

2013-2014 LEAP Program Annual Report

Office of Undergraduate Studies

The University of Utah



Prepared and Submitted by:

Jeff Webb Ph.D.,

LEAP Program Associate Director

Carolyn Bliss, Ph.D.,

LEAP Program Director

Liz Taylor,

LEAP Program Executive Assistant

July 31, 2014

Contents

Contents	2
Introduction	3
Program Overview.....	3
LEAP Classes.....	3
Emphasis on Classroom Community.....	4
Linked Classes	4
UGS Goals	4
Current Contributions to UGS Goals.....	4
Goal 1: Every entering student in a learning community or a living and learning community	4
Goal 2: Every student has at least one deeply engaged learning experience	6
Goal 3: Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.	10
Program Developments	11
Staffing Changes for Fall 2014.....	11
New Teaching Assignments in 2014	11
New Programs and Partnerships.....	11
Peer Advisor Program.....	12
Program Activities and Events	13
Community Engaged Learning.....	13
Advising.....	14
Mentoring.....	15
LEAP's Library Partnership.....	15
Partnership with the Writing Program	15
LEAP Policy Board.....	15
Student Recruitment and Program Outreach.....	15
Milestones and Awards.....	16
Student Achievements.....	16
LEAP Scholarship and Award Recipients, 2014-15.....	17
Faculty Activities and Achievements	18
Conference Attendance and Presentations	18
Continuing Education for LEAP Faculty and Peer Advisors.....	18
University Service by LEAP Faculty.....	18
Financial Support for LEAP.....	18

Introduction

The LEAP Program, which this year celebrates twenty years of offering classes, is a set of fifteen different learning communities. All fifteen are meant to give students a good start at the U, in part by connecting them to faculty, a peer mentor (called a Peer Advisor), librarians, University College Advisors, a cohort of classmates, and campus and community involvement. A further goal is to fulfill general education and graduation requirements in a context that honors their interests and projected majors. Starting in the fall of 2014, the LEAP experience will take on three distinct structures, described below. All but Architecture LEAP and Transfer LEAP were taught in 2013-14, as was a track called “International LEAP,” which will be reborn as Transfer LEAP and fulfill the IR requirement.

Program Overview

LEAP Classes

Two-semester LEAPs for entering students keep the students together with each other, a faculty member, and a Peer Advisor for two successive semester-long seminars, while fulfilling requirements in humanities, social sciences, and diversity. They also connect students to resources (such as advisors, libraries, and campus entities) relevant to their future goals. These LEAPs offer tracks for students interested in:

- Majoring in Arts
- Majoring in Business
- Majoring in the College of Health or pursuing health-related careers
- Majoring in Education
- Majoring in Engineering or Mining Engineering
- Majoring in Science
- Pursuing an interest in service and community engagement
- Pursuing an interest in urban planning, sustainability, or urban ecology
- Exploring for a major
- Living together on a floor in the Residence Halls and taking a LEAP class together at the same time

The second learning-community structure offered by LEAP is a set of two-semester or longer offerings (one course each semester) for students underrepresented in the following disciplines:

- Architecture (debuting as a two-semester, team-taught curriculum)
- Pre-Nursing (at present a three-semester curriculum)
- Pre-Law (at present a six-semester curriculum)
- Health Sciences (at present an eight-semester curriculum)

These versions of LEAP require applications due in the spring or summer for students entering the programs in the following fall semester. First-year classes fulfill requirements in humanities, diversity, and social sciences (with the exception of Architecture LEAP, which fulfills requirements in fine arts), and third-year Pre-Law LEAP also fulfills the upper division Writing requirement.

All four of these versions of LEAP aim to increase the pool of diverse providers in the respective disciplines, including women where they are underrepresented, and offer experiences that will make the students more attractive to and better prepared for graduate education in their fields.

A final version of LEAP, debuting in the fall of 2014, will be a one-semester course for transfer students, which will fulfill the upper division International Requirement as well as a social science requirement. Although Transfer LEAP will differ from other LEAPs in lasting only one semester, it will include peer mentoring and additional features meant to ease the transition for transfer students into the U and into their majors.

With the exception of four Engineering majors and Mining Engineering majors, who are required to take either one or two semesters of LEAP, the program is optional.

Emphasis on Classroom Community

LEAP routinely enrolls one-quarter to one-third of any entering class at the U. We believe this is in part because of LEAP's emphasis on creating community and because of its well documented reputation of encouraging student accomplishment, retention, and persistence to graduation, effects discussed later in this document. We further encourage community among our Peer Advisors, who train together, meet regularly during the year, and function as a cohort of their own in planning program activities and service. They also typically go on to further leadership positions on campus.

