



Student Fee Review Board Funding Application for Fiscal Year 2015-2016

Center for Academic Program Support (CAPS)

Name of Unit

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Director

Dean/Director

Title

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\$ 339,336

Total Amount Requested

CERTIFICATION

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board. I understand that the SFRB is a **recommendation** body and that its funding allocations are subject to revision by the Budget Leadership Team before final approval.

DANIEL SANFORD

Submitted By (Print Name)

[Signature]

Department Head Signature

September 3, 2014

Date

Please submit an electronic version of this application via email to SFRB@unm.edu and a 15 hard copies of this application plus to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 5, 2014, 5:00 PM.

***Late applications will not be accepted**

*SFRB Executive Summary 2014-2015
Center for Academic Program Support (CAPS)*

CAPS, UNM's Learning & Writing Center, is an integral and highly valued part of the student experience at the University of New Mexico, and it plays a direct role in academic success for UNM students. It is a program from which every UNM student sees a direct, real, tested, and widely recognized benefit, and thus is a highly appropriate target for funds generated by student fees. All funding that CAPS gets from the SFRB translates to leadership opportunities for students, and higher success for the student population of UNM. CAPS partners with and provides academic support for many campus units (NMEL, the Ethnic Centers, ARC, the GRC, the VRC, and many others). CAPS seeks funding from a variety of sources, and uses funds allocated from student fees alongside I&G funding and funding from other units (Athletics, BA/MD, and Extended University) to maximize the impact of services.

In 2014/2015, CAPS received an increase of \$55,360 in its allocation from the Student Fee Review Board. In addition, the SFRB recommended to the SBLT that CAPS be awarded a matching increase of \$55,360 in I&G funds from the university. This increase was initially approved by the SBLT, but was not ultimately implemented in the 2014/2015 university budget. The SFRB awarded CAPS an additional one-time allocation of \$55,360, to offset the funds that the university did not step forward to provide. This increase allowed CAPS to grow from 118 to 150 student employees, from 3 to 4 Graduate Assistantships, and from approximately 28,000 to 36,000 available tutoring hours.

CAPS is requesting that either 1) this funding increase be made permanent, or 2) that CAPS annual allocation remain constant, and that the SFRB again recommends to the Budget Leadership Team that CAPS receive an additional \$55,360 in I&G funds. This increase would make permanent the growth that CAPS has undergone for the current academic year (from 118 to 150 student employees, from 3 to 4 Graduate Assistantships, and from approximately 28,000 to 36,000 available tutoring hours), which are allowing CAPS to expand its proven impact on key metrics to student success (GPA, retention, and time to graduation) to a greater segment of the student population, and to provide more UNM students with meaningful employment that aligns with their studies and professional goals.

In addition (and following from a specific recommendation made by the SFRB in deliberations for the 2014/2015 academic year), **CAPS is requesting \$2,600 to purchase food for the newly formed CAPS Student Advisory Council.**

CAPS total requested allocation is \$339,336.

CAPS is also seeking a one-time allocation of \$9881.06 from the Student Fee Review Board towards furniture for the new location of the CAPS Writing Center in Education 208/210. The new space is essential to utilizing the increased funding that CAPS has received from the SFRB; it is only through a combination of more tutors and more space for them to operate that CAPS can interact with a greater portion of the UNM student population. The bulk of the funding for this project is coming from other sources.

Application Questions

- 1. Describe the history and mission of your unit, and how its services support the mission of the University. Please address each of the following bullet points in your answer.**
 - a. What services does your unit specialize in that are not offered in a similar form elsewhere within the University?**
 - b. How does your unit serve the University's commitment to diversity?**

The Center for Academic Program Support (CAPS) is UNM's learning assistance center. It is an integral part of the suite of student support programs that are funded by the Student Fee Review Board, directly supporting student success at the University of New Mexico and providing services that help students to navigate the UNM curriculum.

