked that scholarly research is not valued when LEAP Lecturer appointments are considered, but this is incorrect. Scholarly research and publication are indeed valued if they contribute to the LEAP Program or to the classes taught by LEAP faculty. Nonetheless, that same committee's recommendation that LEAP faculty need further development opportunities is fully endorsed in this response. We need a larger LEAP budget that would allow for sending LEAP faculty to conferences and other continuing education venues and on sabbatical.

One committee further noted their hope that auxiliary faculty, including those who teach in LEAP, would begin to experience a "more welcoming and appreciative" environment on campus. This seems likely since there is now a committee convened by President Pershing to address the role and status of auxiliary faculty at the U and since the LEAP Program Director serves on that committee.

Outcome assessment

This is one of LEAP's strongest and most cutting-edge features, as noted in both committee reports. However, it should be clarified that the home-grown fall and spring LEAP surveys mentioned in one report have now been discontinued and fully replaced by the nationally-normed Educational Benchmarking Incorporated survey and that LEAP no longer uses the Senior Exit Survey, having gleaned from that instrument information we now get in other ways.

Facilities

Both committee reports noted that LEAP is already running out of office space and will need more in the future, but this need is being addressed in the plans for remodeling the Sill Center.

II. Commendations

The LEAP Program is very gratified that both committees appeared to recognize what we believe are special strengths of LEAP:

- Our collaborative culture and emphasis on partnerships;
- Dedicated, high quality faculty who have become experts in helping students successfully transition to college;
- The program's effectiveness in increasing student achievement in the first year, likelihood of returning for the second, and likelihood of timely graduation;
- Our ongoing self-assessment efforts, which we are now beginning to publish, including a cutting edge social networking study that has already been supported with one grant and is a finalist for another that could reach $400,000;
- Our nationally recognized Peer Advisor training and implementation program;
- Our two-semester model that keeps students together with the same classmates and instructor for two semesters;
- Our representation on Undergraduate Council and many University committees, especially those involved in re-imagining general education and re-thinking the place of auxiliary faculty on this campus.

A recent development worth celebrating is LEAP's inauguration of a course for second-year LEAP students in which they will learn techniques of ethnographic research and apply these in LEAP classrooms to add a qualitative dimension to the quantitative work LEAP is doing with social networking theory. This course comes with student stipends and may in fact serve as the entry point for an integrative minor in Community Studies.

Our only response to the "Commendations" sections of both reports is to thank the committees for seeing and valuing what we do.

III. Recommendations

Recommendations made by both committees may be combined under the following subheads.

Changes in the way LEAP is taught

The external review committee recommended team teaching of LEAP courses, which typically satisfy a humanities and diversity requirement in one semester and a social science requirement in the other, so that faculty with Ph.D.'s in both disciplines could share the stage. Recognizing that this might not be practical (since it would immediately double the cost of the program), the committee suggested collaboration with faculty in LEAP-associated departments, and more use of guest lecturers from academic departments and from other areas of LEAP.

Our response is, first, that we do much more of this than the committee learned: inviting guest lecturers to our classes from a number of campus departments and colleges, University College, Marriott Library, Pre-Professional Advising, and LEAP tracks other than those we teach. But more importantly, we believe that each of us who teaches in two disciplines is fully capable of introducing these different disciplines and pointing out their differences in courses on this very introductory level, especially since faculty in the LEAP cadre advise and aid each other in reaching across disciplines and together hold Ph.D's in seven different fields within humanities and social sciences. Moreover, regular team teaching -- that is, having different disciplines represented by two different faculty on a daily basis -- would do less to suggest how different disciplinary perspectives may complement each other when applied to the same problem or issue than to emphasize, as the committee put it, "how scholars consider issues according to their own disciplines and respond when ideas are challenged by experts in a different field." LEAP is more interested in consonance and true interdisciplinary perspectives and approaches than in conflict and challenge.

Additionally, we want LEAP students to connect deeply with one faculty member rather than to choose sides, as it were, and we believe firmly that LEAP faculty become experts in assisting "13th graders" to metamorphose into successful, competent, and continuing college students. This is an expertise not everyone has, and we believe that acquiring and employing it are vastly more important and useful to students than is being taught by faculty with terminal degrees in different disciplines. LEAP's administrative assistant has joked that we ought to become the Department of First-Year Studies, since our mission is to learn what conduces to first-year student success and to assist our students in achieving that success. For all these reasons, we reject the committee's recommendations regarding adopting team teaching as regular practice in LEAP. Tellingly, the internal review committee, whose members know the LEAP model much more intimately than the external reviewers possibly could, did not make a similar recommendation or raise this issue as one of concern.

