

OFFICE OF UNDERGRADUATE STUDIES—UNIVERSITY OF UTAH

UNDERGRADUATE REPORT TO THE ACADEMIC VICE PRESIDENT

AND THE UNIVERSITY SENATE

October 22, 2012

The Undergraduate Council has completed its study of the LEAP Program.

The External Review Committee was:

M. Gregory Kendrick, Director

Freshman Cluster Program, University of California Los Angeles

Jennifer Keup, Director

National Resource Center for the First Year Experience and Students in Transition

Marilyn Linton, Associate Vice Provost

Undergraduate Studies, University of Oregon

The Internal Review Committee from the University of Utah was:

Patricia Eisenman, Professor

College of Health

Susan Olson, Associate Vice President Emerita

Professor Emerita, College of Social and Behavioral Sciences

Brent Schneider, Professor

College of Fine Arts

The Undergraduate Council Review Committee was:

Sharon Aiken-Wisniewski

Assistant Vice President for Academic Affairs/Undergraduate Studies

Associate Dean for University College Advising

Alexa Doig, Assistant Professor

College of Nursing

Ole W. Fischer, Assistant Professor

School of Architecture

The following summary is based on the LEAP Program self-study and reports provided by External and Internal Review Committees.

Part I. General Program Overview

This is the first formal review of the LEAP Program that was established in 1994 by an interdisciplinary group of faculty.

Program Description

The LEAP program mission, as described in the self study document is to “provide first-year students with a good start in college, equipping them with strategies leading to academic success, anchoring them in campus and community life, assisting them in choosing and beginning their majors, and thereby encouraging their retention and persistence to graduation.” In 2005 the LEAP Program won a university-level award for Equity and Diversity, and in 2011 was given the Utah Campus Compact Award for a Community Engaged Program.

The LEAP program enrolls approximately one third of the incoming freshman class, having enrolled 1000 students in 2010.

Currently all tracks in the LEAP program offer a two-semester general education course series (called LEAP seminars) that satisfy one of the humanities and one of the social/behavioral sciences Intellectual Explorations requirements, as well as the University’s diversity requirement. Students are enrolled with a cohort and take the two seminars with the same instructor. In 2011-2012, the LEAP program taught 30 sections of the first year LEAP seminar series. The LEAP program also offers LEAP sections of the lower division writing requirement course in partnership with the University’s Writing Program. LEAP courses have an enrollment cap of 30 students.

The LEAP Program also offers tracks for students in specific majors or pre-professional tracks (Architecture, Engineering, College of Health, Business, Pre-Law, Fine Arts, and Education), special interest areas (Health Sciences, Service Learning) and student groups (residence halls, returning veterans, and international students). Two of these tracks offer a four-year program for under-represented and disadvantaged students—Health Sciences LEAP and Pre-Law LEAP. These tracks are described in more detail in the self-study document. The LEAP Program partners with University College to offer a one-credit course to help students investigate majors at the university.

Another component of LEAP is the Peer Advisor Program where LEAP alumni return to provide peer mentoring to current freshman cohorts. Peer Advisors who receive a stipend, are trained and supervised by a program faculty member, and provide a range of support services to the students. Each PA is assigned to one LEAP course. One of the Peer Advisors serves in a leadership role as a Senior Peer Advisor.

LEAP students are encouraged to participate in student engagement activities beyond the classroom, such as research, community service, teaching, and leadership activities. In some of the tracks, this level of engagement is a required part of the program.

LEAP is also a partner with the Honors program. Students achieving an A or A- grade in a LEAP course can count that course towards an Honors degree. There are scholarships available to students who transition from LEAP into Honors.

Program Administration

The LEAP Program is currently under the leadership of the Director, Carolyn Bliss and Associate Director, Jeff Webb. Internal and External Reviewers make particular note of the time and efforts that these program administrators have invested into the ongoing management, evaluation, refinement and expansion of the program.

