

2019 LEAP CONVOCATION



LEAP LEARNING COMMUNITY ANNUAL REPORT 2019-2020

OFFICE OF UNDERGRADUATE STUDIES
UNIVERSITY OF UTAH
JUNE 1, 2020



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LEAP ACADEMIC LEARNING COMMUNITY

LEAP is an academic learning community designed to provide an anchoring community on campus to connect students with one another, faculty, and other communities and resources. The program offers small seminar classes, typically over two semesters, with the same professor and cohort of students. One of the central features of the LEAP model is an in-class peer advisor to provide additional support and cement a sense of belonging in the classroom.

LEAP courses involve developing skills relevant to all careers, such as problem solving, communication skills, information literacy, teamwork, and critical thinking.

All LEAP courses meet general education requirements, typically Humanities (HF), Social and Behavioral Science (BF), and the upper-division Diversity (DV) credits.

The Mission: To facilitate students' success by creating a community of belonging while developing academic and practical skills.

WHAT STUDENTS SAY THEY LIKE ABOUT LEAP:

"Learning how to be a critical thinker, not only when I am researching a topic, but in everyday life."

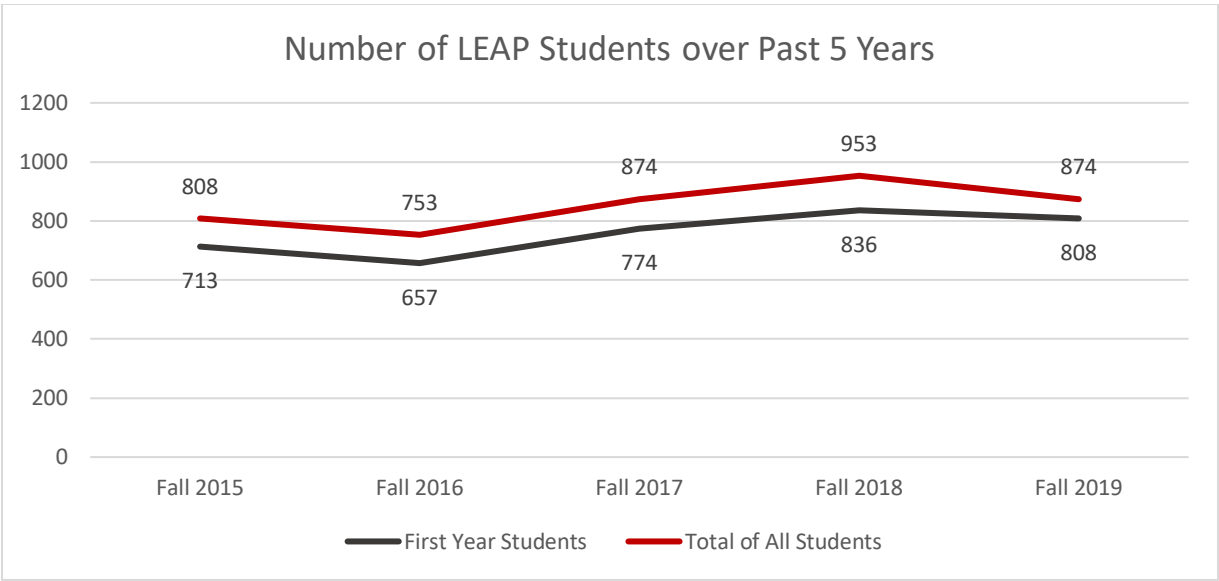
"Actually getting to know the people in my class and feeling comfortable talking to them or asking them for help."

My class learning assistant, professor, librarian and campus student advocate have all become available contacts and resources.

"In the LEAP program, our peer advisor and professor really made us feel comfortable. They make the topics very interesting to learn. I was very nervous on the first day of college, but thanks to the professor and advisor I felt at peace."

PROGRAM OVERVIEW

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 873 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. In the spring, the LEAP program enrolled a total of 556 students, 508 students in 26 first-year sections and 48 in Pre-Law and Health Sciences sections beyond the first year.



