



Student Fee Review Board Application Checklist

- X Cover Sheet
- X Executive Summary
- X Application Questions
- X Budget Form A
- NA Budget Form B (**one-time requests**)
- X Budget Form C (**non-SFRB funding**)

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

***Late applications will not be accepted.**

**Student Fee Review Board
Funding Application for Fiscal Year 2017-2018**

College Enrichment Program (FYRE)

Name of Unit

Jose Villar

Assistant Director, CEOP

Dean/Director

Title

Mesa Vista Hall Rm 3011, MSC 06 3840

Campus Address

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jvillar@unm.edu

Campus Phone

E-mail Address

\$ 40,000

andrewg@unm.edu or cep@unm.edu

Total Amount Requested

Alternate Email Address

One-Time Funding Recurring Requesting Increase

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.

Jose Villar

Assistant Director, CEOP

Submitted By (Print Name)

Department Head Signature

Date



9/9/16

Please submit an electronic version of this application via email to SFRB@unm.edu and 13 hard copies of this application to the ASUNM Office, Student Union Building suite 1016.

DEADLINE September 9, 2016, 5:00 PM.

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College Enrichment Program
First – Year Research Experience (FYRE)
Executive Summary

The College Enrichment Program (CEP), which is celebrating 47 years of service to students and UNM, is responsible for providing leadership in the development, implementation and coordination of student support services and activities which are designed to assist CEP students' academic achievements and their personal development. Although CEP has an open door policy, it does target specific student populations which consist of: first generation, low income, under represented, students from rural areas, and students admitted to the university with a 16 or below ACT composite score (SAT equivalent).

CEP promotes and develops opportunities and enrichment activities to help facilitate the educational and personal growth of students who participate in the program. It accomplishes these goals through its own organized activities as well as collaborative efforts involving other departments within Student Affairs, Academic Affairs and other offices throughout the campus. There is a clear pipeline established to assist the students that are served to ensure they receive adequate services to accomplish their goal of attaining a college degree. CEP has been written in as the primary department to assist the following programs under their federally funded grants: College Assistance Migrant Program (CAMP), Student Support Services (SSS) and the Ronald E. McNair Post Baccalaureate Achievement Program.

CEP prides itself on meeting all the core values of the University of New Mexico. It has one of the most diverse student populations on this campus and CEP's main mission is student success. The students whom CEP serves need the additional support. These students are first generation and low income. These students require a nurturing environment that allows the opportunity to build a community within the staff and their respective cohort members.

We would like request an increase of funding from \$25,000 to \$40,000 to build on the First-Year Research Experience (FYRE) that was first SFRB recommended in FY 2015 - 2016

The First-Year Research Experience (FYRE) at the University of New Mexico offers **30 first-year students** the opportunity apply their learning beyond the classroom! This research experience allows students to ask questions, check data, create new ideas and engage in their educational experience. Participants are be able to work closely with a faculty mentor to get real life questions answered and discover new information in ANY area that they are interested in. By participating in this high-impact practice, students acquire improved critical thinking, communication, presentation and leadership skills, while engaging in a more thorough and comprehensive educational experience.

The justification for an increase of funding stems from the following areas.

- **High Demand and providing more opportunities**
- **Address a Unique Need**

The FYRE model links a variety of resources in such a way that embeds research throughout the higher education pipeline as well as meeting the following considerations: 1). Increase Retention/ Graduation rates. 2). Create High-Impact practices for all student populations; 3). Become a pioneer for HSI first-year research; 4). Advancement of Student learning; 5). Increase Academic Engagement and Educational Value.

College Enrichment Program First-Year Research Experience (FYRE) 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 College Enrichment Program (CEP) has existed at the University of New Mexico since 1969. CEP was established to assist students from rural areas in the state of New Mexico gain access to attend UNM, transition into college and eventually graduate with their college degree. Within the past 47 years, CEP has evolved to focus on assisting first-generation, low-income and underrepresented students. Our motto within CEP is ***Bachelor's Required, Master's Minimum and Dedicated to the Doctorate.*** This allows us to focus on developing a seamless pathway and holistic educational support extending from high school through graduate school.