Beginning in 1979 as the Academic Skills Center, and evolving since then into a nationally recognized full-service academic support program, CAPS provides a welcoming environment that instills confidence in students to succeed academically and to grow as lifelong learners. CAPS strives to inspire an active, student-centered, and diverse learning community. CAPS helps both student users and CAPS student employees develop diverse strategies and skills to achieve their academic and professional goals. CAPS plays an essential role in supporting the mission of UNM, with programming that explicitly supports key aspects of UNM 2020. CAPS' objectives are to:

- facilitate persistence and graduation by actively engaging students in developing both academic skills and an awareness of how to use them across a variety of academic situations.
- provide academic and professional leadership opportunities to UNM students.
- develop partnerships in the academic community in order to offer services and environments that foster success in diverse student populations.
- initiate and participate in academic conversations on learning strategies.
- serve as a model both locally and nationally for peer-oriented learning within a culturally diverse environment.
- evolve and adapt in order to provide meaningful academic support as defined by our changing student population.
- encourage academic and critical thinking throughout the academic pipeline.

CAPS is UNM's largest academic support program and is unique in the scope of its services: CAPS supports undergraduate students at every point in their academic careers, at every level of academic engagement, and from every major & college. CAPS is unique in the size of its footprint at UNM, with $\frac{1}{4}$ of the student population taking advantage of CAPS— a wholly non-mandatory service— every semester. CAPS is unique in its clear, direct, and well-attested contribution to both Student Success and Systemic Excellence at the University of New Mexico, with CAPS users graduating more quickly and with a higher GPA than non-users. CAPS is unique in the excellence of its offerings: CAPS' tutor training program is certified by the College Reading & Learning Association (CRLA), and in 2012 CAPS was awarded the National College Learning Center Associations' prestigious Frank L. Christ Outstanding Learning Center Award, awarded annually to the nation's best university

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learning center. CAPS is unique in the quality of the student employment that it offers, employing 150 student employees in pre-professional positions that help them in their studies, connect their identity as students to their identities beyond the university, engage them in the curriculum, and empower them as student leaders.

CAPS takes very seriously its role as the learning & writing center at an institution that is a model for diversity. CAPS programming supports these vital aspects of UNM in a variety of ways. CAPS works in close collaboration with El Centro de la Raza, American Indian Student Services, and African American Student Services to design and implement tutoring services (offered within these centers) that support the unique needs of Hispanic, Native American, and African American Students. Spanish-language and Navajo-language writing tutoring (offered within El Centro and AISS, respectively) are programs totally unique to UNM and the nation, designed to support a large population of native speakers of Spanish and Navajo at UNM and following from our deeply held belief that New Mexico's heritage languages deserve a place at the table within the academy. CAPS partners with GEO and CELAC to support the needs of international students, and with ARC to ensure that CAPS services are accessible to every UNM student.

George Kuh (2008) identifies peer tutoring as a High-Impact Practice (practices that support targeted educational outcomes, and that have a proven effect on key metrics such as GPA, third-semester retention, and semesters to graduation). Kuh describes how high-impact practices are *most* effective for the *least* prepared students. This is of key relevance in New Mexico, where poverty and endemic problems in K-12 education have a tremendous impact. CAPS programming directly helps students from historically underserved populations to excel within the university. All of CAPS' programs function as a High Impact Practice.

2. Briefly describe each program/project in your unit that is funded specifically by student fees. What are the outcomes, so far, of each program/project?

CAPS houses five main programs; each staffed by and serving UNM students:

- Math/Science/Multi-Disciplinary Program
- Writing & Language Center
- Supplemental Instruction Program (SI)
- Learning Strategies & Workshops Program
- Online Program

All of these programs are funded through a combination of I&G and SFRB funds. All of these programs are focused on providing students with skills and strategies that will help them to succeed in individual courses as well as in their entire academic and professional careers. Each program has its own set of outcomes, and assessment data by program is available on request.

3. Describe any increase in SFRB funding you are requesting, and provide justification detailing how raising student fees will improve your unit's impact on the student

population.