Linked Classes

Yet another feature of LEAP is optional "linked" classes:

- LEAP-only writing courses at both the basic and intermediate level that fulfill lower division writing requirements
- A library skills course that is folded into the LEAP classes, but may be taken for an extra hour of credit by all LEAP students who complete both semesters
- A major selection course taught by University College advisors

These offerings extend the LEAP learning communities and permit students to take more than one course together in a single semester as well as in successive semesters.

UGS Goals

According to the AAC&U, a "Learning Community" is any program that keeps students together in more than one course, whether concurrently, sequentially, or both. As the largest learning community operating under UGS auspices, LEAP contributes significantly to the realization of UGS goals as detailed below.

Current Contributions to UGS Goals

Goal 1: Every entering student in a learning community or a living and learning community

Enrollment in the fall of 2013 was down about 150 students from fall of 2012, due primarily to the loss of approximately 500 first-time freshman who deferred University admission for LDS missions or other service or commitments. LEAP may also have lost some students who chose a first-year learning community, but instead of LEAP, opted for those offered through Honors, BlockU, or the New U Scholars programs. Nonetheless, LEAP enrollment was not reduced by the amount that might have been expected given those 500 deferred students.

Counting enrollments is always tricky, since class numbers continue to fluctuate through the year. For the purposes of the following overview, data was obtained from the Registrar and represents the number of students who remained enrolled through each semester. By this measure, the program enrolled 761 first year students in the fall. Eighty-three students were in the classes beyond the first year of the multiyear LEAP programs: Health Science LEAP and Pre-law LEAP. Fall-spring retention was again strong. Of the 761 first-year students who began in the fall, 551 students, or 72%, were enrolled for the spring semester. LEAP offered 33 sections this year for first year students during fall semester and 32 sections in the spring semester.

- Fall Semester 2013. LEAP offered 16 sections of 1101 for 313 students, and 7 sections of 1100 for 213 students. Of these 1101 sections, 3 were Business LEAP, 1 was Education LEAP, 2 were Exploration LEAP, 3 were Fine Arts LEAP, 2 were Living and Learning LEAP, 3 were Community Engagement LEAP, 1 was Science LEAP, and 1 was Urban Ecology LEAP. There were 8 E-LEAP courses offered for 230 students. Among the LEAP 1100 sections, 3 were College of Health LEAP, 1 was Health Sciences LEAP (first year), 1 was Pre-Law LEAP (first year), 1 was pre-nursing, and one was International LEAP.
- Spring Semester 2014. LEAP offered 17 sections of 1100 for 257 students, 4 sections of 2004 (the second semester of College of Health, Health Sciences LEAP and Pre-Nursing LEAP) for 115 students, 1 section of 1150 (the second semester of Pre-Law LEAP) for 14 students, and 8 sections of 1500 (the second semester of ELEAP) for 145 students. 531 students were enrolled in total in these courses (as compared with 709 in spring 2013).

In addition, LEAP offered the following courses:

- LEAP 1050: Major Selection, a course taught in the spring by University College Advisors, for 25 students in 6 sections.
- LEAP 2002: Peer Advisor Seminar elected for credit by 11 Peer Advisors.
- LEAP 1060-001: library research add-on for 212 students.
- LEAP 3050 (International LEAP): spring semester for 21 students.
- LEAP 2700: second year of Pre-law LEAP (fall semester) for 8 students.
- LEAP 3700: third year of Pre-law LEAP (fall semester) for 10 students;
- LEAP 3701: third year of Pre-law LEAP (spring semester) for 7 students.
- NURS 2400: second year Pre-Nursing LEAP (fall semester) for 16 students.
- UUHSC 2500-001: second year of Health Sciences LEAP (fall semester) for 23 students.
- UUHSC 3000-001 (fall) for 21 students and 3001-001 (spring) for 21 students: third year for Health Sciences LEAP.
- UUHSC 4000-001 (fall) for 21 students and 4001-001 (spring) for 21 students: fourth year for Health Sciences LEAP.

Retention to spring semester was 72%, a figure very much in line with retention in previous years.

LEAP was also able to share the sponsorship of eight Writing courses in the fall semester (five Writing 2011 courses, which fulfill the same requirement as does Writing 2010, and three Writing 1011 courses, which fulfill the same requirement as does Writing 1010) and to fill these courses entirely with LEAP students.