There is an Executive Assistant (1.0 FTE) and an assistant to the Executive Assistant (0.75 FTE). These support staff manage administrative duties, planning and executing program events, keeping financial records, and supervision of outreach activities.

In 2010, the LEAP program instituted a new formal standing advisory committee called the LEAP Policy Board (to replace a cumbersome 25 member advisory board). The main role of the Policy Board was to implement a new faculty hiring and promotion policy (see **Faculty**). It was noted in the External Reviewer's Report and in the program's response to that review that this board could be better utilized to formalize program governance, and help the program respond to opportunities and negotiate challenges. The LEAP Policy Board currently lacks a formal role and mission.

Faculty

The LEAP Program currently employs thirteen faculty (updated, provided in the LEAP Program's response to the Internal and External Reviews). All LEAP faculty (except the instructor for the Architecture LEAP who has a MS in Architecture) have a PhD in the humanities or social sciences in alignment with the topics of the first year seminar courses. LEAP faculty have won a wide variety of awards at the University and in the community.

Teaching faculty are generally part-time, with auxillary or academic staff appointments. The LEAP program has a systematic approach to socializing and mentoring new faculty in the role of LEAP instructor.

Faculty in the program, which is not directly associated with any college at the university, recently gained the opportunity to be appointed and promoted through the ranks of Lectureship positions. This opportunity was put in place in 2010 when the LEAP program was recognized by the University as a Qualified Interdisciplinary Teaching Program. In the program's response to the Internal and External Reviewers Report, it was stated that when hiring, retaining and promoting faculty, the LEAP program looks for teaching excellence and a record of scholarly work. The latter will become important for formal retention and promotion processes.

The University of Utah wants to increase the number of new students in LEAP. Also with the projected growth of new students that the University anticipates in the next 4 years, the program will need to hire more faculty to maintain the current instructor-to-student ratio. Another concern was limited funds for faculty professional development (e.g., attending conferences). When interviewed by the Internal Review Committee, LEAP faculty expressed an interest in becoming more involved in the university as a whole and serving on university committees.

Students

LEAP is designed for incoming freshmen, however any interested student may enroll and not all fit the traditional freshman mold. The latter groups include transfer students, freshmen with a significant number of AP or concurrent enrollment credit, returning missionaries, etc.

Recruitment

The LEAP program recruits students through its website, printed materials (sent out with all student recruitment packets through the University), and presentations at every orientation and student recruitment event. The program has a recruitment video that is shown at new student orientation. Former LEAP students are involved in the recruitment events. However, the program voiced a desire to find better ways to make incoming students aware of the program earlier and a better way to clarify the myriad of options within the learning community.

Student Support and Advising

The LEAP program offers student advising through LEAP seminar faculty who remain with the students for the two-semester course series and formal Peer Advising with one Peer Advisor assigned to each class. Also, University College offers modules on advising in many of the LEAP courses. Peer Advisors help with student retention, model successful student behavior, and are the liaison between the professor and the students. LEAP students can enroll in a one credit-hour course in major selection to explore majors with advising from the course faculty and advisors from different colleges.

Curriculum

As noted in the program overview, the LEAP curriculum consists of a two-semester general education course series (called LEAP seminars) that satisfies one of the humanities and one of the social/behavioral sciences Intellectual Explorations requirements, as well as the University's diversity requirement. There are currently 14 different LEAP tracks and many of the LEAP seminars relate to the theme of the track. Many of the seminars involve guest speakers from colleges on campus or experts from the community. The program also offers LEAP sections of WRTG 2010 that satisfy the lower division writing requirement. In addition to the first year LEAP seminars and writing course sections, the LEAP Program provides students with a series of 10 library sessions where they learn about library resources and research strategies with university librarians. Students are encouraged/expected to apply their library training to their projects in their LEAP courses.