In 2014/2015, CAPS received an increase of \$55,360 in its allocation from the Student Fee Review Board. In addition, the SFRB recommended to the SBLT that CAPS be awarded a matching increase of \$55,360 in I&G funds from the university. This increase was initially approved by the SBLT, but was not ultimately implemented in the 2014/2015 university budget. As generous compensation, the SFRB awarded CAPS an additional one-time allocation of \$55,360, to offset the funds that the university did not step forward to provide. CAPS is requesting that either 1) this funding increase be made permanent, making CAPS student fee allocation \$336,736, or 2) that CAPS annual allocation remain constant, and that the SFRB again recommends to the Budget Leadership Team that CAPS receive an additional \$55,360 in I&G funds. This increase would make permanent the growth that CAPS has undergone for the current academic year (from 118 to 150 student employees, from 3 to 4 Graduate Assistantships, and from approximately 28,000 to 36,000 available tutoring hours), which is allowing CAPS to expand its proven impact on key metrics to student success (GPA, retention, and time to graduation) to a greater segment of the student population, and to provide more UNM students with meaningful employment that aligns with their studies and professional goals.

In addition (and following from a specific recommendation made by the SFRB in deliberations for the 2014/2015 academic year), CAPS is requesting \$2,600 to purchase food for the newly formed CAPS Student Advisory Council. Of this amount, \$1,200 will go to purchase snacks at the weekly meetings of the Student Advisory Council, incentivizing attendance, maximizing student participation, and demonstrating appreciation for the students who sit on the council. \$1,400 will go to a semesterly awards banquet for CAPS student employees, organized by the Student Advisory Council to demonstrate the appreciation for the work that CAPS student employees accomplish at UNM.

CAPS is also seeking a one-time allocation of \$9881.06 from the Student Fee Review Board towards furniture for the new location of the CAPS Writing Center in Education 208/210. The new space is essential to utilizing the increased funding that CAPS has received from the SFRB; it is only through a combination of more tutors and more space for them to operate that CAPS can interact with a greater portion of the UNM student population. The bulk of the funding for this project is coming from other sources; most of the furniture for the space will be recycled from other projects. Tables and chairs are being provided by Campus & Planning Development. The funds being requested will pay for casual seating to augment the tables and chairs, creating an informal, comfortable atmosphere for student users of the Writing Center.

- 4. Describe student participation in your unit, and any plans to improve it, addressing each of the following bullet points.**
 - a. How are students involved in the governance/decision-making of your unit?**
 - b. How many students do you employ (including graduate assistants, interns, etc.)?**

CAPS currently employs 150 student employees as Resource Representatives (24), Tutors (78), SI Leaders (25), Peer Learning Facilitators (5), Student Managers (14), and Assistant Coordinators (4). Of these, 33 are graduate students. This is a significant

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increase (27%) in the number of students that CAPS employs from last year; CAPS added 31 student employment positions and one Graduate Assistantship.

CAPS student employees are currently involved as decision makers at CAPS in several important ways:

- Each of CAPS' major programs is co-led by an Assistant Coordinator, who operates alongside the CAPS professional staff to make high-level decisions about CAPS programming and initiatives. These positions are filled by graduate students on GShips.
- Each student employee is a member of a content-area team led by a Student Manager, who can be either a graduate student or advanced undergraduate. These teams meet every other week; one of their responsibilities at these meetings is to determine content-area issues that need to be brought to the attention of other tutors, of CAPS staff, or of the academic department.
- Student Managers also manage different functions/locations at CAPS such as SI, workshops, SUB tutoring, Mesa Vista Hall, South Campus tutoring, etc. Student Managers make decisions, both in the moment and with respect to long-term planning, that bear directly on the nature of CAPS services and the student experience of CAPS.
- CAPS training prepares students to react to a variety of situations; once trained, students are trusted and scaffolded to maintain a high degree of autonomy, reacting to student learners as they deem appropriate within a situation.
- CAPS involves students in all major decisions, basing changes off of input from both student employees and the general student population in the form of surveys, focus groups, and opinions voiced at meetings of student employees.

