



LEAP Peer Advisors August 2020 before Covid-19 shut down all in-person activities

LEAP LEARNING COMMUNITIES ANNUAL REPORT 2020-2021

OFFICE OF UNDERGRADUATE STUDIES
UNIVERSITY OF UTAH
JULY 1, 2021



The LEAPY BUNCH

Prepared and Submitted by:

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Director

LEAP ACADEMIC LEARNING COMMUNITIES

LEAP is an academic learning community designed 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 also provides wrap-around support through embedded librarians, Student Success Advocates, and optional workshops on campus resources.

The LEAP program (whose acronym initially stood for Liberal Education Accelerated Program) was launched in 1994 funded by a Hewlett Grant as a 3-year experiment. In its first year, it enrolled 132 students in 5 sections. The experiment was such a success that now, 27 years later, the program has reached over ten thousand students and serves as a model for other learning communities at the University of Utah and nationwide. In Fall 2020, the program enrolled over 700 students (capacity was limited due to Covid-19 social distancing protocols) in 26 sections. The University of Utah's strategies that have produced significant improvements in student retention and completion rates are reflected in the Utah Pledge, which consists of four initiatives, one of which is academic learning communities. Academic learning communities, exemplified by the LEAP program, serve as a critical component of the Utah Pledge. Students in an academic learning community demonstrate higher rates of retention and better completion to graduation (see Bliss, Webb, & St. Andre, 2012 & LC White Paper). They also have an exceptional educational experience.

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:

"This course is really really good. I would highly recommend this class for all freshman students who want to get a really strong basis in critical thinking and research skills."

"By the end of the semester I was proud of how my writing skills and reading skills improved over such a short period of time. Also the instructor was really sweet and helpful."

"You have made this year survivable for me and I don't know if I could have made it through without your class!"

"I have loved the LEAP program because of [Instructor] and [Peer Advisor]. I so appreciate everything that you have done for me and my education this year. This is the class that got me through my freshman year at the U. I'm so thankful."

"Dr. Coco James has activated my brain. She created an environment where it was okay to be you and constantly strive to learn more. She has effectively changed my life."

LEAP student, Spring 2021

"Thank you for helping me succeed in your class and for offering this course! I feel like I have learned a tremendous amount that will definitely help me in my future career."

- Health Professions LEAP student, Spring 2021

"Fun class. Gave me a chance to explore myself. I didn't realize how much I needed that."

"I could relate the things that I learned in this course to my daily life."

-Engineering LEAP students, Spring 2021

"Dr. Rivkin was my favorite professor of this semester. He inspired me in a time that I was largely uninspired and made me excited to learn." And "I enjoyed Dr. Rivkin's enthusiasm and passion. Made me want to learn."

- Students in Arts LEAP, Spring 2021

"[Professor's] class helped me feel so connected with the University of Utah community while learning online! She also genuinely cared about the well-being of her students, I will truly miss her as a professor! Her class is as amazing as it gets!"

-Health Professions LEAP student, Spring 2021

LEAP PROGRAM OPTIONS

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 709 students in 26 first-year sections, two sections beyond the first year in Pre-Law LEAP, 2 sections beyond the first year of Health Sciences LEAP. In the spring, the LEAP program enrolled a total of 544 students, 462 students in 26 first-year sections and 59 in Pre-Law and Health Sciences sections beyond the first year.

FIRST YEAR SECTIONS			
Fall 2020		Spring 2021	
Type of LEAP Course	Number Enrolled	Type of LEAP Course	Number Enrolled
Pre-Law (1100)	30	Pre-Law (1150)	32
Health Professions (1100)	203	Health Professions (1140)	156
Community Engaged Learning (1101)	22	Community Engaged Learning (1100)	26
Humans in Nature (1101)	17	Humans in Society (1100)	20
Soc & Sci: Life & Death (1101)	19	Soc & Sci: War & Peace (1100)	20
SBS (1101)	22	SBS (1100)	20
ARTS (1101)	22	ARTS (1100)	20
Engineering LEAP (1501)	219	Engineering LEAP (1500)	116
ELEAP Minorities (1501)	22	ELEAP Minorities (1500)	24
Global LEAP Korea	17	Asia Campus Cohort from Global LEAP	8
Food & Water Justice BRIDGE	46	Food & Water Justice BRIDGE	40
Total First Year Students	639	Total First Year Students	462
MULTI-YEAR SECTIONS			
Type of LEAP Course	Enrolled	Type of LEAP Course	Enrolled
2 nd Year Pre-Law (2700)	11	2 nd Year Pre-Law (LEAP 1250/PHIL 1250)	4
3 rd Year Pre-Law (3700)	9	3 rd Year Pre-Law (3701)	9
2 nd Year Health Science LEAP (UUHSC 2500)	30	2 nd Year Health Science LEAP (MD LB 2010)	26
3 rd Year Health Science LEAP (UUHSC 3000)	20	3 rd Year Health Science LEAP (UUHSC 3001)	20
Total Multi-Year Students	70	Total Multi-Year Students	59
N/A		Upper Division/Transfer Technology & Waste	23
Total Students	709	Total Multi-Year Students	544

2020-2021 LEAP SCHOLARSHIPS

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

LEAP Scholarships for 2020-2021 totaled \$47,000

LEAP Scholarships for Completion

Donors: The Parent Fund

Scholarship Amount: \$5,000 – five \$1000 awards



Funded Project: LEAP Scholarships for Completion
Amount Received: \$5000 - five \$1000 awards

"Being a woman of color, a first generation student with a low income status, I have faced several barriers and want to ensure others won't continue to face them. My career goal is to become an immigration and international law attorney and help the undocumented and refugee communities with their legal status and health care rights. My lifelong dream of pursuing a higher education is continuing forward thanks to generous academic scholarships and support like yours..."