Diversity

Faculty

The LEAP program reports that eight instructors are women, five are men, and two are persons of color. The proportion of female faculty is substantially higher than for the University as a whole.

Students

The LEAP program has recruited approximately equal numbers of male and female students, with the females consistently representing slightly less than 50% of the student body over the past 5 years. Approximately one third of LEAP students self-identify as non-white, which is significantly higher than the University average (11%).

Program Effectiveness - Outcomes Assessment

Evaluation Methods

The LEAP program's intended outcomes for students are stated in the self study document as follows:

Through participation in LEAP students will gain:

- The desire and confidence necessary to persevere in university study, as measured by: a) increased year-to-year retention, and b) on-time graduation.
- An understanding of available fields of study, enabling them to choose their majors in an informed and timely way.
- Intellectual skills ranging from knowledge of specific domains to analysis of text and data to evaluation of arguments (adapted from Bloom's "Taxonomy of Cognitive Skills").
- A sense of their active role in the university community.

The LEAP Program has a systematic approach to program evaluation. Although the program originally used a 'home grown' survey and the University's senior exit survey (which is not implemented anymore), they currently use Educational Benchmarking Incorporated (EBI), an external company that administers online surveys and benchmarks programs against peer programs and institutions. The focus of the EBI survey is on the aforementioned expected student outcomes and the degree to which students believe the program is contributing to their growth as researchers, problem solvers, communicators, and citizens.

The LEAP Program faculty have also conducted research studies to compare outcomes for LEAP vs. non-LEAP students, and to examine program outcomes over time.

The Engineering LEAP program students create a portfolio of their work throughout the program, which is also used to track student learning outcomes.

Both the External and Internal Reviewer Reports highlight the program's dedication to comprehensively evaluating student progression, achievement, and satisfaction related to expected student outcomes.

Summary of Main Program Outcomes

Student evaluations of LEAP courses are strong—recent course evaluation scores averaged 5.3/6 with an average of 5.45/6 for instructor scores. Historically these scores have been equal to, or in most instances, well above the university average.

Results from the 2011 EBI survey (first survey administered through this method, 27% response rate) found that students' perception of course effectiveness was related to three factors – whether the course improved critical thinking, the usefulness of course readings, and whether the course included engaging pedagogy. All three factors were highly rated by students who completed the survey.

Results from a 'twin study' conducted by LEAP program faculty found that 1) LEAP students returned to the University for their second year at higher rates than matched non-LEAP students, 2) LEAP students had higher GPAs than matched non-LEAP students, and 3) 4- and 6-year graduation rates are higher among the LEAP students. These results were even more prominent for women.

Facilities and Resources

Physical Space

The LEAP program is housed in a small area within the Sill Center. The space has faculty offices, rooms for PAs, and space for the administrative staff. The program reports that with the remodeling of the building, more space (and hopefully a better designed) space will address their expanding space requirements.

The program also has a 'LEAP House' next to the Heritage Center on upper campus that provides a classroom, small computer lab, student lounge, and office space primarily for the Health Sciences LEAP program.

Program Funding

The LEAP program is funded by Undergraduate Studies (i.e., not through student credit hour revenue). The program's estimate of expenses is close to \$700,000/year with a discretionary budget of \$9000/year.

The LEAP program secured \$62,000 in scholarships for students and Peer Advisors. Program administrators consider this amount inadequate for the number of students (~1000) and continue to seek more development/advancement funding.