The SFRB recommended that CAPS implement a student advisory council for 2014/2015; we are pleased to be doing so. The CAPS Student Advisory Council will be a body composed of undergraduate and graduate students to provide input and feedback on a range of issues and concerns. This council will serve as a sounding board for potential new services, programs, and pedagogies, as well as a feedback mechanism for the student body. The council will meet periodically each semester to discuss matters of particular interest to the members. The Student Advisory Council will provide an avenue of communication and allow both employees and non-employees to express any concerns or changes that they would like to see CAPS implement, and even provide a way for prospective employees to get involved with CAPS prior to employment. The Advisory Board will have 6-8 delegates from CAPS, and we have requested participation from ASUNM, AASS, AISS, ARC, El Centro, LGBTQ, SSSC, WRC, and the VRC for 15-18 members total. The board is being formed currently, and will be meeting regularly by the end of September.

- 5. Describe specific improvements your unit has made in the last fiscal year to the visibility/accessibility of its services, and any plans to further improve visibility/accessibility.**

CAPS advertises its services broadly, and works with our many partner organizations to develop services that are relevant and accessible to every UNM student, and to make sure that every UNM student is aware of the free services that are available to them at CAPS.

CAPS' role in New Student Orientation has expanded significantly for the current academic year. Every incoming freshman of the class of 2018 was a part of a 45-minute long session that connected the common fears and anxieties of new university students to the relevant services that CAPS offers, showing students how the learning center and writing center are relevant to the challenges they face in their studies. CAPS was also a large part of ExceedU: the set of students who elected to participate in ExceedU took part in a 2 hour long session on how to succeed in their studies.

CAPS made tremendous strides in its social media presence in FY2013-2014, unrolling an ambitious social media plan in which student employees develop content for CAPS' Facebook, Tumblr, Twitter, and Pinterest accounts. These initiatives grow awareness of CAPS among the UNM student population; they also foster an awareness of how to excel as a student (via posts on effective learning strategies) even among those students who may never set foot in CAPS. The students who develop content for social media platforms develop a highly employable skill.

Two new workgroups were also developed at CAPS in FY2013-2014, the Design Team and the Marketing Team. These groups, involving both the student and professional staff of the center, are focused on providing a coherent marketing plan and visual language for CAPS. The work of these committees again both expands students' awareness of CAPS, and again provides student employees with an employable skillset.

Finally, beginning in Fall of 2014, CAPS has implemented the Online Learning Center. This new initiative makes tutoring accessible to every UNM student, even those who are at a distance from the UNM campus or who have work/family obligations that prevent them from accessing on-campus support services. It provides UNM students with live academic support services that can be accessed from their own homes and dorm rooms, far later in to the evening than has previously been available. The Online Learning Center represents a significant increase in the accessibility of CAPS tutoring services to every UNM student; it also represents a significant increase in the visibility of CAPS tutoring.

These initiatives have been essential to implementing the growth that the increased funding CAPS received from the SFRB for 2014/2015 has allowed. In the upcoming year, we plan to turn our energies towards redesigning the CAPS website, making it a more effective tool for enhancing the accessibility and visibility of CAPS services.

6. How does your unit collaborate with other campus units and/or off-campus entities?

CAPS collaborates intensively with other stakeholders in UNM students' academic success. Our present collaborations include (but are not limited to):

- Working with New Media and Extended Learning to embed tutors within selected online courses, with the goal of increasing student engagement with course content
- Supporting the Graduate Resource Center by training and providing College Reading