In spring semester of 2014, LEAP shared the sponsorship of six LEAP-specific Writing courses, but was not able to fill these entirely with LEAP students and will reduce the spring offerings to three sections for next year. We will also sponsor only Writing 2011 courses in the spring semester.

LEAP is currently offering LEAP 1060, a course recognizing that all LEAP students have a thorough introduction to the resources available to them in Marriott Library and by means of its many computerized databases. Students are offered the opportunity to sign up for LEAP 1060 in the spring semester, but do the work that constitutes this course in a series of ten visits to the library that take place over both fall and spring semester. In these ten sessions, they receive instruction tailored to the version of LEAP in which they are registered and delivered by Marriott Library instructional librarians. This course is optional for LEAP students because, although they all receive library instruction as part of their LEAP classes, in order to get the extra hour of academic credit and have the course listed on their transcripts, they need to pay for it. Typically one-third to half of the LEAP students taking LEAP in the spring choose this option. For spring semester of 2014, 212 LEAP students were enrolled.

LEAP also offered five sections of LEAP 1050 in academic year 2013-14, an introduction to majors at the U. All were taught by University College instructors.

Finally, and as noted above, LEAP is a “menu” of learning communities, and includes among its offerings a living and learning community of students who live together on a floor of the Residence Halls (where two LEAP Peer Advisors and an RA also live) and at the same time take one of two LEAP classes together in the LEAP House next door to the Petersen Heritage Center.

Goal 2: Every student has at least one deeply engaged learning experience

We believe that LEAP itself, in any of its versions, is a deeply engaged learning experience, due in large part to its structure as a learning community. The contributions of learning communities to student engagement, as well as retention, persistence to graduation, and satisfaction with college experience, are well documented in the literature, but LEAP has also done extensive assessment work corroborating our particular contributions to student success. An example is the work published in the spring 2012 issue of the *Journal of General Education* detailing the results of a study of nearly 1500 demographically matched pairs of students, one of whom elected LEAP and one of whom did not. Students were matched for gender, race or ethnicity, age, high school attended, year entering the U, and admissions index, and LEAP students were found on average to outperform their “twins” on first-year grades, credit hours attempted and completed, likelihood of returning for the next school year, and likelihood of graduation at both the four and six-year marks. We continue to track the first-second year retention of LEAP students, which tends to be about 6%-8% greater than the retention of non-LEAP students.

Ongoing assessment assures us that LEAP continues to be a deeply engaged learning experience. In 2013-14 LEAP undertook two main forms of assessment: the First-Year Seminar Assessment, a survey provided by Educational Benchmarking Incorporated (EBI), and ongoing research on data collected by a social research class taught by Caren Frost and Jeff Webb during 2012-13.

EBI

The EBI survey, which has been administered as a year-end survey to all LEAP classes in the spring semester since 2011, benchmarks LEAP students’ satisfaction and performance not only against

(roughly) similar first year programs across the country, but also longitudinally against LEAP's own performance in past years. The survey consists of 100+ questions covering all aspects of the student experience, and EBI provides a comprehensive statistical analysis of the answers. This survey has proved invaluable in allowing us to identify LEAP's strengths (typically these include critical thinking, social integration, and overall course quality), the student populations most appreciative of the LEAP experience (students of color, commuter students), and the teachers with consistently high ratings in our strength areas. This latter information is not used punitively. Instead, in the spirit of building on strengths, two standout teachers—in critical thinking and social integration—were asked to present their methods at a LEAP faculty meeting during fall semester 2013. We plan to do that again in 2014.

The following points summarize the key results from the 2013 EBI administration. The comparison with other institutions—a key feature—was not available at the time of this writing. There were 342 respondents.