Services provided by CEP include:

New Student Orientation (NSO) In collaboration with the Dean of Students, NSO allows participants to learn about campus resources available to them as students at UNM. CEP students attending NSO spend three days and two nights on campus in order to build a strong and supportive cohort.

Academic Coaching / Advisement Students can meet with one of our Academic Coaches / Advisors to better personalize their experience at UNM and ensure that they are on track academically. This allows students to enhance their success at UNM by allowing a space for everything in between to include learning strategies and life management skills. They can help in evaluating and correcting academic challenges.

Mentoring/Tutoring In cooperation with STEM UP / GATEWAY, University College Academic Foundations, and the Math Department, CEP's Peer Mentor Tutor program embeds student leaders in courses with dual roles: academic tutoring and peer mentoring. These roles serve to promote vision for students by working with them to develop plans of achievement, enable students with the tools and knowledge of campus resources, empower students through study-strategy workshops and consistent support, and inspire students to be successful in their scholastic, personal and professional endeavors.

Academic Support In collaboration with other UNM departments, our goal is to strengthen the undergraduate experience. We strive to offer academic enrichment opportunities for student learning through programs like Blast Off to Finals and Mock Finals. These initiatives allow for a supportive system to maintain motivation for college, academic achievement and personal growth for success during a students' college career.

CEP also oversees two programs geared to assist students in preparing or transitioning them to UNM through the Early Start and Gateway Program.

Early Start Program (ESP) In collaboration with Enrollment Management, ESP provides students with a highly supportive initial college experience designed to create academic momentum, a less stressful transition to the college environment, and academic success. Freshmen admitted with an ACT composite score of 16, or 790 SAT (Critical Reading and Math combined) or below, must participate in the ESP program and fulfill specific conditions in order to enroll at UNM in freshman status.

Gateway Program This program is designed for beginning freshmen students from New Mexico who need an alternative pathway to UNM. Upon successfully completing 24 transferable credit hours of core curriculum and be academically prepared to attend UNM, student will continue their education on the UNM main campus with guaranteed admission to UNM without having to reapply for admission.

In addition to the above initiatives, CEP has created partnerships with different organizations to offer support for certain population of students. This support includes cultural trips, advisement, social and personal support. These partnerships include: Chase Foundation Scholars, Daniels Fund Scholar Success Program, Simon Foundation Scholars, and New Mexico Leadership Institute. In addition to these partnerships, CEP manages several scholarship programs to assist students financially. These include: Daniels Boundless Opportunity Scholarship, Osher Reentry Scholarship and the IME/EI Mezquite Scholarship.

CEP is positioned to be a leader in addressing undergraduate research, retention and graduation for socioeconomically, diverse populations, particularly Hispanic and other minority and /or low income students while addressing the achievement gap in education.

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? What, if any, changes do you plan to make to these programs/projects?

The College Enrichment Program is beginning its second year as an SFRB recommendation. On July 1st of 2016, CEP was funded \$25,000 in student fees to support the First-Year Research Experience (FYRE). FYRE is a program that serves first-year students. As a result, usage of funds and programming did not begin until September 6, 2016. This date, 2-weeks after the semester starts, is selected intentionally to allow all first-year students an opportunity to attend orientation, get situated with their classes and decide if research is an area they want to pursue.

Please note: Because programming from year-to-year is very similar and because CEP is in the beginning stages of using funds from the 2016-2017 SFRB recommendation, we would like to answer this question by sharing the outcomes of FYRE from the 2015-2016 SFRB recommendation. For the 2015-2016 fiscal year, CEP was awarded \$25,000 to begin FYRE.

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, *research*, patient care and community service. At UNM, not only can knowledge be acquired, it is also created!

In fiscal year 2015-2016, the First-Year Research Experience (FYRE) at the University of New Mexico offered **28 first-year students** the opportunity to apply their learning beyond the classroom! This research experience allowed students to ask questions, check data, create new ideas and engage in their educational experience. Participants were able to work closely with a faculty mentor to get real life questions answered and discover new information in ANY area that they were interested in. Students acquired improved critical thinking, communication, presentation and leadership skills, while engaging in a more thorough and comprehensive educational experience.

The First-Year Research Experience is a two semester commitment.