- Pre-Law LEAP Student

"I have had to work full time and help support my parents through our needs within bills, groceries and rent. It has been a very difficult year for us... Oftentimes I feel defeated and seeking a higher education feels unattainable but donors like you help build hope within my family that there is a way to a brighter future for us."

- Health Sciences LEAP Student

"I hope to attend law school to make a difference in the policies that greatly impact the immigrant community. Thanks to your generosity this journey is more accessible and is allowing me to chase my dreams and ambitions...The scholarship will help me continue to push through all the adversity and come out headstrong leaving behind a powerful and compelling story to tell. One day I also hope to return this generosity to someone facing a similar situation "

- Pre-Law LEAP Student

"From my earliest memories, I can't remember a time where I haven't felt worried about my family's economic stability or if I'd be able to attend college. I would like to thank you so much for funding my education, because without your help I wouldn't be able to attend a university nor advance my professional career."

- Refugee LEAP Student

"This scholarship money goes a long way, not just helping finance my education but also giving me a sense of belonging and encouragement."

- Health Sciences LEAP Student

LEAP FACULTY PIVOTED DURING COVID-19 PANDEMIC

Faculty used the summer (unpaid) to prepare for teaching in multiple modalities, attending virtual conferences put on by AAC&U and CourseHero and the bootcamp by CTLE.

LEAP courses were prioritized for an in-person meeting modality, but as covid-19 cases increased, fewer and fewer students attended in person and more and more classes moved online during Fall 2020.

Teaching simultaneously in person and online proved challenging. Eventually most of our classes moved to an Interactive Video Conferencing (IVC)/zoom format or a hybrid IVC/asynchronous format. During Spring 2021, several LEAP sections were in-person but had low attendance.

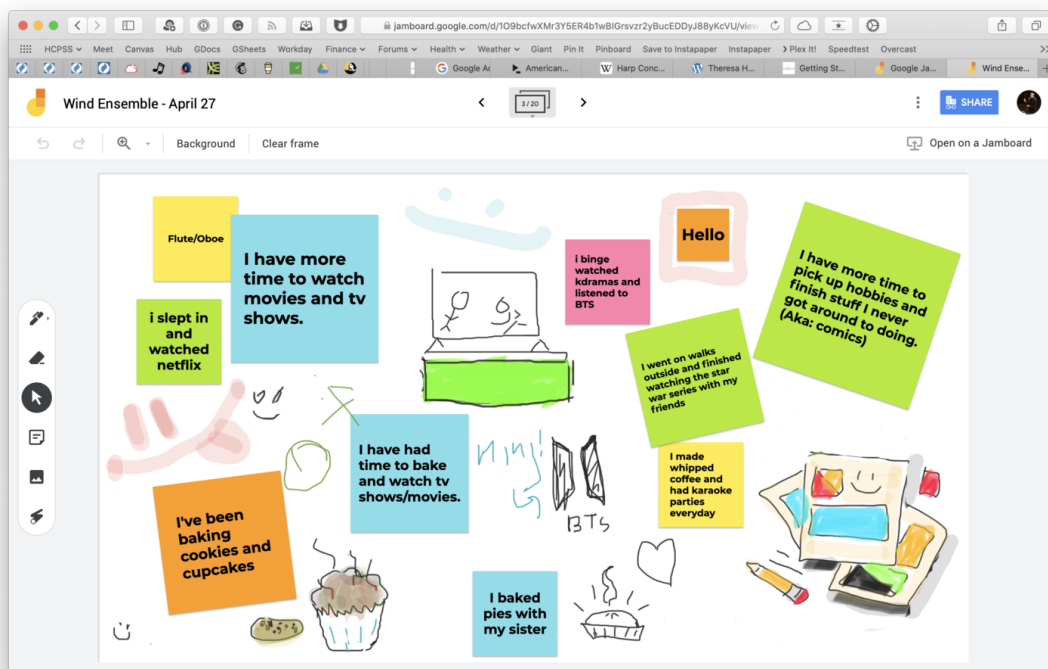
Faculty used many new technologies

- Flipsnack
- Flipgrid (interactive video board)
- Padlet (multiple boards for interactive discussion & media)
- Google Jamboard (pictured)
- Perusal
- Adobe Spark Glideshow
- YouTube
- Zoom

Faculty development

Dr. Seagrave completed the Adobe Creative Campus Faculty Development Institute.

Dr. Ann Engar presented at the CTLE "Celebrating Our Online Success" stories in December 2020



Students were under greater stress. Also, we examined our DWE rates for our classes from 2016-2019. Based on these issues, we implemented extra student support:

1. Systematic monitoring of student absences and missing assignments at 3 points in the semester.
2. Peer Advisors and Student Success Advocates reached out to students who had fallen off with support and resources.
3. Emphasized flexibility and understanding.
4. Moved to shorter assignments, quizzes, and discussion board entries as opposed to longer assignments and papers.

LEAP FACULTY & STAFF



Dr Marissa Diener - Director

Professor

University Distinguished Teaching Award

CSBS Excellence in Mentoring Award

University of Utah Distinguished Service Award

CSBS Superior Teaching Award

University of Utah Early Career Teaching Award



Dr Rachel Borup

Associate Instructor

Teaches Health Professions LEAP



Dr. Ann Engar - Professor (Lecturer)

General Education Teaching Award for Innovation

University of Utah Distinguished Teaching Award

Alpha Chi Favorite Professor 2012; 2017

Career Services Faculty Recognition Award

Outstanding Professor – Hinckley Institute of Politics

Teaches Multi-Year Pre-Law LEAP sequence



Alison Flanders

LEAP Program Manager

Can Problem Solve Anything

LEAP FACULTY & STAFF



Dr. CoCo James
Associate Instructor
Teaches Food & Water Justice
Community Engaged Learning LEAP
Social & Behavioral Sciences LEAP