The graduation rate for less academically prepared students is 13 percentage points higher than non-LEAP students



First Gen LEAP Students showed an average graduation rate 7 percentage points higher than non-LEAP first gen student



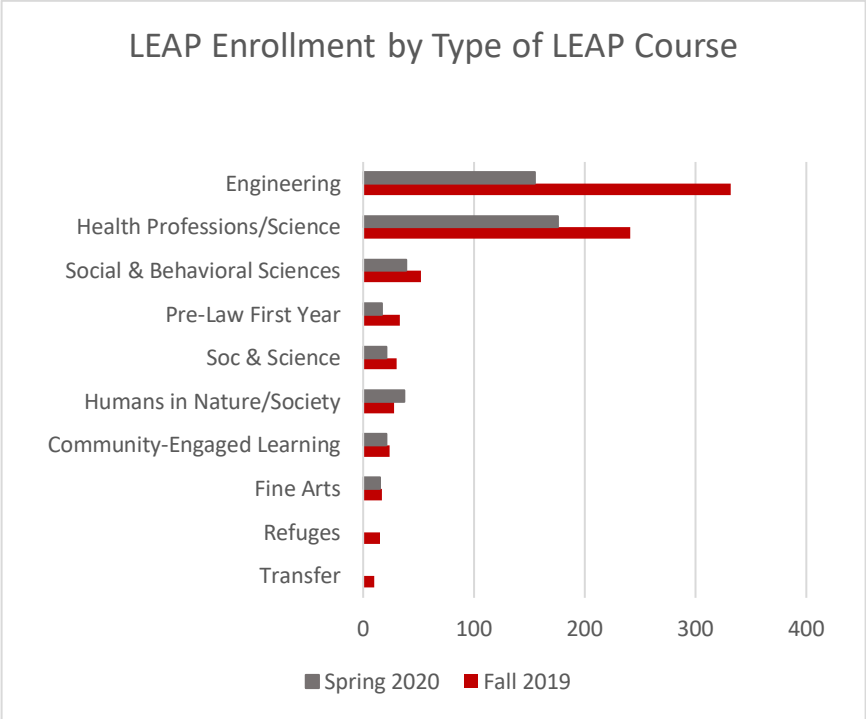
First Gen LEAP students showed an average retention rate 4 percentage points higher than non-LEAP first gen students



Pell Grant LEAP students showed an average graduation rate 9 percentage points higher than non-LEAP Pell Grant students



LEAP Enrollment by Type of LEAP Course



LEAP BENEFITS ALL STUDENTS, PARTICULARLY UNDERSERVED STUDENTS



Pell Grant eligible students who take LEAP show a lift of 5 percentage points in retention and nearly 9 percentage points in graduation relative to Pell Grant eligible students who do not take LEAP. First Generation students show a similar pattern.

LEAP PROGRAM OPTIONS

FIRST-YEAR SECTIONS			
Fall 2019	Enrolled	Spring 2020	Enrolled
Pre-Law (1100)	33	Pre-Law (1150)	17
Health Science -1 st Yr (1100)	26	Health Science – 1 st yr (1140)	27
Health Professions (1100)	241	Health Professions (1140)	176
Community Engaged Learning (1101)	24	Community Engaged Learning (1100)	21
Humans in Nature (1101)	28	Humans in Society (1100)	37
Soc & Sci: Life & Death (1101)	30	Soc & Sci: War & Peace (1100)	21
SBS (1101)	52	SBS (1100)	39
REFUGES (1101) Fall semester only	15		-
ARTS (1101)	17	ARTS (1100)	15
Engineering LEAP (1501)	308	Engineering LEAP (1500)	142
ELEAP Minorites (1501)	24	ELEAP Minorites (1500)	13
Dealing with Difference (3050)	10		-
Total First Year Students	808	Total First Year Students	508

MULTI-YEAR SECTIONS			
Fall 2019	Enrolled	Spring 2020	Enrolled
2 nd Year Pre-Law (2700)	13	2 nd Year Pre-Law (LEAP 1250/PHIL 1250)	6
3 rd Year Pre-Law (3700)	7	3 rd Year Pre-Law (3701)	10
2 nd Year Health Science LEAP (UUHSC 2500)	26	2 nd Year Health Science LEAP (MD LB 2010)	16
3 rd Year Health Science LEAP (UUHSC 3000)	19	3 rd Year Health Science LEAP (UUHSC 3001)	16
Total Multi-Year Upperclass Students	65	Total Multi-Year Upperclass Students	48

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 65 students.

