



# ANNUAL REPORT

## 2018 / 2019

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### LEAP LEARNING COMMUNITY

Office of Undergraduate Studies  
The University of Utah

July 1, 2019



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Prepared and Submitted by:

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## Executive Summary

LEAP continues to play an important role in supporting student success at the University of Utah. LEAP is a critical part of the “Utah Pledge,” which is the central organizational principle around student success: 1) Every entering student in a learning community, 2) every student has at least one deeply engaged learning experience, and 3) every student has a Plan to Finish and is supported by Student Success Advocates, mentors and advisors. Over the 2018-2019 academic year, LEAP offered 55 learning community sections; in Fall 2018, there were 836 first-year students in 30 sections, and 88 students in multi-year sections and 1 transfer section, which enrolled 29 students. We partnered with the Academic Advising Center, Student Success Advocates, MUSE, the Bennion Center, Capstone Initiatives, New Student and Family Programs, and many colleges (Engineering, Mines & Earth Sciences, Health, Humanities, Law School, Colleges of Medicine, Pharmacy, and Dentistry, College of Nursing, Science, Social and Behavioral Sciences, and Social Work).

A major development in the LEAP program for 2018-2019 was the anticipated retirement of Dr. Carolan Ownby, who has taught 3 or 4 courses each year for more than 20 years, served as the Associate Director and started and grew the Peer Advisor program. Her departure, as well as the departure of Dr. Jennifer Brown in December 2018, resulted in the need to hire additional faculty for 2019-2020. Dr. Jennifer Seagrave was selected among 3 impressive candidates for the position of Supervisor for the Peer Advisors for 2019-2020. An outstanding pool of applicants applied for the LEAP faculty positions. Dr. CoCo James was offered 3 courses for the 2019-2020 academic year (SBS, Service, and E-LEAP), and Dr. Joshua Rivkin was offered one course for the academic year (Online Fine Arts). Dr. Valerie D’Astous will teach LEAP 3050 Dealing with Difference Fall 2019.

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## LEAP Program Description

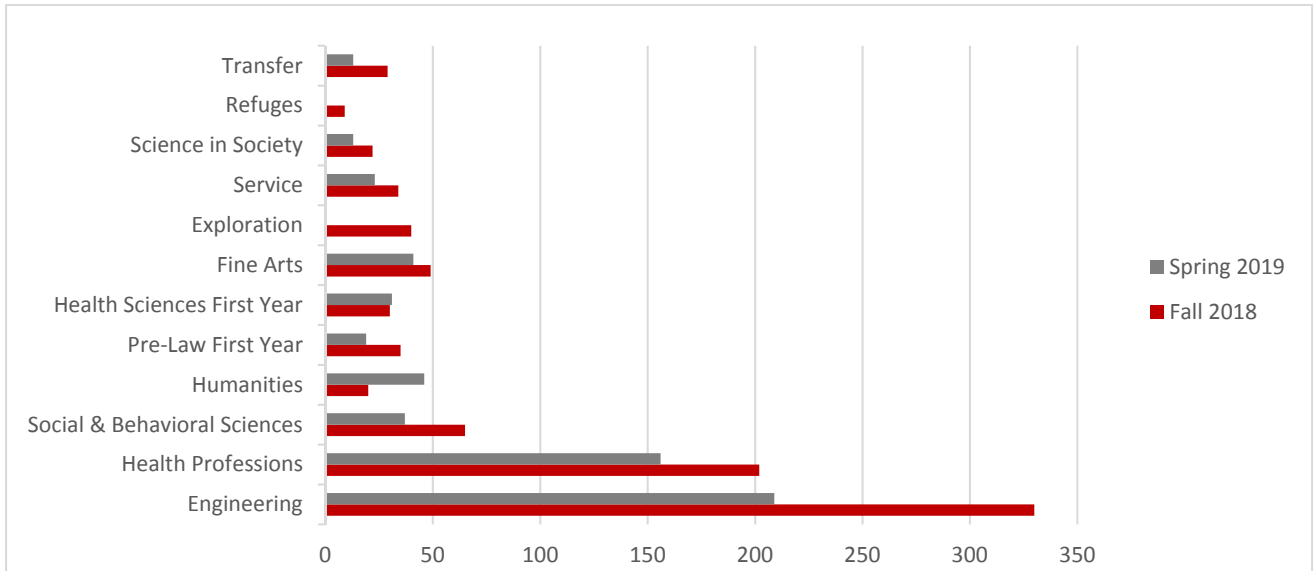
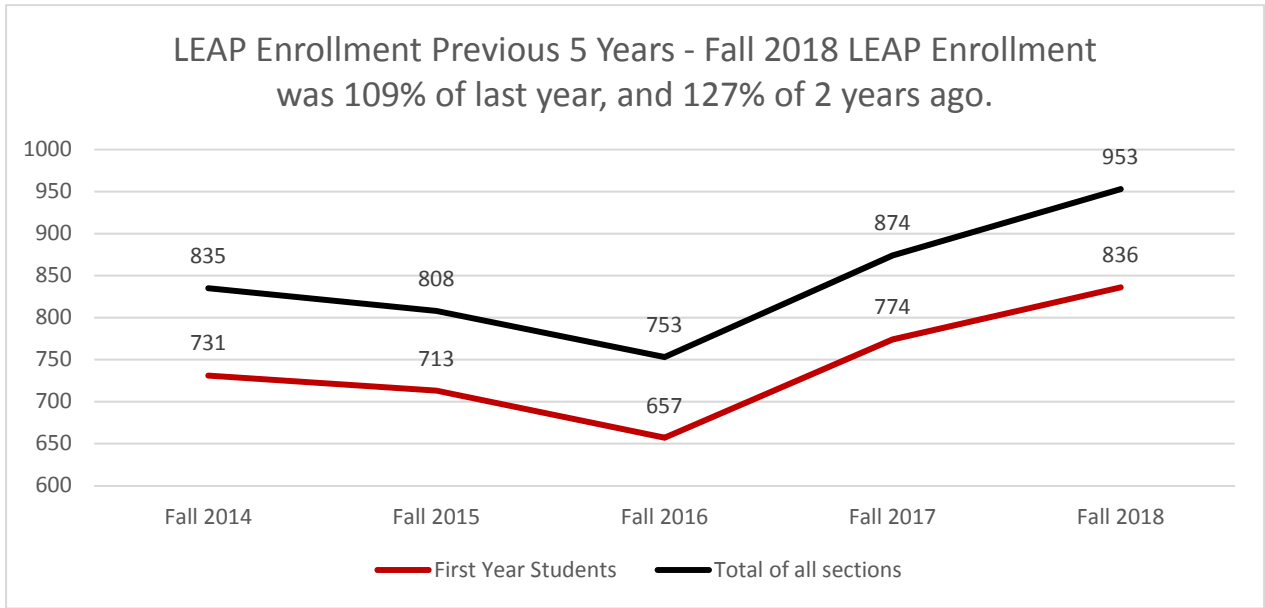
LEAP is a year-long learning community for entering University students. It consists of two three-credit-hour courses – one fall semester, one spring semester – taken with the same professor and classmates, allowing students to build community. LEAP’s two classes typically fulfill the University’s diversity requirement and two general education requirements (one in social science and one in the humanities, although Health LEAPs and pre-Law LEAP fulfill two humanities requirements and the diversity requirement) and are linked to optional classes for LEAP students in library research and major selection.

LEAP’s mission is four-fold:

1. To promote and implement scholarship and campus and community engagement for first-year students through an integrated, interdisciplinary, and collaborative teaching and learning community;
2. To attract and retain a diverse student population;
3. To engage students in an interactive exploration of diversity issues both in the classroom and through community outreach.
4. To get first-year students off to a successful start in college, help them feel they belong at the University of Utah, and encourage their timely progress into a major and toward graduation.

## A Program Overview for the Year

The following overview uses ex-post enrollment data from the Registrar’s Office and represents the number of students enrolled through each semester. In the fall, the LEAP program enrolled a total of 953 students in 29 first-year sections, two sections beyond the first year in Pre-Law LEAP, 3 sections beyond the first year of Health Sciences LEAP and one section of Transfer LEAP. **Fall 2018 enrollment was 109% of last year’s enrollment, and 127% over the previous year enrollment of 753 first year students.** In the spring, the LEAP program enrolled a total of 658 students, 575 students in 26 first-year sections and 70 in Pre-Law and Health Sciences sections beyond the first year.



<b>FIRST YEAR SECTIONS</b>			
<b>Fall 2019</b>		<b>Spring 2019:</b>	
<b># Sections</b>	<b>Type of LEAP Course</b>	<b># Sections</b>	<b>Type of LEAP Cou</b>
10	Engineering LEAP (LEAP 1501)	9	Engineering LEAP (LEAP 1500)
6	Health Professions LEAP (LEAP 1100)	6	Health Professions LEAP (LEAP 1140)
2	Exploration LEAP (LEAP 1101)	1	Exploration LEAP (LEAP 1100)
2	Social and Behavioral Sciences (LEAP 1101)	2	Social and Behavioral Sciences (LEAP 1100)
1	Service LEAP (LEAP 1101)	1	Service LEAP (LEAP 1100)
2	Exploration (LEAP 1101)	1	Exploration (LEAP 1100)
1	Science in Society LEAP (LEAP 1101)	1	Science in Society LEAP (LEAP 1100)
1	1 Humanities (LEAP 1101)	2	Humanities (LEAP 1100)
2	2 Fine Arts/Arts (LEAP 1101)	2	Fine Arts/Arts (LEAP 1100)
1	1 Pre-Law (LEAP 1100)	1	Pre-Law (LEAP 1150)
1	1 Health Sciences (4-year program by application only)	1	Health Sciences (LEAP 1100)
1	1 Transfer (LEAP 3050)	1	Transfer (LEAP 3050)
1	1 REFUGES (College of Science)		Not offered because sequence was from Summer to Fall
<b>MULTI-YEAR SECTIONS</b>			
1	Leap 2700 Pre-Law 2	1	LEAP 1250 Reasoning & Rational Decision Making
1	Leap 3700 Pre-Law Service Learning	1	LEAP 3701 Pre-Law Professional Writing
1	UUHSC 2500 HS Professional Seminar	1	MD LB 2010 HS 2 <sup>nd</sup> year Research and Lab Skills
1	UUHSC 3000 HS Research Seminar	1	UUHSC 3001 HS Research HS Year 3
1	UUHSC 4000 HS Seminar	1	UUHSC 4001 HS LEAP IV

In addition, LEAP offered the following courses for the 2018-19 academic year:

- LEAP 1050: Major Selection, a course taught in the spring by the University's Academic Advisors, for 14 students in 3 sections.
- LEAP 2002: Peer Advisor Seminar elected for credit by 7 Peer Advisors.
- LEAP 1060-001: library research add-on for 85 students.

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## Plans for 2019-2020:

- Due to low enrollment, especially in Spring semester, we will make adjustments to Exploration LEAP. The title of the course, Exploration LEAP, created confusion for students with the Major Exploration course – students thought they would be exploring majors at the University, rather than exploring ideas. Thus, we have changed the names for Exploration LEAP courses to more accurately reflect the content of the course. The new names are: Humans in Nature/Humans in Society (taught by Dr. Michael White) or Society in Science: Issues of Life & Death/War & Peace (taught by Dr. Meg Harper).
- Reassess and reinvigorate the LEAP Peer Advisor Program, ensuring alignment of Peer Advisor activities with LEAP Learning Objectives.
- Offer a section of E-LEAP (Engineering LEAP) designed for Women and STEM minorities; Dr. Veeraghanta will teach this section.
- Welcome and mentor our new faculty members, Dr. CoCo James and Dr. Joshua Rivkin.

## Changes and Developments in LEAP

### 1. New Teaching and Administrative Assignments

- **Dr. CoCo James** – will teach Social & Behavioral Sciences LEAP, Service LEAP, and E-LEAP  
CoCo James received her PhD from the University of Utah, studying Sociology with an emphasis in gender and sexuality. Dr. James loves to teach and is an exuberant fan of general education, particularly the elements of critical thinking, critical consumption of data, and respectful engagement with diverse ways of thinking and being. When not teaching or developing her pedagogies, Dr. James enjoys reading, doing non-profit work benefitting underserved communities, and traveling solo to see fantastic art.
- **Dr. Joshua Rivkin** – will teach Fine Arts LEAP online  
Joshua Rivkin is an educator, writer, and editor. He is the author of CHALK: THE ART AND ERASURE OF CY TWOMBLY, a finalist for 2019 PEN/Bograd Weld Prize in Biography and the Marfield Prize, the National Award for Arts Writing. His first collection of poetry, SUITOR, is forthcoming in 2020. His poems and essays have appeared in The New Yorker, Slate, Southern Review, Virginia Quarterly Review, and Best New Poets. A former Fulbright Fellow in Rome, Italy, as well as a Stegner Fellow in poetry, he has received awards and scholarships from the Sustainable Arts Foundation, Fine Arts Work Center in Provincetown, and Bread Loaf Writers' Conference. Rivkin received his PhD in Literature & Creative Writing from the University of Southern California and his MFA from the University of Houston. When he is not teaching or writing, he enjoys baking bread and running. He lives in Salt Lake City with his family.

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- **Alison Flanders** – began as a temporary employee in March 2019 and hired permanently in May 2019  
Alison Flanders has a Bachelors Degree in Communitcation with an emphasis in Advertising and Public Relations from Southern Utah University. She has worked in the non-profit sector for over twenty years doing marketing, event planning, and public outreach and hopes to use these skills to further progress the LEAP Program.

## **2. Programs and Partnerships**

- LEAP faculty again collaborated with academic librarians to further assessment efforts in Information Literacy. This work resulted in a teaching grant awarded February 2018; work based on this grant was ongoing this year. We administered the Threshold Achievement Test for Information Literacy (TATIL), based on the ACRL Information Literacy Framework, to all of our students at the end of Spring semester. We will use the results of this test (see Appendix A) to refine our library sessions and improve our curriculum for next year.
- The LEAP/Library partnership also resulted in a conference presentation at the Annual conference of the Association of College and Research Libraries in Cleveland, OH, April 2019. The conference presenations showcased 20 years of a successful embedded librarian partnership, assessment, and reflection. The panel consisted of 5 LEAP librarians and the Director of LEAP.
- The LEAP program developed a new partnership with the Student Success Advocates (SSAs). Student Success Advocates were embedded in the E-LEAP courses. They attended class regularly, were added to the Canvas course, and developed relationships with students by being present and participating in activites and discussions. This successful partnership will be expanded next year to include the REFUGES course and Health Sciences LEAP. We have also developed a shared understanding of best practices to strengthen the partnership.

## **3. Changes and Adjustments**

- This year we presented 3 LEAP Scholars Talks each attended by 35-100 students:
  - Susan Chamberlain from the Univeristy of Utah Counseling Center, “Coping with Stress and Anxiety: What Every College Student Needs to Know” Jan. 30, 2019
  - Laurie Wood and Kody Partridge, Litigants in the Kitchen v Herbert case: “Creating Community in Adverse Times” Feb. 27, 2019
  - Jason Groth, ACLU of Utah Smart Justice Coordinator “Civil Liberties & College Students, April 3, 2019

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- We strengthened our Partnership with Bennion Center by hosting bi-monthly Plarn events on Friday afternoons at the LEAP house. PAs also participated in the Saturday Service Projects hosted by the Bennion Center.

#### **4. Program Assessment**

##### **The Skyfactor Report**

For the past nine years, LEAP has been administering a survey to spring semester students designed by Educational Benchmarking Incorporated (EBI) now known as Skyfactor. This survey organizes 100+ questions into 23 “factors” (summarizing clusters of related questions). Scores on the “factors” are the mean value of student responses, from 1 – 7 with a score of 1 representing “not at all” and a score of 7 representing “significantly”.

Skyfactor collects survey results from 23 different Institutions<sup>1</sup> in the fall and the spring semester. For reasons of comparison these Institutions are separated into two groups, “Carnegie Class” and “All”. The “Carnegie Class” is a group of very high research activity Universities. These are the University of South Carolina and the University of Utah.

##### **LEAP Student Demographics**

We can use the Skyfactor survey to get a snapshot of the student demographics of the LEAP program. The 2018/19 survey was responded to by 425 students. Of the students responding, there were slightly more women than men<sup>2</sup>.