Fall 2015 Semester

- Meet with a Peer Mentor / FYRE coordinator on a bi - weekly basis
- Learn basic research skills by attending monthly seminars and workshops
- Establish a research topic and identify a faculty mentor who will aid in their research
- Complete required progress reports
- Complete 15 credit hours and earn a 3.0 GPA for Fall 2015

Spring 2016 Semester

- Meet with a peer mentor / FYRE coordinator on a bi - weekly basis
- Conduct research under the guidance of a faculty mentor
- Complete required progress reports
- Share the results of their research during the 2016 UNM Shared Knowledge Conference

In addition to meeting the benchmarks listed above, FYRE participants were able to narrow down an area of interest that they would like to continue researching, learn basic research skills, and begin working in research labs. More importantly, the participants were able to be a part of a cohort of scholars whom they can collaborate with and they had the privilege to learn from and engage with their faculty. Both of these experiences will be carried far beyond their first year!

2015 – 2016 FYRE Outcomes by the Numbers

- **32** student participants (28 scholars + 4 student employees)
- **3.56** average Fall 2016 GPA (scholars & student employees)
- **100%** 3rd semester retention

2016 – 2017 FYRE Program Changes

* ***CEP Professional Development:*** Since the creation of FYRE, CEP has partnered with the STEM Collaborative Center and Faculty members at UNM to attend two conferences (Biennial Conference on Undergraduate Research and Freshman Research Initiative Conference) to learn how to better offer research opportunities to students.

*** Research Class:** CEP was able to partner with University College to create a 3 credit hour “Introduction to Research” course! Though it is not required, FYRE participants are able to take this course as a credited elective in conjunction with the FYRE program.

First – Year Experience Librarian: CEP was able to connect with University Libraries to create a valuable partnership that allows the First – Year Experience Librarian to be more involved with FYRE. FYRE scholars are required to meet with the FYE librarian twice per semester and the librarian will be readily available to help our scholars learn how to read scholarly articles, understand what peer reviewed means, and how to best navigate the library systems. This service is available on a walk-in basis to assist with their research or any other coursework in their first year at UNM.

**CEP provided the funding required to pay for the conferences and the Graduate Student instructor teaching the Introduction to Research course.*

3. Does your unit have an SFRB balance forward? If so, please justify this balance forward and describe how you will utilize it.

Though we aimed to have 30 participants, 2 students elected to no longer participate in the program. As a result, these two students did not qualify for the scholarship and this led to a small balance forward (less than \$800) at the end of FY 2015-2016. We used these funds to host a New FYRE Scholar Luncheon that allowed the incoming FYRE cohort an opportunity to learn more about the program and meet their peers and mentors that they will be working with.

4. Describe any increase in SFRB funding or one-time funding you are requesting, and provide justification detailing how raising student fees will improve your unit’s impact on the student population. If requesting increases or one-time for multiple programs/projects, which program/project is your top priority? If requesting an increase or one-time, please state any reserves in your unit’s budget and provide justification for not using said reserves for the requested increase.

CEP will be submitting two SFRB Funding Applications for Fiscal Year 2017 – 2018.

1. Request for an **increase in funding** for the First-Year Research Experience (FYRE)
2. Request for **one-time funding** for the Peer Learning Facilitators (PLF’s)

Please note: Although CEP is requesting funding for multiple programs, the First-Year Research Experience (FYRE) is our top priority.

CEP would like to request an increase of funding from \$25,000 to \$40,000 to build on the First-Year Research Experience (FYRE) that was introduced, created and funded in the 2015 – 2016 fiscal year. The justification for an increase of funding stems from the following areas.

High Demand and providing more opportunities

3,437 incoming freshman students signing up for New Student Orientation were asked

"Are you interested in conducting research while at UNM?"

- 32 (.93%) No Response
- 1295 (37.67%) No
- 2110 (61.39%) Yes

61.39% (2110) of incoming freshman students are interested in conducting research!

Unique Need

There are only a small handful of colleges or universities that offer some type of freshman research opportunity. In addition, the University of New Mexico is the *only* HSI RU/VII: Research Universities (very high research activity) that offer a program like FYRE! The partnership and relationship between FYRE and UNM has the potential to be a pioneer in first-year research.