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- & Learning Center Association certification for the GRC consultants, providing tutoring for graduate students in undergraduate courses, and providing the GRC with access to technology and software for tracking student usage of the center.
- Partnering with El Centro de la Raza, American Indian Student Services, and African American student services to provide welcoming, accessible support for all UNM students
 - Providing tutoring for all UNM student Athletes, contributing directly to a noted increase in academic success for student athletes at UNM
 - Planning and implementing tutoring and supplemental instruction services for students enrolled in the BA/MD program
 - Partnering with various colleges and academic departments oriented towards program synchronization and targeted student support
 - Partnering with the Dean of Students Office to offer informational and academic skills sessions for new & transfer students and their families during orientations
 - Supplying instructors and in-class, tutor-led workshops for UNIV 101 courses
 - Working with faculty from multiple academic departments to provide faculty office hours at CAPS, a venue for faculty to increase their direct contact with the undergraduate student population at UNM
 - Collaborating with CEP and University Advising to provide support targeted towards freshmen at the Student Success Center at Casas del Rio
 - Partnering with the Accessibility Resource Center (ARC) to provide tutoring in their space, and to guarantee fair and equitable accommodations for every UNM student seeking academic support
 - Working with the Veteran's Resource Center to provide a safe, welcoming academic support service for veterans at UNM

With a one-time allocation from the Provost Office, CAPS is piloting its first major initiative outside of the university in fall 2014, offering Algebra tutoring for students in five Albuquerque Public School high schools. The program is designed to give UNM freshmen with an interest in pursuing careers in K-12 education a way to get experience in their fields, to help APS students (the major feeder population for UNM) to graduate and prepare themselves for college, and to act as a recruitment tool for UNM.

7. What methods have been used in evaluating your unit's impact on the student population (e.g. surveys, focus groups, interviews), and how effective have those methods been?

CAPS uses a computerized management information system called TutorTrac that tracks all of our interactions with students in fine-grained detail. In addition, CAPS regularly accesses the Operational Data Store and Official Reporting Data files housed by OIA. Between these two sources, CAPS is able to compile information (including GPAs and retention rates) about CAPS users and compares that information to non-users. Both of these tracking systems tell us who uses the services and for what reason so that we can make both short-term (next year) and long-term plans in line with student response. The yearly report using the OIA files evaluates CAPS' impact on student users.

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All CAPS student users are asked to fill out an outcomes-based evaluation of CAPS services once a semester that include specific student learning outcomes. From the comments on these forms, tutors make improvements in their tutoring style and CAPS adjusts its services. Evaluation forms are always available to users, not just during formal evaluation periods.

When CAPS designs new initiatives, we generally begin with a focus group of students. For example, in designing the Online Learning Center, we started with a focus group of students who used older iterations of CAPS online tutoring in order to find out what we should maintain in the new platform.

- 8. What are your unit's current non-SFRB sources of funding (e.g. Instructional & General, state or federal grants, self-generated revenue), and if applicable, what additional funding sources are you seeking this fiscal year?**

In the current fiscal year, CAPS has the following non-SFRB sources of funding:

- **I&G: \$752,755**
These funds go to operational expenses, professional staff salaries, and student salaries.
- **Extended University: \$131,173**
Extended University pays 50% of the salary of the Program Specialist who oversees online tutoring, and for a large portion of the operating costs and student employee salaries associated with online tutoring.
- **Athletics: \$40,000**
UNM Athletics pays for all of the CAPS services that are provided at the Lobo Center for Student Athlete Success. These services are open to all UNM students.
- **BA/MD: \$31,923**
The BA/MD program supports CAPS in offering Supplemental Instruction for key courses on the pre-medical track. These services are open to all UNM students.
- **Graduate Resource Center (\$4,292):**
The Graduate Resource Center pays for 10% of the salary of the CAPS Data Manager, in order to support their utilization of TutorTrac.

We anticipate no changes to these sources of funding in the year ahead.

- 9. What are your unit's current plans to address the recommendations of last year's SFRB? We understand that these plans are subject to change in response to any unexpected developments later in the fiscal year.**

The 2014 SFRB made the following recommendations for CAPS:

- "CAPS should include a line-item for food in their FY2015-2016 application for student steering committee"
This item has been included; see # 3 above.
- "Develop a steering committee similar to PNMGC's."

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This item has been included; see #4 above.

- “Trains their employees so they know that graduate students taking undergraduate courses can use their services.”

This suggestion was implemented for training of the Resource Representatives in 2014 pre-semester training; the topic will be revisited during in-semester trainings.