Changes directed toward LEAP faculty

The major recommendation here is that LEAP faculty be given more opportunities for professional development-- through conference attendance, for example – and become eligible for sabbaticals. We heartily concur in these recommendations, but note that this would require considerable additional funding. As of now, LEAP's annual discretionary budget is only $9000, a sum which is expected to cover program events and meetings and the costs incurred by developing new programs, as well as travel for all LEAP faculty except the Director. This budget leaves very little room for faculty development.

Other related recommendations are that LEAP faculty should complete annual Faculty Activity Reports and should be consulted about further revisions in the Lectureship process. Regarding FAR's, we note that Associate Instructors and auxiliary faculty not associated with departments are currently not asked to submit the, but we feel they certainly should be. We would be happy to report our activity and accomplishments individually and annually. Regarding the question of faculty input on Lectureship criteria, we note that the LEAP response to the University's decision to offer Lectureships and rank advancement to program faculty was required to follow strict University policy guidelines, so that there

was initially little room for faculty input. But further revisions will certainly be brought before the LEAP faculty for approval.

Changes in budgeting and funding

Both committees agree that if LEAP is to grow at the projected 10% annual rate through 2016, its funding will need to be increased. We will need to hire additional teaching personnel, hire more Peer Advisors, offer more sections to existing faculty, and provide compensation to LEAP faculty who have taken on huge additional responsibilities, such as managing the 34- person Peer Advisor program, to date without additional pay. We will need more offices and other facilities, and we would very much like to have money for faculty development and sabbaticals.

One very interesting committee suggestion regarding ways to secure additional funding is to ask programs, departments, and colleges with whom LEAP is partnered in discipline-specific LEAPs (Architecture, Business, College of Health, Education, Engineering, Fine Arts, Science, College of Nursing, the School of Medicine, and the Law School) as well as the Marriot Library, Writing Program, and University College to share costs. In some cases, this is happening already. The College of Nursing is bearing the costs of offering a one-semester Pre-Nursing LEAP to first-year LEAP alumni, the Writing Program splits with Undergraduate Studies the costs of instruction for the fourteen sections of Writing 2010 reserved for LEAP students, and the Marriott Library contributes instructors, copies of exercises, and its computer labs to the teaching of LEAP 1060, a course in "Strategies and Techniques of Library Research." In addition, the School of Medicine funds the third and fourth years of Health Sciences LEAP and supplies administrative assistance and some funds for the first two years and for recruitment of the first year class.

But in most cases, LEAP bears all the costs of the discipline-specific tracks. Departments and colleges typically welcome the development of these LEAPs for several reasons. First, such programs allow them early access to their majors and potential majors. In addition, we are not competing with these Departments by teaching courses in the discipline -- for example, by teaching engineering courses in Engineering LEAP -- but rather teaching general education courses in humanities, diversity, and social science. However, we are at the same time acknowledging and respecting these students' interest in the specific discipline by demonstrating how general education connects to that discipline and introducing the students to career prospects. Equally important are the connections discipline-specific LEAPs allow students to form with each other, since these students will likely be taking similar classes in the major as they progress.

It is an intriguing and attractive idea to ask for financial buy-in from these departments and colleges, but with money naturally comes control. As it is now, cooperation and collaboration are the model, realized mostly through guest lectures by faculty, invitations for LEAP students to attend special departmental or college events, and advising sessions provided by departmental advisors. We would want to maintain curriculum control in LEAP if a shared financing arrangement were put into place, and we would want to see to it that if regular departmental faculty rather than LEAP faculty began to teach these courses, they could somehow be initiated into the LEAP teaching model that has proved so successful. In other words, we would want to see to it that a LEAP course remained a LEAP course, no matter who was teaching or paying for it.

A clarification: one committee recommends specifically that the multi-year LEAPs (Health Sciences and Pre-Law) transition in the upper division years to the relevant departments. As noted above, Health Sciences LEAP is already overseen and largely funded by the School of Medicine, especially in its third and fourth years. However, the College of Law has so far shown no interest in financial involvement in Pre-Law LEAP, which is a three-year program.

Changes in the outreach, marketing, and promotion of LEAP

Both committees recognize, as do we, real problems with the way LEAP is presented to potential and incoming students. Most such students, in fact, hear of it for the first time in orientation, and sometimes, that "introduction" is a mere five minutes long.

We would argue, in accord with committee recommendations, that LEAP should be featured in all promotional information disseminated by mail or online or presented in person to prospective students, that the booklet that goes to all admitted students should contain references to LEAP and Honors and should point students to their websites, that LEAP should be presented in all its versions at every new student orientation, and that it should not be presented in such a way as to force students to choose between learning about LEAP or learning about Honors, as is currently the case.

Some of the recommendations made by the committees regarding the use of student leaders in orientation have already been implemented. We have what we call "Summer LEAP Advisors" at every orientation to staff information tables over the lunch hour and to help students choose the right LEAP at the point in the process where they are actually registering for classes. However, these functions could be made more effective in the future by employing more Summer LEAP Advisors and deploying them to more registration sites. One of the difficulties we faced this past summer was that the Orientation Office itself didn't have a centralized list of where and when students would be registering for classes.