II. Commendations:

Both committees recognized the special strengths of the LEAP program:

1. The LEAP faculty fosters a collaborative culture both within its ranks and amongst faculty staff and administration, which underlines their emphasis on partnerships.
2. The LEAP faculty consists of dedicated, high-quality scholars and teachers from a wide range of personal backgrounds and disciplinary areas. Their skills have been recognized both by students in course evaluations and honored by national awards. These faculty members have become experts in freshman education and successfully integrated new colleagues into the collaborative style of the LEAP program.
3. The LEAP program has been successful in community building among students. The two-semester format keeps students together with the same classmates and instructor in small course sizes that allows relationships to grow. Increasing enrollment testifies to the program's appeal to incoming students as well as the support from advising in encouraging students to register for these courses. Also, the College of Engineering sees LEAP as critical for facilitating concepts required in the ABET accreditation process, which resulted in many engineering students enrolling in LEAP.
4. The assessment plan for the LEAP program is comprehensive and innovative. It generates information that provides a strong foundation for a data-driven decision making culture. The assessment plan has evolved over the years to maintain relevancy and effectiveness. It is inclusive of course and instructor evaluations as well as student level assessments that include a national assessment tool and a question on the institution's graduating senior survey. Together these tools collect data that addresses a range of outcome measures that speak to LEAP

students' retention and graduation as well as the students' success with respect to other learning outcomes (such as critical thinking, reading and writing skills, information literacy, etc.).

The LEAP assessment plan represents a standard of best practice from a methodological perspective as well. Using data from multiple time-points allows for the development of a full and rich picture of program effectiveness and impact. The use of standard control group (i.e. comparison of LEAP and non-LEAP students) and of sophisticated matching and control group studies in the form of twin and triplet studies represents an innovative approach. Results from multivariate analyses are able to explore the more nuanced and conditional effects of the LEAP program on student outcomes. Finally, social network analyses are cutting-edge means of addressing the impact that the academic and social connections forged in the LEAP programs have on the satisfaction and performance of students. These ongoing self-assessment efforts will be published and have been supported with research grants.

5. The goals of the LEAP program – increased year-to-year retention and on-time graduation – are particularly amenable to precise analysis. In the twin study students who had participated in LEAP returned to the University for their second year (6.5%-points higher), earned higher average grades in their first year and also graduated at a statistically significantly higher rate than did non-LEAP students. While all students reap practically and statistically significant benefits from LEAP participation, it appears that the impact is even greater for women and students of color, who have been historically at-risk populations at the University of Utah.
6. The Peer Advising program is one of the most impressive features of the LEAP program. It provides freshmen students an additional source of guidance and gives the advisors a deeper experience with and lasting commitment to the University of Utah. Many peer advisors apply for the position because of the positive experience they had with a peer advisor in their freshman year. As strong advocates for the program, they understood and articulated its benefits, both for first-year students and for themselves as liaisons between faculty and LEAP students. The leadership opportunity for service on campus and in the wider community is particularly impressive. As part of their Peer Advisor (PA) committee work, PAs are involved in service initiatives and fundraising activities.

The training and mentoring of the Peer Advisors is well designed and successful in achieving its goals: PA's enjoy a supportive community and feel well prepared to work with students and faculty. Initial training is done through a 10-week summer online course and two-day workshop at the start of the fall semester; PA's meet with the LEAP professor regularly and as a group every other week. Peer Advisors felt the online training, experience in speaking to groups and other leadership activities, opportunity to work on campus, and relationship with faculty were all very good. The triplet study demonstrated that peer advisors persisted to graduation at a significantly higher rate than regular LEAP students or non-LEAP students.

7. Another strength of the LEAP program is its reliance on campus partners, including the academic departments that sponsor their own LEAP (e.g. departments in architecture, business, health, education, fine arts, and engineering). It draws from collaborative partnerships with numerous other campus and community partners, such as the Marriott Library, Crossroads Urban Center, Writing Program, Orientation, Washington Elementary School, Honors, Neighborhood House and University College. Qualified students are able to transit easily from LEAP to Honors, and there are 10 scholarships reserved for such students.

All of these formal and informal partnerships are represented among the membership of the new LEAP Policy Board, which affords these different campus constituency groups the opportunity to convene and communicate with one another.

