Student Fee Review Board
Funding Application for Fiscal Year
2021-2022

Center for Academic Program Support (CAPS)
_____
Name of Unit

Dr. Aeron Haynie   Executive Director
_____
Dean/Director   Title

MSC 05 3020
_____
Campus Address

505-277-8728   ahaynie@unm.edu
_____
Campus Phone   E-mail Address

$ 285,447   stephs@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.

Stephanie Sanchez
_____
Submitted By (Print Name)

_____   9/11/2020
Department Head Signature   Date

Please submit an electronic version of this application via email to SFRB@unm.edu.

DEADLINE September 11, 2020, 5:00 PM.

*Late applications will not be accepted

CENTER
FOR ACADEMIC
PROGRAM SUPPORT

caps.unm.edu
ctl.unm.edu
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UNM Student Activities Fees

Executive Summary

CAPS is UNM's largest academic support program and is uniquely situated to provide online tutoring and learning strategies to UNM students during this challenging time. CAPS began in 1979 as the Academic Skills Center and has since evolved into a nationally recognized, award winning, full-service academic support program. CAPS is committed to a research-based, student-centered, and inclusive approach to learning at UNM. In the 2019-2020 academic year, with a highly unusual spring semester marked by tremendous change and uncertainty, **CAPS served *6,476 unique student users or approximately 1/5 of the undergraduate population with 34,000 visits and 31,627.5 hours*. CAPS supported over 800 courses and saw students from 98 different majors**. Data shows that students who use CAPS have a higher GPA and are more likely to graduate. In addition, CAPS is one of the largest employers of students on campus, **employing approximately 115-140 student employees each semester.** CAPS student employees are trained in accordance with and certified by the College Reading and Learning Association (CRLA). In 2012, CAPS won the prestigious *Frank L. Christ Outstanding Learning Center Award*, which is awarded annually to the nation's best university learning assistance center. In 2019, CAPS was one of only five learning centers in the country to be designated a *Learning Center of Excellence.*

CAPS houses five main programs, each of which are staffed by and serve UNM students: STEM Tutoring; Writing and Language Center; Supplemental Instruction (SI); Learning Strategies and Workshop; Online Learning. Each program is funded through a combination of I&G and SFRB funding. Each program focuses on providing students with the academic support, skills, and strategies that will help them succeed in individual courses and transferrable skills to help students throughout their entire academic and professional careers. With the pivot to remote learning, all CAPS tutors have transitioned to working remotely, using an embedded software called GoBoard to offer a robust virtual classroom space where quality STEM and writing tutoring continues.

CAPS makes continual improvements to our programming and services to meet the specific needs of UNM students. For example, CAPS monitors semester-by-semester changes in classes with high failure rates to make sure our academic support targets these problem areas. We also work with faculty to collect syllabi for as many undergraduate classes as possible. We use the sequence of course content to help us plan tutor training topics throughout the semester. Additionally, student user feedback helps CAPS improve our services.

Despite enrollment shortfalls, UNM students continue to use CAPS at rates similar to or higher than previous years. When responding to budget cuts, we have tried to minimize the impact to UNM students by carefully analyzing usage patterns and cutting back our centers hours at times when usage was lower. However, budget reductions mean that we have to hire *fewer student employees* and that *fewer students will receive needed academic support*. We plan to spend ***all*** of the requested SFRB funding on student employee salaries. Therefore, we respectfully request the same amount of funding for CAPS as we received last year.

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 you unit serve the University's commitment to diversity?