Dr. Rebecca Larsen
Associate Professor (Lecturer)
Teaches Health Professions LEAP and
Global LEAP Korea



Dr. Steve Maisch
Associate Professor (Lecturer)
Assistant Director for Assessment
Teaches Social & Ethical Implications of Engineering



Dr. Joshua Rivkin
Associate Instructor
New York Times Book Review Editor's Choice
Finalist for PEN/Jacqueline Bograd Weld
Award for Biography
Teaches Arts LEAP



Dr. Jennifer Seagrave
Assistant Professor (Lecturer)
Supervisor of LEAP Peer Advisors
Teaches Social & Ethical Implications of Engineering

LEAP FACULTY & STAFF



Dr. Seetha Veeraghanta

Professor (Lecturer)

Assistant Director of LEAP

University of Utah Distinguished Teaching Award

Teaching Award for Excellence in General Education

CTLE Fellow for Transforming Classrooms for Inclusive Communities

**Teaches Social & Ethical Implications of Engineering
Technology & Waste**



Dr. Mike White

Associate Professor (Lecturer)

Award winning poet

2020 Martin Lucas Haiku Award

**Teaches Humans in Nature/Humans in
Society and Society & Science LEAP**

Dr. Nora Wood

Professor (Lecturer)

Honors Professorship Award

**Teaches Health Professions LEAP and
Multi-Year Health Sciences**



LEAP Faculty and Staff who retired in 2020-2021



Dr. Meg Harper

Associate Professor (Lecturer)

Society & Science LEAP

**Social and Ethical Implications of
Engineering**

Elizabeth Taylor

LEAP Executive Assistant



LEAP AND GENERAL EDUCATION

All LEAP courses meet general education requirements, most frequently Humanities (HF), Social & Behavioral Science (BF), and the bachelor degree Diversity (DV) requirement. Our courses help students collaborate effectively, reason and act ethically, persist in addressing complex problems, and respond creatively.

LEAP created a supporting document to the Major Maps. Our document demonstrates what students in the LEAP program will experience. It provides students information on how LEAP courses and the LEAP program fit with the Learning Framework.

Moving forward our goal is to work with departments and colleges and other offices on campus to further emphasize the positive impacts of LEAP and all Learning Communities on campus.

SUPPORTING DOCUMENT TO THE MAJOR MAPS

This document provides the following:

- *Intro to LEAP*
- *List of LEAP offerings*
- *Recommended timeline for accessing offerings*
- *Suggestions for connecting offerings to the Learning Framework*
- *Detailed glossary of offerings*

WHAT IS LEAP?

The LEAP program is an academic learning community; that is, a small seminar class, typically over 2 semesters, with the same professor and a cohort of students with a peer advisor. All LEAP courses meet general education requirements, typically HF, BF, and the upper-division DV requirement. LEAP is designed to provide students with an anchoring community and connect students with one another, faculty, and the campus community and resources. LEAP courses involve developing skills relevant to all careers, such as problem solving, communication skills, information literacy, teamwork and critical thinking skills. One of the central features of the LEAP model is the use of peer advisors that cement a sense of belonging in the classroom.

The Mission: Facilitate students' success.

WHERE CAN I FIND LEAP?

leap.utah.edu

Sill Center, Rm. 150

WHEN TO START

HOW IT FITS

In the Learning Framework

GETTING STARTED

	COMMUNITY	KNOWLEDGE & SKILL	TRANSFORM	IMPACT
Register for a LEAP course at orientation	●	●	●	●
Follow LEAP on social media @leapuofu	●			
Attend LEAP Convocation to learn about activities for the year	●	●		
Volunteer at the Bennion Center's Saturday service project with other students from your LEAP course	●	●	●	●
Participate in a service or social activity at the LEAP House	●	●	●	
Attend a monthly LEAP Scholars talk		●		
Present at the LEAP Spring Symposium	●	●	●	●

MAKING PROGRESS

Apply to become a LEAP Peer Advisor	●	●	●	●
Apply to be a LEAP Summer leader	●	●		
Apply to participate in the multi-year Health Sciences LEAP program	●	●	●	●

FINISHING UP

Apply to be on the LEAP PA Executive Board	●	●	●	●
Apply to be a Peer Mentor for Multi-Year LEAP courses or E-LEAP for Minorities	●	●	●	●

GLOSSARY

ARTS LEAP

This fall semester course addresses the intersection of fine arts and social sciences through the lens of community. We examine practices of artists and art collectives as well as seeing and experiencing for ourselves art locally to explore how artists respond to social and political changes and challenges within communities – local, national and transnational. Spring semester explores diverse American experiences and communities through film, social and entertainment media, literature and arts.

GLOBAL LEAP KOREA

This course on global citizenship encourages students to think more globally by focusing on Korean society and its interconnections with American society. Korea will be viewed as a model for how economic, social, and technological developments hold promise for building intercultural contacts across the globe and, for learning, understanding, and resolving conflict. Option to study Spring semester on the University of Utah Asia campus, located in Incheon, Korea for an exciting, challenging and rewarding learning abroad experience.

HEALTH PROFESSIONS LEAP

This course examines bioethical issues through the framework of humanities in order to situate health care within its essential human context. The class examines diverse cultural groups in the United States for the purpose of developing cultural competence in working in various dimensions of healthcare with these groups.

HEALTH SCIENCE LEAP

Underrepresented students who have taken Health Professions LEAP can apply for a multi-year program involving shadowing, undergraduate research, and networking to prepare for graduate careers in the health professions (e.g., medicine, dentistry, physician assistant, nursing, occupational therapy, physical therapy, social worker, healthcare administration, public policy, etc.).

HUMANS IN NATURE/HUMANS IN SOCIETY LEAP

The fall semester course seeks to gain an appreciation of how nature has been understood in America, from the exploratory period of Lewis and Clark, through the scientific advances and social upheavals of the nineteenth and twentieth centuries, all the way to the present day. The spring semester course, drawing upon fiction, nonfiction, prose poetry, and film, will focus upon border crossings, sometimes literal, physical movements, and also more figurative borders.

