

# **2012-2013 LEAP Program Annual Report**

**Office of Undergraduate Studies**

**The University of Utah**



**BFF**

Prepared and Submitted by:

Jeff Webb Ph.D.,  
LEAP Program Associate Director

Carolyn Bliss, Ph.D.,  
LEAP Program Director

Liz Taylor,  
LEAP Program Executive Assistant

July 15, 2013

# Contents

Executive Summary.....	3
LEAP Program Description.....	3
A Program Overview for the Year.....	4
Changes and Developments in LEAP during 2012-13.....	5
1. New Teaching and Administrative Assignments.....	5
2. New Programs and Partnerships.....	6
3. Program Assessment.....	7
4. Peer Advisor Program.....	14
5. Program Activities.....	15
6. Community Engaged Learning.....	17
7. Advising.....	18
8. Mentoring.....	19
9. LEAP's Library Partnership.....	19
10. Partnership with the Writing Program.....	20
11. LEAP Advisory Boards.....	20
12. Student Recruitment and Program Outreach.....	20
Milestones and Awards.....	21
1. Notable Student Achievements.....	21
2. LEAP Scholarship and Award Recipients 2013.....	22
3. Faculty Activities and Achievements.....	23
4. Program Awards.....	23
5. Conference attendance and presentations.....	24
6. Continuing Education for LEAP Faculty and Peer Advisors.....	24
7. University Service by LEAP Faculty.....	24
8. Financial Support for LEAP.....	25
LEAP Implementation of the AAC&U Essential Learning Objectives.....	25
List of Appendices.....	30

## **Executive Summary**

LEAP had another good year in 2012-13, with healthy student enrollments and solid performances from faculty. It was not without its complications, however, as we saw some turnover in staff, wrestled with how to grow the program, worked on improving curriculum and pedagogy, expanded program assessment, completed the formal program review process, and planned for a potentially disruptive coming year enrollment-wise.

Dr. Burke Sorenson, who took over for Matt Bradley in spring 2012, had to leave his position in LEAP midway through the fall semester. Dr. Belinda Saltiban took over from him, and continued teaching for LEAP in the spring semester. However, she recently accepted a position elsewhere in the university, doing research on and promoting the retention of students of color. We thank her for her service and wish her well in her new endeavors.

LEAP hired a new Engineering LEAP teacher, Dr. Jennifer Seagrave, who will take over Dr. Steve Maisch's E-LEAP classes. (As detailed below, Steve will be moving on to other classes in LEAP.) Welcome Jennifer! She comes to us with a great deal of experience gained while working as a graduate student with the CLEAR program in the College of Engineering. She just recently finished her Ph.D. dissertation in English.

LEAP faculty this year sought to improve pedagogy and curriculum by preparing to include Reacting to the Past (RTTP) games in LEAP classes, starting in 2013-14. Dr. Ann Engar introduced this high impact approach to LEAP two years ago. A recent University Teaching Committee grant award funded travel for five teachers to the RTTP conference in New York in June 2013. Additionally, LEAP faculty, cognizant that diversity education is one of the most potent experiences available for first year students, began the process of re-examining their approach to teaching diversity this year, a process that will continue into next year.

Assessment of the program (detailed below) expanded significantly this year with a grant-funded class on social research. The focus of this class was the LEAP experience. Ten students interviewed 30 current LEAP students. This was supplemented by a survey completed by all students. This mixed methods research constitutes the most exhaustive assessment yet of the Program's unique impact on students.

Finally, we completed the Formal Program Review, begun in the fall of 2011, in May of this year! LEAP was highly commended by all reviewers. The Memo of Understanding resulting from the review is included in an appendix to this document.

## **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, although Health LEAPs fulfill two humanities requirements and the diversity requirement) and are linked to optional classes in writing, library research, and major selection. Community Engagement Learning credit is offered in many sections of LEAP.

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 918 first year students in the fall. (These enrollment numbers all include Architecture LEAP, which has been suspended for the 2013-14 academic year.) Eighty-five 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 918 first-year students who began in the fall, 712 students, or 80%, were enrolled for the spring semester. LEAP offered 34 sections this year for first year students during fall semester and 32 sections in the spring semester (including Architecture). One section of Engineering LEAP and the one section of Veterans' LEAP were cancelled in the spring due to lack of enrollment.

- Fall Semester 2012. LEAP offered 16 sections of 1101 for 369 students, 8 sections of 1100 for 232 students, and 1 section of Architecture & Planning 1610 for 30 students. Of these 1101 sections, 4 were Exploration LEAP, 3 were Business LEAP, 3 were Service Learning LEAP, 2 were Residence Halls LEAP, 1 was Education LEAP, 1 was Science LEAP, and 1 was Veterans LEAP. There were 9 E-LEAP courses offered for 274 students. Among the LEAP 1100 sections, 2 were Fine Arts LEAP, 3 were College of Health LEAP, 1 was Health Sciences LEAP (first year), one was Pre-Law LEAP (first year) and 1 International LEAP.
- Spring Semester 2013. LEAP offered 15 sections of 1100 for 292 students (Veterans LEAP was cancelled due to lack of enrollment), 4 sections of 2004 (the second semester of College of Health and Health Sciences LEAP) for 101 students, 2 sections of 1101 (the second semester of Fine Arts LEAP) for 39 students, 1 section of Architecture & Planning 1611 (Architecture LEAP) for 35 students, 1 section of 1150 (the second semester of Pre-Law LEAP) for 15 students, and 8 sections of 1500 (the second semester of ELEAP) for 215 students. 707 students were enrolled in total in these courses (as compared with 663 in spring 2012).