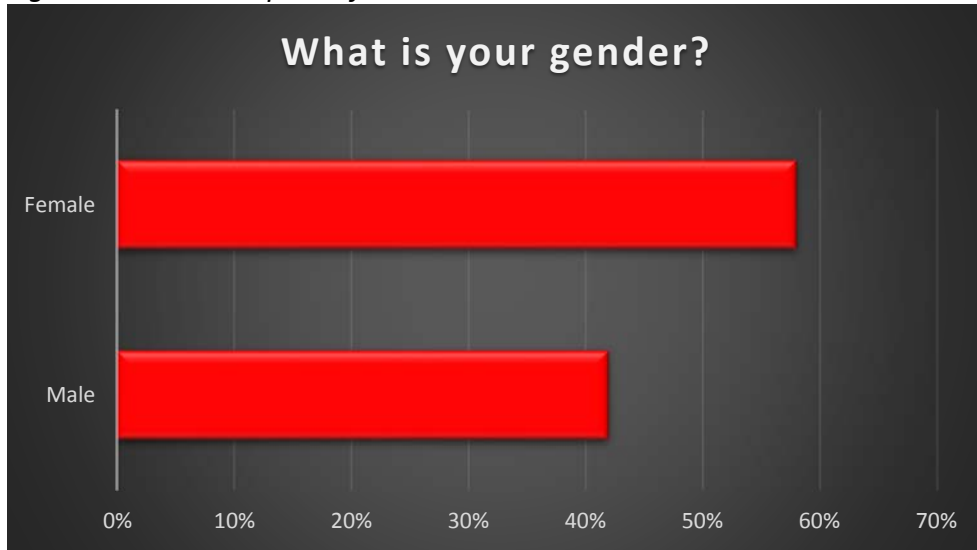
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<sup>1</sup> For the 2018-19 academic year, these were: Augustana University, Bryant University, Gallaudet University, Hanover College, Hofstra University, King’s College, Lander University, Louisiana State University at Alexandria, Missouri State University, North Dakota State College of Science, Northeastern State University, Otterbein University, The University of Texas of the Permian Basin, University of Central Oklahoma, University of Saint Joseph, University of South Carolina, University of Tennessee at Martin, University of Utah, Western Michigan University, Westminster College MO, Wingate University, York College of Pennsylvania, Young Harris College.

<sup>2</sup> The Skyfactor allows for “Transgender”, “Other” and “Prefer not to answer” responses, 0% responded thusly.



Figure 1: Gender response for LEAP students.



The Skyfactor survey responses argue that, relative the other universities in the survey, LEAP students are more ethnically diverse, work more hours on average and tend to live off campus (at home or in an off-campus apartment).

Figure 2: Race ethnicity of LEAP students.

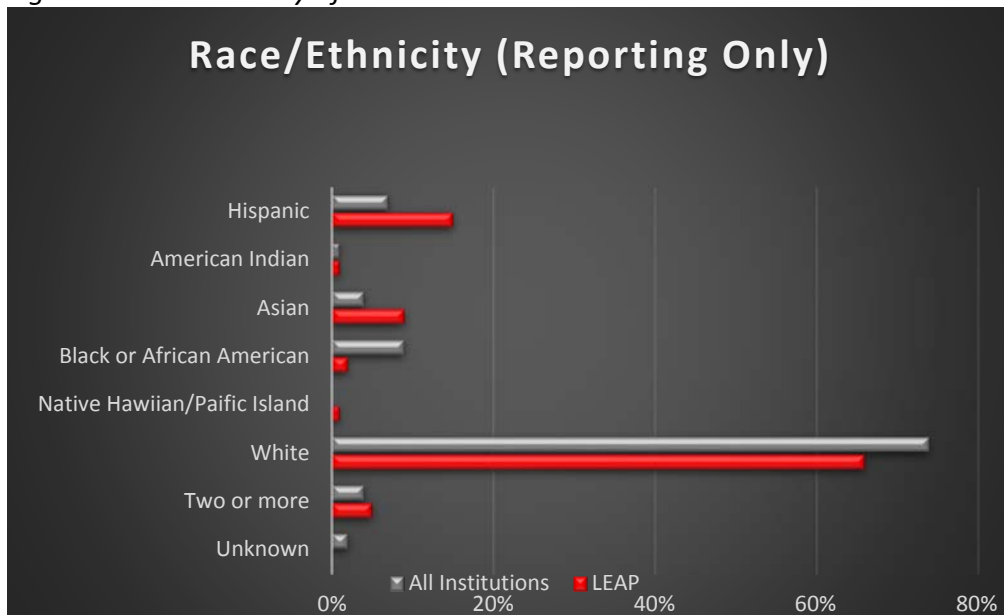
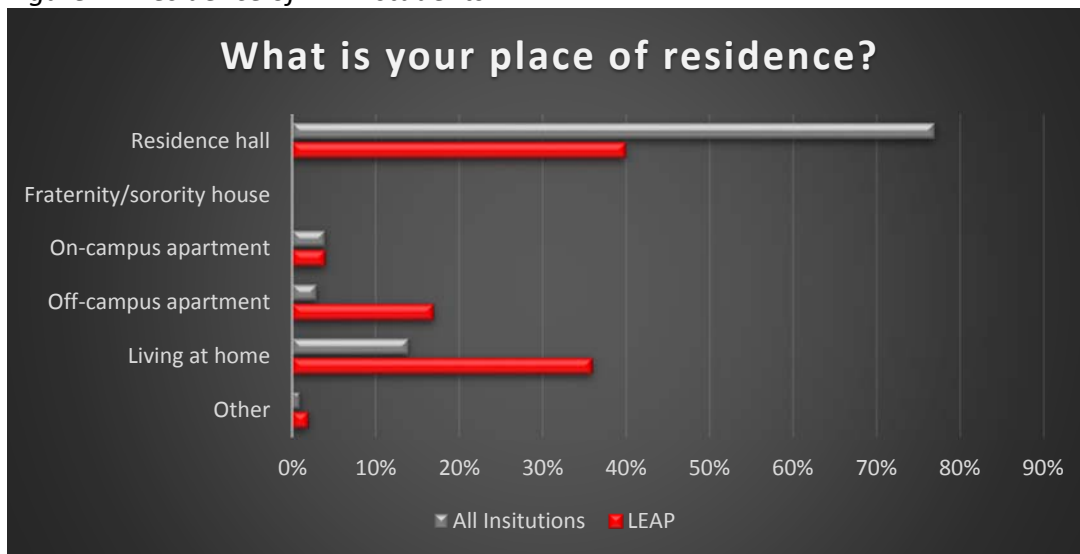


Figure 3: Work habits of LEAP students.

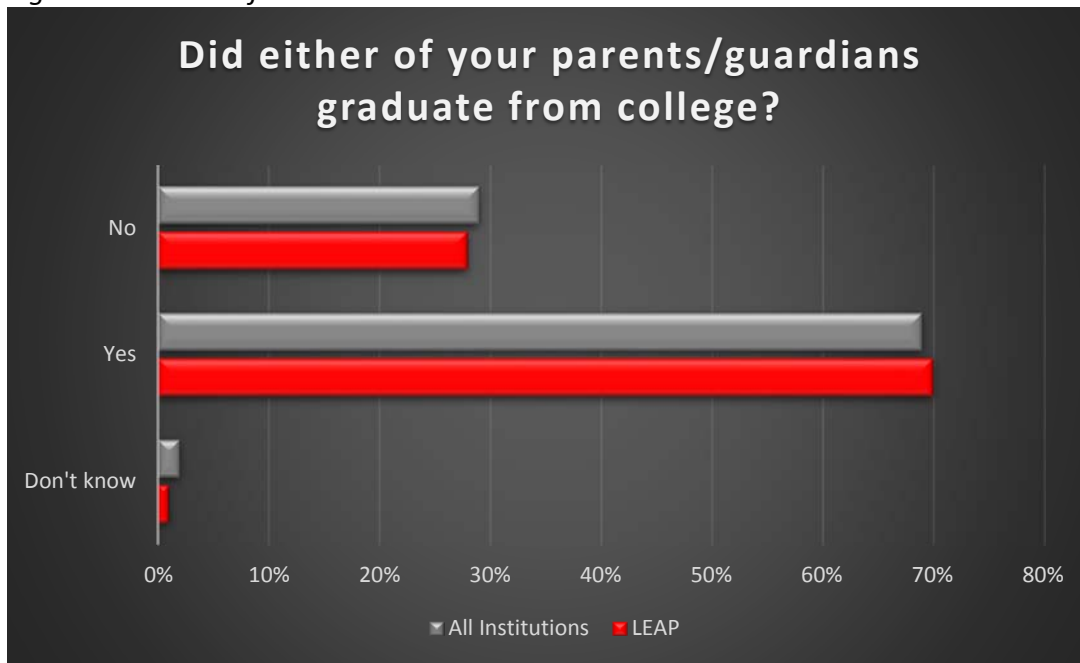


Figure 4: Residence of LEAP students



In addition, LEAP students tend to be reasonably similar in terms of parent’s education levels.

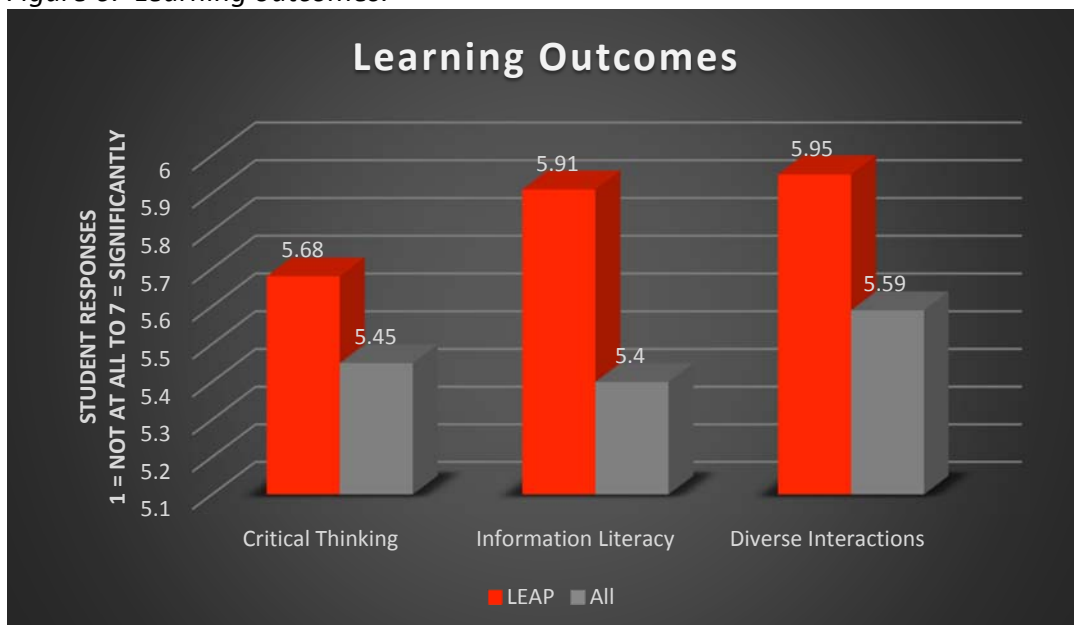
Figure 5: Parents of LEAP students education level.



**LEAP Program Learning Outcomes**

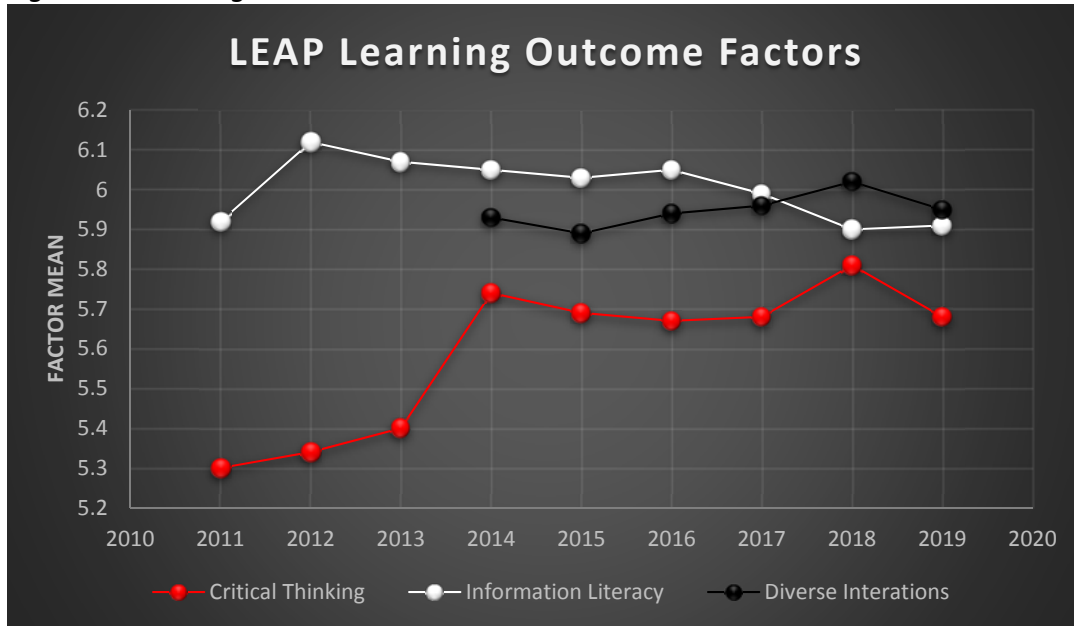
The Skyfactor survey can be used to assess the degree to which the LEAP Program addresses the Learning Outcomes with factors that directly address two of these. The three LEAP learning outcomes are critical thinking, information literacy and teamwork. The LEAP program has courses that receive a Diversity General Education credit. The Skyfactor survey addresses this factor as well.

Figure 6: Learning outcomes.



As can be seen from Figure 6, LEAP performs significantly<sup>3</sup> better than other institutions in the survey. Historically LEAP has performed fairly consistently on these factors (see Figure 7).

Figure 7: Learning outcomes historic.



<sup>3</sup> Critical Thinking  $p < 0.01$ , Information Literacy  $p < 0.001$ , Diversity  $p < 0.001$

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## Student Responses to Library and Peer Advisor Component in LEAP

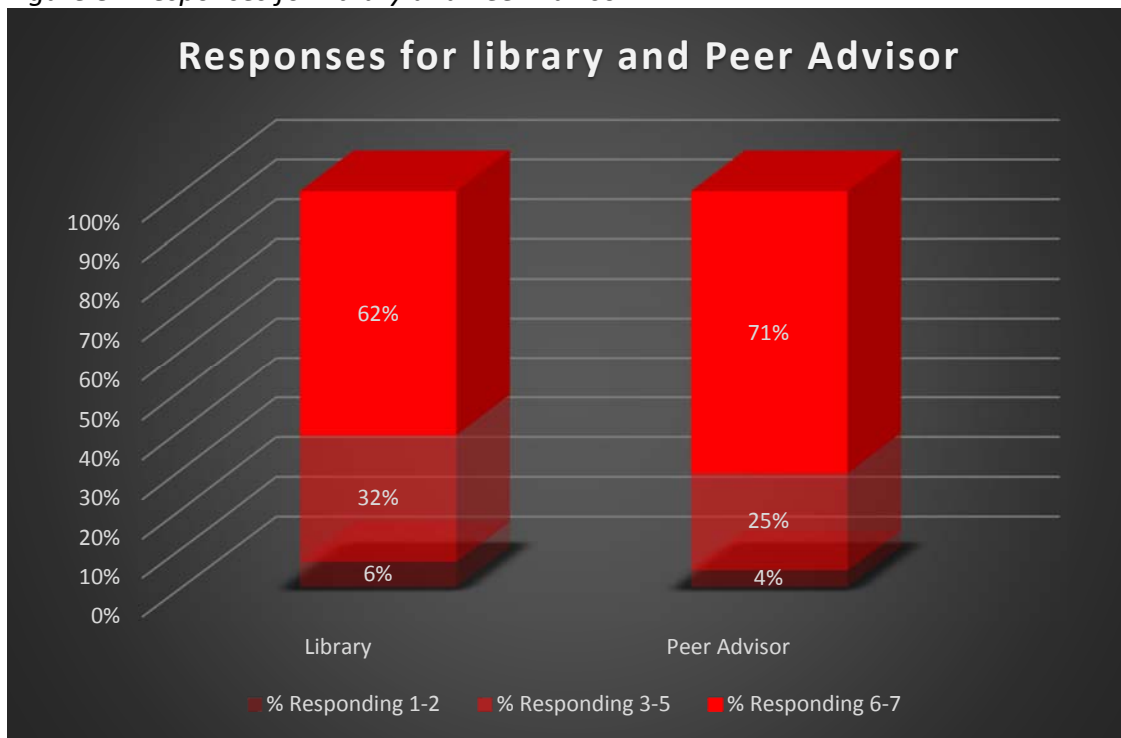
The Skyfactor survey allows for “Institution specific questions”. Over the years we have used this to assess student opinion about the library component in all LEAP courses and the Peer Advisor. These are:

On a scale of 1-7, where 1 is “Not Effective at all” and 7 is “Extremely Effective”

Question 1: How effective were the LEAP library classes in teaching you to use online databases for research?