LEAP COURSES

The LEAP program offers various options for students with different career directions, majors, and interests. Several of the LEAP program options are designed specifically for subpopulations of students, such as underrepresented students interested in STEM fields (REFUGES), health careers (Health Sciences), law (Pre-Law) or engineering (E-LEAP for women and STEM minorities). LEAP is typically taken for two semesters, but there are several multi-year programs and students can join LEAP Spring semester, even if they didn't take it Fall semester.

LEAP HOUSE

The LEAP house is a gathering place near the Peterson Heritage Center (PHC), the main dining hall and gathering place for the dorms above Legacy Bridge. LEAP Peer Advisors hold office hours at the LEAP house, as well as host social and service events there. Activities at the LEAP house are open to all students.

LEAP PEER ADVISOR

LEAP Peer Advisors are students who previously took our LEAP courses and now act as role models, liaisons, and leaders. They are paid to be in their assigned class everyday, to answer student's questions about class content and how to navigate the university. They take a leadership course and also host social and service events for LEAP students throughout the year.

GLOSSARY *CONT.*

LEAP SUMMER LEADER

LEAP Summer Leaders are former LEAP students who work with the LEAP program during summer new student orientations. They provide information to new students, answer questions, and help students register for their courses. They are part-time employees during the summer for the LEAP program.

PRE-LAW LEAP

Read the memoirs of attorneys, judges, and those involved in important legal cases and discuss the role of law in society. Study legal decisions and their impact on society. This program has the option for a multi-year sequence to prepare you for law school.

BRIDGE LEAP

Application Required

The Bridge Program is designed for incoming University of Utah freshmen who are interested in majoring in a STEM (science, technology, engineering, or mathematics) field. The program provides young people with a supportive peer group and a unique summer opportunity to live on campus, attend a STEM LEAP course, and jump-start their college experience. The program is designed for underrepresented people (women, minorities, non-native English speakers, economically disadvantaged, and those with refugee status) in STEM.

SERVICE LEAP

The courses focus on the construction of social identity and definitions of community from a social science perspective fall semester and a humanities perspective spring semester. This course is a community-engaged learning (CEL) course which includes elements of both in-class and community-based learning opportunities. Real world service is built in and the course curriculum is purposefully tied to that service.

SOCIAL AND ETHICAL IMPLICATIONS OF ENGINEERING

Social and Ethical Implications of Engineering (E-LEAP) explores the role of ethics in the engineering profession. This course prepares students to understand and appreciate the social and ethical implications of engineering technologies on local and global communities.

SOCIAL AND BEHAVIORAL SCIENCES LEAP

The fall course considers how the multiple disciplines in social sciences attempt to explain human behavior and understand the complexities of human societies, analyzed through the lens of family as the primary social institution. The spring course approaches similar issues through the medium of children's and young adult literature, film and biographies.

SOCIETY IN SCIENCE

This course aims to examine contemporary issues of life and death through multifaceted approaches to problem solving and ethical dilemmas. Students will gain knowledge and understanding of challenges we face in the 21st century and, in teams, will develop a researched action plan in response to a societal problem.

Topics may include poverty, homelessness, and social services; vaccines and public health; opioid crisis; globalization and cheap labor; debt and higher education; jobs and wages; global climate change; population growth and sustainability.

NEW LEAP COURSES 2020-2021

Global LEAP Korea

Despite the Covid-19 pandemic and a mandatory 2-week quarantine, 17 students enrolled in the Fall semester at SLC and 8 studied at the Asia Campus Spring 2021.

This **two-semester class** is geared to students who want to have an international experience in a supportive cohort early in their education.

The **first semester** at the SLC campus focuses on Korean society and its interconnections with American society. Korea is used as a model for how economic, social, and technological developments hold promise for building intercultural contacts across the globe and for learning, understanding and resolving conflict.

The **second semester** is spent abroad at the University of Utah Asia Campus in **Incheon, South Korea**. The course there continues to explore the meaning of global citizenship by engaging in a series of projects around “Incheon as a global city.”

Jesus Juan Pachecho, Global LEAP 2020-2021



“The Global LEAP program made such a good call by requiring a course before heading to the U Asia Campus. We learned about South Korea’s history and prepared for many of the differences in culture, language, and beliefs compared to the U.S.”

Student Participant, Spring 2021

Technology and Waste

This course fulfills the university's International Requirement (IR) for graduation as it reflects on global waste. It fulfills a Social & Behavioral Science Gen Ed credit as well as having the Sustainability Complete designation.

Ever wondered about the relationship between wealth and waste?

LEAP 3800-090 provides students with an understanding of the role of technology in the creation and definition of waste. The course addresses the history of waste, and what impact new and evolving technology has on its creation.

This course also considers what might intervene to make trash transform into treasure. Is it personal, environmental or global? And what influences can make waste reach the status of being collectable?

The course, geared towards engineering students, prepares them to critically understand and appreciate the social implications of waste – defined, created, consumed, and managed globally – and critically examine how engineering impacts our creation of waste. It is offered as an asynchronous, online course.

“Every student at the University of Utah should be required to take this class. The perspective it gives on waste and our use of technology would benefit everyone. And if not required for everyone it should definitely be a requirement for all engineering students. The content is extremely relevant to the problems the new generations are going to face.”

-Student Spring 2021

“I just wanted to say thank you for this class! I am loving it and I have quadrupled my recycling in my own home. The assignment that we just had with Perusall was one of my favorite reading assignments this semester because of how interactive it was with the other students... It was so nice to read other students' points of view on each subject and respond to them. I can already see ways that I can incorporate this into Civil Engineering in the future.”