In addition, LEAP offered the following courses:

- LEAP 1050: Major Selection, a course taught in the spring by University College Advisors, for 14 students in 3 sections.
- LEAP 2002: Peer Advisor Seminar elected for credit by 14 Peer Advisors.
- LEAP 2003: Service Learning for Peer Advisors (spring semester only) for 5 students.
- LEAP 1060-001: library research add-on for 250 students.  
LEAP 2050 fall semester for 10 students; LEAP 2055 spring semester for 10 students; and UGS 4810-005 summer semester for 2 students; all on social networking research, with the summer semester used to analyze data collected in the spring regarding the formation of communities in LEAP classes.
- LEAP 2700: second year of Pre-law LEAP (fall semester) for 14 students.
- In the second semester of their second year, Pre-Law students take a logic class from the Philosophy Department (1250, which enrolled 11 LEAP students this year) and have a lab section partially financed by LEAP (LEAP 1251, which enrolled 10 students this year).
- LEAP 3700: third year of Pre-law LEAP (fall semester) for 8 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 23 students.
- UUHSC 3000-001 (fall) for 29 students and 3001-001 (spring) for 25 students: third year for Health Sciences LEAP.
- UUHSC 4000-001 (fall) for 11 students and 4001-001 (spring) for 10 students: fourth year for Health Sciences LEAP.

These enrollments are comparable to last year's.

For 2013-2014, we plan to add a Pre-Nursing LEAP and Urban Ecology LEAP for fall semester and to continue the development of an Architecture LEAP for women and other underrepresented students in this discipline. The total number of Explorations LEAP sections will be 2. There will be 2 Living and Learning LEAP (formally Residence Hall LEAP) courses offered, returning to the TH format and working with Housing in providing a floor in Chapel Glen for students enrolled in this class. In all, 31 sections of LEAP will be offered to new students.

## **Changes and Developments in LEAP during 2012-13**

### **1. New Teaching and Administrative Assignments**

Steve Maisch taught the new Science LEAP and Burke Sorenson taught the Veterans LEAP during first semester. Over the course of last year, it was decided that Carolan Ownby's ongoing work with the Peer Advisors needed to be recognized by officially naming her Assistant Director of LEAP with specific responsibility for the Peer Advisor program.

LEAP has hired Jennifer Seagrave, Ph.D. to join our faculty as an Engineering LEAP instructor, starting in the fall of 2013. Also in the fall of 2013, Steve Maisch will no longer teach Engineering LEAP, but will teach one section of College of Health LEAP and one section of Science LEAP. He will also be working through the year on developing an Athletes' LEAP to be first offered in the fall of 2014. Meanwhile, Jeff Webb will drop to two sections of College of Health LEAP, but will be teaching the new Pre-Nursing LEAP as a separate cohort beginning in the fall of 2013.

The role of Nora Wood has expanded considerably as she turns Residence Halls LEAP into Living and Learning LEAP, with students sharing a floor in Chapel Glen as well as taking one section of LEAP together.

Dr. Belinda Saltiban took over from Burke Sorenson during fall semester 2012 and taught again in spring semester, but will be moving to a different position within the University for the 2013-14 academic year.

Dr. Margaret Harper oversaw the Phi Eta Sigma freshman honorary society and planned and implemented a major national conference in her first year as faculty advisor.

## **2. New Programs and 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, Bryant Middle School, the Patient Experience Project at the University Hospital, and 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 initially be drawn from Health Sciences and College of Health LEAPs, but beginning in the fall of 2013, they will be separately recruited and form their own cohort from the first year.

Residence Halls LEAP will become Living and Learning LEAP beginning in the fall of 2013. Students taking LEAP 1101, sections 14 or 15, will also be sharing a floor in Chapel Glen. Peer Advisors for these classes will live on the floor as well, as will a LEAP alum who's been named the RA for this community.

A new Science LEAP was launched, for majors in biology, chemistry, physics, or math, and experienced great success in its first offering.

Jeff Webb and Caren Frost taught a three-semester (fall, spring, and summer) course in social research for 10 advanced LEAP students. The fall semester class covered topics in social network analysis and education, and involved students in designing qualitative research to be carried out during the spring semester. During spring semester students interviewed 30 LEAP students from across the program. Additionally surveys were administered to all LEAP students. During the summer

semester, two students, Amanda Kinniburgh and (former PA) Tanner Aste, are working with Jeff and Caren to write two journal articles presenting the research.

Writing 1060, the one-credit class that allows LEAP students to earn credit for the work they do in the library, became LEAP 1060. As of its offering in spring 2014, all SCH for this course will go to UGS. In the spring of 2013, it enrolled some 250 students.

Also during this year, plans were put in place to change the Writing courses offered to LEAP students starting in the fall of 2013:

- Five sections of Writing 2011 will be offered, limited to LEAP students, but fulfilling the same requirements as does Writing 2010.
- Three sections of Writing 1011 will be offered, limited to LEAP students, but fulfilling the same requirements as does Writing 1010.

During the spring semester of 2014, LEAP students will be offered:

- Five sections of Writing 2011
- One section of Writing 1011

This arrangement will allow students who took Writing 1011 in the fall, as well as students who did not get into a writing class but qualified for Writing 2010, to take LEAP Writing 2011 in the spring.

### **3. Program Assessment**

Assessment of the program expanded significantly this year with the grant-funded class on social research described above. This section details this research effort as well as other assessment projects.

#### ***1. The Social Research Class***

The focus of this class was the LEAP experience, and particularly the development of friendship and acquaintance ties among LEAP students. Ten students in the class interviewed 30 current LEAP students. This qualitative data collection was supplemented by a survey completed by all students. This mixed methods research constitutes the most exhaustive assessment yet of the Program's unique impact on students. Currently Dr. Caren Frost and Dr. Jeff Webb are working with two students, Amanda Kinniburgh and (former PA) Tanner Aste, to write two journal articles presenting the research. The summer semester was an optional part of the research class.

The first article is qualitative, exploring the interview results from the spring semester's research. This will be a shorter article submitted to the *Journal of College Student Development*, for their *Research in Brief* section.

The second article currently planned will be a mixed methods piece combining the qualitative findings with the quantitative results from the survey. These results include, most notably, social network data on LEAP classes.

## **2. *The EBI Report***

For the past three years, LEAP has been administering a survey to spring semester students designed by Educational Benchmarking Incorporated (EBI). The 2013 survey results are not yet ready for analysis. Thus, LEAP's EBI report this year focused on the most recent available survey, from 2012. The report is reproduced in full here:

### **Executive Summary**

LEAP compares very well with first year programs at peer institutions (see Figure 1). Nevertheless, the EBI report identified four key "factors" impacting overall LEAP course effectiveness, leading to the following recommendations:

- Continue urging students to involve themselves on campus.
- Continue to work on engaging men in LEAP. One promising direction is the future inclusion of Reacting to the Past games in LEAP.
- Urge students to study more by explicitly setting expectations and having peer advisors organize study groups.
- Encourage high performing teachers to share best practices with LEAP faculty.