We strongly feel that FYRE is designed to impact the culture of the institution and provide an undergraduate community in academic research as a method of education. The ultimate outcome is preparing students for success in higher education. It is our goal that students participating in this program will be retained at a higher rate into the third semester and complete their degree. We plan to develop the academic skills and understanding of academia needed to reach beyond a bachelor's degree into professional or graduate programs.

CEP currently does not have any reserves in its budget. Occasionally there are funds that are carried forward from one fiscal year to the next; however, due to UNM's fiscal year being in the middle of the summer, funds that are carried forward are used to cover New Student Orientation costs that get billed throughout the school year. In addition, we have some funds that are carried forward from one fiscal year to the next but those funds are dedicated to multiple years of programming for some of CEP's Scholar Programs (Daniels Fund, Chase, etc.)

5. 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?

a. What increases or decreases from non-SFRB funding sources do you anticipate compared to your budget last year?

CEP's primary non-SFRB source of funding is Instruction & General. Due to the financial climate of the State of New Mexico and the University of New Mexico we are anticipating a 5% budget reduction in our Instruction and General amount. This 5% reduction will be in addition reductions that we received for the previous and current fiscal year. Like many UNM departments, CEP's I&G budget has seen (and will continue to see) significant cuts in the past two years.

The additional funding sources we will receive this fiscal year include:

Source	Funding Amount	Purpose
Chase Foundation	\$0	Provide services to Chase Scholars attending UNM (We receive funding every other year)
Daniels Boundless Opportunity Scholarship	\$21,000	Provide scholarships to eligible students
Daniels Fund Scholar Success Program	\$4,000	Provide services to DF Scholars attending UNM
IME/EI Mezquite Scholarship	\$100,000	Provide scholarships to eligible students
Nusenda Credit Union	\$3,000	Support new student orientation initiatives

6. 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.)?*

Student participation within CEP comes in different forms through our services and programming efforts. One way students participate in the program is through New Student Orientation (NSO). Recently, NSO was restructured and through collaborations with the Dean of Students Office, one orientation program was provided to incoming students. CEP still offers a cohort model through a pre-orientation session on the first day. We saw an increase of students wishing to participate in the College Enrichment Program. We served over 900 incoming students throughout 12 weeks of new student orientation sessions over the summer. CEP's Sr. Student Program Advisors see a combination of over 3,000 students on any given year who come in for academic coaching, career and financial aid assistance. Through our Scholar Success Programs, we see a combination of over 100 students that are served through those programs. Students can also participate by applying to the various scholarship opportunities offered through CEP. Even though these scholarship opportunities target specific student populations, we receive a combination of over 300 applications. Another form of participation for students is by attending any of our Academic Support programs. These include Blast Off to Finals and Mock Math/Chemistry Finals which saw over 300 students participate. Again, many of the programs and services are available to all students attending UNM and not just those that attended one of our New Student Orientation sessions.

At any given year, CEP hires 18 undergraduate student employees and this does not include the additional 7 students that are hired during the summer who serve as orientation leaders. The breakdown is as follows:

- 4 Office assistants/Project Assistants
- 2 Chase/Simon Foundation Mentor/Tutors
- 1 Daniels Scholar Success Program Assistant
- 10 Peer Mentor/Tutors
- 1 Computer Technician
- 7 Orientation Leaders (Summer Only)

Many of the students hired are work study and this year we look forward to hiring a graduate assistant to help with our Gateway and Early Start Program initiatives.

All of these students and all students receiving our services play a major role in the decision making process for our department. They provide the feedback needed to ensure that we are meeting their needs. We are constantly asking for feedback at all of our events.

7. 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

CEP has developed an excellent plan to inform prospective and current students, faculty and staff of its services. To ensure that we are reaching out to UNM and the surrounding community, CEP utilizes electronic and printed media, presentations, involvement in University committees and formal and informal discussions/meetings.

Printed Media - CEP develops and distributes brochures, posters, fliers and other printed media announcing programs and services. These documents are then mass distributed and used to promote activities.