-Student Spring 2021

Food & Water Justice

This is a Community Engaged Learning course that requires service hours. The service enriches and is tied to the course curriculum and provides an opportunity for students to continue to be involved after the course ends.

It's All About Access!

Access to both the production of and ability to consume healthy food and clean water.

The course examines grassroots effort to ensure broad access to fresh, nutritious, affordable, culturally-appropriate food, and adequate clean water.

The course addresses how food and water justice are closely related to racial justice, as communities of color face structural barriers in their pursuit of fair working conditions and plentiful access to culturally appropriate food.

In 2020-2021 this course (2 sections) were part of the Bridge Program with Enrollment Management.

[This course instructor] "makes us work hard, and challenges us to critically think about topics that relate to our material and the real world."

-Student, Spring 2021

FOOD JUSTICE

ACCESS TO QUALITY FOOD FOR ALL



Availability



Adequacy



Sustainability

LEAP STUDENT EVENTS

FALL 2020 Events

- LEAP 2020 Convocation and Campus Orientation/ Scavenger Hunt Activity (105 students)
- LEAP Movie Night Under the Stars Edition (10 students)
- Halloween Scavenger Hunt (12 students)
- A College Student's Guide to Food (8 students)

FALL LEAP Scholars Workshops

- September – Why You Should Vote (35 students)
- October – VP Debate Discussion (37 students)
- November – Coping with Stress and Anxiety (24 students)

Join us for
CONVOCATION
LEAP KICK-OFF EVENT

WEDNESDAY
SEPTEMBER 9 AT 4PM
ON ZOOM

- MEET LEAP PROFESSORS
- MEET THE LEAP PEER ADVISORS
- TEST YOUR U OF U TRIVIA WITH OTHER LEAP STUDENTS IN BREAKOUT ROOMS

ZOOM MEETING ID: 962 7093 9057
PASSCODE: LEAP

U VICE PRESIDENTIAL DEBATE 2020 THE UNIVERSITY OF UTAH

DEBRIEF & DISCUSSION WITH LEAP



and Prof. James M. Curry, Dept of Political Science

Thursday, October 8 | 4:00 – 5:30pm
LIVE ON ZOOM | Meeting ID: 380 409 4483



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:



Guest Speaker:
Susan Chamberlain, PhD
w/the Counseling Center

Nov 11 @ NOON
ZOOM ID: 992 0197 9256
Password: LEAP

LEAP Scholars Talk

WHY SHOULD YOU VOTE?

GET YOUR QUESTIONS ANSWERED

**OUR LIVES BEGIN TO END
THE DAY WE BECOME
SILENT ABOUT
THINGS THAT MATTER.**

Martin Luther King Jr.



*Why should I vote?
Can I make a difference?
Am I registered?
What address do I use?*

Guest Speaker:
Niki Venugopal, ACLU

Sept. 30 @ NOON

Live ON ZOOM

Meeting ID: 932 0050 8926

LEAP STUDENT EVENTS

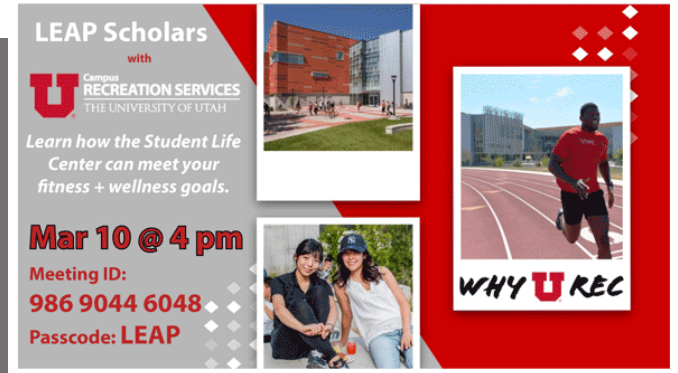
SPRING 2021 Events

- LEAP 2021 Symposium (126 students)
- LEAP Movie Night Under the Stars Edition (8 students)
- All About Campus Online Resources

LEAP Scholars
with
Campus RECREATION SERVICES
THE UNIVERSITY OF UTAH

Learn how the Student Life Center can meet your fitness + wellness goals.

Mar 10 @ 4 pm
Meeting ID: **986 9044 6048**
Passcode: **LEAP**



WHY U REC

SPRING LEAP Scholars Workshops

- February – Suicide Prevention (35 students)
- March – Campus Rec (37 students)
- Writing Personal Statements (35 students)
- April – Finals Prep / Learning Center (24 students)
- Learning Abroad (10 students)

LEAP Scholars Talk

SUICIDE PREVENTION TRAINING WITH YELLOW FOR LIFE

This talk will be student-led by students within the Yellow For Life organization

FEB 24 @ NOON
Meeting ID: **927 7935 0755**
Passcode: **LEAP**



Yellow FOR LIFE™
understand. get help. feel better.
Therapy isn't as scary as it seems. Learn the ins and outs from our referral assistance meetings.

help prevent suicide
Question. Persuade. Refer.
Learn three steps anyone can learn to help prevent suicide in our student-taught QPR trainings.

share your story
Read and share personal stories of hope and recovery — a powerful way to help those living with suicidal ideation and mental illnesses.

@yellow.4.life yellowforlife.org



LEAP SYMPOSIUM



LEAP Symposium
Spring 2021

Online Gallery
April 6th

LEAP projects will be available for anyone to view at any time throughout day.

Project upload deadline:
March 26th

LEAP Live Event
April 13th @ 5 pm on ZOOM

Student PechaKucha presentations
What's a PechaKucha? Think "lighting round" of presentations.
10 slides, 10 seconds each.

We will also be giving out LEAP Symposium awards and prizes!
Ask your Professor for more information.

ONLINE SYMPOSIUM AND LIVE EVENT

New capstone event allowing students to showcase their ideas, discoveries, and artistic expressions from LEAP courses.

Done in partnership with Office of Undergraduate Research.