### **How we use the EBI report**

One of the challenges in using this instrument is to tame its detail and complexity. The EBI reporting format is designed to help with this task, organizing the 80+ questions into 13 "factors" (summarizing clusters of related questions), which are then assessed statistically for their impact on course effectiveness. Some factors have no impact, and can be ignored for purposes of program improvement. There were 9 of these. The report identifies the factors that do have an impact. There were 4 of these:

- Usefulness of course readings;
- Course improved connections with peers;
- Course improved critical thinking;
- Course included engaging pedagogy.

In order to improve LEAP, according to the report, we should focus on improving these high impact factors. It is also possible to explore these factors by cross-tabbing with categorical answers like gender or race or time spent studying. This cross-tab feature allows us to explore the factors of interest and consider which student populations are statistically underperforming and which, if we could help them improve, would therefore have the biggest impact on our course effectiveness.



## Improving course effectiveness: Recommendations

It should be noted that the EBI report benchmarks the performance of LEAP against peer institutions with first year programs. For each of the above factors, LEAP performs quite well in comparison to similar programs elsewhere. (See Figure 1, which depicts this comparison for our top predictor, the usefulness of course readings; Figure 2 summarizes the other predictors.)

These factors should thus not be understood as weaknesses but (perhaps with the exception of connections to peers) as strengths, which nevertheless would have the biggest impact on overall course effectiveness were they improved.

How do we improve these factors and thereby impact overall course effectiveness? How, for example, can we do a better job of choosing effective course readings or teaching critical thinking? Clearly one of the reasons we already do such a good job with these factors is that teachers are continually focusing on improving their courses. They are already doing their utmost to teach critical thinking, to build classroom community, to choose effective readings, and to teach engagingly. In terms of improving, in other words, there's not much low-hanging fruit.

This is where the EBI report can offer further help by identifying which sub-populations within LEAP find our courses less effective. As we investigate the categorical predictors of the four factors listed above we find certain patterns. Here are the attributes of the students who most benefit from LEAP.

- *They do not live on campus.* LEAP served non-residential and commuting students well. These students rate the usefulness of the course readings, the establishment of connections with peers, and LEAP's engaging pedagogy more highly than do residential students.
- *They are involved on campus.* Students who were involved on campus (have 2 or more extracurricular activities) got more out of the LEAP course socially and intellectually.
- *They are women.* Women reported gaining more intellectually and socially from LEAP than men did.
- *They study more than 11 hours per week.* The more students studied, the more they got out of LEAP.

Figure 1: Benchmark of LEAP against other Institutions: the top predictor

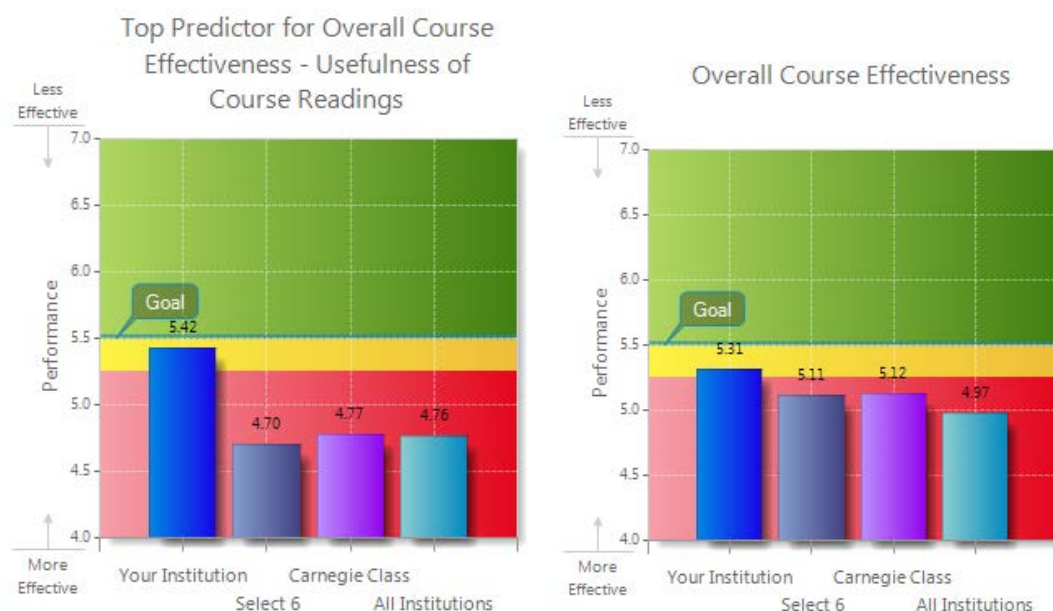
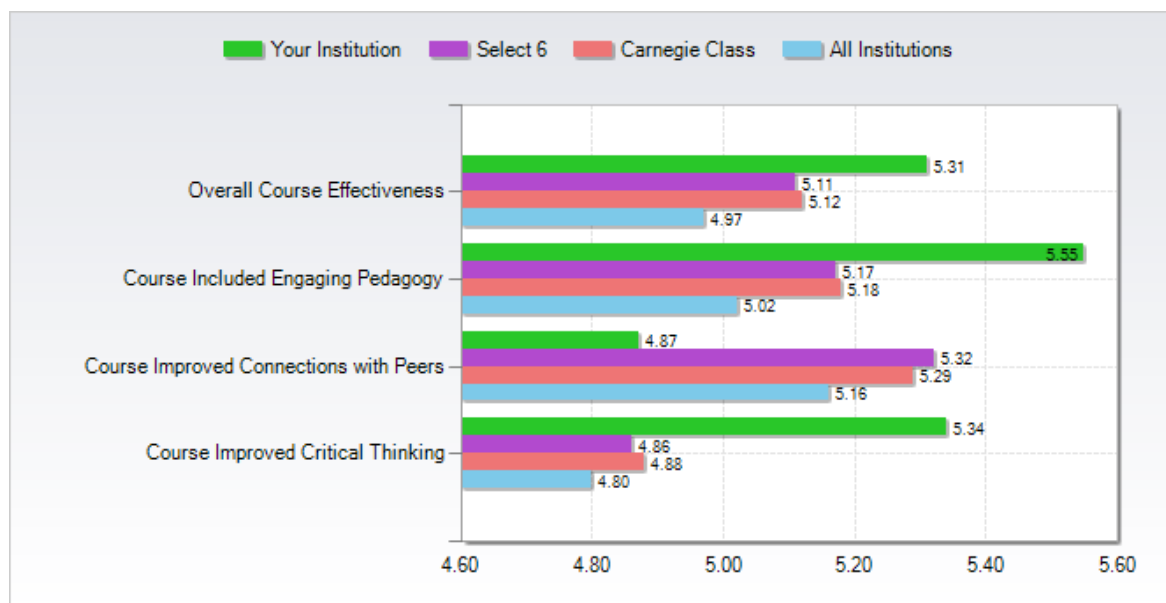
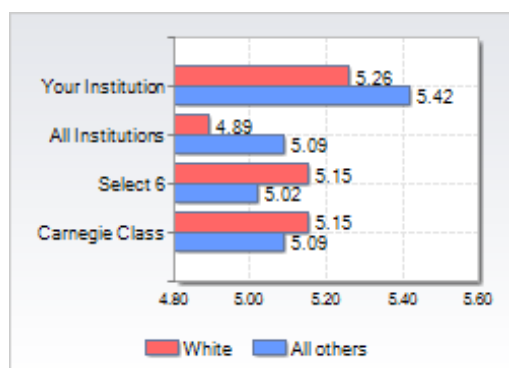