2019-2020 LEAP SCHOLARSHIPS

THANK YOU TO OUR DONORS AND TO THE OFFICE OF UNDERGRADUATE ADVANCEMENT!

LEAP Scholarships for 2019-2020 totaled \$61,000

LEAP STEM Minorities Scholarship
Donors: The Parent Fund
Scholarship Amount: \$6,000



Funded Project: LEAP STEM Minorities Scholarship
Amount Received: \$5000 - five \$1000 awards



"I look forward to being able to give back to the community when I begin my career in Kinesiology."

- Debora Ingabile, Health Professions LEAP



"I will use this scholarship with great respect for you as I strive to do my best this upcoming semester."

- Kyanna Orr, Health Professions LEAP and LEAP Peer Advisor

"I hope to achieve great things which would not be possible without your help."

- Nawal Zahara Ali, E-LEAP



"This scholarship will help... finish college and my dream of being able to guide and assist kids from immigrant families in adjusting to life in America."

- Luis Delos Reyes, E-LEAP



This money will be so extremely helpful and I'm so excited to be able to use it to continue with my studies in working toward my degree in Biology."

- Alisson Teran, Health Professions LEAP

2019-2020 LEAP SCHOLARSHIPS

LEAP Peer Advisor Scholarship

Donors: Lindquist/Moore

Scholarship and Parent Fund

Scholarship Amount: \$12,000

Kaylon Draney

Julianne Liu

Carlos Rodriquez, Jr.

Morgan Rohner

Yutzil Roman

Tobin Wainer

Asha Davenport Memorial Scholarship

Donors: Linda & Melvin Davenport

Scholarship Amount: \$4,000

Anthony Phero

Charlotte Welch

LEAP Multi-Year Scholarship

Donors: Henry W. & Leslie M. Eskuche
& Roger Leland Goudie Foundation

Scholarship Amount: \$6,000

Michelle Ngo

Jennifer Williams

Elizabeth Cravens

Diversity Need Scholarship

Donors: The Ruth Eleanor & John Ernest

Bamberger Memorial Foundation and
Roger Leland Goudie Foundation

Scholarship Amount: \$27,000

Pham Vu

Angel Sanchez

Sinndy Rios

Kirra Lawless

Habibio Abdi

Krisinta Roller

Bich Ngoc Pham

Abel Chavez

Nina Nguyen

Amina Hussien

Krystal Bustamante

Valerie Fernandez

Joshua Nguyen

Martina Martinez

LEAP Multi-Year Scholarship

Donors: Henry W. & Leslie M. Eskuche
& Roger Leland Goudie Foundation

Scholarship Amount: \$6,000

Nidia Zavala Gonzalez

Viviana Bravo

Cindy Diaz Rey

Eylaf Elsir

Dakota King

Erica Denise Medina

AWARDS AND KUDOS



Dr. Nora Wood

Honors Professorship Award



Dr. Ann Engar

General Education Teaching
Award for Innovation

Pre-Law LEAP Ranked
in #7 in Pre-Law
Programs by
bestvalueschools.com

“The University of Utah distinguishes itself from other affordable pre-law degree programs through its innovative learning community for future lawyers, known as ‘LEAP.’ LEAP students kick-off their education by taking a sequence of courses with the same professor and classmates, providing an early opportunity for students to meet fellow pre-law majors and get to know the faculty. After the first year, students can continue to take advantage of LEAP by enrolling in a number of one-credit courses to learn more about the legal profession. Rounding out this comprehensive experience is a third-year Pre-Law Writing course, which assists students in developing their law school application essays and studying for the LSAT.”

LEAP ASSESSMENT

For the past 10 years, LEAP has been using the Skyfactor survey designed by Educational Benchmarking Incorporated (EBI). The Skyfactor survey, completed by students at the end of the academic year, consists of 100+ items grouped into various factors, some of which map onto our learning outcomes. Items are rated from 1-7 with a score of 1 representing “not at all” and a score of 7 representing “significantly”.