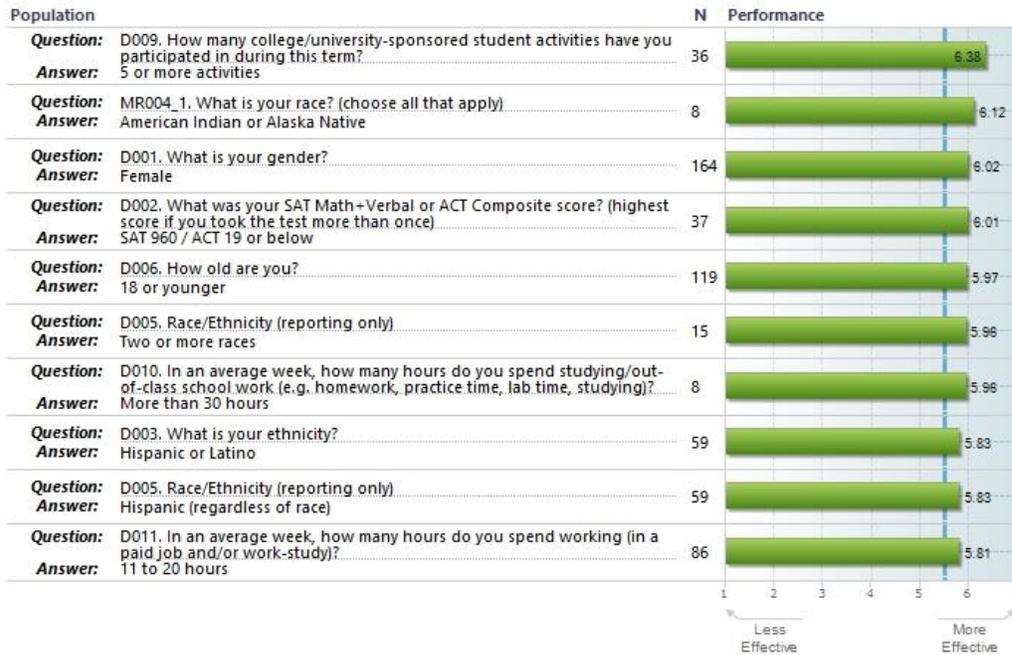
Different kinds of statistical information based on the EBI survey are available at the EBI website interactively. One of the key features there is the “recommendation” section, where recommendations for program improvement are offered based on the amount that a particular “factor” (such as “social integration” or “critical thinking”), were it to be improved, would correlate with an improvement in overall course effectiveness. In the past these recommendations have been useful. This year, however, they seemed somewhat spurious, not directly related to LEAP's core pedagogical mission (though at the same time not irrelevant either).

The top factors were: 1. Course improved knowledge of campus policies, 2. Course increased co-curricular involvement, 3. Course improved knowledge of wellness, 4. Course informed major and career choice. We are reluctant to embrace these four factors as the way to improve LEAP since only the second falls within LEAP's core mission, and we already push co-curricular engagement pretty hard; the other factors are not unimportant but they are, arguably, peripheral to LEAP's mission. Secondly, the listing of factors changes from year to year, and thus, in any given year, the selection of these factors could be quite noisy. Frankly, EBI would be better off identifying factors by averaging over several years.

More interesting is to look at the least and most satisfied subpopulations among LEAP students. This is another way to address program improvement: Rather than targeting all students, think about how to improve the experience for subpopulations. First, most satisfied:

Overall Program Effectiveness Which populations are least/most satisfied?

Population: University of Utah (Number Responding = 346)



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

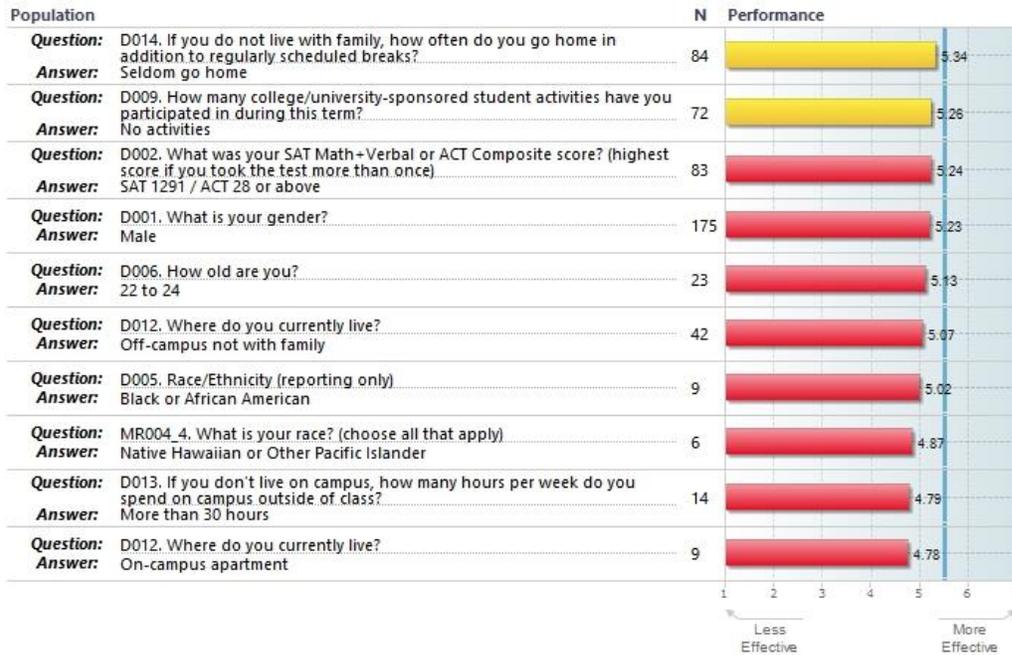
EBI First-Year Seminar Assessment (Order: 29034)

Here we see some patterns that are familiar from past program research (ignoring results that depend on low n): the populations most satisfied with LEAP include younger students, women, and those who are somewhat below average in terms of preparation. Hispanic or Latino students also especially seem to appreciate LEAP.