178 Projects submitted

2021 Symposium Award Winners

BEST OVERALL - Obergefell v Hodges Supreme Court Research Presentation

By: Josh Flickinger, Alyssa Henrie, Olivia Anderson, Asha Brown

BEST INTERDISCIPLINARY - Analysis of Sexual Abuse of Elders in Nursing Homes

By: Leah White

BEST VISUAL COMPONENT - Afrofuturism & Hope

By: Nadine Bahati

BEST WRITTEN COMPONENT - Fairy Tale

By: Nina Williams

MOST ORIGINAL – Planets

By: Lynne South

BEST VIDEO PRODUCTION/EDITING - Bioethics- A Look At Non-Humanity as a Catalyst For Our Own Humanity

By: Ryan Jensen

BEST USE OF RESEARCH & RESOURCES - Miranda v Arizona: How One Case Changed Policing in America Forever

By: Kathleen Bradley, Marisa Angulo, Andrew Oster

MOST IMPACTFUL - Healing Racism Through Meditation & "The Ideal of Virtue Without Purity"

By Jessica Ralston

CROWD FAVORITE - The impact of COVID-19 on Cancer Patients

By Kelly Strobe

[SEE ALL THE LEAP PROJECTS](#)

PEER ADVISORS BY THE NUMBERS

LEAP Peer Advisors (PAs) are student employees who have successfully completed LEAP's two-semester program. Ideally, one PA is hired per course and will advise up to 30 students. (Fewer PAs were hired this year because of Covid-19 budget constraints). Their role is to attend class and support students' success in, and out, of the classroom.



2020/2021 LEAP PA Mission:

To establish a diverse, interconnected community that supports students socially, academically, and personally, whether it is online or on campus. As friends, confidants, and knowledgeable resources, we will help students feel like they belong.

LEAP 2020-2021 PAs

22

Total Hours Reported

4259

Number of Students Reached

1838



PEER ADVISORS BY THE NUMBERS



Office Hours Held - 966

Service Hours - 192

LEAP Student Activity Hours - 302

In-class Hours – 1494

Average Monthly Hours per PA – 21.5

Photo Left: the LEAP house where PAs hold office hours and activities for students.

Dr. Jennifer Seagrave provides leadership training to the PAs through an online summer course and a 3-day workshop. PAs meet once per week during the academic year to plan activities, build community, and problem solve.

2020-2021 Peer Advisor Service Activities

Greeting Card Service Night

Plarn Parties

Women's Center Clothing Drive

Feed U Pantry Drive

Chipotle Fundraising Night for Crossroads Urban Center (fall and spring)

Zoom Zooniverse Service Activity Friday

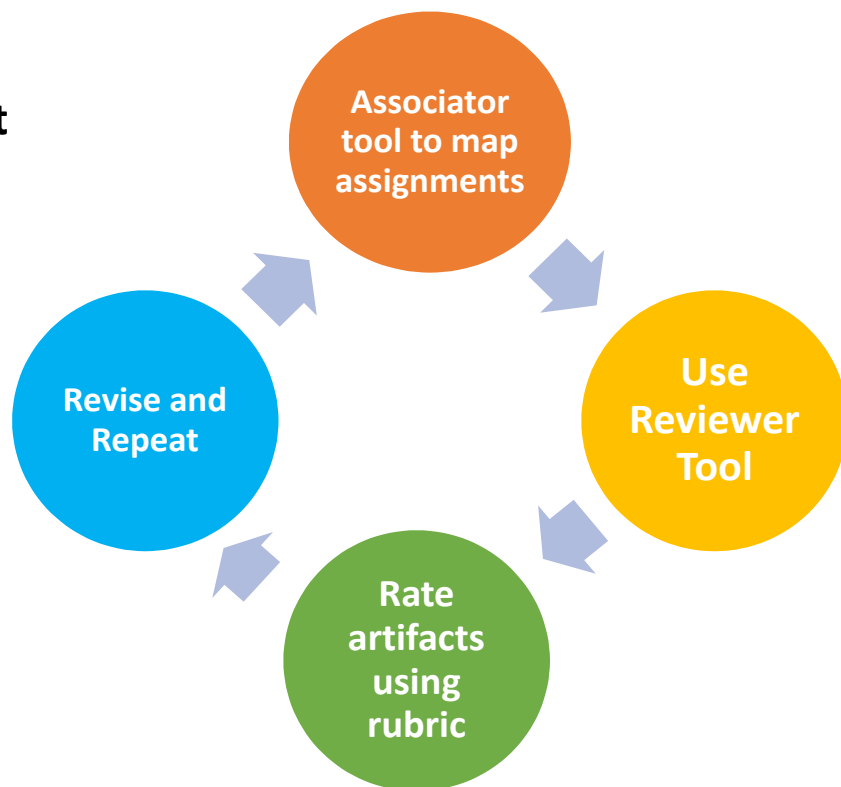


LEAP ASSESSMENT STRATEGIES

We Employ Multiple Approaches to LEAP Program Assessment:

1. Map of Syllabi onto Learning Outcomes
2. Student Self-Report Measures
3. Assessment of Student Artifacts
4. Office of Budget & Institutional Analysis (OBIA) Data and Propensity Matching (e.g., see white paper, 2021 & Bliss et al., 2012 for more information)
5. Pre- and Post- Data

Assessment of Student Artifacts



This year we pilot tested the assessment of student artifacts. First, we developed rubrics for our learning outcomes across LEAP sections. We used the associator tool to map our assignments, then used the reviewer tool to assign student artifacts to reviewers, who used the rubrics. We will make adjustments to this process next year based on what we learned. Our rubrics did not apply well to all assignments. Next year, we will:

1. Use a pre- and post-quiz to assess information literacy
2. Use a common assignment as a reflection assignment
3. Trial run a critical thinking quiz
4. Use the LEAP symposium projects to assess teamwork.

