Prepared and Submitted by:

Marissa Diener, Ph.D.
LEAP Program Director

Steve Maisch Ph.D.
LEAP Program Assistant Director

Alison Flanders
LEAP Program Executive Assistant

Liz Taylor
LEAP Program Executive Assistant
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.”

“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.”

“Actually getting to know the people in my class and feeling comfortable talking to them or asking them for help.”
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.
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.
FIRST-YEAR SECTIONS

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Enrolled</th>
<th>Spring 2020</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Law (1100)</td>
<td>33</td>
<td>Pre-Law (1150)</td>
<td>17</td>
</tr>
<tr>
<td>Health Science -1st Yr (1100)</td>
<td>26</td>
<td>Health Science – 1st yr (1140)</td>
<td>27</td>
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<tr>
<td>Health Professions (1100)</td>
<td>241</td>
<td>Health Professions (1140)</td>
<td>176</td>
</tr>
<tr>
<td>Community Engaged Learning (1101)</td>
<td>24</td>
<td>Community Engaged Learning (1100)</td>
<td>21</td>
</tr>
<tr>
<td>Humans in Nature (1101)</td>
<td>28</td>
<td>Humans in Society (1100)</td>
<td>37</td>
</tr>
<tr>
<td>SBS (1101)</td>
<td>52</td>
<td>SBS (1100)</td>
<td>39</td>
</tr>
<tr>
<td>REFUGES (1101)</td>
<td>15</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>ARTS (1101)</td>
<td>17</td>
<td>ARTS (1100)</td>
<td>15</td>
</tr>
<tr>
<td>Engineering LEAP (1501)</td>
<td>308</td>
<td>Engineering LEAP (1500)</td>
<td>142</td>
</tr>
<tr>
<td>ELEAP Minorites (1501)</td>
<td>24</td>
<td>ELEAP Minorites (1500)</td>
<td>13</td>
</tr>
<tr>
<td>Dealing with Difference (3050)</td>
<td>10</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total First Year Students</strong></td>
<td><strong>808</strong></td>
<td><strong>Total First Year Students</strong></td>
<td><strong>508</strong></td>
</tr>
</tbody>
</table>

MULTI-YEAR SECTIONS

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Enrolled</th>
<th>Spring 2020</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Year Pre-Law (2700)</td>
<td>13</td>
<td>2nd Year Pre-Law (LEAP 1250/PHIL 1250)</td>
<td>6</td>
</tr>
<tr>
<td>3rd Year Pre-Law (3700)</td>
<td>7</td>
<td>3rd Year Pre-Law (3701)</td>
<td>10</td>
</tr>
<tr>
<td>2nd Year Health Science LEAP (UUHSC 2500)</td>
<td>26</td>
<td>2nd Year Health Science LEAP (MD LB 2010)</td>
<td>16</td>
</tr>
<tr>
<td>3rd Year Health Science LEAP (UUHSC 3000)</td>
<td>19</td>
<td>3rd Year Health Science LEAP (UUHSC 3001)</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Multi-Year Upperclass Students</strong></td>
<td><strong>65</strong></td>
<td><strong>Total Multi-Year Upperclass Students</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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.
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

“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

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Donors</th>
<th>Scholarship Amount</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP Peer Advisor Scholarship</td>
<td>Lindquist/Moore, Parent Fund</td>
<td>$12,000</td>
<td>Kaylon Draney, Julianne Liu, Carlos Rodriguez Jr., Morgan Rohner, Yutzil Roman, Tobin Wainer</td>
</tr>
<tr>
<td>Asha Davenport Memorial Scholarship</td>
<td>Linda &amp; Melvin Davenport</td>
<td>$4,000</td>
<td>Anthony Phero, Charlotte Welch</td>
</tr>
<tr>
<td>LEAP Multi-Year Scholarship</td>
<td>Henry W. &amp; Leslie M. Eskuche &amp; Roger Leland Goudie Foundation</td>
<td>$6,000</td>
<td>Michelle Ngo, Jennifer Williams, Elizabeth Cravens</td>
</tr>
<tr>
<td>Diversity Need Scholarship</td>
<td>The Ruth Eleanor &amp; John Ernest Bamberger Memorial Foundation &amp; Roger Leland Goudie Foundation</td>
<td>$27,000</td>
<td>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</td>
</tr>
<tr>
<td>LEAP Multi-Year Scholarship</td>
<td>Henry W. &amp; Leslie M. Eskuche &amp; Roger Leland Goudie Foundation</td>
<td>$6,000</td>
<td>Nidia Zavala Gonzalez, Viviana Bravo, Cindy Diaz Rey, Eylaf Elsir, Dakota King, Erica Denise Medina</td>
</tr>
</tbody>
</table>
Pre-Law LEAP Ranked in #7 in Pre-Law Programs by bestvalueschools.com

“Awards and Kudos

Dr. Nora Wood
Honors Professorship Award

Dr. Ann Engar
General Education Teaching Award for Innovation

“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.”
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.

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.

LEAP Learning Outcomes:
- Critical Thinking
- Information Literacy
- Teamwork

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

“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.”

“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.”

“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.”
Skyfactor collects survey data from 23 different institutions. As can be seen, LEAP students perform significantly better \((p < .001)\) than other students from other institutions in the survey.
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
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
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
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
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.

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

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.
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.

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.

E-LEAP Promoting Women and STEM Minorities

ELEAP 2019 -2020

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

“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.”

- E-LEAP for Minorities Student

“Improved Transition to College*  Information Literacy*  Critical Thinking  Connection with Peers*  Co-curricular Engagement

Average Skyfactor Scores 1=Not at all to 7=Significantly

ELEAP (N=56)  Minorities ELEAP (N=13)
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 Talks
COPING WITH STRESS & ANXIETY: WHAT EVERY COLLEGE STUDENT NEEDS TO KNOW
Guest Speaker: Susan Chamberlain, PhD w/the Counseling Center
Sept. 16 @ NOON Large Conference Room, Sill Center

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
**Service**

Legacy of Lowell partnership - LEAP planted 2 of 20 trees with Tree Utah

Plarn - 157 people over 6 events; 177 plarn balls, 7 mats completed

Service LEAP - 825 volunteer hours, centered around food justice.

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**Crossroads Urban Center Fundraisers**

- Chipotle Night
- Noodles & Company Night
- LEAP Haunted House

Total Money Raised: $555.53

Plus over 200 pounds of donated food

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**LEAP Day Party** - 43 students came and made origami frogs

3 gallons of pop tops collected for the Ronald McDonald House

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