Question 2: How helpful was your LEAP Peer Advisor?

Figure 8: Responses for library and Peer Advisor.



As can be seen from Figure 8, LEAP students tend to believe that the library component is quite effective with 62% rating the component as a “Extremely Effective”. LEAP students also tend to find the Peer Advisors effective with 71% rating the students “Extremely Effective”.

## LEAP Learning Community Learning Outcomes

Beginning two years ago, LEAP established Learning Community Learning outcomes. These include:

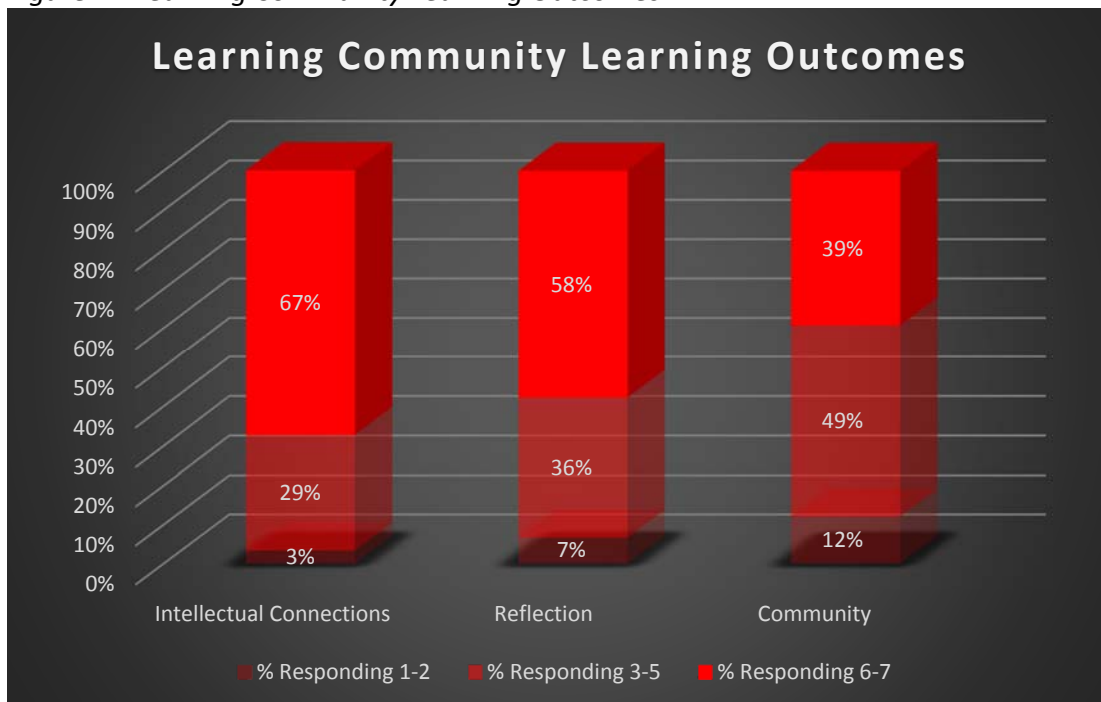
- Intellectual Connections: Measures student capacity for making connections among disciplines, experiences, perspectives, etc.
- Reflection/Self-Assessment Connections: Develops ability to self-assess (e.g., introspection, directional learning, self-authorship).
- Community: Anchoring students to campus and community (e.g., feeling they belong, knowledge of where to find resources, etc.).

This year LEAP mapped these learning outcomes onto questions on the Skyfactor survey.

On a scale of 1-7, where 1 is “Strongly Disagree” and 7 is “Strongly Agree”

1. Intellectual Connections: The LEAP program helped me understand a range of ideas and concepts across a range of courses.
2. Reflection/Self-Assessment Connections: The LEAP program helped me better understand the connections between my life (my role as a student, family member, employee, citizen) and the course content.
3. Community: The LEAP program helped me develop connections with communities on or off campus.

Figure 7: Learning Community Learning Outcomes



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In terms of student opinion, LEAP is performing admirably with regard to the Intellectual Connection and Reflection Learning Outcomes with the majority of students “Strongly Agreeing” that they are making intellectual connections and reflecting in their LEAP classes. In regard to the Community learning outcome, the majority of LEAP students “Agree” that LEAP is helping them to connect with a community.

### **Student Success:**

LEAP students have traditionally been retained and graduate at higher rates than non-LEAP students. Recent efforts have been made to increase the retention and graduation rates through enrolling every student in a learning community. As more and more students are enrolled in other learning communities, LEAP students may not show as large of an advantage in retention and graduation. Furthermore, as the quality of the students at the University of Utah is increasing and the number of first generation students served by LEAP is also increasing, the LEAP advantage in terms of retention and graduation has diminished. It may be that students who enter the LEAP Program are more socioeconomically disadvantaged than those who enter other learning communities, such as Honors or BlockU. Supporting this interpretation is the finding **that LEAP students who qualify for Pell grants see a 5% lift in retention rates, and a 9% lift in graduation rates** compared to Pell Grant students who do not take LEAP. **These lifts are especially important because Pell Grant students are retained and graduate at lower rates than non-Pell Grant students. Thus, LEAP is an important mechanism to support economically disadvantaged students.**

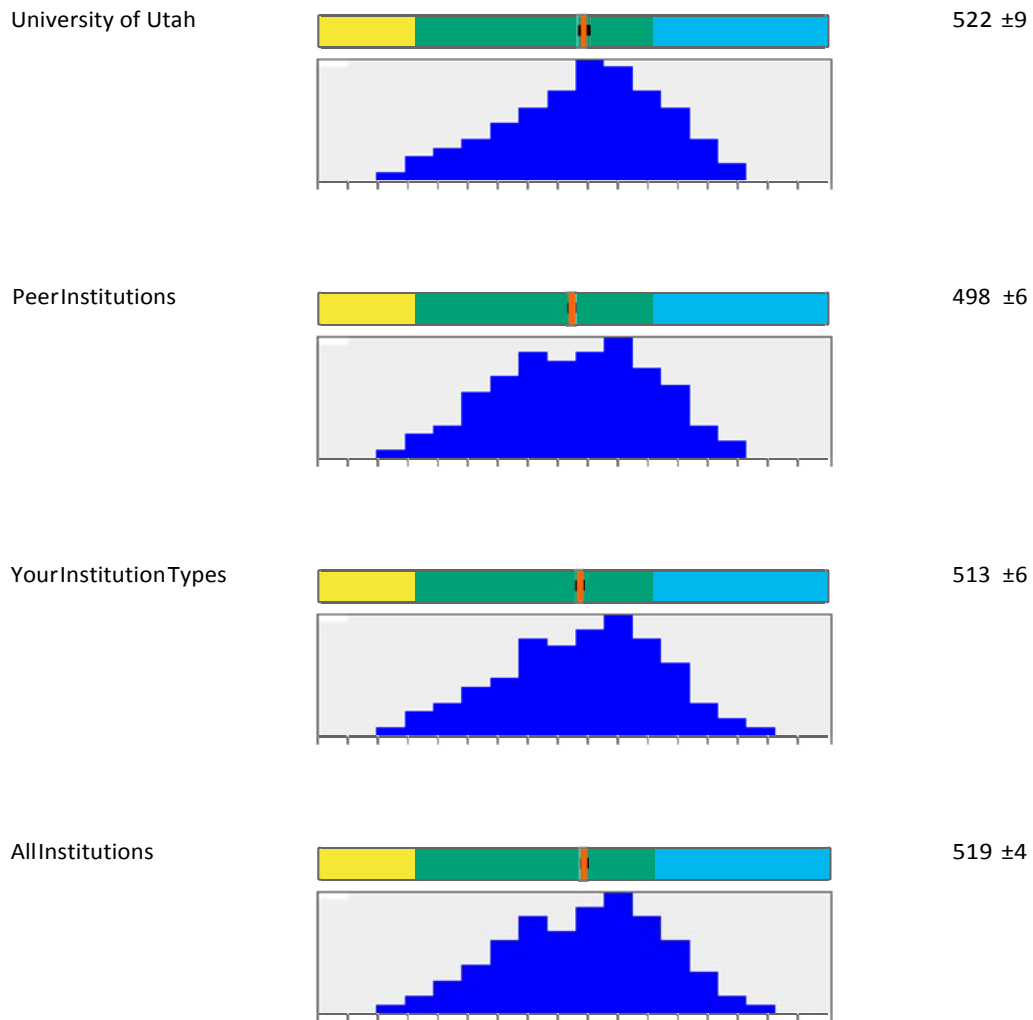
### **Information Literacy:**

The Threshold Achievement Test for Information Literacy (TATIL) is a tool for measuring student knowledge and dispositions regarding information literacy. The test is inspired by the Association of College and Research Libraries’ Framework for Information Literacy for Higher Education and by expectations set by the nation’s accrediting agencies. The test includes sections on information literacy knowledge, skills and abilities ranging from understanding to critical thinking to problem solving. Students’ ability to apply their knowledge to new problems was tested with scenarios and strategies for addressing the challenge. We administered the test to all students Spring 2019.

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*Information Literacy Knowledge Results for LEAP Students Spring 2019*

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Our students performed at the college ready level. We also learned about specific skills our students were good at (e.g., categorizing source types, matching research needs to research methods, identifying gaps in literature reviews), and for which skills they could use more practice (e.g., recognizing how interpretations can change based on new research and findings). This understanding will enable us to adjust our curriculum next year.



## Peer Advisor Program

### 2018-2019 Peer Advisors

The Peer Advisor program had another very successful year under Dr. Carolan Ownby's leadership. This year's cohort of Peer Advisors numbered 30: one per LEAP section including two Senior Peer Advisors. They met twice a month as a group, 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.

A major shift in the Peer Advisor program will occur as a result of Dr. Ownby's retirement. Dr. Jennifer Seagrave will assume the duties of Supervisor of the PA program. She has already made some adjustments including expanding the Senior PA role to provide a PA Board consisting of 2 Senior and 2 Lieutenant PAs who served as PAs previously. A PA Board will provide greater leadership and program knowledge in light of a new supervisor and 2 new faculty members in the LEAP program.

Peer Advisors play an important role in the LEAP program because they build academic success through office hours and by arranging study groups. They help students' build community, and they identify avenues for meaningful engagement. The Peer Advisor program also provides leadership opportunities.



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## 5. Program Activities

LEAP sponsored the following activities in 2018-19:

- *Peer Advisor Workshop* to prepare the 2017-18 Peer Advisors, August 17 and 18, 2018.
- *Glenn Bailey's poverty workshops*, September 11 and September 12, 2018.
- LEAP Convocation featuring Dr. Armando Solórzano, September 5, 2018.
- MUSE brought Former Vice-President Joe Biden, December 13, 2018
- Twenty LEAP students presented their research at the Undergraduate Research Symposium, April 9, 2019.
- *Pre-Law LEAP luncheon*, March 27, 2019.
- LEAP faculty and Peer Advisors helped register New University Scholars and other pre-registering students for classes during May 2019
- LEAP Scholars talks: Jan. 30, 2019, March 27, 2019, April 3, 2019
- Plarn Parties – 10 of them; 600 hours of service to make 241 balls of plarn, 2 finished plarn mats and 5 started plarn mats

## 6. Community Engaged Learning

- Pre-Law LEAP partnerships with the U law admissions office and its Pro-Bono clinics have continued, as have students doing internships with State Senator Todd Weiler. Students performed 90 hours of community service in the Pro-Bono clinics and with the Rocky Mountain Innocence Project and the Governor's Office of Economic Development.
- The LEAP PA's continued their partnership with Northwest Middle School, hosting about 90 students for a morning campus experience. The PA's also continued their partnership with Crossroads Urban Center for Fall and Spring.
- Dr. Carolan Ownby's 1100 and 1101 LEAP students completed 25 hours in the fall and spring.

## 7. Advising

LEAP continued an effective partnership with the Academic Advising Center this year, with the aim of helping students investigate and choose majors.

- LEAP faculty met with advisors from specific colleges: the College of Science, the College of Engineering, the College of Nursing, the College of Health, the College of Social and Behavioral Sciences, and the College of Fine Arts.

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- Dr. Marissa Diender presented to UAAC as well as to advisors in the colleges named above.
  - Two sections of a one-credit hour class, LEAP 1050, taught by Academic Advising Center Advisors on the process of major selection, were offered again this spring for LEAP students.

## **8. 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 2018-19, 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, LEAP 1060. See above for assessment of students' information literacy skills.

## **9. LEAP Advisory Boards**

The LEAP Policy Board met once this academic year: on October 31, 2018 See Appendix for the Agenda for these meetings and the Roster for the meeting.

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

- LEAP faculty met with advisors from specific colleges: the College of Science, the College of Engineering, the College of Nursing, the College of Health, the College of Social and Behavioral Sciences, the College of Social Work, and the College of Fine Arts.
- LEAP partnered with many colleges at Red, White and U Day.
- LEAP developed a communications plan with the Admissions office. Several emails went to all admitted students explaining the benefits of the LEAP program and highlighting people of LEAP. Next year we will expand our communications with students before New Student Orientation.

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# Milestones and Awards

## 1. A Few Notable Student Achievements

- Nicole Herrera was a LEAP Health Science student who received her master’s degree in Social Work, and after 4,000 direct care hours, became a Licensed Clinical Social Worker.
- Veronica Kitchens graduated from Health Sciences LEAP in 2016 and is now attending Physician Assistant graduate school.
- Megan Montoya graduated in 2013, another Health Sciences LEAP member, joined the Peac Corps in Cambodia, and is now enrolled in a Master of Public Health program.
- Naveen Rathi, a Health Sciences LEAP student who completed his biomedical engineering degree in 2018 has now completed his first year at the University of Utah School of Medicine.
- Asia Susko, a 2018 graduate of Health Sciences LEAP, has also completed her first year of medical school at Oakland University William Beaumont School of Medicine.
- Kly Yu, a 2013 graduate of Health Sciences LEAP, received a graduate degree in Counseling Psychology. He currently works at Volunteers of America, Utah’s Cornerstone Counseling Center, specializing in trauma counseling.
- Candelario Saldana, a pre-Law LEAP student, graduated from Law School, despite facing challenges because of his DACA status. He was recognized by the Council on Legal Education Opportunity as a CLEO Edge Honoree.

## 2. LEAP Scholarship and Award Recipients for Academic Year 2018-19

Approximately \$50,500 was given out in scholarships and awards to:

**Ruth E. Bamberger and John E. Bamberger Memorial Foundation & Roger Leland Goudie Foundation(\$2000)**

Alexander Acuna

Debora Brito de Andrade

Krystal Butamante

Maya Correa

Deogo Gabo

Jhorg Garcia

Elizaeth Izampuye

Isabella Lopes

Ngoc Pham

Sinndy Rios

Yutzil Roman

Angel Sanchez

Ana Zamora

**Roger Leland Goudie Foundation and Henry W. & Leslie Eskuche Foundation (\$2000)**

Carlo Cardozo

Andre Cruz Delgadillo

Amy Nguyen

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**Asha Davenport Memorial Scholarship (\$2000)**

Lilly Kanishka  
Michelle Ngo

**Castle Foundation**

Nicole Mortensen

**Parent Fund (\$2,000)**

Marela Landeo

**Lindquist Moore (\$2000)**

Logan Draper  
Jadyn Applonie  
Brooke Hadley  
Gillian Stucki  
Artemis Sefandonakis

**Frost Award (\$500)**

Artemis Sefandonakis

**3. Faculty Activities and Achievements, including conference presentations**

**University Service by LEAP Faculty**

- Dr. Seetha Veeraghanta won the University of Utah Distinguished Teaching Award.
- Dr. Carolan Ownby won the Excellence in General Education Teaching Award.
- Dr. Carolyn Bliss won the Inclusive Excellence Lifetime Achievement Award from the School of Medicine.
- Dr. Ann Engar served as an Academic Senator, served as an Undergraduate Council Honors Representative, an Honors Policy Board Faculty Representative, Honors Application Reading Committee. Dr. Engar served as Muse Professor, on the LEAP Policy Board, LEAP Diversity Scholarship Committee, LEAP Faculty Development Committee, presented at the Pre-Law Student Society in September, at the Undergraduate Research Education Series in October, and at Passageways to Law in February. On the National level, Dr. Engar is also a Distinguished Bibliographer for the Modern Language Association International Bibliography.
- Dr. Mike White published poems in Natural Bridge, Rattle, Poet Lore, and Poetry East. His poem, "The Way," was selected as a Poetry Prize finalist and was nominated for a Pushcart Prize.