8. The current LEAP director Carolyn Bliss is providing strong leadership for the program as well as being a dedicated teacher for the four-year Health Science LEAP students. In addition to the formal program assessments, the innovations in LEAP programming as well as her support for faculty through mentoring individuals and developing the new policy of Lecturer appointments testify to her foresight and skill.

The LEAP program enjoys significant buy-in and support from the senior leadership of the campus. It reports to Martha Bradley, Senior Associate Vice President for Academic Affairs, who provides strong and visionary leadership for the program and represents it to the upper administration.

III. Recommendations

LEAP is a strong program that makes multiple contributions to the University of Utah campus by providing an opportunity to explore and understand a university education in a safe, supportive environment that includes committed faculty and engaged peers that provide mentorship. With that being said, both reports from the internal and external reviewers provided recommendations that engage the LEAP Program in continued growth and development. These recommendations focused on strategic planning, commitment to faculty, exploring alternative funding models, and comprehensive marketing.

Strategic Planning

LEAP has experienced tremendous success that is clearly evidenced in the assessment process as well as the variety of options available to students. Due to this success, it has positively responded to requests to do more beyond first year students. It has provided programming for pre-professional students beyond the first year, it offers courses that meet bachelor's degree requirements, and it is expanding the upper division course offerings again. It was recommended that LEAP take this opportunity to participate in a strategic planning process. The campus is anticipating growing enrollment, new and enhanced programming for new students, and changes to the general education program. Before LEAP moves too quickly in developing additional offerings, it is important to articulate a vision, mission, and goals that offer focus and direction. Some questions that might contribute to this strategic review are:

- What is the mission of LEAP?
- How will the activities of LEAP execute and communicate the mission?
- How will this mission be communicated across the campus?
- How will this plan nurture current “champions” and grow a new cadre of supporters for sustainability?
- What name or tagline explains this mission?

The act of strategic planning offers a foundation for reacting to the campus growth and other changes that will impact first year students.

Faculty

The Internal and External Reviewer Reports discussed one of the key resources of the LEAP Program, which is the faculty. This is a dedicated cohort of teachers and scholars who are focused on pedagogy that enhances the experience of the first year students at the U of U. But some fundamental issues are surfacing as the faculty grows to support the program offerings. These issues focus on faculty development, internal collaboration, and resources to expand and explore effective pedagogical practices for first year students. Thus, it is recommended that the LEAP Director facilitate a dialogue with the LEAP faculty that clarifies their needs with respect to the mission established in the strategic plan, identifies opportunities to meet these needs, and prioritizes these opportunities with respect to positive impact on the LEAP Program and undergraduate students at the U of U. The LEAP Director will then have a direction as she works with various entities to create a resource stream that focuses on faculty who are the foundation of the LEAP Program.

It was also recommended that LEAP faculty participate in the Faculty Activity Report (FARS). With the recent change in appointment and advancement in the Lecturer ranks this is a key suggestion that supports the faculty status of this group.

Resources & Funding

The current funding model for LEAP is addressed through the Office of Undergraduate Studies with a small budget for LEAP non-personnel expenses (reported as \$9000). In the past this model was advantageous due to the scope of LEAP. But LEAP is a program that supports the mission of the U of U through teaching multiple sections of multiple courses to new and continuing students, engages these students in community learning, and models development of relationships with faculty at a research extensive institution. Also, the number of students engaged through LEAP has grown tremendously in the last 10 years. Due to the current scope of LEAP, once a strategic plan is developed, the Director should explore funding models that would reflect the leadership LEAP offers in transitioning new students to the institution. This exploration should include:

- exploring a funding model used for academic departments ,
- understanding the impact of collaboration and how to share expenses,
- understanding the opportunities presented through the LEAP Advisory Board as well as other committee memberships held by LEAP faculty and staff to explore revenue streams,
- exploring external donors who might be interested in funding if a name was tied to the program or certain activities in the program,
- Increase collaboration with and solicit support (funding, advisors, etc.) from Colleges and Departments, especially those for which the LEAP program offers specific tracks, and
- establishing perpetual gifts for a continuous scholarship stream for LEAP students.