Second, the least satisfied students:

Overall Program Effectiveness Which populations are least/most satisfied?

Population: University of Utah (Number Responding = 346)



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

EBI First-Year Seminar Assessment (Order: 29034)

Here (again concentrating on categories with reasonable n), we see the flip side of the other table: those least satisfied with LEAP include men, older students, those with better academic performance, those who rarely go home (most probably out of state students living on campus), or those students who are not very involved on campus.

One way to approach program improvement, then, would be to think about how these populations could be better engaged or served.

Social Network Class

LEAP's Associate Director and an outside faculty member recruited for the purpose taught a grant-supported class in social research to former LEAP students during the 2012-13 academic year. These students worked together to design and implement research on student experiences in LEAP. Data collection was completed during spring 2013, and results of that process were reported by LEAP's Director, Associate Director, and Assistant Director at the February, 2014, AAC&U conference in Portland, via a poster on "The Impact of Peer Mentors on the Grade Performance of First-Generation LEAP Students." The key finding was that first-generation students in LEAP with a connection to the Peer Advisor get higher LEAP grades than those without a connection (higher by about .5 on a 4 point scale). This finding led to the observation that a more structured approach by PAs to form relationships with all students would be a worthy goal, potentially benefitting

especially those first-generation students who might not otherwise get to know the PA, and providing them with a richer and more deeply engaged learning experience. Other research from the same rich dataset is ongoing.

Embracing Diversity

Diversity courses often provide students with deeply engaged learning experiences, and every version of LEAP's current offerings fulfills the University's diversity requirement. However, we are acutely aware that sometimes the experience of confronting the issues that arise in diversity classes can be engaging in a negative way, particularly for students of color, the disabled, or LGBT students. Accordingly, LEAP has this year engaged in a year-long collaboration with Student Affairs personnel who modeled and led for us a series of meetings, called Difficult Dialogues, in which LEAP faculty undertook the deeply engaged learning for ourselves of attempting a better understanding of student experiences in diversity classes. We also practiced ways of creating safe spaces for all students in these classes. This undertaking, while sometimes acutely painful, we believe has been of enormous value and has prepared us to continue this project on our own in ways to be described in the next section of this document. We also believe that the mutual understanding and collaborative spirit produced by this exercise between LEAP faculty and the personnel of various Student Affairs offices will itself contribute markedly to better and more deeply engaged student experiences in our LEAP classes.

Reacting to the Past

"Reacting to the Past" is a deeply engaging pedagogy that has been gaining adherents among faculty across the country and was introduced to LEAP by a faculty member we share with the Honors College. A Teaching Committee Grant allowed LEAP to send five faculty members to the 2013 Reacting to the Past Institute at Barnard College to train in this technique, and four of these used the games in the current year's LEAP classes. (The fifth is awaiting the completion of a game currently in development that seems more appropriate than any existing game to her subject matter.) Four LEAP faculty again attended this workshop in June of 2014.

Peer Advisors

LEAP continues to offer the possibility of service and deep learning as a Peer Advisor to students who complete both semesters of a LEAP Learning Community. Peer Advisors experience this learning in their summer on-line training course, their intensive two-day workshop before fall semester classes begin, their bi-weekly meetings as a cohort, the LEAP activities they plan and bring to fruition, and most importantly in their classrooms, where they "shadow" master teachers and become a conduit from teacher to student and back again.

Goal 3: Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

LEAP continues its partnership with University College, whose advisors come into LEAP classrooms to help students prepare to register for spring semester classes. Students are encouraged to make these plans in the context of their longer-term college and ultimate career goals.

LEAP students all have Peer Advisors, who act as mentors to them, and they are encouraged to consult student success advocates.

“Plan to Finish” will be the focus of the 2014 LEAP Convocation; Sharon Aiken-Wisniewski will be our featured speaker.