## List of Appendices

1. LEAP Learning Communities Budget Narrative Excerpts for 2019-2020
2. TATIL Report of Information Literacy Assessment
3. LEAP Policy Board Members and Agendas

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## 1. LEAP Learning Communities Budget Narrative Excerpts for 2019-2020

**LEAP Learning Communities  
Budget Narrative for 2019-2020  
Marissa Diener, Director LEAP Learning Communities  
2/20/19**

The mission of the University of Utah is to foster student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. President Watkins has 4 strategic goals: promote student success, generate knowledge, engage communities, and ensure the long-term vitality of the University of Utah. The LEAP Learning Communities program fits primarily with the goal of promoting student success, although it also supports the other goals.

The mission of LEAP, now in its 25<sup>th</sup> year, is to support student success by helping students transition to the University confidently, learn skills necessary for success in higher education such as critical thinking, information literacy, and teamwork while meeting general education requirements, and build connections (across courses, on and off campus, and self-assessment connections). The majority of LEAP Learning Community courses are conceived of as a two-semester sequence taken in the student's first year at the University. There are two multi-year LEAP sequences – Pre-Law LEAP and Health Science LEAP that recruit students from communities underrepresented in the targeted professions. The majority of LEAP courses meet DV, HF and BF general education requirements. Transfer LEAP (LEAP 3050) is offered as a single semester course which meets the IR and DV requirements. All LEAP courses aim to partner with University colleges and programs to start students on the path toward a future profession.

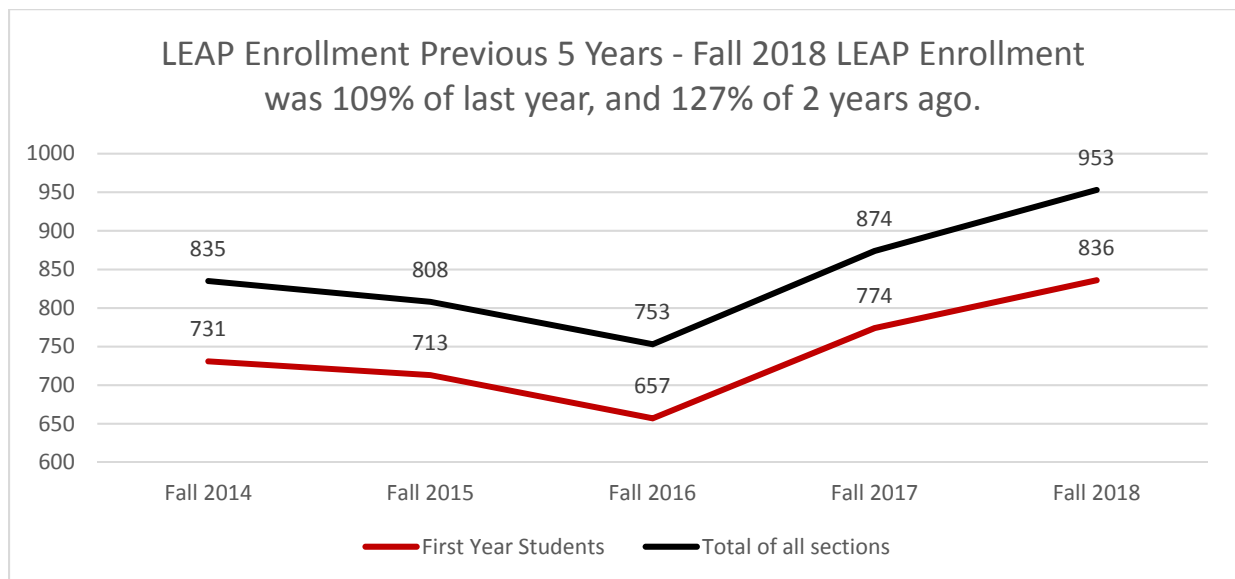
### **2018-2019 Major Accomplishments**

- 1. Support Student Success.** LEAP students have traditionally been retained and graduate at higher rates than non-LEAP students. Recent efforts have been made to increase the retention and graduation rates through enrolling every student in a learning community. As more and more students are enrolled in other learning communities, LEAP students may not show as large of an advantage in retention and graduation. As the quality of the students at the University of Utah is increasing and the number of first generation students served by LEAP is also increasing, **the LEAP advantage in terms of retention and graduation has diminished.** It may be that students who enter the LEAP Program are more socioeconomically disadvantaged than those who enter other learning communities, such as Honors or BlockU. Supporting this interpretation is the finding **that LEAP students who qualify for Pell grants see a 5% lift in retention rates, and a 9% lift in graduation rates** compared to Pell Grant students who do not take LEAP (see Figures 1 & 2). **These lifts are especially important because Pell Grant students are retained and graduate at lower rates than non-Pell Grant students. Thus, LEAP is an**

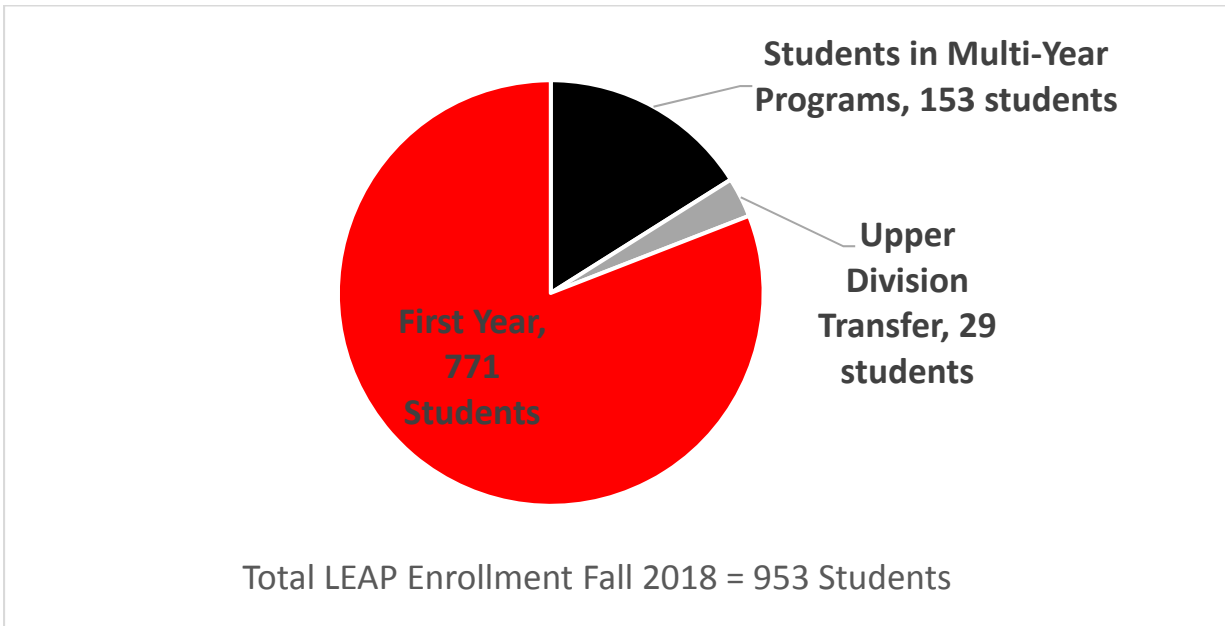
**important mechanism to support economically disadvantaged students.** When we examine the data for First Generation Students, we seem the same pattern: **First Generation LEAP Students experience a 6% lift in retention, and 3.5% lift in graduation rates compared to First Generation students who do not take LEAP**

**2. LEAP is also central to meeting the goals of Undergraduate Studies. One of those goals is to have every student in a Learning Community that meets their needs.**

LEAP faculty, peer advisors and staff work hard over the summer, in partnership with the Academic Advising Center and New Student & Family Programs and Colleges, to help students find their best-fit learning community. LEAP faculty, peer advisors and staff appeared at every new student orientation. LEAP peer advisors, staff and faculty also represented LEAP at various recruitment events throughout the year. As a result, LEAP enrolled 836 first year students in 30 “first year” sections of LEAP, 29 students in LEAP’s upper division course geared towards transfer students, and 88 students in the multi-year programs. **Fall 2018 enrollment was 109% of last year’s enrollment, and 127% over the previous year enrollment of 753 first year students.**





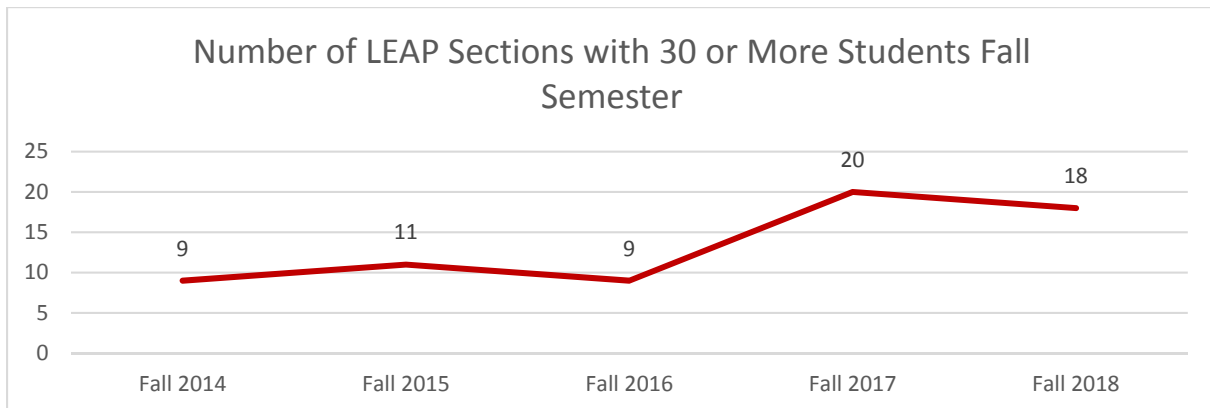


First Year LEAP Learning Communities are designed to connect students to their majors and interests. **We partner with 12 Colleges** (Engineering, Health, Social and Behavioral Sciences, Science, Humanities, Fine Arts, Medicine, Mines & Earth Sciences, Social Work, Pharmacy, Dentistry, Nursing) to offer LEAP courses which address topics which intersect with issues and topics in students’ major courses. We also work with the Major Exploration program in Academic Advising Center to offer two sections of LEAP for exploring students, although enrollment in these sections has declined with the push for students to choose a major home sooner in their time at the University. The courses offered Fall 2018 and Spring 2019 included the following sections:

Fall 2018:	Spring 2019:
11 sections Engineering LEAP	9 sections Engineering LEAP
6 sections of Health Professions LEAP	6 sections Health Professions LEAP
2 sections Exploration LEAP	1 section Exploration
2 sections Social and Behavioral Sciences	2 sections Social and Behavioral Sciences
1 Service LEAP	1 Service LEAP
1 Science LEAP	1 Science LEAP
1 Humanities	1 Humanities
1 Fine Arts	1 Fine Arts
1 Arts LEAP	1 Arts LEAP
1 Pre-Law	1 Pre-Law
1 Health Sciences (4-year program by application only)	1 Health Sciences
1 Transfer	1 Transfer
1 REFUGES (College of Science)	Not offered because sequence is from Summer to Fall

**LEAP Faculty and Staff worked hard over the summer at orientation to help students find the learning community that would best meet their needs. As a result of their efforts, 18 of the 30 sections of first-year LEAP had 30 students or more. Average course size was 28 students, and median course size was 30 students.** Courses were capped at 35 students. As we think ahead to providing an exceptional educational experience, we need to balance maintaining the small class experience that makes LEAP courses special with efficiency in class size.

Health Professions LEAP showed strong enrollment both Fall and Spring semesters. We added two sections during orientation of Health Professions because our other sections filled quickly. Furthermore, Health Professions showed strong retention (77%) from Fall to Spring semester (although this has varied over the years, and has been lower previously). The demand has varied for Health Professions over the past five years, but we anticipate we may need to add an additional section of Health Professions if there is demand. Thus, we have budgeted for a possible additional section of Health Professions. Fall to Spring retention in first year courses was 71% overall, and 63% in E-LEAP courses this year from Fall to Spring.



LEAP offered learning communities in partnership with many of the Colleges on campus, helping students connect their general education requirements with issues and content relevant to their interests. LEAP partners with many colleges and units on campus, including:

- Academic Advising Center (through Exploration LEAP)
- Bennion Center (through Service LEAP)
- Engineering
- Mines & Earth Sciences
- Health

- Humanities
- Law School (through Pre-Law LEAP)
- Colleges of Medicine, Pharmacy, and Dentistry (through Health Sciences and Health Professions LEAP)
- College of Nursing (through Health Professions LEAP)
- Science
- Social and Behavioral Sciences
- Social Work
- The Transfer Program

LEAP courses generally meet 3 general education requirements.

The multi-year LEAP programs continue to attract and retain underrepresented students. The following table depicts the enrollment in the 4-year Health Sciences LEAP Program for Fall 2018. Health Sciences LEAP offers shadowing, paid research with University of Utah faculty, and community engagement opportunities, which are needed to pursue graduate level work in health careers.

YEAR 1 Health Science LEAP	30 students
YEAR 2 Health Science (UUHSC 2500)	31 students
YEAR 3 Health Science (UUHSC 3000)	19 students
Year 4 Health Science (UUHSC 4000)	16 students
Total Health Science Students	96

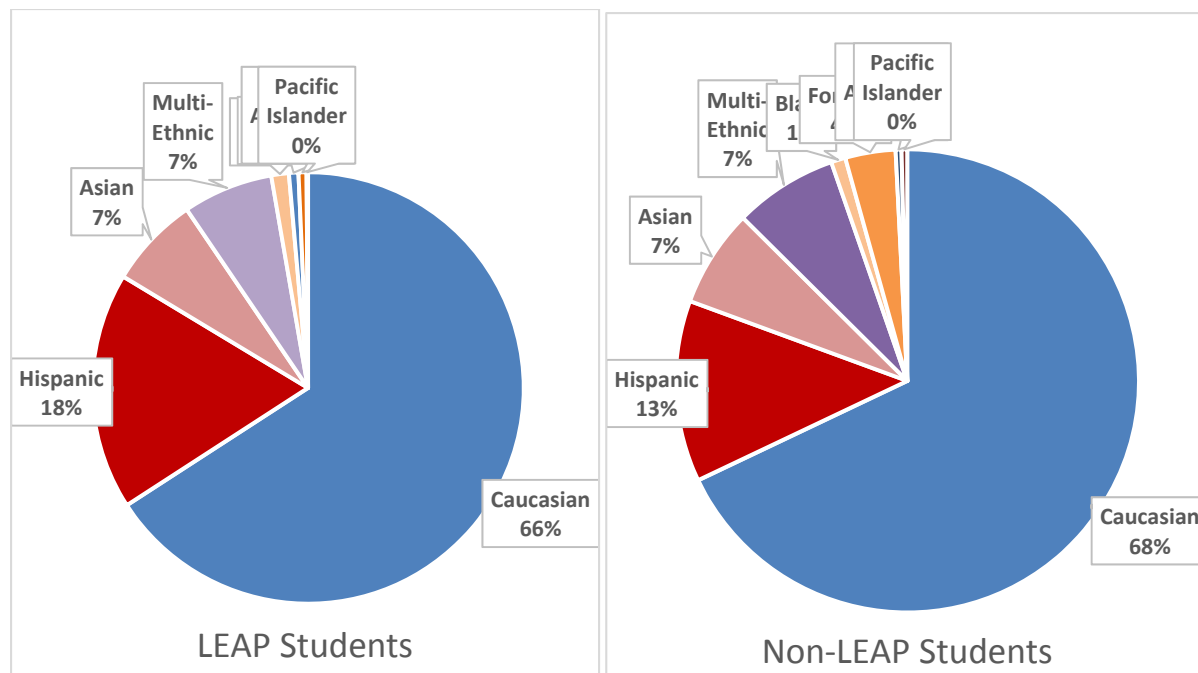
The multi-year Pre-Law program includes LEAP 1100 (Fall, Year 1), which explores the meaning of community and the relation of law to community, and LEAP 1150 (Spring, Year 1) which addresses the American legal system, the interplay between law and social changes, and the issues in the profession and practice of law.