Figure 2: Benchmark of LEAP against other Institution: the other predictors



Two of these predictors, gender and time spent studying, were apparent in the 2011 report as well. It is worth noting that, as in the earlier report as well, race/ethnicity was not a predictor of course effectiveness. Students of color were generally more satisfied with LEAP courses than were white students (see Figure 3), though the difference was not statistically significant. (This was not true of our “select six” comparison institutions, where white students were more satisfied than students of color.)

Figure 3: Course effectiveness by race/ethnicity



### What improvements can be recommended based on these associations?

- Residential status.** It is surprising that non-residential students rate LEAP more highly in these dimensions than do residence hall students (usually it is the other way around, residence being a consistently strong predictor of academic performance). It may be that non-residential students are getting something crucial from LEAP—a feeling of connectedness to the campus community?—that they are not getting elsewhere. Thus, LEAP may in this case be addressing a deficit.

Nonetheless, it might well be possible to improve the LEAP experience for residential students. The new Living and Learning LEAP, debuting in the fall of 2013, will have the students that are taking one of the two residence hall LEAP sections living together as well on a floor in Chapel Glen. In addition to their Peer Advisors (who will also live on the floor), they will have a resident RA and a budget for special activities provided by Housing and Residential Education. This may well improve their bonding as a community and their perception that the LEAP program is working for them as well as it does for commuting students.

- Extracurricular involvement.** Lots of research shows that campus engagement is associated with academic performance. This survey result is consistent with that research and supports LEAP's constant encouragement of students to get involved. Our recommendation is to continue doing what we're doing: having Peer Advisors make announcements about campus events, organizing LEAP-wide social events, and giving extra credit for campus involvement.
- Gender.** We've been aware for a while that women seem to thrive in LEAP to a greater extent than men do. While such gender differences in academic performance are part of a national trend, LEAP can nevertheless continue to work on the challenge of engaging men. One promising direction in this regard is *Reacting to the Past*, a multi-week role-playing game that some teachers are beginning to use. We just won a grant to support implementation of *Reacting to the Past*. We recommend that LEAP continue working in this direction.

Including Reacting to the Past games would, incidentally, also help us address the one factor where we underperformed our peers: course improved connections with peers. These games are intensely interactive and seem to create vibrant student networks in classes.

- *Time spent studying.* Not surprisingly, students who study more in LEAP get more out of the course. We recommend that LEAP teachers reiterate to students their expectations of time spent studying, and that peer advisors actively arrange and solicit involvement in study groups. Often students in LEAP are taking courses together outside of LEAP. Peer advisors could arrange study sessions for these classes as well. More consistent mechanisms for tracking student preparation for classes, such as regular reading quizzes may also be called for.

There is a great deal more detail in the EBI report than has been covered here. There is, in particular, a lot of potentially useful detail at the section level. Each year, some sections—and by implication some teachers—are outperforming the others. One possibility for using this information would be to identify the LEAP teachers who consistently score most highly on these critical factors and to interview them about what they do. Which techniques or approaches are producing their results? Do they have best practices that could be shared with the rest of the faculty?

### **3. *Study of LEAP's Impact on Retention/Graduation***

During the fall semester of 2012, Dr. Jeff Webb completed a major study of the predictors of Retention and Graduation at the University of Utah. This study helped identify LEAP's differential effect on student graduation rates. Key portions of that report are reproduced here and full report is included among the appendices:

#### **Discussion**

The primary objective of this study was to use event history analysis to investigate the impact of first-year learning community participation on graduation at the University of Utah and, in particular, to re-examine positive findings from an earlier study on the same topic. The secondary objective was methodological: to compare the cause-specific hazards model of graduation (implemented in the R package "survival") with a competing risks model that simultaneously considers drops (implemented in "cmprsk") in order to find out whether the latter model, while theoretically more accurate than the former model, is different enough in practice to warrant its continued use.

We found that LEAP participation did increase the probability of graduation. Moreover, the competing risks analysis in "cmprsk" produced a much higher estimate of the hazard ratio associated with LEAP participation than the analysis in "survival": 1.181 versus 1.1. We conclude that the competing risks model is the superior approach in this context. Not only is it sounder theoretically, but the precision it adds to the LEAP coefficient makes a difference practically.