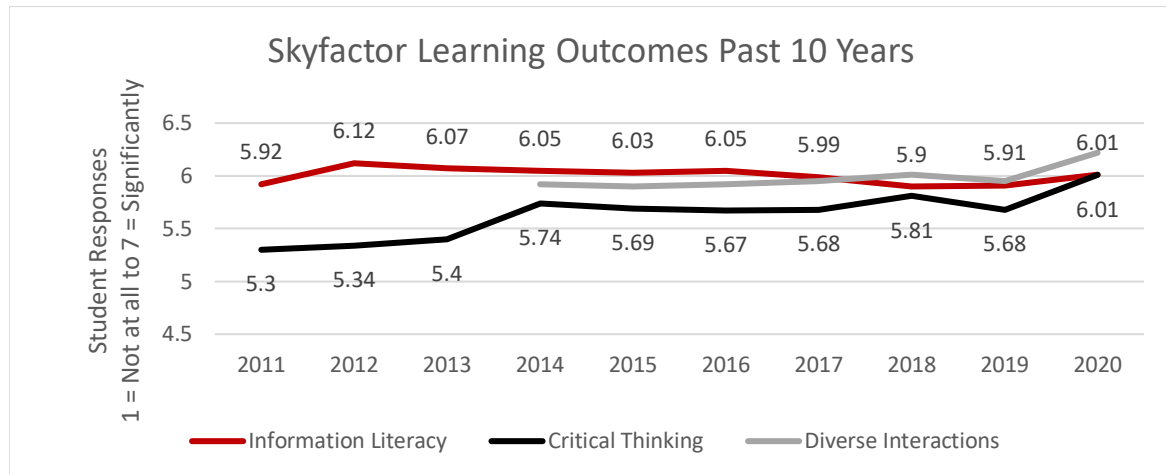
N = 225; numbers smaller than usual due to COVID19 at assessment time.

LEAP Learning Outcomes:

- Critical Thinking
- Information Literacy
- Teamwork

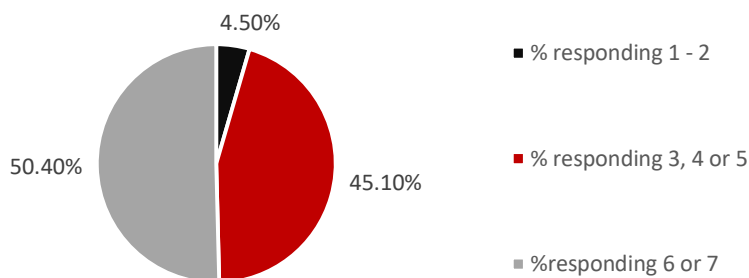
We also address diversity issues, and the Skyfactor survey addresses this factor.

Historically, LEAP has performed positively and fairly consistently on these factors.

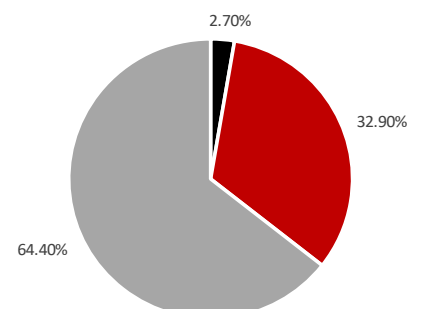


The Skyfactor survey also contains several institution specific items about the effectiveness of LEAP library classes and peer advisor. LEAP has a great partnership with the Marriott and Eccles Libraries to provide LEAP classes 10 library visits over 2 semesters, providing important information literacy skills.

Effectiveness of Library Visits



Effectiveness of Peer Advisor



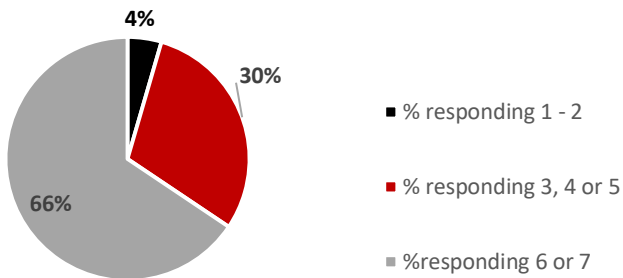
LEAP ASSESSMENT



The Learning Community Learning Outcomes Involve Making Connections:

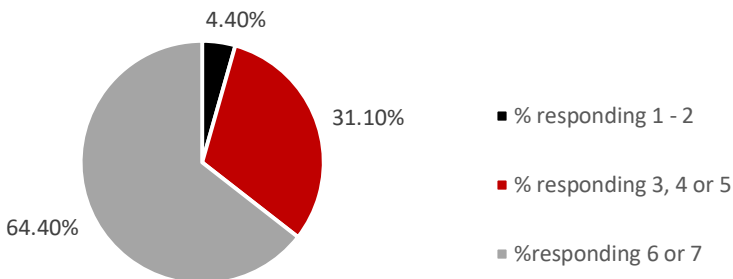
- Connections across courses, ideas, concepts
- Intrapersonal Connections (between the student's own life and course content)
- Connections with community on and off campus

My LEAP Course Helped Me Make Connections Across Courses, Ideas, Concepts



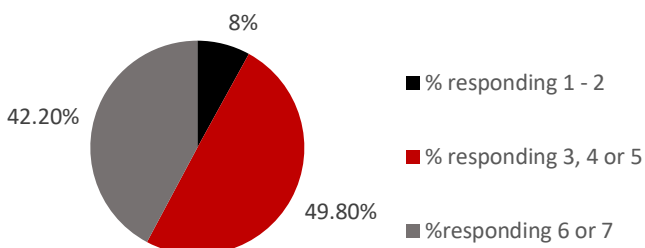
“I really liked how this course was more of a discussion-based class. I liked how there was a lot of student interaction during the lecture and we learned about topics that will have a significant impact on our career.”

My LEAP Course Helped Me Make Connections Between My Own Life and the Course Content



“This course really helped introduce me to topics such as equity, community engaged learning and problems in our society in such an effective, and motivational way.”

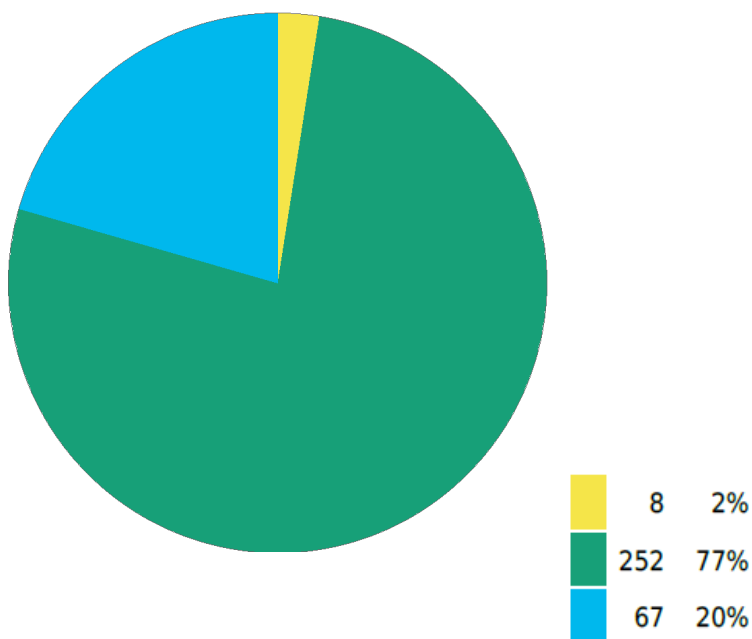
My LEAP Course Helped Me Make Connections with Campus and Community



“The assignment of our thick outline and the way it was taught was something I had never thought of to do before when writing essays or otherwise intense assignments. I have already used this skill in other classes this term and will continue to use this skill for the rest of my college career. This course I felt really helped me to succeed in college connecting me to a community and support network, while giving me the skills I needed for success.”