YEAR 1 LEAP 1100/LEAP 1150	35
YEAR 2 LEAP 2700	12
YEAR 3 LEAP 3700 Community Engaged Learning	10
Total	57

A new LEAP partnership with the REFUGES Program in the College of Science was launched in the Summer of 2017. The REFUGES (Refugees Exploring the Foundations of Undergraduate Education in Science) program is a bridge program which enabled 15 students to spend 8 weeks on the U campus taking math, a LEAP course, and being introduced to university life. Students completed Math 1050 and LEAP 1100 that accelerate them into STEM degree pathways.

LEAP continues to attract a **more diverse student population than the University as a whole, attracting a greater percentage of Hispanic students than are represented among non-LEAP students.** Two multi-year programs are designed specifically to underserved populations and include the majority ethnic minority and first generation students. The partnership with the REFUGES program enables us support students with refugee status. However, we really attract two different cohorts of LEAP students: students in engineering LEAP, who are approximately 40% of LEAP students, are more likely to be Caucasian (74%) and male (80%). Students in other sections of LEAP are more likely than the general population of students to be ethnic/racial minorities (40%) and women (70%). Below we discuss strategies to increase diverse students in the E-LEAP program.

3.



LEAP is committed to promoting the success of diverse students. Our goal is to provide a sense of belonging and community to all students.

**In order to provide a learning community that meets all students needs, LEAP offered its first FULLY ONLINE COURSE this academic year.** In order to be responsive to the needs of Fine Arts students, who spend long hours in studios and rehearsals and take many of their general education courses in an online format, the College of Fine Arts suggested an online LEAP course. In addition to the goals of all LEAP courses, the course is also designed to help students learn to be successful in an online environment. Despite the mid-year departure of Dr. Brown, we were able to continue to offer the course. Dr. Wood took over Spring semester of the online course with a focus on African American art and literature.

Spring semester course description of Fine Arts LEAP ONLINE:

The purpose of this course is to introduce students to the art and literature of black Americans. We will survey African American art

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and literature from the 1600s to the present. In 1903, sociologist W.E. B. Dubois in his seminal work *The Souls of Black Folks* encouraged his fellow African American to be a “co-worker in the kingdom of culture.” DuBois believed that artistic activity was as critical to racial equality as was institutional change. We will learn about The Great Migration, when six million Southern Blacks moved northward and the impact this resettlement had upon African American art and literature. A focal point of this semester will be the Harlem Renaissance. Some have argued that the Harlem Renaissance was a turning point for black artists, writers and musicians whose work was taken seriously around the world for the first time.

**3. Provide students with a high impact experience.** Five LEAP Faculty (Diener, Brown, Engar, Harper, Seagrave) attended the AAC&U High Impact Workshop during Summer 2019. Bobbi Davis, who is an EdD student completing a practicum with LEAP, also attended parts of the workshop. As part of that workshop, we identified an action plan and timeline to continue to improve the impact of LEAP. These goals are outlined briefly below and discussed in more detail in the section on goals around Exceptional Education Experience:

- #1) Establish a Common Project Across LEAP sections (and ensure that purpose, tasks, and criteria are explicit and transparent and problem-centered)
- #2) Messaging of Learning Communities to Potential Students earlier
- #3) Continue to evaluate data for informed decision making – disaggregated data are increasingly available to us; use these data to evaluate where the gaps are and who we are serving most and least effectively (next year – identify a diversity goal).
- #4) Develop more explicit connections with other HIPs and provide students with pathway mapping to those experiences.

We developed a plan and timeline to implement these goals, which we have been addressing this academic year. We will continue to evaluate our progress on these goals and adjust accordingly.

### **LEAP PROGRAM GOALS: MOVING TO AN EXCEPTIONAL EDUCATIONAL EXPERIENCE**

Our fall faculty retreat will focus on moving the LEAP program to an Exceptional Educational Experience. We are pilot testing several efforts toward an exceptional experience this semester. Our efforts and goals are described below.

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1. **DEVELOPMENT OF LEAP SCHOLARS ACTIVITIES**

LEAP has been exploring what an exceptional educational experience will look like in our program. We have identified that an exceptional experience occurs both inside and outside the classroom. LEAP provides innovative, high impact practices in the classroom. We currently provide service activities and social activities managed primarily by the Peer Advisors, a group of 30 former LEAP students who provide leadership and help students connect with their peers and campus and community resources. We don't have as many opportunities to connect with faculty or connect around engaging ideas outside of the classroom. We would like to provide students out-of-classroom experiences that will help LEAP students to make meaningful connections with their faculty, our campus, and the larger community. We also increase students' meaningful interactions with faculty outside of the classroom by inviting highly engaged LEAP students to meals with faculty. These events would be designed to increase students' sense of belonging and help them make connections with faculty outside of the classroom. Students want these meaningful interactions with faculty outside the classroom.

There are several LEAP Scholars activities we are developing:

- 1) LEAP Scholars talks – we would like to provide opportunities for students to have intellectual experiences in the LEAP program outside of class. This year we are focusing on resiliency. The first talk focused on managing stress and was presented by the Counseling Center. The second talk will focus on building community during divisive times. The topic of the third talk is TBD.
- 2) LEAP symposium – we are currently pilot testing our common assignment which will address a real world problem (e.g., inequality, human rights). Students from various LEAP classes will present their final projects on this theme in a creative symposium. Presentation type will vary depending on the LEAP course (e.g., Zines, research presentations, posters, poetry), but will address the theme. Students will build skills presenting in a multidisciplinary professional setting.
- 3) LEAP Faculty Breakfasts/Lunches- because students have identified building relationships with faculty as a critical part of their undergraduate experience, we would like to offer several breakfasts and lunches for our students. Faculty could identify specific LEAP Scholars to be invited to these events. These events could include LEAP faculty, and also invitations to faculty from our partners on campus. These types of events have been successful for HONORS, and the same approach could be successful for LEAP students.

2. **GUIDING STUDENT EXPECTATIONS OF LEAP**

LEAP and BlockU present information on our programs at New Student Orientation. We have 40 minutes to tell students about learning communities, why they are important, and what the options are, as well as to present a student perspective and introduce

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faculty. We have made our presentation highly interactive, with a Kahoot game, Q & A, and break outs with Peer Advisors and Faculty. Nonetheless, students and advisors report that when students are dissatisfied with LEAP, this dissatisfaction is often the result of misunderstandings or incorrect expectations. Students in fall focus groups we conducted for LEAP and non-LEAP students indicated they needed greater awareness of LEAP before NSO. Thus, we would like to provide messaging of LEAP to potential students earlier. We have developed a communication plan with Admissions for a series of emails and social media events.



# THRESHOLD ACHIEVEMENT TEST FOR INFORMATION LITERACY

Research &  
Scholarship  
LEAP Spring  
2019  
University of  
Utah

May 15, 2019





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## Section 1: About the Test

The Threshold Achievement Test for Information Literacy is a tool for measuring student knowledge and dispositions regarding information literacy. The test is inspired by the Association of College and Research Libraries' Framework for Information Literacy for Higher Education and by expectations set by the nation's accrediting agencies. The Research & Scholarship module focuses on the knowledge-building process and how scholars build knowledge. It tests students' ability to recall and apply their knowledge of the scholarly research process and it tests their metacognition about core information literacy dispositions that underlie their behaviors.

### Information Literacy Knowledge

The knowledge items are based on information literacy outcomes and performance indicators created by the test developers and advisory board of librarians and other educators. Items assess an array of cognitive processes that college students develop as they transition from pre-college to college ready to research ready. The items are presented in a variety of structured response formats to assess students' information literacy knowledge, skills, and abilities ranging from understanding to critical thinking to problem solving.

Figure 1.1 Knowledge Outcomes for Research & Scholarship

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Outcome 3.1 Understand the processes of scholarly communication and knowledge building.

Outcome 3.2 Understand stages of the research process.

### Information Literacy Dispositions

Dispositions play an important role in learning transfer, indicating students' willingness to consistently apply the skills they have learned in one setting to novel problems in new settings. The ACRL Framework highlights dispositions, which constitute affective facets of information literacy, because they are essential to students' information literacy outcomes. Dispositions interact with a student's process of defining ill-structured information problems within a new environment so that the student can transfer this learning to new problems. Dispositions are latent traits that function at an unconscious level and determine whether or not a student can transfer learning and move beyond a superficial understanding of material.

Dispositions are at the heart of a student's temperament. While some dispositions can be seen as natural tendencies, they may also be cultivated over time through intentionally-designed instruction and through exposure to tacit expectations for student behavior.

To address dispositions in the test, we use scenario-based problem solving items. Students are presented with a scenario describing an ill-defined information literacy challenge related to the content of the module. Following the scenario, students are presented with strategies for addressing the challenge.

Students evaluate the usefulness of each strategy.

## Information Literacy Dispositions for Research and Scholarship

Students who value the role of the research process in building knowledge are more likely to embrace all challenges of the research process, particularly the difficulties of conflicting information and contingent answers because they see research as a process of asking new and better questions as their research progresses. Since research is an iterative process with uncertain outcomes, students must be (1) mindful about the temptation to have their biases confirmed, (2) persistent through the setbacks inherent within the research process, and (3) responsible to their academic community in honoring scholarly ways of knowing and communicating..

The test assesses how students understand and value their role within the scholarly community. Figure

### 1.2 Dispositions for Research & Scholarship

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- Disposition 3.1    Productive persistence
- Disposition 3.2    Mindful self-reflection
- Disposition 3.3    Responsibility to community

## Section 2: About this Report

The report that follows is designed to help educators identify areas of strength and areas that need improvement in their students' ability to understand the stages of the research process and their value for building scholarly knowledge. The report will support evidence-based decision-making and inform actions for strengthening student outcomes.

### How the Report is Organized

The report presents overall and detailed results for your students. The high-level summary of results on both the knowledge and disposition dimensions for students at your institution is provided in Section 3, along with cross-institutional comparisons. Your local results are compared to other institutions in order to give an indication of how your students performed relative to other students who may have similar exposure to information literacy instruction.

Sections 4 and 5 offer details about knowledge performance. Section 4 shows the overall mean score for all students and subgroup breakouts for the standard questions you selected and your custom questions. Section 4 also gives cross-institutional comparisons.

Section 5 provides more detail on the knowledge results by presenting data on each knowledge outcome, along with breakouts and cross-institutional comparisons. Section 5 also explores the performance indicators that make up each knowledge outcome by listing performance indicator rankings that identify your students' relative strengths and weaknesses.

Section 6 presents details about dispositional performance. Your disposition results are presented with level descriptions that align with your students' mean scores.

Section 7 offers suggestions for targeted readings that can assist you in following up on these results.

### Knowledge Performance Levels

Three performance levels are used to describe student achievement on the knowledge section of the test. Students are assigned to one of the levels based on their mean score on the knowledge items. Levels are shown in Sections 4 and 5 and indicated by color.

**Conditionally ready.** Students who are conditionally ready recognize that important scholars and thinkers have influence on those who come after them. They are able to understand that different genres of writing

they are assigned to do may require different research approaches. They are able to identify issues related to bias in scholarly and other information sources. Conditionally ready students approach scholarly reading and writing with a goal of finding the correct answer. The conditionally ready color in the charts is yellow.

**College ready.** Students who are college ready recognize that scholars who study a problem might arrive at different conclusions because knowledge changes over time as new information is discovered and analyzed. They are able to understand that expertise in a field comes not from merely knowing things but through using established methods to perform research. They are able to identify the value of applying a systematic research process for deepening their understanding of the subjects they study.

College ready students approach college-level research with a goal of developing meaningful research questions and proposing credible interpretations or answers. The college ready color in the charts is green.

**Research ready.** Students who are research ready recognize that research is a complex activity and can be done using many different approaches. They are able to understand that these different approaches may lead to equally credible findings even if the results are contradictory. They are able to understand that scholarly conclusions, while grounded in appropriate research methods, are contingent and necessarily limited. Research ready students recognize their role within the scholarly community as a member who is learning to construct and deepen disciplinary knowledge. The research ready color in the charts is blue.

## Disposition Levels

Students who are weakly-disposed toward the dispositions in this module are unlikely to spontaneously demonstrate these traits without guided instruction and scaffolding to support their development. They may demonstrate strong dispositions in other areas not associated with information literacy, but these are not covered by this test. The weakly-disposed color in the charts is orange.

Students who are moderately-disposed toward the traits assessed by this test are more easily guided to apply them but may not consistently demonstrate these strengths when they are faced with new challenges. They may experience strain when there is a conflict between their information literacy dispositions and other strong dispositions. The moderately-disposed color in the charts is pink.

Students with strong dispositions toward the values and behaviors associated with information literacy are most likely to consistently react to new situations by drawing upon these underlying traits. The strongly-disposed color in the charts is blue.

## Mean Scores and Standard Errors

Scoring on the knowledge portion is based on a partial credit model and on difficulty level. Students can achieve full, partial, or no credit on an item. Imagine a test item that has 4 possible answers, A, B, C, and D, with A and B being the correct responses. To achieve full credit, a student must select A and B and must not select C or D. A student who chooses A and B and C will receive less credit than someone who chooses just A and B.

The score a student achieves on an item is based on the difficulty of receiving a particular amount of credit for that item. Difficulties are calibrated based on a database of student scores from all participating institutions. Items have different levels of difficulty and therefore different maximum scores. Scores are presented on a 1,000-point scale, where a perfect score is 1,000.


A student's overall score is the mean of their item scores. The overall score for a group or institution is the mean of the students' scores.

The standard error indicates the likely range of scores if the test were given again to the same students. For example, a mean score of  $500 \pm 10$  for freshmen indicates that the true score for freshmen falls between 490 and 510. To determine if mean scores of groups are meaningfully different, it is important to take the standard error into account. For example, if the mean score for sophomores is  $505 \pm 10$ , then it is accurate to say that the freshmen and sophomores who were tested did not score differently. Sample size affects the standard error. An increase in sample size can result in a smaller standard error.

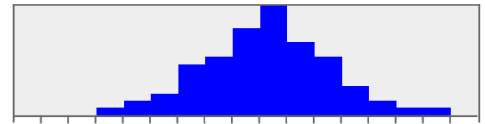
Note that a subgroup must consist of at least three students in order for a score to be generated. We do not recommend making results for subgroups public if they include fewer than 10 students because of concerns about identifiability and privacy.

Scoring for disposition items is based on a student's judgments regarding strategies. Students earn high scores on these items if they judge behaviors associated with the disposition to be useful and behaviors not associated with the disposition to be not useful. A student's score for a disposition is the sum of the points they score on each of the strategies. Scores with their standard errors are presented on a 100-point scale.

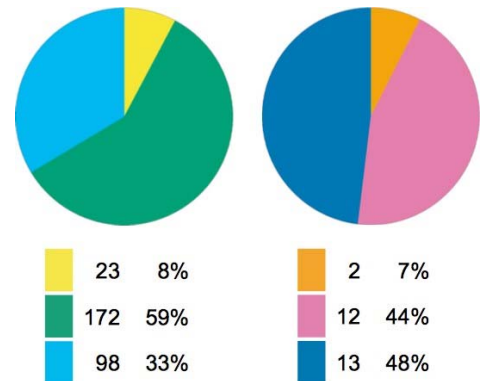
## Performance Bars, Histograms, and Pie Charts

Performance bars display where the mean score, shown in orange,  500  $\pm 10$  for a group or subgroup falls within the three performance levels. The standard error associated with the mean is shown in black. Each performance level has a different background color: Conditionally ready is yellow, college ready is green, and research ready is blue.

Histograms are used to visually represent the relative distribution of scores in a group or subgroup. These graphs allow you to have an overall sense of how the scores fall around the mean.



Pie charts in the knowledge sections show the number and percentage of students who scored in each of the three performance levels for a group or subgroup. Each performance level has a different background color: Conditionally ready is yellow, college ready is green, and research ready is blue.



Pie charts in the disposition section show the number and percentage of students who scored in each of the three disposition levels for a group or subgroup. Each disposition level has a different background color: Weakly-disposed is orange, moderately-disposed is pink, and strongly-disposed is blue.

## Associated Files

In addition to this report, the following files are included in your zip file:

1. Test Item document. A PDF document with a description of each test item.
2. Raw data file. Contains all of the scores presented in this report.
3. Student data file. Contains scores for each of your students.
4. Student data codebook. Describes the demographic options that you configured for your test.
5. Student Report zip file. Contains a directory of PDF documents with an analysis of each student's performance.