CAPS is UNM's learning assistance center and its largest academic support program. CAPS is unique in its scope and breadth of services. CAPS began in 1979 as the Academic Skills Center and has since evolved into a nationally recognized and full-service academic support program. CAPS is committed to a research-based, student-centered, and diverse culture of learning at UNM. In the 2019-2020 academic year, with a highly unusual spring semester marked by tremendous change and uncertainty, CAPS served *6,476 unique student users or approximately 1/5 of the undergraduate population with 34,000 visits and 31,627.5 hours.*

CAPS AY 19-20		
	Fall	Spring
Students	3988	2488
Visits	21998	12002
Hours	22285.5	9342

In support of student success, our data shows that students who use CAPS have a higher GPA and are more likely to graduate. Not only does CAPS support student academically, our Center is one of the largest employers of students on campus; **we employ between 130-145 student employees each semester.** CAPS student employees are nationally certified tutors through the College Reading and Learning Association (CRLA). We train our student employees in professionalization and facilitation skills and include weekly trainings to ensure they are equipped to advance student learning in effective ways and in accordance with best practices. In 2012, CAPS won the prestigious *Frank L. Christ Outstanding Learning Center Award*, which is awarded annually to the nation's best university learning assistance center. In 2019, CAPS was one of only five learning centers in the country to be designated a *Learning Center of Excellence.*

CAPS services are an integral part of the suite of student support programs funded by the SFRB; funds granted in previous years have directly supported student success at UNM by helping students navigate the UNM curriculum and develop transferrable academic skills. CAPS academic support programming directly supports key components of the UNM 2020 strategic plan. CAPS objectives are:
- Facilitate persistence, retention, and graduation by engaging students in developing transferrable academic skills.
- Provide academic and professional leadership opportunities for UNM students.
- Develop partnerships in the UNM community in order to offer support services at multiple campus locations that foster success in the diverse student population.

- Serve as a state and national model for excellence in a peer-oriented learning assistance center within a culturally diverse university setting.
- Adapt and evolve to the changing UNM student population.

One of UNM's strengths is its diverse student population, and CAPS delivers academic support services that are rooted in equity by focusing on specific areas: anti-racist training for staff and student employees, accessibility for students of all backgrounds, peer learning that is culturally responsive, and diverse representation among staff and students employees. CAPS is a part of the larger Center for Teaching and Learning Committee for Anti-Racist Education, which is open to student employees as way to engage in anti-racist work within higher education. CAPS student employees receive ongoing training in anti-racism, working with neuro-atypical learners, and diverse pedagogies, all of which help our student employees work with a diverse student body.

To address equity and accessibility, CAPS offers a wide variety of programming across the campus to ensure that students can seek out CAPS services in spaces that align with their identities and values. CAPS has partnerships with El Centro de la Raza, American Indian Student Services, African American Student Services, Accessibility Resource Center, CELAC, GEO, and the Women's Resource Center that helps us meet the needs of Hispanic, Native American, Black, and international students. Tutoring services offered in the ethnic centers are carefully designed to support bilingual math as well as Spanish as a heritage language, while in the Women's Resource Center, CAPS offers tutoring at the same time as walk-in advising hours. We work closely with CELAC to provide support in English for speakers of other languages.

As the flagship learning center for New Mexico, CAPS has a responsibility to provide innovative academic support programming that advances student learning and meets the needs of UNM students. National higher education expert George Kuh (2008) discusses "high-impact practices" as higher educational practices that have a significant, positive effect on GPA, third semester retention, and time to completion. High-impact practices increase student learning overall but are most effective for the least prepared students. New Mexico has widespread poverty and endemic problems in K-12 education, which leads to many students being underprepared for the university. CAPS services engage collaborative learning and learning communities that directly help students from underserved populations excel within the university.

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?

CAPS offers five main programs, each of which are staffed by and serve students:
- STEM Tutoring: one-on-one tutoring in STEM course content
- Writing and Language Center: writing support and language conversation groups
- Supplemental Instruction (SI): course-based peer instruction outside the classroom in a collaborative learning setting
- Learning Strategies: study skills and metacognition support
- Online Learning Center & Online Learning Assistants: one-on-one tutoring online and embedded tutors assigned to specific courses