Program Developments

Staffing Changes for Fall 2014

Dr. Jennifer Bauman will be leaving LEAP to attend Georgetown Law School. Jeff Webb has accepted a position as a statistician at a company based in Minneapolis, Savvysherpa.

New Teaching Assignments in 2014

Enrollments for Fall 2014 were down, which, together with the above departures, have entailed cancellation of classes and staffing changes. Due to low enrollment, these classes were cancelled: the online Fine Arts LEAP, one Community Service LEAP section, and Education LEAP. Changes in teaching assignments are detailed below.

1. As noted above, Dr. Jennifer Seagrave began teaching Engineering LEAP in fall 2013. She taught two sections each semester during the 2013-14 school year, and will increase her teaching next year (2014-15) by two sections, a total of four sections per semester.
2. Steve Maisch stopped teaching Engineering LEAP, and taught, in addition to his Science LEAP class, one section of College of Health LEAP. (He also taught for the Economics department.)
3. Dr. Jeff Webb taught the new pre-nursing LEAP class which, despite early worries, proved to be very popular and successful. Given his departure from LEAP, the pre-nursing LEAP class will be taken over by Carolan Ownby, who will also assume the position of Associate Director of LEAP. His two College of Health LEAP classes will be covered by Dr. Rebecca Larsen and Dr. Nora Wood.
4. As noted, Dr. Jennifer Bauman will also be Leaving LEAP. Erin Silva will be taking over her two Arts LEAP classes in the fall, in addition to teaching his Urban Ecology LEAP, which he offered for the first time last year.
5. Two sections of a new Transfer LEAP class will be offered in fall 2014. Dr. Carolan Ownby will be teaching one section and Dr. Seetha Veeraghanta will be teaching the other. These two sections of a one-semester LEAP will be offered again in the spring semester of 2015.

New Programs and Partnerships

LEAP maintained or added partnerships with the Horizonte ESL Program, Guuleysi, Highland High ESL Program, West High School, Crossroads Urban Center, University Neighborhood Partners, Jackson, Riley and Mountain View Elementary Schools, Washington Elementary, Hser Ner Moo Center, International Rescue Committee, Bryant Middle School, East and West Highs, the Patient Experience Project at the University Hospital, and the AMES School, as well as various departments and entities across campus.

A partnership with the College of Nursing was added in 2013, to support a one-semester second-year experience for pre-nursing students. This class was offered for the first time in 2013-14.

LEAP-only Writing courses were also offered to LEAP students starting in the fall of 2013:

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

During the spring semester of 2014, LEAP students were offered:

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

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

Peer Advisor Program

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

The Peer Advisor program had another very successful year under Dr. Carolan Ownby's leadership. This year's cohort of Peer Advisors numbered 32: one per LEAP section including two Senior Peer Advisors. They met twice a month as a group. Because there were so many last year, Dr. Ownby split them into two groups, each led by one of two Senior Peer Advisors and meeting on a staggered schedule. While the PA's met every other week, Dr. Ownby thus met with one group every week. Membership in the two groups was scrambled at the semester.



Programs Activities and Events

LEAP sponsored the following activities in 2013-14:

- *LEAP Convocation*, August 28, 2013; Speakers: Dr. Carolyn Bliss, Dr. Carolan Ownby, and Dr. Ann Engar of the LEAP Program. They spoke on the 20 years of the LEAP Program.
- *LEAP Faculty Retreat*, August 22, 2013.
- *Peer Advisor Workshop* to prepare the 2013-14 Peer Advisors, August 22 and 23, 2013.
- *Opening Picnic*, Sept. 20, 2013.
- *Glenn Bailey's poverty workshops*, September 18 and 19, 2013.
- During fall 2013 LEAP Peer Advisors sold lanyards and mugs to benefit Crossroads Urban Center. This project raised \$588.33



- *Child Poverty Awareness Week*, was held in October 2013. This week-long event has been organized annually by Jennifer Bauman's LEAP classes, and this year was held in conjunction with Community Engagement Day. \$1412.47 was raised to support activities at Neighborhood House, which supports low-income families and children.

- *See You at the U* was held on November 22, 2013. 135 students from Northwest Middle School attended campus events organized by the Peer Advisors.



- For a *spring 2014 Peer Advisor service activity*, we donated \$1,513.92 to Crossroads Urban Center.
- *Pre-Law LEAP luncheon*, April 11, 2014.
- *Closing reception for Health Sciences LEAP students*, April 2, 2014.
- *This year the LEAP Scholarship Reception and Peer Advisor Luncheon* were combined on April 8, 2014. This occasion involves campus-wide and community partners and students and families in honoring our LEAP Scholarship winners and Peer Advisors and celebrating their accomplishments. Peer Advisor Scholarships and the Frost Award for Outstanding Peer Advisor of the Year are presented. The scholarship winners are listed below. See appendix for this year's program.
- *Closing picnic*, April 4, 2014.