As the U of U campus grows and considers alternative funding models, the fiscal future of LEAP should be considered.

Marketing & Branding

The external reviewers discussed challenges with the name since most people do not remember or know what LEAP stands for and recommended that the name be changed. However the Director of the LEAP Program expressed concern due to the familiarity of the name on campus. The Director discussed some “taglines” that could trail the name to offer focus and definition. Once the naming issue is clarified and the strategic plan is formalized, it is imperative that a marketing plan be developed that informs all relevant parties of this key program in a timely manner so that new students who arrive at Orientation are anticipating enrollment in LEAP. This marketing plan should extend to the U of U community to guarantee that all faculty and staff are aware and encouraging students to participate in this opportunity that has multiple facets for contributing to first year retention and overall graduation success. Some questions that inform this recommendation are:

- What is the brand for LEAP?
- How is this brand marketed to key constituencies to be clear and concise on what LEAP has to offer and why students should participate?

Through branding and marketing, LEAP will reach the appropriate students and foster success.

INSTRUCTORS/STAFF

Instructor	Tenure	Auxiliary	No Appointment
Number of Instructors with Doctoral Degrees or Terminal Degrees	1	10	0
Number of Instructors with Master's Degrees	0	0	0
Number of Instructors with Bachelor's Degrees	0	0	0
Number of Instructors with Unknown Degrees	0	3	8
TOTAL	1	13	8

NOTES:

Faculty of record for the courses taught in the LEAP program during 2011-2012 AY

Staff	Full-time	Part-time
Administrative		
Secretarial/Clerical		
Laboratory Aides/Instructors		
Advisors		
Teaching/Graduate Assistants		1
Other Staff	1	
TOTAL	1	1

NOTES:

Teaching/Graduate Assistant taught in the LEAP program during 2011-2012 AY

Program has an Executive Assistant listed under Undergraduate Studies, IPEDS title is Other Professional

STUDENTS

Academic Year	Student Annual FTE	
	Undergrad	Grad
2011-2012	158.30	n/a
2010-2011	163.23	n/a
2009-2010	159.60	n/a
2008-2009	118.00	n/a
2007-2008	120.10	n/a

Academic Year	Student Headcount	
	Undergrad	Grad
2011-2012	1,235	n/a
2010-2011	1,226	n/a
2009-2010	1,664	n/a
2008-2009	1,705	n/a
2007-2008	1,653	n/a

2011-2012 AY	Top Majors	
	Undergrad	Grad
1.	Undeclared	n/a
2.	Pre-Business	n/a
3.	Pre-Medicine	n/a
4.	Pre- Civil Engineering	n/a
5.	Pre-Nursing	n/a

STUDENT CREDIT HOURS

Total SCH for Academic Year*	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	5 Year % Change
1000-2999	3555	3461	4695	4805	4637	+30%
3000-5999	48	79	93	92	112	+133%
<i>Total</i>	<i>3603</i>	<i>3540</i>	<i>4788</i>	<i>4897</i>	<i>4749</i>	<i>+32%</i>

Average Class Size*	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
1000-2999	22	22	25	23	23
3000-5999	12	11	14	11	12
<i>All Levels</i>	<i>21</i>	<i>24</i>	<i>24</i>	<i>22</i>	<i>22</i>

* Academic Year (summer, fall, spring); Includes all courses listed under “LEAP” as well as ARCH 1610, 1611, and UUHSC 2500, 3000, 3001, 4000, 4001