These programs are funded through a combination of I&G and SFRB funding. CAPS services focus on providing students with academic support, skills, and strategies that help them succeed in coursework, with each program serving different needs and using different collaborative approaches. We value making continual improvements to our programming and services to help us meet the specific needs of UNM students. After each semester, CAPS collects data from our student users and student employees along with data provided by Enrollment Management, Institutional Analytics, and other campus partners to ensure that our services meet changing student needs. For example, CAPS monitors semester-by-semester changes in classes with high failure rates to make sure our academic support is appropriate and widely accessible. With the pivot to remote education in Spring 2020, we drew from data found in the Student Experience Project to offer remote services that helps students feel connected as this was one of the central concerns that emerged from SEP results. Student user feedback each semester also provides valuable information on satisfaction with our services and areas for improvement. As we continue listening to students and making changes in response to remote learning, our efforts have focused on adequate training in online best practices for our student employees, building a sense of community for our student employees and student users in online spaces, and equitable initiatives designed for online learning. These projects include developing learning strategies workshops about online learning, creating a UNM Study Hall Discord server for students to work in an online collaborative space, and re-envisioning Supplemental Instruction for remote learning.

Like many other campus organizations, CAPS has had I&G budget reductions, which we have responded to by reducing the number of STEM, writing, and language tutors available.

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

CAPS did not carry an SFRB balance forward from 2019-2020.

4. 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. If requesting increases for multiple programs/projects, which program/project is your top priority? If requesting an increase, please state any reserves in your unit's budget and provide justification for not using said reserves for the requested increase.

CAPS is not requesting an increase in funding.

5. What are your unit's current non-SFRB sources of funding (e.g. Instruction & 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?
    b. Please complete Budget Form C for non-SFRB income.

This fiscal year, the CAPS budget is $$1,378,588 Last fiscal year (FY19-20), we spent $602,487 on student salaries. This fiscal year, CAPS has the following non-SFRB sources of funding:

- I&G: $1,227,414 The increase in our I & G funding is to include fringe benefits for all salaries which was not included in last years I & G allocation. (operational expenses, professional staff salaries, and student salaries)
- Extended University: $125,000 (50% of the salary for the Online Learning Program Specialist who oversees all online tutoring initiatives and a significant proportion of the operating costs and student employee salaries associated with online tutoring)
- BA/MD program: $26,174.50 (Supplemental Instruction sections for core courses on the pre-medical track. These services are open to all UNM students.)

A budget reduction in FY19-20 resulted in fewer tutors and the elimination of one language support (Italian). Thus far in FY20-21, CAPS I&G funding has been reduced by $52,404. This is equivalent to nearly 15 tutors at .50 FTE.

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 is key to the work we do and our everyday successes. CAPS currently employs **114 student employees** in the following positions: Resource Representatives, STEM tutors, Writing and Language tutors, SI leaders, Learning Strategists, Online tutors, Data/Tech support, and Assistant Coordinators. Of these, 108 are undergraduates and 6 are graduate students. CAPS is fiscally responsible organization and we are an effective steward of SFRB funds. In fiscal year 2019-2020, CAPS spent 60% of our total budget on student salaries. SFRB funds will continue to be used entirely for student salaries and tuition. CAPS prides itself on preparing our student employees for professional advancement or graduate school, and as such, our student employees are valued as decision makers at CAPS in several significant ways:
- CAPS involves student employees in all major decisions. We base programming changes and improvements from the input of student employees and feedback from the general student population in the form of regular semester surveys.
- CAPS' Student Leadership team is made up of student employees who are Assistant Coordinators, Student Managers, and Location Supervisors. These students help run our programs, assist their staff supervisor in management of other students and in programmatic decision-making, and they develop and facilitate training sessions for other student employees.
- Our CAPS training program is nationally accredited by the College Reading and Learning Association (CRLA), and through our program, each tutor becomes a nationally certified tutor. In addition to training students with the goals of the CRLA program, we provide ongoing development training to all our employees. In addition to discipline-specific training, CAPS provides professional development trainings for all student employees that center around specific content areas and the UNM Five skills: communication, professionalism, teamwork, research/data, and critical thinking. The UNM Five are defined by Career Services as essential skills New Mexico employers are looking for in new graduates. We help students develop professionally and expose them to a wide set of skills that are broadly applicable to many career paths.