## Section 3: Summary of Results

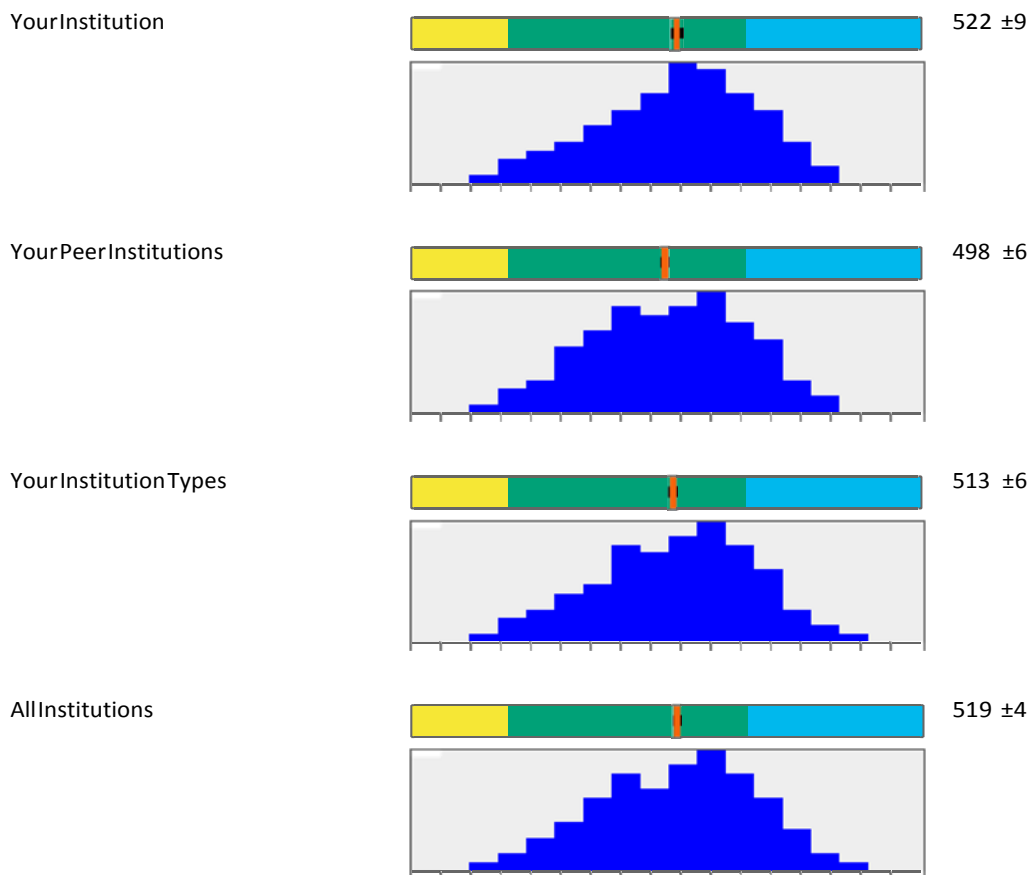
This section provides an overview of how your students performed on the Threshold Achievement Test for Information Literacy: Research & Scholarship. For detailed knowledge results organized by subgroups, including standard and custom questions, refer to Section 4 and Section 5. For detailed disposition results, refer to Section 6. For additional analysis, you may wish to collaborate with your institution's research office. Consultants are also available through Carrick Enterprises.

### Knowledge Results

Students who attain knowledge of information literacy concepts and practices are well-positioned to effectively address their information needs and contribute meaningfully to the information ecosystem. The knowledge dimension measured by this module specifically addresses students' ability to apply the research process to their college work in order to participate in the scholarly conversation.

Figure 3.1 shows the average score for your students and the averages for institutional groups. The average score for your students, 522, falls within the performance level of college ready. The blue histograms show how scores were distributed.

Figure 3.1 Knowledge Results



## Disposition Results

Dispositions are the qualities students cultivate that underlie and shape their actions. Strong dispositions in the information literacy areas covered by the Threshold Achievement Test for Information Literacy are associated with lifelong learning and critical thinking. Students' dispositions also contribute to the climate of the institution. They can be strengthened through high-impact pedagogical practices and social learning.

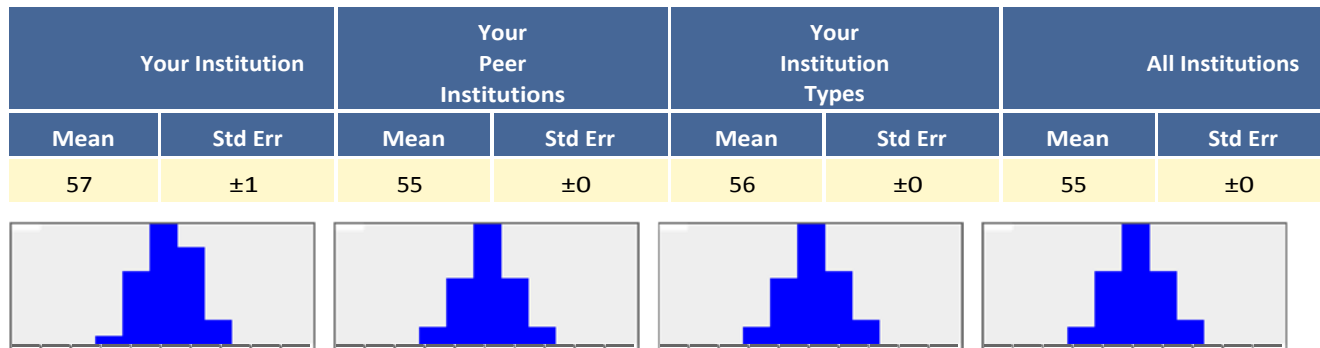
Your students earned the following mean scores:

- 57 for Productive persistence
- 75 for Mindful self-reflection
- 51 for Responsibility to community

Figure 3.2 shows your institution's mean scores plus the means for institutional groups. Mean scores reflect a weak, moderate, or strong inclination toward the corresponding disposition. For information about disposition levels as well as details about scoring and reading the figures, please see Section 2 of this report.

Figure 3.2 Disposition Results

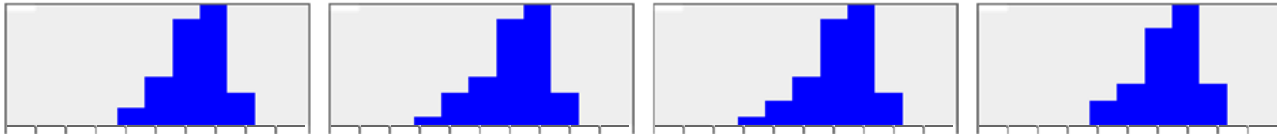
### Disposition 3.1 Productive persistence



Disposition levels: 0 - 42 is weak; 43 - 64 is moderate; 65 - 100 is strong.

Disposition 3.2 Mindful self-reflection

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
75	±1	73	±0	74	±0	75	±0



Disposition levels: 0 - 64 is weak; 65 - 88 is moderate; 89 - 100 is strong.

Disposition 3.3 Responsibility to community

Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
51	±0	51	±0	52	±0	51	±0



Disposition levels: 0 - 42 is weak; 43 - 58 is moderate; 59 - 100 is strong.

## Section 4: Overall Knowledge Results

Your students answered 24 knowledge items in the Research & Scholarship module. The knowledge items are based on the outcomes listed in Figure 1.1. Figure 4.1 shows the mean score and standard error for your students.

The number and percentage of students in the three performance levels is displayed in the corresponding pie chart, with the legend underneath. Also shown are your selected peer institutions, your selected institution types, and all institutions. See Section 2 for descriptions of performance levels.

Students are assigned to performance levels based on their mean scores as follows:

- Score of 1-188: conditionally ready (in yellow)
- Score of 189-655: college ready (in green) Over
- 655: research ready (in blue)

Figure 4.2 presents mean scores and standard errors for breakouts based on the standard questions you selected and your custom questions.

'n/a' is used when there is no score for the group. A subgroup must consist of at least three students in order for a score to be generated.

Figure 4.1 Knowledge Results

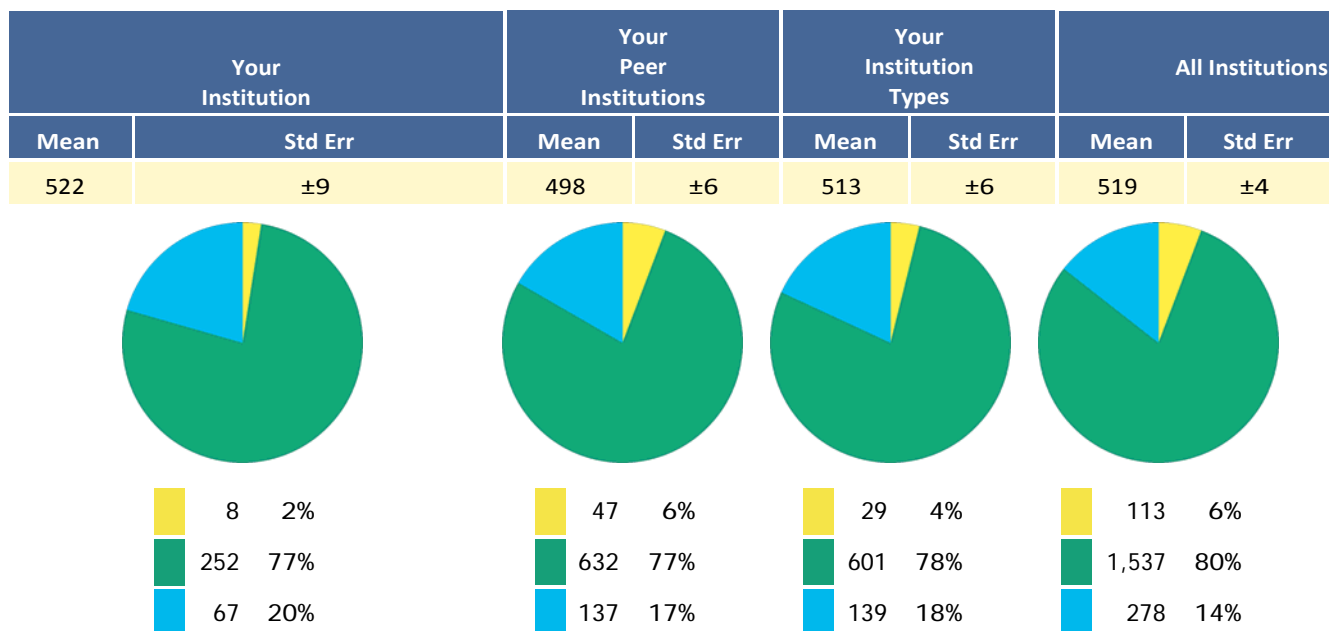


Figure 4.2 Subgroup Knowledge Results

Subgroups	Your Institution		Peer Institutions		Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	515	±10	397	±14	565	±15	499	±6
Sophomore	552	±23	415	±25	563	±23	513	±9
Junior	513	±48	402	±52	518	±57	505	±27
Senior	616	±74	n/a		552	±27	614	±20
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	524	±9	414	±12	485	±19	494	±7
Yes, as Freshmen student	552	±44	341	±42	n/a		435	±31
Yes, as Sophomore student	499	±39	482	±36	633	±18	512	±25
Yes, as Junior student	519	±59	n/a		n/a		446	±66
Yes, as Senior student	n/a		n/a		n/a		n/a	
<b>MAJORS</b>								
Architecture	n/a		n/a		n/a		n/a	
Business	474	±19	377	±30	361	±51	418	±17
Communication	459	±98	445	±45	n/a		448	±57
Education	n/a		505	±76	499	±77	418	±37
Engineering	542	±14	n/a		n/a		542	±14
English	n/a		n/a		n/a		545	±48
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		494	±117
Health Professions	514	±20	487	±66	510	±54	496	±16
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		512	±64
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	566	±39	492	±73	571	±46	569	±30
Psychology	554	±36	n/a		n/a		553	±31
Social Sciences	535	±49	469	±28	529	±34	527	±27
Visual & Performing Art	535	±55	403	±26	489	±75	447	±25

Other	468	±22	391	±25	536	±42	457	±15
Undecided	496	±24	457	±24	514	±39	497	±17

## Section 5: Individual Knowledge Outcome Results

This section provides details for the individual knowledge outcomes in this module. Under each outcome, the first figure presents the mean score and standard error for your students. The number and percentage of students in the three performance levels is displayed in the corresponding pie chart, with the legend underneath. Also shown are your selected peer institutions, your selected institution types, and all institutions. See Section 2 for descriptions of performance levels. Students are assigned to performance levels based on their mean scores as follows:

### Outcome 3.1

Score of 1-231: conditionally ready (in yellow)

Score of 232-733: college ready (in green)

Over 733: research ready (in blue)

### Outcome 3.2

Score of 1-162: conditionally ready (in yellow)

Score of 163-589: college ready (in green)

Over 589: research ready (in blue)

The second figure shows mean scores and standard errors for breakouts based on the standard questions you selected and your custom questions.

The third figure is a listing of the performance indicators for each outcome ranked by your students' overall performance from the strongest to the weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. Through the use of color bars, these figures also compare your students' performance with your peer institutions on each performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.

### Outcome 3.1: Understand the processes of scholarly communication and knowledge building.

Figure 5.1 Overall Results

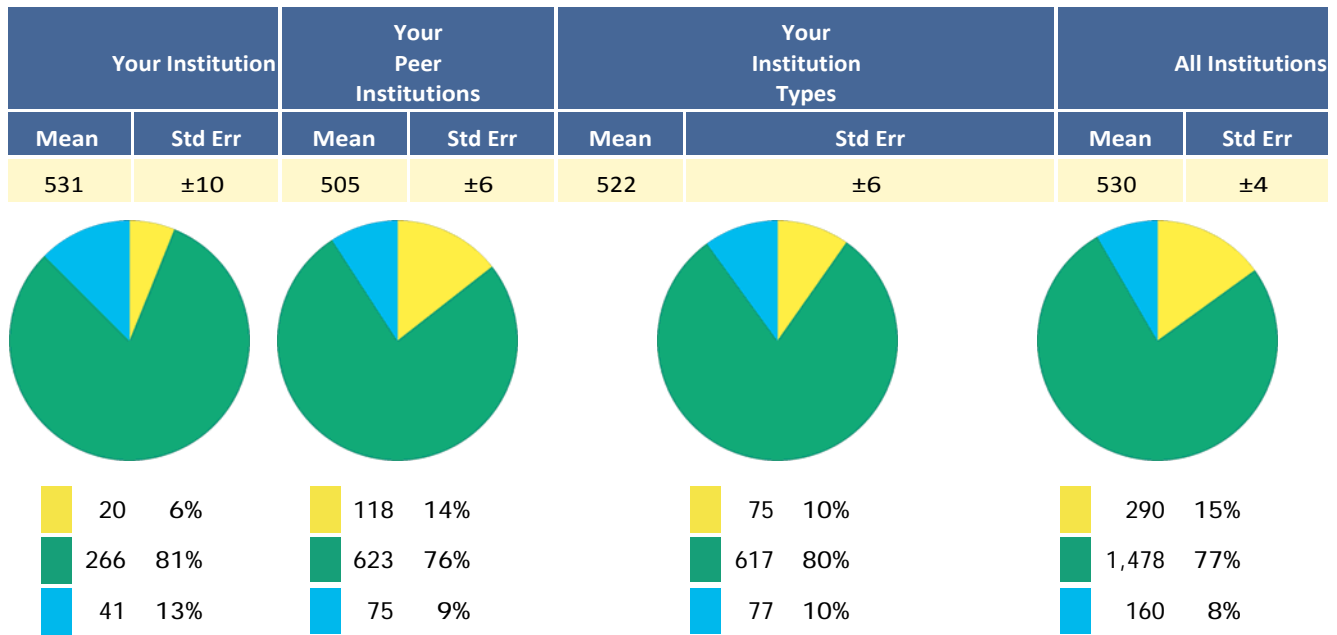


Figure 5.2 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	525	±11	414	±17	612	±31	508	±7
Sophomore	569	±25	423	±27	592	±37	526	±10
Junior	510	±61	462	±51	593	±61	529	±32
Senior	589	±76	n/a		562	±41	600	±24
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	534	±10	448	±14	545	±23	513	±8
Yes, as Freshmen student	587	±54	331	±44	n/a		449	±34
Yes, as Sophomore student	500	±54	479	±42	627	±23	510	±33
Yes, as Junior student	491	±75	n/a		n/a		420	±74
Yes, as Senior student	n/a		n/a		n/a		n/a	
<b>MAJORS</b>								
Architecture	n/a		n/a		n/a		n/a	
Business	484	±23	401	±31	424	±55	430	±20
Communication	531	±112	497	±34	n/a		509	±64






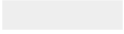

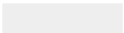
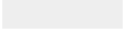


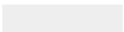


Education	n/a		523	±85	533	±78	442	±43
Engineering	552	±16	n/a		n/a		552	±15
English	n/a		n/a		n/a		574	±19
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		576	±131
Health Professions	518	±23	453	±80	514	±80	500	±19
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		561	±82
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	563	±46	506	±62	607	±47	579	±33
Psychology	555	±41	n/a		n/a		554	±37
Social Sciences	558	±62	507	±40	631	±37	570	±35
Visual & Performing Art	527	±50	438	±30	557	±111	471	±27
Other	470	±25	415	±31	580	±47	469	±17
Undecided	514	±27	461	±31	526	±92	511	±21

### Figure 5.3 Performance Indicators Ranked

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Performance indicators are ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.