LEAP ASSESSMENT

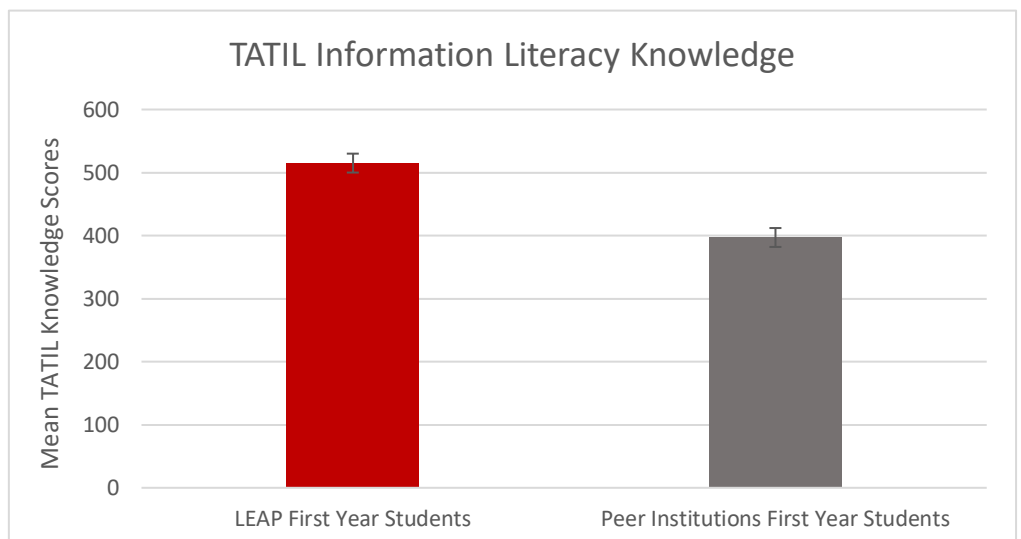
Each LEAP course involves an embedded librarian who teaches research skills. At the end of the year, LEAP students took the Threshold Achievement Test for Information Literacy (TATIL), a test for measuring student knowledge and dispositions regarding information literacy inspired by the Association of College and Research Libraries' Framework for Information Literacy for Higher Education.



LEAP Students' scores on Literacy Knowledge indicate that most students (in green) are able to understand that knowledge changes over time, and that expertise comes from using established methods to perform research. They approach college-level research with a goal of developing meaningful research questions and proposing credible interpretations.

Few (2%, in yellow) were at the lowest level of information literacy. One-fifth (in blue) were at the highest research ready level.

First Year LEAP Students outperformed first year students at peer institutions. (Peer institutions included Auburn University, Texas A&M University, University of Lethbridge and Valencia College.)



PEER ADVISORS BY THE NUMBERS

LEAP Peer Advisors (PAs) are student employees who have completed LEAP's two-semester program. One PA is hired per course and will advise up to 30 students. Their role is to attend class and help students make campus and community connections.



Number of LEAP PAs

Fall 2019 – 30

Spring 2020 – 25

2019-2020

Total Hours Reported

5317

Number of Students Reached

2124



PEER ADVISORS BY THE NUMBERS



Office Hours Held - 1344

Service Hours - 347

LEAP Student Activity Hours - 588

In-class Hours – 1776

PA Meeting Hours – 374

Average Monthly Hours per PA - 32

Dr. Jennifer Seagrave took over leadership of the Peer Advisors this year. She taught these students invaluable leadership skills as well as how to build a sense of community.

2019-2020 Leadership & Team Building

Summer On-line Leadership Course

Turkey Pumpkin Day & Friends Giving

End of Term/ Holiday Party

Creating Budgets for LEAP events



UNDERREPRESENTED GROUPS

LEAP Learning Community has made great strides in creating courses that serve not only as a safe and collaborative place for learning, but also a space to create a strong sense of community. This is beneficial to all students as they transition from high school to college, but research shows that it is particularly important for underserved populations. That is why LEAP has integrated several programs to promote underserved communities.

2019 – 2020 LEAP Courses promoting underserved communities include:

- Pre-law LEAP 3-year Program
- REFUGES Summer Bridge Collaboration
- E-LEAP for Stem Minorities
- Health Science LEAP 4-year Program



PRE- LAW LEAP

Ranked #7 by *Best Value Schools* as a pre-law program because of the LEAP cohort.

1st Year Students Read the memoirs of attorneys, judges and those involved in important legal cases and discuss the role of law in society and study legal decisions and their impact on society.

1st Year Fall 2019 – 33 Students

1st Year Spring 2020 – 17 Students

2nd year students observe actual cases in court and hear from judges and attorneys with various legal specialties. They take a logic course to help them prepare for logic questions on the LSAT.

2nd Year Fall 2019 – 13 Students

2nd Year Spring 2020 – 6 Students

UNDERREPRESENTED GROUPS

1.