What does 1.181 represent? The hazard ratio is a way of conceptualizing differences in probability—in this case between LEAP and non-LEAP as predictors of graduation—in percentage terms, against a baseline. of 1. 1.0 indicates no difference in probability. 1.181 thus means that LEAP students have an 18.1 percent greater average probability of graduating at any given time, compared to non-LEAP students. To get a full picture of graduation outcomes, however, it is also necessary to note the proportion of students who actually end up graduating, irrespective of their pace. At 6 years the difference between LEAP and non-LEAP was 5 percent (60 percent versus 55 percent, as can be seen in Figure 2 in the Appendix), which, hypothetically speaking, means that an additional 71 LEAP students graduated at the 6 year mark who otherwise would not have (LEAP  $n = 1434$ ). This difference between LEAP and non-LEAP was substantially larger in the case of average and lower admissions index students. The first two panels in Figure 3 (in the Appendix) showed a difference at 6 years of 9 and 10 percent respectively, differences that continued to expand to the end of the study.

Honors participation also increased the probability of graduation in the competing risks analysis, but not by as much as LEAP participation did. It is difficult to explain this difference. One possibility is that the effects of first year academic and social experiences, whether occurring in LEAP or Honors, diminish as the academic ability and preparation of the student increases. After all, we saw a larger effect of LEAP on lower admissions index students (see Figure 3 in the Appendix). Perhaps the same dynamic is operating for Honors students. For these well-prepared and high-performing students transitional programs may not be necessary for academic achievement: they will do well wherever they find themselves. Another possibility is that Honors, during the years of this study, was not, properly speaking, a learning community. Students would have ended up taking classes together, but more by accident than design, and not as part of the same cohort. (Honors has since created several learning communities for first-year students.) This difference in program configuration could explain the difference between LEAP and Honors. Astin argues that peer relationships of the sort developed in learning communities constitute “the single most potent source of influence on growth and development during the undergraduate years” (1993a, p. 398). First-year programs like learning communities harness what he calls “the power of the peer group” to spark engagement and learning” (Astin, 1993b, p. 4). The present study suggests that this effect may also be indirectly discernible in graduation outcomes.

Strikingly, the ethnicity variable was not significant. One of the motivations for this study was the suspicion that low numbers of matches reduced power in earlier study (reported in Bliss et al. [2012] and prevented investigation not only into the effect of ethnicity on graduation, but also into the effect of interactions with ethnicity. That suspicion turned out to be grounded. Ethnicity, after controlling for student background, was not significant, nor were any interactions with ethnicity. (As noted above under “Variables,” different ways of constructing this variable had no effect on its significance.)

The sex variable obviously had a large impact on graduation for students in this sample. This impact was perhaps most visible in the interaction between sex and age

(Figure 4 in the Appendix), which indicated that women graduated more quickly when matriculating below age 20 than they did when matriculating after age 20, with a dramatically higher proportion eventually graduating. Men graduated more quickly when matriculating at age 20 or older. There may be a policy recommendation indicated here: incentives for women to matriculate before age 20 would likely result in dramatic improvements in their graduation rates, whereas men should be encouraged to matriculate at 20 or older.

The extent to which the effects of sex—both main effects and interactions—is due to the local culture is unknown. It would be instructive to compare graduation rates by sex at the University of Utah with those at other universities.

#### **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](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 34: one per LEAP section including a Senior Peer Advisor. They met twice a month as a group. Because there were so many this year, Dr. Ownby split them into two groups, each led by one of two Senior Peer Advisors and meeting on a staggered schedule. While the PA's met every other week, Dr. Ownby thus met with one group every week. Membership in the two groups was scrambled at the semester.



**2012-2013 Peer Advisors**



## 5. Program Activities

LEAP sponsored the following activities in 2012-13:

- *LEAP Convocation*, August 29, 2012; Speaker: Dr. Martha Bradley, Associate Vice President for Academic Affairs.
- *LEAP Faculty Retreat*, August 16, 2012.
- *Peer Advisor Workshop* to prepare the 2012-13 Peer Advisors, August 16 and 17, 2012.
- *Opening Picnic*, Sept. 21, 2012.
- *Glenn Bailey's poverty workshops*, September 5 and 6, 2012.
- During fall 2012 LEAP sold bracelets to benefit Crossroads Urban Center. The bracelets were themed to tie in to the University's theme of Imagine U. This project raised \$973.86.
- *Child Poverty Awareness Week*, October 22-26, 2012.



**Child Poverty Week**

This week-long event is organized annually by Jennifer Bauman's LEAP classes, and this year was held in conjunction with Community Engagement Day, at which LEAP also participated in an event to raise awareness of sexual assault.



**Campus Wide Community Engagement Day**

Both events were part of the celebration of David Pershing's inauguration as University President on October 25.

- *See You at the U* was held on November 11, 2011. 135 students from Northwest Middle School attended campus events organized by the Peer Advisors.



- For a *spring 2013 Peer Advisor service activity*, we did a two week Penny War for Crossroads and raised \$1261.47. The drive ended on March



- LEAP Paper Chain activity, February 21, 2013, at which students and Peer Advisors joined with other organizations around the state to construct paper chains to represent the 300,000 Utahns who would benefit if Utah opted into the expanded Medicaid plans that are part of the Affordable Care Act.
- Focus groups on the experience of LEAP students in diversity classes, April 3 and 5, 2013.
- *Pre-Law LEAP luncheon, April 5, 2013.*
- *Closing reception for Health Sciences LEAP students, April 10, 2013.*
- *Peer Advisor Luncheon* on April 11, 2013. 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 16, 2013.* This is an event honoring scholarship winners. Parents and family are invited. This year's reception was held at the Alumni House.
- *Special faculty meeting* to work on diversity issues with Dr. John Quincy Adams, April 17, 2013.
- *Closing picnic, April 19, 2013.*
- *Fine Arts LEAP Theater production* with the students of Neighborhood House, on April 25, 2013, received money and support from a variety of donors.



- *Presentation and acceptance of the LEAP Memo of Understanding*, the end result of LEAP's formal program review by the Undergraduate Council, to the Academic Senate on May 6.
- *LEAP also took a central role on the Auxiliary Faculty Committee* that this year secured a change in nomenclature recognizing Lecturers as Career-Line faculty, and a provision for their representation on the Academic Senate.

In addition, the LEAP Policy Board met twice (once each semester) and the Mentorship Program (described below) continued to function and grew in size.