Electronic/Social Media – List-serves are utilized to inform the University community of the upcoming activities. The CEP website promotes our department and lists all of our services available to students. Hyperlinks to the CEP webpage are on the following University websites: Division of Student Affairs, College Enrichment and Outreach Programs, and the UNM main webpage directory. CEP also uses all forms of social media such as Facebook, Instagram and Twitter.

Presentations – CEP staff provides presentations to UNM units and departments and at high school visits around the state of New Mexico. These presentations are used to inform them about the program and enlist assistance in spreading the word about the benefits of participating in CEP.

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

One of the most exciting aspects of the College Enrichment Program is the placement of the program within the Division of Student Affairs with direct housing in the UNM department of College Enrichment and Outreach Programs (CEOP). College Enrichment and Outreach Programs was created in 1999 to provide a central point for all the University's student centered support programs. Currently, CEOP houses four (4) TRiO programs, three (3) state funded programs and six (6) privately funded programs. Together, these programs have formed a seamless educational pipeline that allows students to easily move from one program to the next without losing the support and guidance necessary to achieve and maintain success in higher education. By working in a collaborative environment, CEP is able to utilize resources, staff expertise and space that would not be available to a standalone program.

CEP also collaborates with other programs within the University community including the Ethnic Centers, Women's Resource Center, and academic units such as College of Arts & Sciences, University College, Anderson's School of Management and the College of Education. CEP also works very closely with Accessibility Resource Center, Dean of Students, Career Services, Residence Life & Student Housing, the Student Union and the Division of Enrollment Management. Outside of the university, CEP maintains close collaborations with Albuquerque Public Schools, Daniels Fund, Chase & Simon Foundation, and Nusenda Credit Union.

9. 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? Please provide any data collected if it pertains to the application.

A key component of FYRE is the formative and summative evaluation of progress of the participants and the initiative as a whole. The formative evaluation will consist of instruments for participants to provide mentors and team members with feedback, additionally each participant will receive regular individualized coaching to track the participants' progress in balancing academic, research and personal learning that promotes success for each participant. This practice will allow team members to seek out additional resources as needed to ensure success for each participant. The summative evaluation process will include collecting baseline data from participants regarding study skills, personal time management skills, and biases regarding the participants' research topic of interest. This data will be used to first develop a personalized mentoring plan for each participant and secondly to demonstrate learning and effectiveness of the initiative.

CEP is committed to improving its data collection, analysis and implementation processes through increased utilization of technologies provided by LoboAchieve and the UNM Associate Vice President for Student Services Dashboard. By logging to <http://avpss.unm.edu> you will notice that CEP, which is housed under CEOP falls under the direction of the Associate Vice President for Student Services. In the dashboard, you will notice the program impact on Student Services Key Performance Indicators (KPI) such as 3rd semester retention, course completion, and graduation.

10. If your unit received specific recommendations from last year's SFRB, what are your unit's current plans to address these recommendations?

CEP received one specific recommendations from last year's SFRB hearing.

1. Determine exactly how much demand there is for first-year research

Every student attending UNM is required to complete New Student Orientation. In order to reserve a spot for NSO, you need to visit the reservation to sign up. In the summer of 2016 CEP incorporated a question into the NSO reservation system that asked students "*Are you interested*

in conducting research while at UNM.” Because the question was incorporated into the reservation system, every incoming freshman student (3,437) answered the question!

“Are you interested in conducting research while at UNM”

- 32 (.93%) No Response
- 1295 (37.67%) No
- 2110 (61.39%) Yes

61.39% (2110) of incoming freshman students are interested in conducting research!

There is certainly a very high demand for first-year research. In line with many theories, first-year students, especially those who are first-generation, simply do not know what research is. FYRE will help to introduce, create conversation and increase the knowledge about research and create a pathway to other UNM research programs and graduate school!

From what we have witnessed in the last couple of years, freshmen students do not enter into research based fields of study in numbers comparable to their non-freshmen peers, presenting a gap that must be addressed in order to address the academic progress of freshmen students. Additionally, they do not typically receive additional encouragement to seek opportunities to work with faculty and researchers on their own because they have barriers such as insecurity with a new “academic culture,” first generation status and low-income, low college preparation. UNM is positioned to be a leader in addressing undergraduate research and retention and graduation for socioeconomically diverse populations

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

The First-Year Research Experience (FYRE) is made possible by the contributions of the Student Fee Review Board (SFRB) and the College Enrichment Program (CEP). CEP provides program administration and funding is provided by student fees* recommended by the SFRB. One of the things we are most proud of in this relationship is that we truly believe that FYRE is a program provided for students, supported by students and managed by students!