- Student employees are invited to participate in the Center for Teaching and Learning Committee for Anti-Racist Education, the CTL Reading Group, and weekly staff meetings alongside professional staff from CAPS, the Graduate Resource Center, the Center for Teaching Excellence, and the Center for Digital learning. We treat our student employees as colleagues and valuable assets in our planning and implementation of programming.

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.

CAPS advertises its services and programs broadly across UNM in order to ensure that students have knowledge about CAPS services and how to access them. For our services, we target the core curriculum, gateway courses, prerequisites in popular majors, high failure rate courses, writing-intensive courses, and a wide array of math, science, and language courses. **In the 2019-2020 academic year, CAPS supported over 800 courses and saw students from 98 different majors**. To increase our visibility, our Learning Strategies program focused on increasing class visits in which they would provide a quick Learning Strategies overview and information on other services. In Fall and Spring, Learning Strategists visited 963 students through class visits. Even with an unusual spring semester, Spring 2020 class visits increased from Spring 2019 by 6.52%.

CAPS plays an important role in New Student Orientation, Transfer Student Orientation, and International Student Orientation. The CAPS staff works with incoming freshmen to better understand their strengths as students and connect them with CAPS services. We demonstrate to students how utilizing the CAPS is relevant to the challenges they face as they complete their undergraduate degrees. For TNT, CAPS understands the unique needs of transfer and non-traditional students, and we highlight the services that are most frequently used by non-traditional students so that student can receive the same levels of academic support. As UNM transitioned to remote learning, CAPS offered a 15-minute overview of online learning for incoming students to prepare them for Fall semester. We then shortened this presentation and made it widely available on our YouTube channel: https://youtu.be/bI3j7_ruNL4

CAPS continues to develop and expand our social media presence at UNM. CAPS student employees develop original content and academic resources for UNM students on YouTube, Snapchat, Facebook, Instagram, and Twitter. Resources range from math and science learning strategies, to calculus study guides, to how to craft an effective thesis statement. Student usage patterns of social media are growing. We use social media as both a marketing and learning tool, publishing and distributing information that corresponds with the academic calendar and changing student needs. As students are concentrated in online spaces as a result of COVID-19, social media platforms become increasingly important for students' sense of belonging and ability to stay informed. As such, CAPS is piloting a CAPS Study Hall Discord channel open to all UNM students to provide a virtual space for collaborative work and connecting with other students: https://discord.gg/EP6efX

In Fall 2015, CAPS created the Online Learning Center (OLC). The OLC provides tutoring for UNM students in the evenings that can be accessed remotely. OLC tutoring hours are available in the evenings, later than on-campus services. The online platform allows us to support students who are at a distance from UNM or have family or work obligations that may prevent them from using CAPS on-campus support services. The OLC represents a

significant increase in the accessibility of CAPS services to every UNM student. With the pivot to remote learning, all CAPS tutors have transitioned to working within the OLC, which uses an embedded software called GoBoard to offer a robust virtual classroom space where quality STEM and writing tutoring continues.

In the past year, CAPS has also focused on revamping the Learning Strategies program. Our goal was to incorporate the latest research on metacognition and learning sciences and to make this information widely available and easy to understand for UNM students. The reason behind this initiative is that learning is a not a one-size-fits-all process and in order to maximize student learning, students must understand how they learn best in different situations and with different content. For many students who come to UNM underprepared, metacognition and effective study strategies can vastly improve their academic performance and learning outcomes (McGuire, 2015). Our Learning Strategies program is designed to help students become effective learners regardless of where they are in the learning process. The Learning Strategies program has shown consistent growth across Fall and Spring semesters. Workshop attendance increased by 176.87% in Fall 2019 and by 63.8% in Spring 2020.

	Fall 19	Spring 20
LS Workshop attendance	1604	689

Following the transition to remote education, the two most popular LS workshops were Build Your Schedule and In-Class Hacks: Online Learning. In Fall 2020, we introduced three other online learning-focused workshops: Types of Online Classes, Online Routine Building, Success and Online Community, which are offered at various times of the day every day to meet students' schedules.