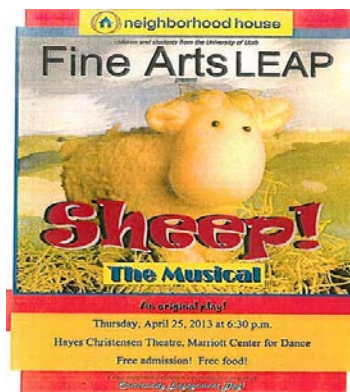
## 6. Community Engaged Learning

Formal community engaged learning opportunities in the LEAP program for which first-year students get academic credit include Dr. Carolan Ownby's Community Engagement LEAP, Dr. Jennifer Bauman's spring semester sections of Fine Arts LEAP, 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). Two other LEAP instructors are applying for Community Engaged Learning designations for classes in the 2013-14 academic year. Here are details on LEAP service during the 2012-13 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 *Shaun the Sheep* working with students from Neighborhood House (which included original script, music, choreography, costumes, sets, publicity, press releases, fundraising, rehearsing with the children, etc.) . performed at the U of U on April 25, 2013, with a and Mattie Wattis Harris gave children at exposure to and and also confidence and experiences. Each time worked (and played) Neighborhood House, healthy snacks and fun



The production was Marriott Center for Dance grant from The William H. Foundation. This project Neighborhood House experience in the fine arts community-building Fine Arts LEAP students with the children at moreover, they brought prizes.

### 2013 Fine Arts Play

*Community Engagement 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.

LEAP to the U: met with students from West High School a total of six times.

- On Sept 26, we met together for the first time on the U campus and talked about goals for the year. We gave the WHS students the "Asha" challenge to maintain good grades.
- On Nov. 7 we took the WHS students on a campus tour including places like the library, and to a physics demonstration.
- On Nov. 14 we met the WHS students for bowling in the Union.
- On Mar. 6 we held Shadow Day, where each WHS student went with one or more LEAP students to two University classes.
- On Mar. 27, the LEAP students and WHS students joined together to put on Dr. Seuss Day at Washington Elementary School's afterschool program.
- On April 17, the LEAP students met with WHS students at WHS for our final celebration.

The number of LEAP students participating was constant at about 25. The number of WHS students fluctuated.

Students in CEL LEAP also volunteered at Washington Elementary, Horizonte, Hser Ner Moo, IRC, Crossroads Urban Center, and Asian Association. This allowed students to better understand class readings on marginalization, poverty, and "Becoming American".

*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.

Ann Engar's Pre-Law LEAP Community Engagement class has instituted a partnership with the S. J. Quinney Family Law Clinic so that LEAP students are preferred for volunteering in the clinic. Four students, including a LEAP Program graduate who runs the program, served there this year. One student served as an advisor to judges in Peer Court and was offered a full-time position with the program. Two students worked with a state senator in his law office, and one managed the successful re-election campaign of a state senator. Still another volunteered with the ACLU. Over 300 hours of service were completed.

## **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. UC Advisors also met with the Peer Advisors prior to visiting with the classes, so that PA's would be better equipped to answer students' questions.
- A one-credit hour class, LEAP 1050, taught by University College Advisors 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.
- Two LEAP teachers -- Dr. Carolyn Bliss and Dr. Jeff Webb -- incorporated the SSI (Student Success Inventory) into their classes in order to give structure to student engagement activities and experiment with an early warning system for students having academic difficulties.
- Other pre-Professional LEAPs, such as Engineering, Business, and Education, also incorporate visits by college advisors.

## **8. Mentoring**

Academic year 2012-13 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 34 mentors with 34 students. This represented more than a doubling of last year's figures (15 of each). 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, probably with even 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 2012-13, with each LEAP section 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 went into effect in spring semester of 2013.

## **10. Partnership with the Writing Program**

During fall semester of 2012, the LEAP Program offered its students eight sections of Writing 2010 classes (which fulfill the lower division writing requirement), and during spring 2013, 6 sections of Writing 2010 classes were offered to 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.

In addition, Nancy Jensen, the Writing Program Liaison to LEAP and one of the LEAP writing course teachers, offered a series of writing workshops to augment the Writing 2010 curriculum and to offer practical advice on LEAP-related topics to students who weren't yet taking 2010.

During spring semester, a Memo of Understanding was constructed and signed by the LEAP Program Director and the Writing Program Director, specifying the partnership for 2013-14. During this year, a total of 14 sections of LEAP-specific writing classes at both the 2010 and 1010 levels will be offered. Those fulfilling the requirements met by 2010 will be called Writing 2011, and those fulfilling the requirements met by Writing 1010 will be called Writing 1011. The decision to add 1010-level courses was made after research showed that around 1/3 of the year's LEAP students qualified at the Writing 1010 level rather than Writing 2010.

## **11. LEAP Advisory Boards**

The LEAP Policy Board met twice this academic year on October 29, 2012, and on April 22, 2013. See Appendix for minutes from this year's meetings.

Meetings of the LEAP Community Advocacy Board have been suspended as we re-think the membership and role of this body.

Members of both Boards combined to serve as the selection committee for this year's LEAP scholarship recipients.

## **12. Student Recruitment and Program Outreach**

The following is a list of initiatives undertaken this year to improve LEAP enrollment and the awareness of the LEAP Program among students before they come to orientation:

- LEAP participated in every recruitment or outreach effort the University mounted for the year.
- LEAP was also represented at every UAAC meeting, to keep advisors apprised of changes in LEAP.

- Dr. Bliss met with University College Advisors to explain changes in LEAP.
- Dr. Bliss met with the University offices involved in student recruitment.
- Dr. Bliss met with the Office of Orientation regarding changes in the way LEAP would be presented at this year's orientations.
- Dr. Bliss and Ann Darling met with Marla Kennedy and staff to draft a booklet for this year's orientation comparing LEAP and BlockU offerings.
- Dr. Bliss and Liz Taylor, assisted when necessary by Jeff Webb, Stef Aravelo, and Dylan Mace, were present at every orientation, both during the information fairs, and when LEAP and Block U were presented.

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. For summer orientation of 2013, these roles were taken by Orientation Leaders.

## Milestones and Awards

### 1. Notable Student Achievements

Collete Ankenman won the award for this year's Civically Engaged Student and was honored at the Community engagement Luncheon on March 28, 2013.



**Collete Ankenman**

Two former LEAP students – Karely Mann and Alex Au – were featured speakers at the UGS/Student Affairs Directors' Retreat in November of 2012. Karely was also a senior Peer Advisor for the 2012-13 academic year.