100%** of fees awarded to FYRE are returned to students in the form of employment and/or scholarship. We ***have not and will not use any of the funds for ***anything other than*** employment and/or scholarship!

We hope you consider this proposal as it fulfills a critical need for addressing the research gap in research opportunities in freshmen students and, ultimately, their higher education attainment through graduate and professional levels. Not only will students benefit academically, but their commitment to serving their community will be enhanced through their civic engagement and research efforts. Also, thank you all for your time and commitment to the SFRB and the success of students at UNM. Your efforts do not go unnoticed!

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2017-2018

DEPARTMENT College Enrichment Program
VICE PRESIDENT Eliseo Torres
INDEX # 27000

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2015-2016	TOTAL BUDGET 2016-2017	SFRB BUDGET 2016-2017	TOTAL BUDGET 2017-2018	SFRB BUDGET REQUESTED 2017-2018	SFRB FUNDING INCREASE/DECREASE REQUEST 2017-2018
1 Faculty salaries						
2 Staff salaries	303,978	291,296		291,296		
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 303,977.93	\$ 291,296.00	\$	\$	\$	\$
4 Student (student employment & workstudy)	65,526.50	97,172	4,705	97,172	10,300	5,995
5 G.A, T.A, RA - Pay and Benefits			10,227		11,000	773
6 Fringe Benefits on Staff & Faculty salaries			1,068		1,200	132
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 369,504.43	\$ 388,468.00	\$ 16,000.00	\$ 388,468.00	\$ 22,500.00	\$ 6,500.00
GENERAL EXPENSES						
8 Supplies	2,000.28	2,500		2,000		
9 Computer Software	12,516.14	4,000		3,000		
10 Direct Student Costs / Scholarships	62,749.85	58,030		45,000		
11 Programming Costs	17,352.42	18,305		13,000		
12 Staff Professional Development	26,513.69	14,075		12,000		
13 Postage / Mailing	640.40	1,000		800		
14 Telecommunication	8,615.89	7,910		5,306		
15 FYRE Scholarship			9,000		17,500	8,500
16						
17						
18						
19						
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23						
24						
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26						
27						
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29						
30						
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 130,388.67	\$ 105,820.00	\$ 9,000.00	\$ 81,105.60	\$ 17,500.00	\$ 8,500.00
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 499,893.10	\$ 494,288.00	\$ 25,000.00	\$ 469,573.60	\$ 40,000.00	\$ 15,000.00

Form C

External Funding Sources

This form is used **ONLY** if you have **EXTERNAL FUNDING SOURCES**

DEPARTMENT College Enrichment Program
 VICE PRESIDENT Eliseo Torres
 INDEX(es) # 27000

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2017-2018

	FUNDING SOURCE	2016-2017 BUDGET	2017-2018 FORECASTED BUDGET	Funding Increase Request for 2017-2018
1	Student Fee Review Board (SFRB)	25,000	40,000	15,000
2	UNM Instruction & General	409,788	389,299	(20,489)
3	Private Donations			-
4	Fundraising/Foundation/Development			-
5	State Funding			-
6	Federal Funding			-
7	Grants (including federal and private)			-
8	Self-Generated Revenue			-
9				-
10	If Other(s), please list below:			-
11	Chase Foundation	25,000	-	(25,000)
12	Daniels Fund	5,344	4,000	(1,344)
13	Nusenda Credit Union	4,000	3,000	(1,000)
14	Daniels Boundless Opportunity Scholarship	21,000	21,000	-
15				-
16				-
17				-
18				-
19				-
20				-
21				-
22				-
23				-
24				-
25				-
26				-
27				-
28				-
29				-
30				-
	TOTAL OPERATING INCOME/REVENUE	\$ 490,132.00	\$ 457,298.60	\$ (32,833.40)

*The narrative response to question #5 must reflect this information