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

Community Engaged Learning

Formal community engaged learning opportunities in the LEAP program for which first-year students get academic credit include Dr. Carolan Ownby's Community Engagement LEAP, , Dr. Ann Engar's third year Pre-Law Leap (LEAP 3700), and both semesters of Dr. Bliss's fourth year Health Sciences class (UUHSC 4000 and 4001). Two other LEAP instructors are applying for Community Engaged Learning designations for classes in the 2013-14 academic year. Here are details on LEAP service during the 2013-14 school year.

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

LEAP to the U: met with students from West High School.

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

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



Ann Engar's Pre-Law LEAP Community Engagement class has instituted a partnership with the S. J. Quinney Family Law Clinic, three volunteered at Salt Lake Peer Court, four did volunteer service for State Senator Todd Weiler, one worked for Utah Dispute Resolution, and four did volunteer work at the Pro-Bono Family Law Clinic at Matheson Courthouse, where one of Dr. Engar's Pre-Law LEAP graduates is in charge of all volunteers. Over 320 hours of service were given, and several students continued their volunteer service without receiving college credit for the remainder of the academic year.

Advising

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

- University College advisors visited LEAP classes in October to advise students preparing to register for spring semester. Advising has become mandatory at four points throughout a student's career; the advisor visit to LEAP classes satisfies the first point for LEAP students. This visit also has guaranteed and will continue to guarantee students early registration for spring semester classes. UC Advisors also met with the Peer Advisors prior to visiting with the classes, so that PA's would be better equipped to answer students' questions.
- A one-credit hour class, LEAP 1050, taught by University College Advisors on the process of major selection, was offered again this spring for LEAP students.
- Advisor John Nilsson visited College of Health and Health Science LEAP sections this year to advise students on admissions requirements for various professional schools in Health Sciences.
- Other pre-Professional LEAPs, such as Engineering, Business, and Education, also incorporate visits by college advisors.
- UC advisors also visited many of the LEAP classes in the fall to talk about designing a meaningful degree, including high-impact programs and experiences.

Mentoring

Academic year 2013-14 was the third year for the LEAP Mentorship Program, which matches community leaders with LEAP Peer Advisors and LEAP students from the multi-year programs in a two-semester mentoring relationship. This year we recruited more mentors from more professions and matched 18 mentors with 16 students. Students met with their mentors regularly over the six-month program, prepared resumes and personal statements with their mentors' help, and underwent mock job or graduate school interviews with other mentors as a culminating activity. The program will continue this coming year, probably with even more participants, and will experiment with limiting student participation to those holding junior or senior status.

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 2013-14, 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, by registering for LEAP 1060 in spring semester.

Partnership with the Writing Program

During fall semester of 2013, the LEAP Program offered its students three sections of Writing 1011 and five sections of Writing 2011 classes (which fulfill the lower division writing requirement), and during spring 2014, one section of Writing 1011 and 5 sections of Writing 2011 classes were offered to LEAP students.

In addition, Nancy Jensen, the Writing Program Liaison to LEAP and one of the LEAP writing course teachers, offered a series of writing workshops to augment the Writing 2011 curriculum and to offer practical advice on LEAP-related topics to students who weren't yet taking Writing 2010 or 2011.

LEAP Policy Board

The LEAP Policy Board met twice this academic year on October 23, 2013, and on March 26, 2014.

Members of the Policy Board served as the selection committee for this year's LEAP scholarship recipients.

Student Recruitment and Program Outreach

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

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

- Dr. Bliss met with the University offices involved in student recruitment.
- Dr. Bliss met with the Office of Orientation regarding changes in the way LEAP would be presented at this year's orientations.
- Dr. Bliss and Ann Darling met with Marketing staff to draft a booklet for this year's orientation comparing LEAP and BlockU offerings.
- Dr. Bliss and Liz Taylor were present at every orientation, both during the information fairs, and when LEAP and Block U were presented.
- Liz Taylor participated in events held around the state by the Admissions office.

For summer orientation of 2014, LEAP engaged seven Summer LEAP Advisors to assist with tabling at the Information Fairs held on the second day of every orientation and to help students register for LEAP and LEAP-linked Writing 2010 classes.