Karely Mann and Emily Mangelson produced a freshman handbook (*I Will Survive*) for last year's first-year students. It also formed the basis of a research project presented at the Undergraduate Research Symposium in April of 2013 and will be provided digitally to this year's incoming LEAP students.



**Emily Mangelson and Karely Mann**

A total of 38 LEAP students presented their research at the Undergraduate Research Symposium on April 3, 2013.

Four fourth-year Health Sciences LEAP students were accepted to the Youthlinc program which delivers international service.

Alexis Jessop was selected to be a Presidential Ambassador for 2013-2014.

Savannah and Emmylou Manwill, former Peer Advisors, were awarded Service Learning certificates this spring by the Bennion Center.

Kelton Johnston, next year's Senior Peer Advisor, received an honors scholarship.

## **2. LEAP Scholarship and Award Recipients 2013**

Approximately \$49,200 was given out in scholarships and awards to:

### **Peer Advisor Scholarships (\$2000)**

Collete Ankenman

Carin Hahn

Isaiah Johnson

Kelton Johnson

David Munoz

### **Frost Award for Outstanding Peer Advisor (\$500)**

Karely Mann

### **Scholars of Promise for LEAP students in or joining the Honors Program (\$2000)**

Elena Nazarenko

William Tang

### **Diversity-Service (\$2000)**

Estefania Arevalo

Haidi Arias

Tanner Aste

Jackie Dailey

Min-Jee Goh

Samuel Ham

Anne Marie Henkels

Esperanza Hernandez

Austin Holmes

Lea Hunter

Kanyana Juliet

Wallie Kanishka

Kenan Karalic

Emily Landon

Jessica Luviano

Wogai Mohmand

**Pre-Law (\$2100)**

Laramie Riggs

**Health Professions (\$2100)**

Chelsea Scutt

**3. Faculty Activities and Achievements**

Carolan Ownby was named a 2013 winner of the Distinguished Teaching Award, and also a Bennion Center Committed Faculty Mentor.

Jennifer Bauman and Mike White were nominated for different national service awards.

Jennifer Bauman received a Utah Humanities Council Academic Partnership Award for her work with the Venture Course in the Humanities.



**Carolan Ownby**

Mike White was promoted to the rank of Associate Professor/Lecturer in both the LEAP Program and the Department of English.

Seetha Veeraghanta had a paper accepted for presentation at a national engineering conference.

Ann Engar received honorary membership in Phi Kappa Phi; her undergraduate university (Stanford) did not have a Phi Kappa Phi chapter. She was also named a Bennion Center Committed Faculty Mentor and a Teaching Fellow of the Center for Teaching and Learning Excellence.

**4. Program Awards**

LEAP has twice been nominated for the Beacon of Excellence Award.

The Program finished its two-year Formal Review with a Memo of Understanding commending LEAP for many of its features and adding significant funding for promotion and faculty development.

LEAP received a \$7000 grant from the University of Utah Teaching Committee, which allowed five LEAP faculty to attend and participate in the Reacting to the Past Institute at Barnard College in June of 2013.

## **5. Conference attendance and presentations**

LEAP was represented and/or presented over the year at the Community Engaged Faculty Institute, the Educated Persons Conference, AAC&U Conferences on Diversity and Assessment, and a number of disciplinary conferences related to LEAP instruction.

A \$7000 grant from the University of Utah Teaching Committee allowed five LEAP faculty to attend and participate in the Reacting to the Past Institute at Barnard College in June of 2013.

## **6. Continuing Education for LEAP Faculty and Peer Advisors**

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

All LEAP faculty, in an attempt to become better teachers of diversity curricula and to establish classrooms in which all students feel safe to contribute and participate, have entered into an agreement to hold a series of monthly “Difficult Dialogues” sessions for the entire academic year 2013-14, modeled on those held in Students Affairs and in LEAP’s case, aimed at pedagogy. This will involve and has already required collaboration with the Office of Engagement, the Women’s Resource Center, the Counseling Center, CESA, the Inclusion Center, and other entities.

We also sent two of next year’s Peer Advisors to the Inclusion Summit in July.

## **7. University Service by LEAP Faculty**

LEAP was represented on many campus committees, among them: Undergraduate Council, the Monson Prize Selection Committee, the Undergraduate Research Scholar Designation Committee, UAAC, the Committee for English Writing and Language Support, the ad hoc committee on the role and representation of auxiliary faculty, the Government Relations Committee, the MUSE High Impact Teaching Committee, and the Retention and Assessment Committee. LEAP is also represented on the master Strategic Enrollment Management Committee, and its subcommittees on Students Making an Impact, Mentorship, Orientation and Advising, and Cohort Programs. LEAP faculty were named to three of the UGS Portfolio Teams and also served on several additional search committees during the year and on the committees approving courses for diversity and community engagement learning credit.

Dr. Margaret Harper serves as the University’s advisor for Phi Eta Sigma, a Freshman Honor Society.



Dr. Jennifer Bauman was Library Liaison for LEAP during 2012-13.

## **8. Financial support for LEAP**

LEAP Scholarship funds declined this year, from around \$59,750 last year to \$49,325 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
- Sue Ellis
- Sutter 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
- Matt Broadbent
- Goudie Foundation
- Asad Rauf
- John Bennion

Additional funds for faculty development and promotion of the LEAP program are included in the Memo of Understanding resulting from the Formal Program Review concluded in May, 2013, and will support future activities in these fields beginning in the 2013-14 academic year. (See the appendices for the Memo and the final report of the Undergraduate Council ad hoc committee.)

## **LEAP Implementation of the AAC&U Essential Learning Objectives**

If we consider the entire range of the AAC&U Liberal Education and America's Promise Essential Learning Objectives, one or more of LEAP's 15 versions will be seen to address very nearly all of them. Specific examples are indicated below:

### **Knowledge of Human Cultures and the Physical and Natural World**

All versions of LEAP fulfill the diversity requirement, so all deal directly with diverse cultures and their histories. Mike White's Exploration LEAP also treats the natural world as a cultural community interacting with that of humans. All LEAPs also have

a humanities component, and most have a social science semester as well. (The health-related LEAPs fulfill two humanities and the diversity requirement.)