3rd year students work with local legal service groups and take a research-and-writing class that will help them present themselves to law school selection committees.

3rd Year Fall 2019 – 7 Students

3rd Year Spring 2020 – 10 Students

Dr. Ann Engar is the faculty in charge of the Pre-law LEAP program. She is pictured here (in photo – left) with some of the 2019 3rd year Pre-law LEAP students.



REFUGES SUMMER BRIDGE

The REFUGES Bridge Program is designed for incoming University of Utah freshmen who are interested in majoring in a STEM field. The program provides young people with a supportive peer group and a unique summer opportunity to live on campus, attend classes, and jumpstart their college experience. It is a partnership with the Center for Science & Mathematics Education.

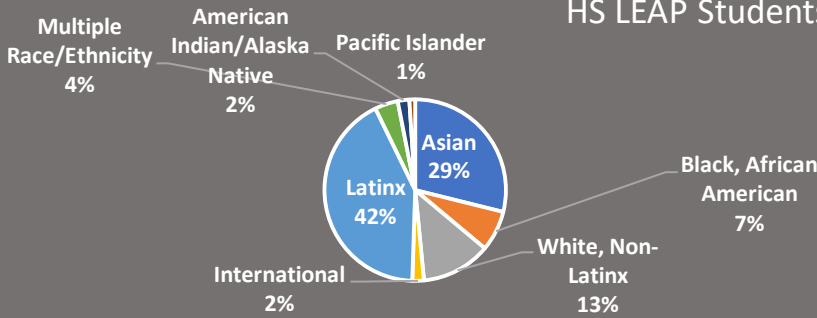
REFUGES LEAP
Summer/Fall 2019 –
15 Students



UNDERREPRESENTED GROUPS

HEALTH SCIENCES LEAP

HS LEAP Students



Health Sciences LEAP, a partnership between Undergraduate Studies and the School of Medicine, is a 4-year pipeline program designed to increase diversity in the health professions. Almost 80% of HS-LEAP students are from communities underrepresented in medicine.

Based on 408 students who have participated in Health Sciences LEAP from 2005-2016, at every ACT level, HS-LEAP students achieve higher GPA's in the first semester, higher fall to fall retention rates, as well as higher 6-year graduation rates when compared to their non-HS-LEAP peers.

	GPA			Fall to Fall Retention Rate			6-Year Graduation Rate		
	HS-LEAP	Non-HS-LEAP	Variance	HS-LEAP	Non-HS-LEAP	Variance	HS-LEAP	Non-HS-LEAP	Variance
ACT <= 21	2.92	2.6	0.32**	84%	68%	0.16**	49%	40%	0.09*
ACT 22-24	3.26	2.83	0.43**	93%	70%	0.23**	58%	46%	0.12*
ACT 25-27	3.53	3.01	0.52**	93%	73%	0.20**	72%	51%	0.20*
ACT 28+	3.75	3.36	0.39**	95%	76%	0.19**	71%	62%	0.08*

18% of HS LEAP Completers attended graduate school, the majority in the health professions.

Students who completed HS-LEAP attended graduate school at twice the rate of students who participated in HS-LEAP, showing a dose-response relationship.



*Data reported here are based on a paper by Bliss, Wood, Martineau, Browning, Lopez, & Rodriguez in press at *Family Medicine*.

UNDERREPRESENTED GROUPS

E-LEAP PROMOTING WOMEN AND STEM MINORITIES

Engineering LEAP (E-LEAP) for Women and STEM Minorities is a two-semester program (LEAP 1501, LEAP 1500), created in the fall of 2019, designed to recruit, support, and promote women and minorities in engineering.



ELEAP 2019 -2020

Fall Semester – 26 students
Spring Semester – 13 Students
Mentors – 6 Student Employees

Each student was assigned a student mentor from the Colleges of Engineering or the College of Mines & Earth Sciences.

The program also hosted fall and spring “Meet and Mingle with Mentors” and four engaged learning MUSE breakfasts with Dr. Nadkarni, Dr. Furse, and Dr. Matheson.