Milestones and Awards

Student Achievements

Jerry Bousanga and Emily Jessop (Peer Advisors) both earned scholarships from the Communications department.

Boneet Kaur finished serving a two-year term as Miss Asia Utah/Miss India, as the first Indian beauty queen ever in the state. She promoted gender equality and higher education for women during her term and raised money which she delivered in person to an orphanage in India for abandoned girls.

Harjit Kaur is a member of the team that won the grand prize in the 2014 University of Utah Bench to Bedside competition. Their project was an anti-infective intraocular needle for intraocular injections.

Kelton Johnston received a Garff Scholarship from the Communications department and a Campus Involvement Scholarship from the Alumni Association.

Amanda Kinniburgh LaCroix was a Service Learning Scholar graduate this year and was accepted to both University of South Dakota and Lewis and Clark Law Schools.

Rachel Motzkus was accepted at Quinney Law School.

Eduardo Reyes-Chavez, who finished Pre-Law LEAP in 2010, has been elected co-president of the Latino Law Students Association at Northwestern University Law School.

Lance Topham, Heidi Chamorro, and Michelle Mueller Sullivan all graduated from Quinney Law School, and Stanley Lloyd graduated from BYU law school this year.

A total of 21 LEAP students presented their research at the Undergraduate Research Symposium on April 1, 2014. 9 Students received the Undergraduate Research Scholars Designation and 19 students were published in the Undergraduate Research Abstracts.

LEAP Scholarship and Award Recipients, 2013-14

Approximately \$49,000 was given out in scholarships and awards to students for the 2014-2015 academic year:

Asha Davenport Memorial Scholarship (\$2,000)

Enoabasi Etokidem
Vatsana (Nikkie) Sithivong

Peer Advisor Scholarships (\$2,000)

Jerry Bounsanga
Brianda de Leon
Lea Hunter
Kelton Johnston
Heather King
Jessica Luviano
Wogai Mohmand
Meggie Rodman

Frost Award for Outstanding Peer Advisor (\$500)

Meggie Rodman

Bridge to Honors Scholarship for LEAP students in or joining the Honors Program (\$2,000)

Min-Jee Goh
Callie Smith

Diversity-Service (\$2,000)

Nora Abu-Dan
Peter Ahorukomeye
Megan Enriquez
Wallie Kanishka
Kirsten Kemp
Ailien Luu
Sydney Magana
Minerva Martinez
Edin Mustafic
Hector Rivera
Mai-Lan Trihn

Oasis of Hope Scholarship (\$ 2,500)

Stephanie Tello

Parent Fund| Parent Association (\$2,500)

Madison Hayes

Faculty Activities and Achievements

Conference Attendance and Presentations

Dr. Jeff Webb, Dr. Carolyn Bliss and Dr. Carolyn Ownby presented research on LEAP at the AAC&U Conference in Portland, OR, in February 2014. Dr. Bliss continues to represent LEAP at local, regional, and national conferences on undergraduate education and the first-year experience.

Continuing Education for LEAP Faculty and Peer Advisors

In 2013-14, Dr. Jeff Webb did coursework in the Master of Computer Science program at the University of Utah.

University Service by LEAP Faculty

LEAP was represented on many campus committees, among them: Undergraduate Council, the Monson Prize Selection Committee, the Undergraduate Research Scholar Designation Committee, UAAC, the Committee for English Writing and Language Support, the University Task Force on the role and representation of auxiliary faculty, the Government Relations Committee, the MUSE High Impact Teaching Committee, and the Retention and Assessment Committee. LEAP is also represented on the master Strategic Enrollment Management Committee, and many of its subcommittees. LEAP faculty were named to three of the UGS Portfolio Teams and also served on several additional search committees during the year and on the committees approving courses for community engagement learning credit. LEAP continues to be represented on the Undergraduate Council as well.

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

Faculty Awards

Dr. Jennifer Bauman was Library Liaison for LEAP during 2013-14 and was appointed to the rank of Associate Professor/Lecturer.

Dr. Ann Engar was named Honors Professor of the Year.

Financial Support for LEAP

LEAP Scholarship funds were at \$49,066 this year. Scholarship money was donated by the following organizations/individuals, to which and to whom we are grateful:

- The Lindquist-Moore Family
- Jan and Doug Frost
- The Ruth Eleanor Bamberger and John Ernest Bamberger Memorial Foundation
- The Parent Fund| Parent Association
- Goudie Foundation
- The Asha Davenport Family (in memory of their daughter, a LEAP student, who died in an accident)

- John Bennion
- Castle Foundation
- Flint Family
- Asad Rauf