-  Categorize common types of sources by whether the authors are expected to list their cited sources. (3.1.5)
-  Identify venues for scholarly communication, such as books, journals, conventions, blogs. (3.1.9)
-  Given a set of research needs, match them to appropriate research methods. (3.1.14) 
- Evaluate an emerging scholar's likelihood of being accepted into the scholarly conversation. (3.1.12)
-  Recognize that scholars bring their own perspectives to the study of a research topic. (3.1.4)
-  Given a literature review, identify the gap that the authors have identified in the existing research. (3.1.2)
-  Recognize how interpretations can change based on new research and findings. (3.1.7)
-  Identify social consequences of scientific falsification. (3.1.6)
-  Given a literature review, identify the established knowledge that is summarized or synthesized. (3.1.1)
-  Given a description of scholarly disagreement, select the interpretation that acknowledges the value of disagreement for moving knowledge forward. (3.1.13)
-  Identify reasons why scholars track down influential works. (3.1.8)
-  Recognize that research methods change over time. (3.1.10)

## Outcome 3.2: Understand stages of the research process.

Figure 5.4 Overall Results

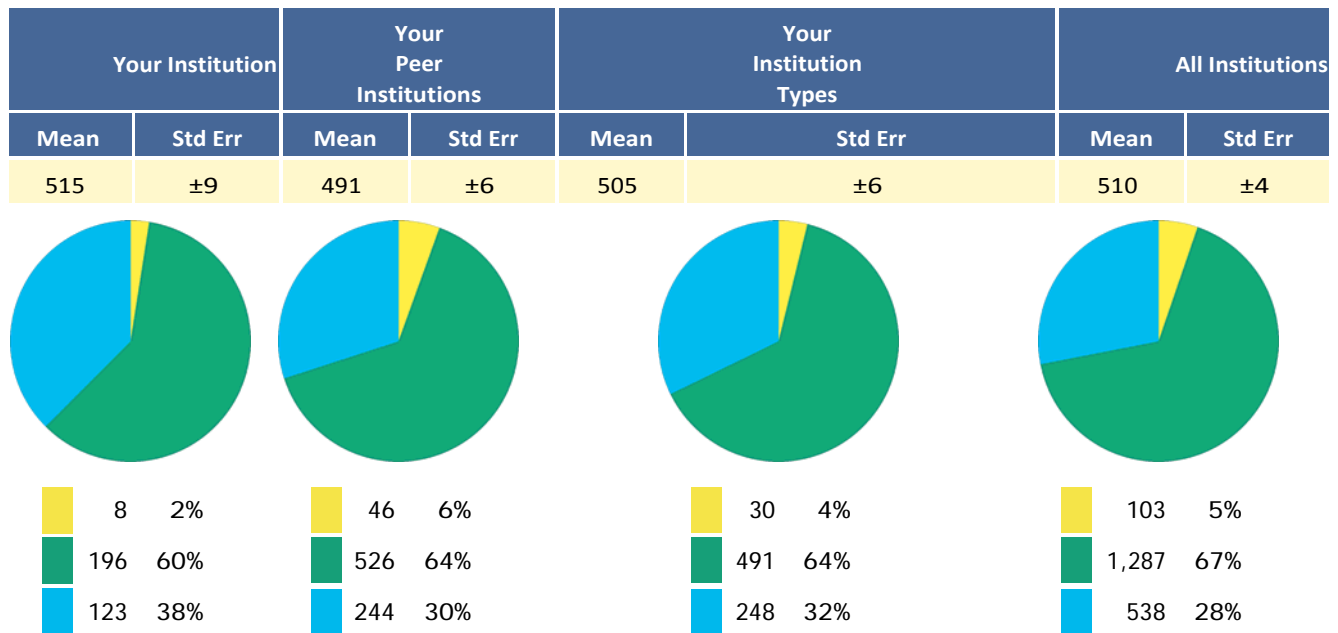


Figure 5.5 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	508	±10	383	±16	525	±37	491	±7
Sophomore	538	±27	409	±29	538	±29	501	±10
Junior	516	±41	351	±60	453	±60	485	±26
Senior	640	±76	n/a		544	±33	627	±22
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	516	±10	384	±14	434	±19	478	±8
Yes, as Freshmen student	522	±51	350	±48	n/a		424	±35
Yes, as Sophomore student	498	±34	484	±46	637	±20	512	±25
Yes, as Junior student	542	±52	n/a		n/a		468	±63
Yes, as Senior student	n/a		n/a		n/a		n/a	








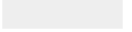


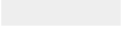
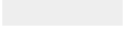
MAJORS

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
Business	466	±25	356	±35	307	±58	408	±19
Communication	396	±93	402	±88	n/a		396	±60
Education	n/a		489	±85	470	±83	397	±39
Engineering	533	±15	n/a		n/a		533	±15
English	n/a		n/a		n/a		520	±77
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		422	±109
Health Professions	511	±21	516	±107	507	±80	492	±17
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		470	±57
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	568	±53	478	±84	540	±49	561	±36
Psychology	552	±44	n/a		n/a		552	±35
Social Sciences	515	±45	437	±40	441	±47	491	±27
Visual & Performing Art	542	±68	373	±31	430	±55	426	±27
Other	467	±25	371	±26	499	±46	446	±17
Undecided	481	±29	454	±28	505	±29	486	±19

### Figure 5.6 Performance Indicators Ranked

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Performance indicators are ranked by your students' overall performance from strongest to weakest. The ranking is a relative ordering and does not indicate how well your students performed on a particular performance indicator. A blue bar indicates that your students' mean score is higher than or equal to the mean score of your peer institutions. A red bar indicates that your students' mean score is lower than the mean score of your peer institutions.

-  Order the stages of the research process when writing a research paper. (3.2.5)
-  Classify descriptions of specific actions taken during the research process by the stage in the research process when they are most likely to happen. (3.2.12)
-  Identify reasons to begin reading on a subject before solidifying an argument or thesis. (3.2.2)
-  Given a purpose statement from a research assignment, identify the research question that has an appropriate level of complexity for the information need. (3.2.9)
-  Distinguish between goal-oriented and exploratory searching during the research process. (3.2.3)
-  Match problems in specific stages of the research paper process with problems they are likely to cause in the research paper product. (3.2.11)
-  Analyze the consequences of disregarding previous research in the early stages of the information creation process. (3.2.10)
-  Recognize various ways that high quality research questions can be generated. (3.2.1)
-  Explain why research inquiry can be appropriate for personal information needs in addition to academic needs. (3.2.6)
-  Given text with conflicting perspectives, formulate suitable research questions. (3.2.7) 
- Identify the appropriate relationship between a research question and a thesis statement. (3.2.4)
-  Analyze multifaceted research questions to identify component parts for systematic investigation. (3.2.8)

## Section 6: Individual Disposition Results

This test measures the strength of students' information literacy dispositions. See Section 1, About the Test, for more information about dispositions and Section 2 for details about disposition performance levels. In the pie charts below, each disposition level has a different background color: Weakly-disposed is orange, moderately-disposed is pink, and strongly-disposed is blue.

Although dispositions related to personality are generally thought to be relatively stable over time, the situational dispositions assessed in this module should be expected to strengthen as students have sustained exposure to an academic community that cultivates these approaches to problem solving.

Each results section below is introduced with an explanation of your students' mean score on the items associated with that disposition, followed by students' overall and subgroup results.

Unlike the overall knowledge results detailed in Section 4, there is no overall dispositional score for this module because each disposition is distinct and some dispositions may work in opposition to one another. For example, feeling responsible to conform to the norms and values of the academic community may sometimes be at odds with mindfully reflecting on one's own assumptions and actions. Higher-scored dispositions should represent an area of relative strength for your students while lower-scored dispositions should represent an area of relative weakness. Areas of strength can be built upon by intensifying the challenges presented to students. Areas of weakness can be directly targeted for improvement through assignments that strengthen metacognition about associated information literacy behaviors.

### Disposition 3.1: Productive persistence

Learners who are disposed to demonstrate productive persistence throughout the research process approach inquiry as iterative, adjusting their research question as they learn more.

Example behaviors:

- Applying appropriate methods/practices of inquiry regardless of their complexity or negative emotional associations (e.g., frustration).
- Committing to building a knowledge base through background research when exploring an unfamiliar topic.

Your students' mean score for the set of problem-solving items about productive persistence fell in the moderately-disposed range. Scores in this range suggest that students have begun to recognize that the research process often involves setbacks and requires changing direction. These students are likely to do some background research, even if only through general internet searching. When they get stuck during the research process, they seek out professors, librarians, or classmates to help them find sources, even if those sources mean a shift in direction. Despite their willingness to go through the difficulty of iterative research, students moderately disposed to productive persistence are not yet ready to rely on their own, internal iterative processes of discovery, preferring instead definitive answers to the preferring instead to seek definitive answers from experts.

Figure 6.1 Overall Results

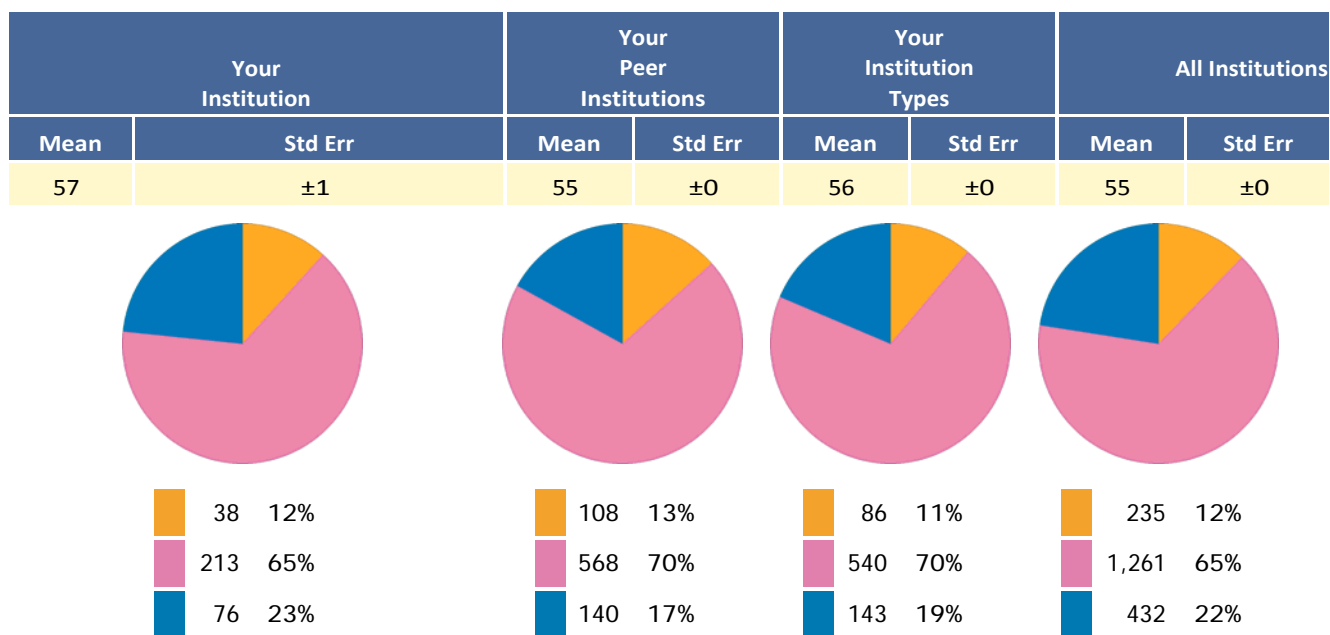


Figure 6.2 Subgroup Results

Subgroups	Your Institution		Peer Institutions		Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	57	±1	46	±1	49	±3	55	±0
Sophomore	57	±2	44	±2	48	±2	54	±1
Junior	58	±3	50	±4	57	±3	53	±2
Senior	59	±5	n/a		41	±2	51	±2
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	57	±1	48	±1	52	±1	54	±1
Yes, as Freshmen student	58	±5	46	±2	n/a		49	±2
Yes, as Sophomore student	57	±2	46	±3	55	±3	53	±2
Yes, as Junior student	63	±4	n/a		n/a		59	±4
Yes, as Senior student	n/a		n/a		n/a		n/a	
<b>MAJORS</b>								
Architecture	n/a		n/a		n/a		n/a	
Business	61	±3	43	±2	54	±4	50	±2
Communication	62	±5	47	±3	n/a		55	±4
Education	n/a		55	±5	54	±6	47	±2
Engineering	57	±1	n/a		n/a		57	±1
English	n/a		n/a		n/a		54	±2
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		59	±7
Health Professions	58	±1	45	±5	49	±4	55	±1
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		51	±4
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	56	±4	55	±3	51	±3	54	±2
Psychology	53	±4	n/a		n/a		58	±4
Social Sciences	52	±3	52	±5	56	±5	51	±2
Visual & Performing Art	54	±4	46	±2	47	±2	49	±2



Other	55	±1	46	±2	50	±3	52	±1
Undecided	59	±2	45	±3	47	±3	54	±2

### Disposition 3.2: Mindful self-reflection

Learners who are disposed to demonstrate self-reflection in the context of research and scholarship consistently question their own assumptions as they are challenged by new knowledge.

Example behaviors:

- Spending time exploring a topic with openness and curiosity before committing to a thesis or claim.
- Using critiques from professors, librarians, and peers to improve the quality of their inquiry.

Your students' mean score for the set of problem-solving items about mindful self-reflection fell in the moderately-disposed range. Scores in this range suggest that students are able to recognize that research may challenge their assumptions and are willing to consider views outside of their own. They are less likely to keep their inquiry open to the possibility of discovery throughout the research process, even if they are willing to see ideas from a new perspective. They are unlikely to see the research process as a way to test their own assumptions and build their knowledge base.