- “The administration look into a matched I&G funding increase to CAPS.”
 This recommendation was initially adopted by the Budget Leadership Team, but did not make it in to the final 2014/2015 budget. CAPS looks forward to revisiting this recommendation for 2015/2016.

10. Provide any other information or a narrative that will assist the SFRB in making its decision to fund your unit.

CAPS is a proven, successful, and tremendously popular program with a direct, far-reaching effect on student success at the University of New Mexico. CAPS’ mission is to promote the academic success of UNM students, and CAPS’ request for funds follows from the high degree of alignment between CAPS’ mission and the goals of the Student Fee Review Board in allocating funds.

- **CAPS services are highly utilized by UNM students.** In 2013-2014, CAPS served 6,059 students (about 30% of the total undergraduate student population, *for a completely non-mandatory service*).
- **CAPS serves the entire student population.** Its services are open to and relevant for every UNM student, and students who use CAPS are from all class-levels, diverse academic colleges, and a wide variety of majors.

College (Undergrad)	% who use CAPS	Class Level	% who use CAPS
Anderson School of Management	7.7%	Freshman	37.5%
Associate Degree	11.1%	Sophomore	32.6%
Arts and Sciences	26.0%	Junior	25.0%
Education	11.2%	Senior	16.9%
Fine Arts	13.5%	Graduate	1.6%
Nursing	5.7%	Professional	2.4%
Architecture and Planning	14.7%	Non-degree, UG	20.2%
Engineering	32.0%	Non-degree, Grad	9.2%
Medical Programs	11.7%	Non-degree, HS	7.3%
University College	33.4%		
University Studies	14.6%		

**Source: CAPS usage data, OIA Enrollment Management 2012*

- **Demand for CAPS Services is growing.** CAPS usage has increased rapidly over the last several years, far outpacing the average 2% main campus enrollment growth.

FY	Undergraduate Enrollment*	Visits	Contact Hours	Unique Students	Courses Tutored
2007-2008	18,259	31,566	39,647.9	4,416	198
2008-2009	18,395	35,303	43,195.3	5,031	254
2009-2010	19,611	41,018	49,481.1	5,727	277
2010-2011	20,655	41,280	48,723.2	6,469	309
2011-2012	20,935	38,820	48,043.1	5,774	767
2012-2013	21,008	46,949	60,901.2	6,412	773
2013-2014	20,840	39,396	49,998.7	6,059	727
<i>Average yearly change</i>	<i>+2.26%</i>	<i>+4.59%</i>	<i>+4.91%</i>	<i>+5.92%</i>	<i>+31.99%</i>

**Main Campus, which includes Extended University
 Source: CAPS usage data, UNM OIA Fact Book*

- **CAPS services are highly regarded by UNM students.**
 In student surveys:
 - 95% of participants reported that they felt more prepared for class as a result of the tutoring session.
 - 98% stated that they would like to work with their tutor again.
 - 99% indicated that the tutor who they worked with had a strong understanding of the material being covered in the session.
- 62% of students who use CAPS once return to do so a second time.
- **CAPS provides for and aids in retention and academic success of UNM students.**
 Students who use CAPS services earn higher GPA's than CAPS non-users:

First-semester GPAs of First-time, Full-time Freshmen

Beginning Freshman Cohort	2010-2011	2011-2012	2012-2013
CAPS users	3.18	3.23	3.27
Non-users	2.73	2.81	2.95

Source: CAPS usage data, OIA Freshmen File

- **CAPS directly saves UNM students money.** It does so by helping them to graduate more quickly and avoid paying additional semesters of tuition.

Graduation Rates of First-time Full-time Freshmen: CAPS users vs. Non-users

	4-year	6-year	4-year	6-year	4-year	6-year
CAPS users	17.1%	49%	15.4%	61.3%	16.4%	62.1%
Non-users	10.8%	34.3%	9.7%	30.2%	8.3%	30.7%
	2004 cohort		2005 cohort		2006 cohort	

Source: CAPS usage data, OIA Freshmen File