LEAP ASSESSMENT

For the past 11 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 = 170 Student Surveys collected online

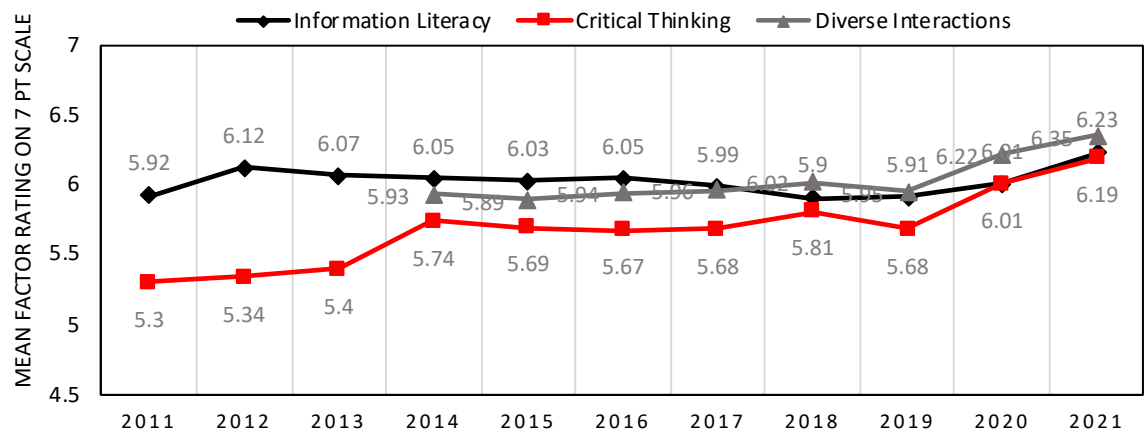
LEAP Learning Outcomes:

- Critical Thinking
- Information Literacy
- Teamwork

We also address diversity issues, and the Skyfactor survey addresses this outcome through the Diverse Interactions factor.

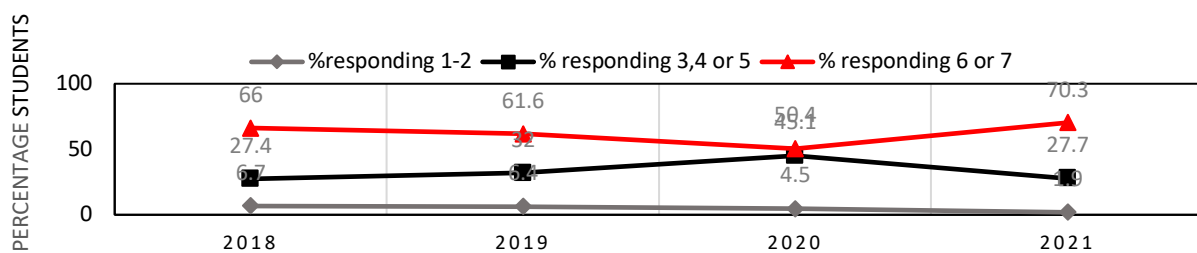
Historically, LEAP has performed positively and fairly consistently on these factors.

LEAP LEARNING OUTCOMES OVER TIME

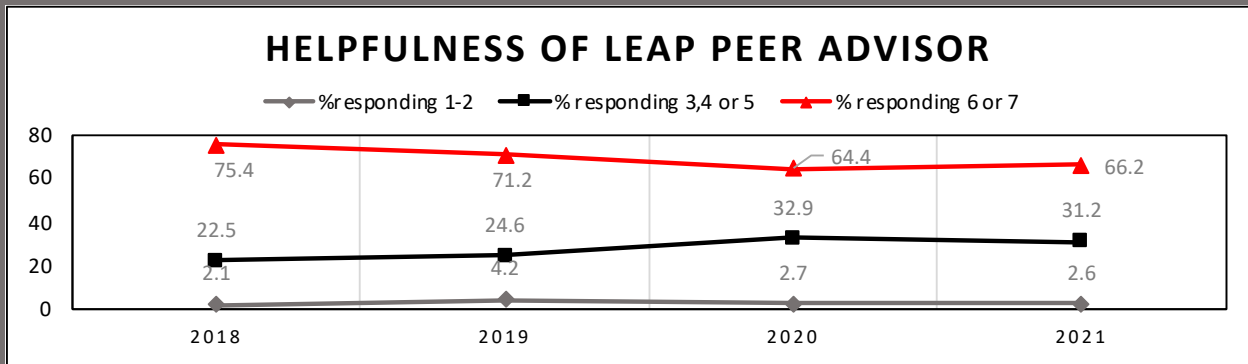
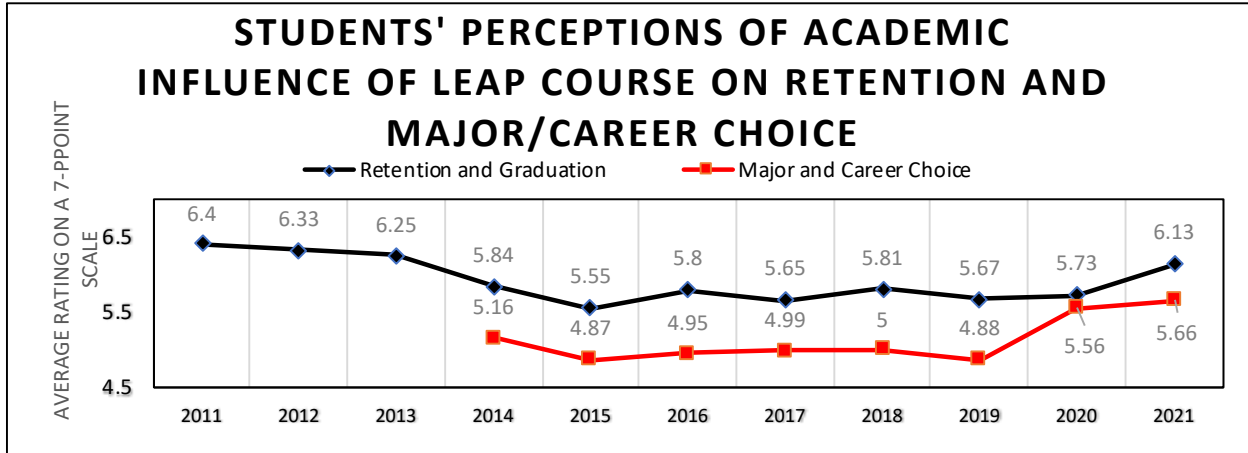