Happily, the whole of orientation is being re-examined as part of the general process of re-imagining the undergraduate experience from first inquiry through graduation. This is therefore an excellent time to implement changes in the way LEAP is marketed and introduced to students, and LEAP is represented on the committee addressing this issue.

Making better use of the LEAP Policy Board

The LEAP Policy Board of nine to eleven members was constituted somewhat hastily in 2010 to replace the cumbersome 25-member LEAP Advisory Board that offered representation to every campus program, entity, department, and college with which LEAP had a partnership. The Policy Board's immediate purpose was to implement the then newly approved process allowing LEAP (and four other campus programs) to hire and promote instructors within Lectureship ranks. In fact, in its two years of existence, this has been its primary function. Both program review committees rightly note that its role and mission need to be better articulated.

LEAP agrees and would like to suggest that in future, the LEAP Policy Board assist us in some or all of the following ways:

- Help us to construct the new mission statement for the program that the committees suggest. One possibility is to develop our LEAP Mission Statement to reflect the mission of all Learning Communities at the U which is in the process of being formulated in UGS.
- Advise us in establishing closer relationships and perhaps financial connections with the departments and colleges for which LEAP offers pre-professional LEAPs.
- Suggest ways to become better known within the University and provide ideas on outreach and marketing beyond the campus.
- Suggest further partnerships for the program and ways to implement these.
- Continue to evaluate candidates for Lectureship appointment and promotion and advise us on any changes to the policies under which these appointments and promotions occur;
- Help us to formalize Policy Board membership criteria and length of service, including consideration of the number and rank of LEAP faculty members who should serve on the Policy Board.

As an aside, LEAP also has a Community Advisory Board whose mission and membership are currently being re-evaluated. We want to locate responsibility for funding LEAP student scholarships, for selecting the recipients of these scholarships, and for overseeing the LEAP Community Mentorship Program in this body. We already have a number of partnerships with community service entities and projects, and received the first ever Utah Campus Compact Award for a Community Engaged Program.

Changing the name of the LEAP Program

The committees note that the acronym "LEAP" (which originally stood for "Liberal Education Accelerated Program" and now stands for "Learning, Engagement, Achievement, and Progress") does not immediately convey the fact that LEAP is a learning community for entering University students. Moreover, it may provoke confusion, at least among faculty and administrators, with the American Association of Colleges and Universities' LEAP (standing for "Liberal Education for America's Promise") Program, which has generated the Essential Learning Objectives adopted by the Utah State Board of Regents for all courses in public Utah colleges and universities that bear general education credit. Hence both program review committees suggested consideration of changing the name of the University of Utah's LEAP Program to something more transparent.

We believe that whatever reputation the program now enjoys among former students, whose recommendations are a very effective recruitment tool for new students, is attached to the name "LEAP," and that abandoning this name entirely would mean losing this connection and attendant credibility. However, we acknowledge that we need a name that better explains who and what we are. Possibilities include:

- The LEAP First-Year Experience: A Leap Ahead in College
- LEAP First-Year Seminars
- LEAP First-Year Program
- LEAP: A First-Year Academic Program
- The LEAP Experience for Entering Students

We intend to solicit other suggestions and opinions from our advisory boards and from LEAP faculty, Peer Advisors, and students. We would also welcome the opinion of the Undergraduate Council Ad Hoc Committee on LEAP regarding this matter.

Leveraging the change momentum at the University

One review committee explicitly and the other tacitly recognize that this is a time of sweeping change at the University of Utah and therefore a time of real potential. We have already implemented some of their recommendations for taking advantage of this moment:

- Thankfully, we already have wonderful people in the upper reaches of administration who are intimately familiar with LEAP, aware of its effectiveness, and very supportive of its mission.
- We have already utilized our PAC 12 membership to investigate first-year experiences in other member schools and to recruit the very committee members who produced one of these reports.
- We are already making changes in the LEAP curricula, and especially in our relationship with the Writing Program, to reflect the increase in selectivity of University of Utah admissions criteria.
- LEAP is represented on the Strategic Enrollment Management central committee, on several of its subcommittees, and on the committee convened to examine and amend policies relating to auxiliary faculty. These are the bodies that will be most instrumental in re-imagining the undergraduate experience and improving the experience of LEAP faculty members.

- We are already involved in increasing the LEAP presence in and impact upon the institution-wide re-branding efforts undertaken by the U and are confident that LEAP will achieve more visibility in this process.

Conclusion

We extend our sincere thanks to the Undergraduate Council Ad Hoc Committee on LEAP for their work in bringing together the reports of the external and internal review committees and this response. If committee members need further clarification on any of these matters, we are very happy to provide it. The Director can be reached at c.bliss@leap.utah.edu or 801-581-3283.