UNDERREPRESENTED GROUPS

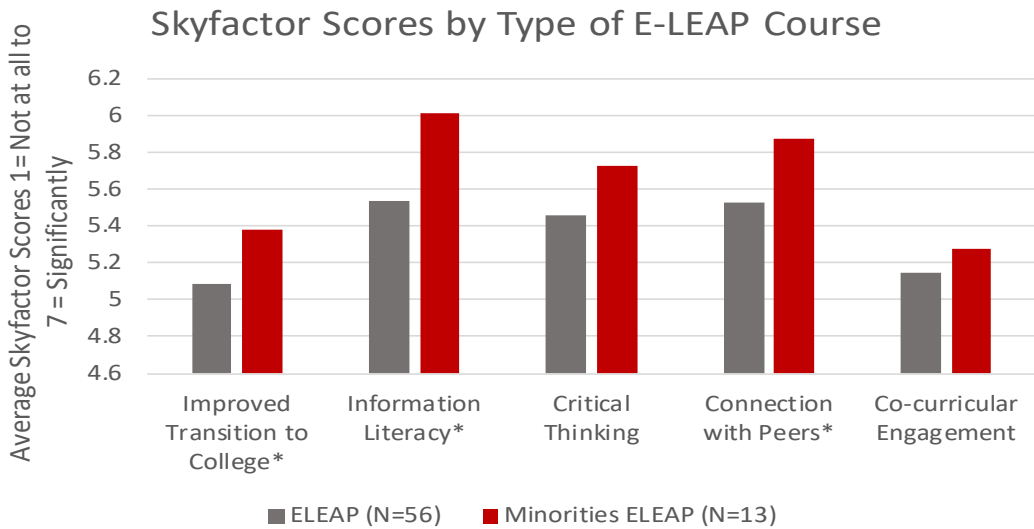


Figure: Students in the E-LEAP For Minorities Class reported significantly more support for the transition to college, information literacy, and connection with peers than students in other sections of E-LEAP.

“As someone who already has a failure under her belt, I really needed the comfort of someone who has been through countless failures telling me that it was okay to fail. I feel that especially in society today, failure is considered unacceptable, but maybe that's just my perspective. While it wasn't especially cheering to hear that more failures were on the way, I can take comfort in knowing that I can get through them and that people will support me.”

- E-LEAP For Minorities Student

“This experience provided a unique opportunity for me to interact with an upper classman in my field of study and ask them important questions in a relaxed environment... She also seemed to have a breadth of academic and research experience. I really look forward to meeting with her again later in the semester. Wallis also motivated me to press through challenges - her success made me feel as though I could succeed, too.”

- E-LEAP for Minorities Student



LEAP STUDENT EVENTS



LEAP Convocation Building Bridges, September 2019

242 Students with guest speaker
Dr. Paula Smith, Interim AVP
for Equity & Diversity

LEAP Rockstar Breakfast

LEAP faculty invited two students from each section who showed potential in leadership and academics to come to breakfast and have a meaningful interaction with their professor.

FALL - Invited 65, 35 students at event

SPRING - Invited 50, 37 students at event



LEAP Scholars Talk

**COPING WITH STRESS & ANXIETY:
WHAT EVERY COLLEGE STUDENT
NEEDS TO KNOW**

"Hey are you getting any sleep you looked stressed out is everything ok?"
Me:



What makes you think that?

Guest Speaker:

**Susan Chamberlain, PhD
w/the Counseling Center**

**Sept. 16 @ NOON
Large Conference Room,
Sill Center**

LEAP Scholars Talks

Sept – Coping with Stress, Attendance 70

Oct – Poverty Workshop, Attendance 54

Nov – Choosing a Major, Attendance 38

Jan – Personal Statements, Attendance 37

Feb – Civil liberties, Attendance 42

LEAP COMMUNITY EVENTS



Service

Legacy of Lowell partnership - LEAP planted 2 of 20 trees with Tree Utah Plann - 157 people over 6 events; 177 plarn balls, 7 mats completed
Service LEAP - 825 volunteer hours, centered around food justice.

Crossroads Urban Center Fundraisers

Chipotle Night

Noodles & Company Night

LEAP Haunted House

Total Money Raised: \$ 555.53

Plus over 200 pounds of donated food



LEAP Day Party - 43 students came and made oragami frogs

3 gallons of pop tops collected for the Ronald McDonald House

PAs volunteered for a day of helping at the Utah Food Bank