The Skyfactor survey also contains several institution-specific items about the effectiveness of LEAP library classes. LEAP has a great partnership with the Marriott and Eccles Libraries to provide LEAP classes 10 library visits over 2 semesters, providing students important information literacy skills.

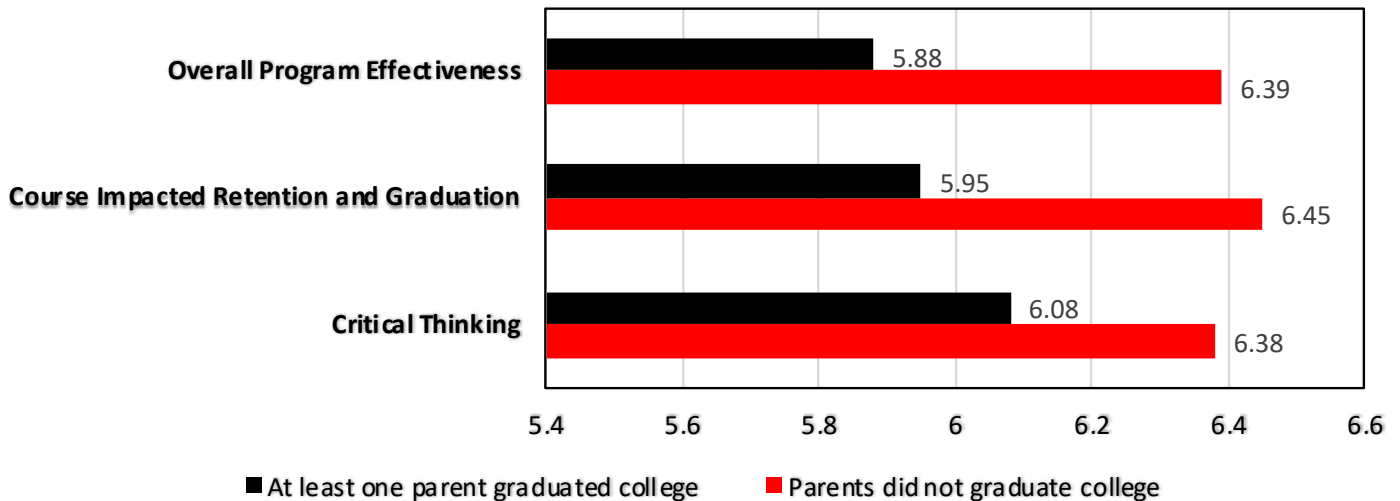
EFFECTIVENESS OF LIBRARY CLASSES



LEAP ASSESSMENT



STUDENT PERCEPTIONS OF LEAP COURSE BY FIRST GENERATION STATUS



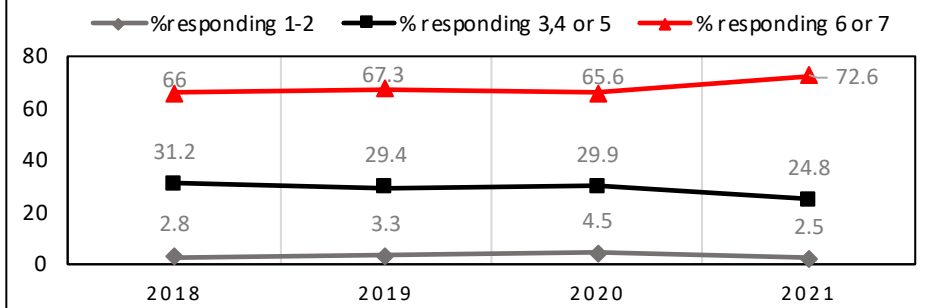
LEAP ASSESSMENT



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 to campus and community

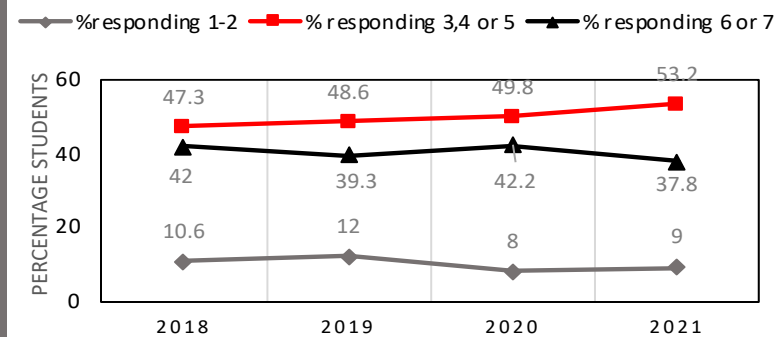
CONNECTIONS ACROSS IDEAS AND CONCEPTS



"This course really helped me see connections between the arts and humanities. We also talked about important events such as Hurricane Katrina and Vietnam that my past history classes only ever glossed over."

-Arts LEAP student

CONNECTIONS WITH CAMPUS AND COMMUNITY



Not surprisingly, it was challenging to make campus and community connections during covid.

We have worked to incorporate more reflection into our LEAP course assignments to help students make intrapersonal connections.

SELF REFLECTION/INTERNAL CONNECTIONS