FINANCIAL ANALYSIS

Expense	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Instructional Costs	440,454	460,637	482,037	541,018	594,221
Support costs	102,700	107,900	105,800	115,500	155,050
Other Expenses	17,924	18,304	18,304	19,504	27,500
<i>Total Expenses</i>	<i>561,078</i>	<i>586,841</i>	<i>606,141</i>	<i>676,022</i>	<i>776,771</i>
Revenue	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Legislative Appr. w/EB	N/A	N/A	N/A	N/A	N/A
Grants	N/A	N/A	N/A	N/A	N/A
Reallocation 49910	N/A	N/A	N/A	N/A	N/A
Donations*	46,000	46,500	53,600	50,275	58,775
Tuition to Program**	N/A	N/A	N/A	N/A	N/A
Fees	N/A	N/A	N/A	N/A	N/A
<i>Total Revenue***</i>	<i>46,000</i>	<i>46,500</i>	<i>53,600</i>	<i>50,275</i>	<i>58,775</i>
Difference	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Revenue-Expense	N/A	N/A	N/A	N/A	N/A

Notes:

Financial Data provided by the LEAP program

* Donations are scholarships awarded to LEAP students, funded through Undergraduate Advancement

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PROGRAM: LEAP

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**Memorandum of Understanding
LEAP Program
Undergraduate Council Review**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on January 7, 2013 and concludes the Undergraduate Council Review of the LEAP Program. Michael L. Hardman, Interim Senior Vice President for Academic Affairs; Martha Bradley, Senior Associate Vice President for Academic Affairs; Steve Roens, Senior Associate Dean of the Office of Undergraduate Studies; Carolyn Bliss, Director of the LEAP Program; and Jeff Webb, Associate Director of the LEAP Program, were present.

The discussion centered on, but was not limited to, commendations and recommendations included in the Undergraduate Council Review completed on November 29, 2012.

Recommendation 1. *Strategic Planning*

The LEAP Program should undertake a strategic planning process that a. envisions the program in the context of the other learning communities and programs on campus that serve incoming and continuing students; and b. connects growth and resources to metrics of student retention and graduation rates.

Recommendation 2. *Re-naming the LEAP Program*

As part of the strategic planning process, LEAP should consider renaming the program "LEAP First-Year Learning Communities" or "ULEAP First-Year Learning Communities."

Recommendation 3. *Faculty Development*

The budget of the Office of Undergraduate Studies will include \$10,000 each year for LEAP faculty development that could be used to send LEAP faculty to conferences and to provide an incentive system for faculty. This will be a new budget request.

Recommendation 4. *Professional Marketing*

LEAP needs to find better ways to insure that faculty, advisors and administrators across campus know about the program and its mission. In addition, the current version of the LEAP orientation message is overly complex. LEAP needs to have a better marketing approach to streamline this. The annual budget of the Office of Undergraduate Studies will include an element for professional marketing for the LEAP Program. This will be a new budget request for \$5,000.

Recommendation 5. *Administrative Recognition of LEAP Faculty*

LEAP faculty should be recognized by the University as part of a program rather than as adjunct faculty, and so should complete the Faculty Activity Report every year and serve on University committees.

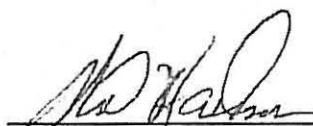
Recommendation 6. *LEAP and the Integrated Minor*

LEAP represents an excellent starting point for integrated minors and should work to further develop these.

Recommendation 7. Diversity

LEAP should undertake an assessment of how students' attitudes toward diversity change as a result of participation in the program. This assessment should focus particularly on behaviors with regard to those conceived of as different or "other" – both the behaviors of white students and of students of color and how these change as a result of participation in LEAP, and particularly what effects, if any, the diversity semester of the LEAP curriculum has on such behaviors.

This memorandum of understanding is to be followed by annual letters of progress from the Director of the Program to the Senior Vice President for Academic Affairs. Letters will be submitted each year until all of the actions in the preceding paragraphs have been addressed.



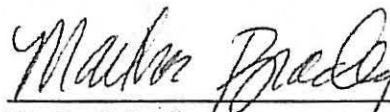
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