### **Intellectual and Practical Skills: Inquiry and Analysis**

All LEAPs demand analysis of materials assigned in class and located in our library sessions. Thus, all LEAPs teach inquiry strategy and analysis of texts.

### **Intellectual and Practical Skills: Critical Thinking**

LEAP classes teach critical and responsive reading and evaluation of the legitimacy of sources, we analyze arguments, and we reinforce a number of writing strategies requiring critical thinking.

### **Intellectual and Practical Skills: Creative Thinking**

LEAP encourages creative thinking by means of assignments in teamwork, class presentations, and debates, which are especially a feature of the health-related LEAPs. Creative thinking – as well as research skills, analysis, critical thinking, and persuasive argumentation – are also a feature of the Reacting to the Past pedagogy, already used in Pre-Law LEAP and International LEAP and about to be implemented in other LEAP classes as well. In addition, Fine Arts LEAP culminates every year in a play that students write, choreograph, compose music for, supply costumes and scenery for, document on film, and perform with Neighborhood House children.

### **Intellectual and Practical Skills: Written Communication**

During the period when the University designated “writing intensive” classes, LEAP classes were always among them. All LEAPs require short written assignments in class, essay exams, out-of-class exams and papers of various length, reflective papers drawn from the students’ life histories or community engagement experiences, research papers, comparison-contrast exercises, and papers demanding synthesis, summary and annotation, and/or argument. We also teach documentation forms and when and how to use them.

### **Intellectual and Practical Skills: Oral Communication**

Most LEAPs require final team presentations to the class of information that has been researched over the semester. Health-related LEAPs end with formal debates in the spring semester. The Reacting to the Past activities require extensive and often extemporaneous oral presentations and arguments by students.

### **Intellectual and Practical Skills: Information Literacy**

All versions of LEAP include a library component during which students work on their final class projects and at the same time acquire competence in using computerized databases and locating sources in the library. There is a visual literacy component to these experiences as well, keyed to the particular version of LEAP so that, for example, Engineering LEAP students get experience in the reading of graphs and other visual presentations of data.

### **Intellectual and Practical Skills: Teamwork**

All LEAPs put students in teams, teach teamwork skills, and require teams to produce regular reports of their progress, to evaluate themselves and each other as team contributors, and to produce final products or presentations as teams.

### **Intellectual and Practical Skills: Problem Solving**

Good teamwork (see above) usually involves problem solving, and many of the class assignments in LEAP are case studies or problem-based. The health-related LEAPs and Engineering LEAP, for example, focus on a number of case studies in one of the semesters. Reacting to the Past pedagogy can also be seen as problem-based, in that students re-enact a crucial period in history and decide for themselves what the outcome of the issue at stake should have been.

### **Personal and Social Responsibility Outcomes: Civic Knowledge and Engagement**

Peer Advisors regularly encourage all LEAP students to become involved on the campus and in the community, and the program offers many service and involvement opportunities. Several versions of LEAP – Community Engagement LEAP, Pre-Law LEAP, Fine Arts LEAP, and Health Sciences LEAP – have specific service and engagement components and requirements. Two additional LEAPs – Urban Ecology LEAP and one of the Exploration LEAPs – have applied for the Community Engagement Learning designation for one of their semesters.

### **Personal and Social Responsibility Outcomes: Intercultural Knowledge and Competence**

All LEAPs fulfill the diversity requirement, so all deal directly with cultural competence and intercultural knowledge. Many do so as well in their social science semester, for example, in Fine Arts LEAP's concentration on the roots of poverty. Often intercultural knowledge is approached in a manner consonant with the overall theme of that version of LEAP. For example, in health-related LEAPs,

students examine and research the health issues of minority populations and how these relate to cultural beliefs and practices and to the history of those populations in America.

### **Personal and Social Responsibility Outcomes: Ethical Reasoning and Action**

Ethics are always involved in discussions of diversity issues, since embrace of diversity is itself an ethical imperative (see above). In addition, Engineering LEAP, College of Health LEAP, Fine Arts LEAP, Pre-Law LEAP, Health Sciences LEAP, Exploration LEAP, and Urban Ecology LEAP all deal explicitly with ethics and the actions that flow from them. Moreover, students participating in community engagement LEAPs and courses that carry CEL credit act in ways that derive from the ethical principles they are studying.

### **Personal and Social Responsibility Outcomes: Foundations and Skills for Lifelong Learning**

As a program designed to help students get off to a good start in college and make a successful transition from high school, LEAP gives them a good foundation for later success and for lifelong learning. We have evidence that LEAP students graduate at higher rates than non-LEAP students, and we believe that a successful college experience is very likely to produce the skills and interest needed to pursue lifelong learning.

### **Integrative Learning: Including Synthesis and Advanced Accomplishment across General and Specialized Studies**

LEAPs are by their very nature interdisciplinary: combining investigations into humanities, social sciences, cultural studies, and the other disciplines addressed within the discipline-specific LEAPs. They require that students apply the epistemology of one discipline to another, and the fact that students experience two semesters under the same faculty member but addressing different bodies of knowledge means that the instructors can explicitly demonstrate the relevance of several epistemologies to a single area of inquiry.

### **Assessment of the Essential Learning Objectives**

No program-wide assessment of how and to what extent ELOs are achieved in LEAP classes has yet been attempted. But a number of efforts specific to certain LEAPs are underway. Jeff Webb has experimented with e-portfolios in College of Health LEAP, Seetha Veeraghanta regularly undertakes review of portfolios of written work in Engineering LEAP (from students in her sections and those of other LEAP instructors teaching E-LEAP), Jeff Webb and Ann Engar are at work on a paper reporting the results of assessing how the implementation of Reacting to the Past

pedagogy affects community formation and other outcomes in Ann's LEAP classes, and a number of us are using or adapting the AAC&U Value Rubrics for assessment of ELO's.

In addition, we continue to collect and examine the results of the Educational Benchmarking Incorporated comparative surveys, this year again supported by a Parent Fund grant.

## **List of Appendices**

1. LEAP Policy Board minutes, fall 2012.
2. LEAP Policy Board minutes, spring 2013.
3. Peer Advisor luncheon program.
4. Report on Retention and Graduation at the University of Utah.
5. Memo of Understanding and final report from the LEAP Formal Program Review.