Figure 6.3 Overall Results

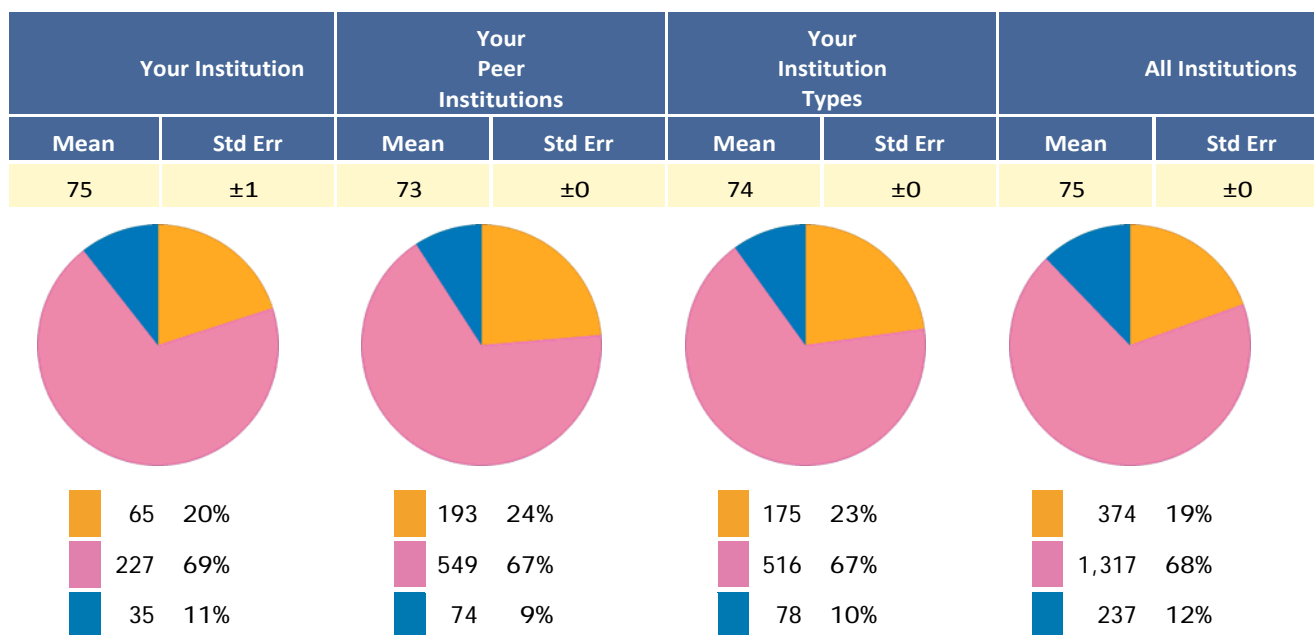


Figure 6.4 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	75	±1	71	±1	75	±2	76	±0
Sophomore	77	±2	71	±2	79	±3	78	±1
Junior	74	±4	67	±5	72	±4	75	±2
Senior	78	±5	n/a		76	±3	79	±2
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	75	±1	70	±1	74	±1	74	±1
Yes, as Freshmen student	81	±4	69	±4	n/a		73	±2
Yes, as Sophomore student	77	±3	78	±2	78	±2	77	±2
Yes, as Junior student	74	±5	n/a		n/a		72	±4
Yes, as Senior student	n/a		n/a		n/a		n/a	
<b>MAJORS</b>								
Architecture	n/a		n/a		n/a		n/a	
Business	78	±5	68	±3	65	±6	71	±2
Communication	78	±5	70	±8	n/a		76	±4
Education	n/a		67	±6	75	±2	73	±3
Engineering	74	±1	n/a		n/a		75	±1
English	n/a		n/a		n/a		79	±2
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		68	±10
Health Professions	77	±2	80	±6	82	±5	77	±1
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		76	±4
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	77	±3	76	±3	78	±1	78	±1
Psychology	75	±3	n/a		n/a		76	±2
Social Sciences	74	±4	73	±3	73	±3	75	±2
Visual & Performing Art	72	±4	72	±2	70	±3	72	±2

Other	76	±2	70	±2	81	±3	75	±1
Undecided	76	±2	73	±2	81	±6	75	±2

### Disposition 3.3: Responsibility to community

Learners who are disposed to demonstrate a sense of responsibility to the scholarly community recognize and conform to academic norms of knowledge building.

Example behaviors:

- Identifying and pursuing appropriate ways to enter the scholarly conversation while still an undergraduate.
- Seeking out and following established models of scholarship and inquiry.

Your students' mean score for the set of problem-solving items about internalizing the norms and values of the academic community fell in the moderately-disposed range. Scores in this range suggest that students are likely to have an appreciation for how the research process is informed by disciplinary practices within the scholarly community. Students who are moderately disposed to feel responsible to the academic community understand the purpose of using a scholarly approach to research, but have not yet internalized how their own research practices are part of a bigger system of knowledgebuilding.

Figure 6.5 Overall Results

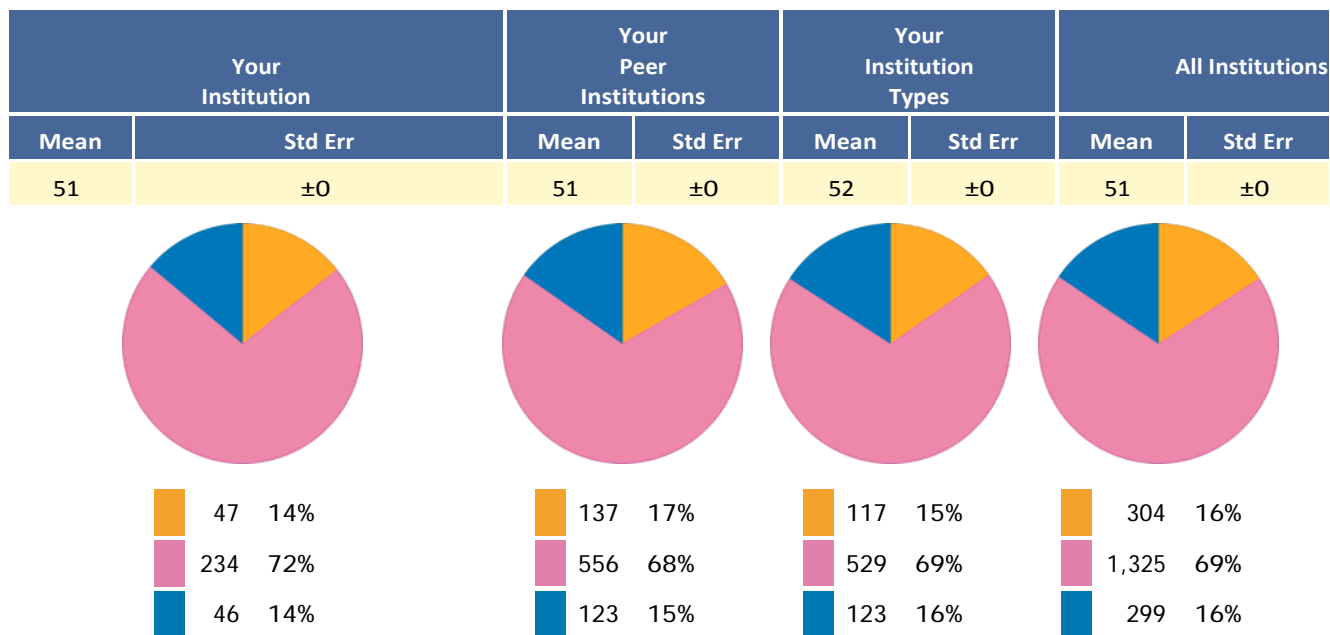


Figure 6.6 Subgroup Results

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	Mean	Std Err	Mean	Std Err	Mean	Std Err	Mean	Std Err
<b>CLASS STANDING</b>								
Freshmen	51	±1	47	±1	49	±5	50	±0
Sophomore	51	±1	46	±1	50	±1	50	±1
Junior	51	±2	47	±2	49	±2	50	±1
Senior	52	±2	n/a		53	±1	55	±1
<b>TRANSFER STUDENTS</b>								
No, I am not a transfer student	51	±0	47	±1	50	±1	50	±0
Yes, as Freshmen student	56	±3	50	±3	n/a		51	±2
Yes, as Sophomore student	52	±1	48	±1	49	±2	50	±1
Yes, as Junior student	50	±2	n/a		n/a		46	±3
Yes, as Senior student	n/a		n/a		n/a		n/a	
<b>MAJORS</b>								
Architecture	n/a		n/a		n/a		n/a	
Business	53	±4	46	±2	58	±8	48	±2
Communication	56	±3	50	±2	n/a		53	±2
Education	n/a		51	±4	45	±5	47	±2
Engineering	50	±1	n/a		n/a		50	±1
English	n/a		n/a		n/a		53	±3
Family Consumer Sciences	n/a		n/a		n/a		n/a	
Linguistics & Languages	n/a		n/a		n/a		54	±4
Health Professions	50	±1	48	±5	49	±3	49	±1
History	n/a		n/a		n/a		n/a	
Pre-Law	n/a		n/a		n/a		49	±3
Parks, Recreation & Tourism	n/a		n/a		n/a		n/a	
Philosophy & Religious Studies	n/a		n/a		n/a		n/a	
Physical Sciences	52	±2	49	±1	50	±1	51	±1
Psychology	50	±2	n/a		n/a		50	±2
Social Sciences	51	±2	48	±2	48	±2	50	±1
Visual & Performing Art	53	±2	46	±2	54	±3	48	±1

Other	53	±1	47	±2	53	±4	51	±1
Undecided	50	±2	50	±2	54	±8	50	±1

## Section 7: Targeted Reading Recommendations

Following up on assessment results is the most important step in the assessment cycle. Below are some articles and reports that may help you to formulate a plan for next steps based on the results of your Threshold Achievement assessment.

Corrall, S. (2017). Crossing the threshold: Reflective practice in information literacy development. *Journal of Information Literacy*, 11(1), 23-53.

<http://dx.doi.org/10.11645/11.1.2241>

Graf, A. J., & Harris, B. R. (2016). Reflective assessment: Opportunities and challenges.

*Reference Services Review*, 44(1), 38-47. <https://doi.org/10.1108/RSR-06-2015-0027>

Hinchliffe, L. J. (2015). Professional development for assessment: Lessons from reflective practice. *Journal of Academic Librarianship*, 41(6), 850-852. doi:10.1016/j.acalib.2015.10.004

Markless, S., & Streatfield, D. (2017). How can you tell if it's working? Recent developments in impact evaluation and their implications for information literacy practice. *Journal of Information Literacy*, 11(1), 106-119. <http://dx.doi.org/10.11645/11.1.2201>

Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the Library with the Lead Pipe*.

<http://www.inthelibrarywiththeleadpipe.org/2016/10/>

You assessed students in a program as part of program review or for other evaluation of a program's effectiveness. The following resources may help you to identify next steps for ongoing program improvement:

Bury, S. (2016). Learning from faculty voices on information literacy: Opportunities and challenges for undergraduate information literacy education. *Reference Services Review*, 44(3), 237-252. <https://doi.org/10.1108/RSR-11-2015-0047>

Ferrer-Vinent, I. J. (2016). Programmatic and scaffolded information literacy embedded in the science curriculum. *Science & Technology Libraries*, 35(4), 295-303.

<https://doi.org/10.1080/0194262X.2016.1214096>

Jumonville, A. (2014). The role of faculty autonomy in a course-integrated information literacy program. *Reference Services Review*, 42, 536-551.

<http://dx.doi.org/10.1108/RSR-07-2014-0020>

Lundstrom, K., Fagerheim, B. A., & Benson, E. (2014). Librarians and instructors developing student learning outcomes: Using frameworks to lead the process. *Reference Services Review*, 42, 484-498. doi:10.1108/RSR-04-2014-0007

Pinto, M. (2016). Assessing disciplinary differences in faculty perceptions of information literacy competencies. *Aslib Journal of Information Management*, 68(2), 227-247. <https://doi.org/10.1108/AJIM-05-2015-0079>

Wilkinson, C. W., & Bruch, C. (2014). Building a library subculture to sustain information literacy practice with second order change. *Communications in Information Literacy*, 8(1), 82-95.



If you have not already completed a curriculum map at University of Utah, curriculum analysis may be an important next step for identifying courses or milestones where information literacy instruction could significantly affect student outcomes. Your TATIL results could provide you with the foundational findings you need to get faculty interested in helping you map their curriculum. The following resources explain the process and provide case studies:

Alcock, E. & Rose, K. (2016). Find the gap: Evaluating library instruction reach using syllabi.

*Journal of Information Literacy*, 10(1), 86-98. <http://dx.doi.org/10.11645/10.1.2038>

Buchanan, H., Webb, K. K., Houk, A. H., & Tingelstad, C. (2015). Curriculum mapping in academic libraries. *New Review of Academic Librarianship*, 21(1), 94-111. doi:10.1080/13614533.2014.1001413

Franzen, S., & Bannon, C. M. (2016). Merging information literacy and evidence-based practice in an undergraduate health sciences curriculum map. *Communications in Information Literacy*, 10(2), 245-263.

If you are interested in the disposition portion of the test, you may want to learn more about the connection between dispositions and learning. Consider how understanding of dispositions can be used to promote training transfer, as described in the following sources:

Bereiter, C. (1995). A dispositional view of transfer. In A. McKeough, J. Lupart, & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 21-34). Mahwah, NJ: Lawrence Erlbaum.

Bonnet, J. L., Cordell, S. A., Cordell, J., Duque, G. J., MacKintosh, P. J., & Peters, A. J. (2013). The apprentice researcher: Using undergraduate researchers' personal essays to shape instruction and services. *portal: Libraries and the Academy*, 13, 37-59.

<https://doi.org/10.1353/pla.2013.0007>

Dempsey, P. R., & Jagman, H. (2016). "I felt like such a freshman": First-year students crossing the library threshold. *portal: Libraries & the Academy*, 16(1), 89-107. doi:10.1353/pla.2016.0011

Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44, 237-251. doi:10.3102/0013189X15584327

Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Folk, A. L. (2016). Academic reference and instruction librarians and Dweck's theories of intelligence. *College & Research Libraries*, 77(3), 302-313. <https://doi.org/10.5860/crl.77.3.302>

Leichner, N., Peter, J., Mayer, A. K., & Krampen, G. (2014). Assessing information literacy programmes using information search tasks. *Journal of Information Literacy*, 8(1), 3-20.

Lenker, M. (2016). Motivated reasoning, political information, and information literacy education. *portal: Libraries & the Academy*, 16(3), 511-528.

<http://dx.doi.org/10.1353/pla.2016.0030>

Perkins, D. N., & Salomon, G. (2012). Knowledge to go: A motivational and dispositional view of transfer. *Educational Psychologist*, 47(3), 248â€“258.  
<https://doi.org/10.1080/00461520.2012.693354>

Ross, M., Perkins, H., & Bodey, K. (2016). Academic motivation and information literacy self-efficacy: The importance of a simple desire to know. *Library & Information Science Research*, 38(1), 2-9. <https://doi.org/10.1016/j.lisr.2016.01.002>

## Appendix A. Student Profile

The figure below reports the available demographic data; not all elements of demographic data were reported for all students.

Figure A.1 Student Profile

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	N	%	N	%	N	%	N	%
TOTAL	327	100		100		100		100
CLASS STANDING								
Freshmen	262	80						
Sophomore	42	13						
Junior	16	5						
Senior	7	2						
TRANSFER STUDENTS								
No, I am not a transfer student	294	90						
Yes, as Freshmen student	7	2						
Yes, as Sophomore student	14	4						
Yes, as Junior student	7	2						
Yes, as Senior student	1	0						
MAJORS								
Architecture	0	0						
Business	7	2						
Communication	5	2						
Education	0	0						
Engineering	147	45						
English	2	1						
Family Consumer Sciences	2	1						
Linguistics & Languages	1	0						
Health Professions	50	15						
History	1	0						
Pre-Law	2	1						
Parks, Recreation & Tourism	0	0						
Philosophy & Religious Studies	0	0						
Physical Sciences	8	2						

Subgroups	Your Institution		Your Peer Institutions		Your Institution Types		All Institutions	
	N	%	N	%	N	%	N	%
Psychology	10	3						
Social Sciences	15	5						
Visual & Performing Art	7	2						
Other	47	14						
Undecided	23	7						

## Appendix B. Institutions

### Your Peer Institutions

Auburn University Texas A&M University University of Lethbridge Valencia College

### Members of Your Institution Types

Auburn University Palomar College Texas A&M University  
University of Lethbridge

### All Institutions

Auburn University Brigham Young University  
California State University Dominguez Hills California State University, Fresno  
Central Connecticut State University Columbia Basin College  
Palomar College Texas A&M University The Harker School University of Guam  
University of Lethbridge University of Northern Colorado University of Utah  
Valencia College

Appendix 3  
LEAP Policy Board Meeting  
10/31/18

1. Introductions
2. Role of Policy Board
  - Ambassadors
  - Sounding Board
3. LEAP mission and goals
  - Student Success
  - Partnerships with Colleges and Other Units on Campus
4. Plans for Academic Year 2018-2019

Fall 2018 Enrollment – 953 students; 836 first year, 29 transfer students, and 88 multi-year in 30 sections

11 sections Engineering LEAP	6 sections of Health Professions LEAP
2 sections SBS	2 sections Exploration LEAP
1 Service LEAP	1 Science
1 Humanities	1 Arts
1 Fine Arts (ON LINE)	1 Pre-Law
1 Health Sciences (application only; 4-year program)	1 Refuges (summer bridge, fall semester)
1 Transfer/Upper Division IR course entitled Dealing with Difference	

- Planning and implementing goals initiated at AAC&U High Impact Practices Workshop Summer 2018
  - Marketing, Outreach, and Branding Committee
  - Innovative Pedagogy Committee
  - Assessment Committee
- Focus on “Building Community” Learning Community Learning Outcome
  - Varied format of Convocation
  - Plann Parties
  - LEAP Scholars
  - Discussion of and planning for LEAP Theme and Symposium
- On Line Section of Fine Arts LEAP

5. LEAP Course Examples
  - Dr. Mike White – Humans in Nature/Humans in Society
  - Dr. Meg Harper – E-LEAP; Science in Society; Exploration LEAP
  - Dr. Jennifer Brown – Arts LEAP; Fine Arts LEAP Online
6. Feedback, questions, concerns

Appendix 3

Membership list for the LEAP Policy Board

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Membership list for the LEAP Policy Board Continued