In an attempt to better understand who uses CAPS services, and as importantly, who does not use our services, we analyze data on our student users—their race/ethnicity, gender, level, major, services used, and high-traffic times. This information shows us gaps in student usage (e.g., which departments, genders, or race/ethnicities are not well-represented in our CAPS spaces), which we can then target either through outreach to increase our visibility or through conversations to understand why certain departments or students are not accessing our services.

To continue improving our visibility and accessibility, CAPS partners with the resource centers to reach students in spaces that affirm their identity and cultural communities. Centers such as the WRC and the Ethnic Centers have continued as our non-CAPS locations for tutoring services. With remote learning, we will continue to work with these resource centers to determine ways to embed CAPS tutors into virtual programming such as Mesa Vista Study Nights.

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

CAPS values its campus partnerships and closely collaborates with UNM stakeholders to ensure the academic success of UNM students. Our current partners include (but are not limited to):
- **UNM Online** to embed student tutors in online courses. Our goal is to increase student engagement with course content through Online Learning Assistants who are embedded in

course. In courses where CAPS have embedded tutors, withdraw and failure rates are significantly reduced.

- **El Centro de la Raza, American Indian Student Services, and African American Student Services** to provide welcoming, accessible support for all UNM students in the ethnic centers.
- Partner with **Arts & Sciences Advising** with the goal of giving more structured support and individual consultations to students on academic probation. In the past year, we collaborated to develop a probationary process for online students to receive individual virtual tutoring and learning strategies. We have also worked with Advising and University College to create an online time management workshop for students on probation.
- **BA/MD Program** in which CAPS provides Supplemental Instruction sessions and tutoring for the core classes of the BA/MD program.
- Collaborate with **Biology** to provide study skills workshops for 424 students enrolled in biology core classes.
- Work with faculty across campus to provide faculty office hours at CAPS; this initiative increases the direct contact faculty have with the undergraduate population at UNM
- Partner with the **Accessibility Resource Center (ARC)** to provide tutoring in their space as requested and to guarantee fair and equitable accommodations for every UNM student
- Partner with the **Dean of Students office** to offer informational and academic skill sessions for all incoming students and their families during orientation.
- Partner with the **Math MaLL** to provide onboarding and training for their tutors when remote learning began in Spring 2019. CAPS currently hosts the Math MaLL on our site, which provides their tutors with our online software and platform.

Although CAPS services are focused on UNM students, we have recently entered into a partnership with UNM Academic IT, the College of Education, TrueKids1, and Taos Municipal Schools to provide additional tutoring support for K-12 classes in Taos, New Mexico. The purpose is to support K-12 students and their families as they navigate remote education and adapt to more self-regulated learning. Our planning and discussions with these partners have impressed upon us the educational gap that exists in New Mexico and all the ways that COVID19 exacerbated these gaps. Other K-12 public schools have reached out for tutoring support, including Albuquerque high schools and the Mesa Vista Independent School District. CAPS is working to explore ways we can serve these students and support the educational pipeline into UNM, while prioritizing UNM students' needs.

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.

CAPS uses an information management system called TutorTrac, which logs every student interaction in detail. In addition, CAPS regularly accesses the Operational Data Store and Official Reporting Data files housed by OIA. Between these combined sources, CAPS is able to compile pertinent information we need for evaluating our effect on the student population. We are able to examine and compare metrics of student success including GPA, 3rd semester

retention, and time to graduation of CAPS users to non-users. Our detailed tracking and reporting system informs us about student usage patterns and why CAPS is a successful program. We make data-driven decisions about designing and implementing short- and long-term programming goals, and we make critical use of student feedback to evaluate and monitor CAPS effectiveness. CAPS is committed to implementing changes required for program/service improvement and expanding/tailoring services to meet the current needs of UNM students in the academic environment.

All CAPS users are invited to participate in a semesterly student learning outcomes-based assessment. Based on user comments and feedback, CAPS adjusts its services and we make changes to our tutor training. Student comments from our most recent student user survey are included in response to Question 11. Evaluation forms are also available to users in person within our different spaces to provide informal feedback on their experience.

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

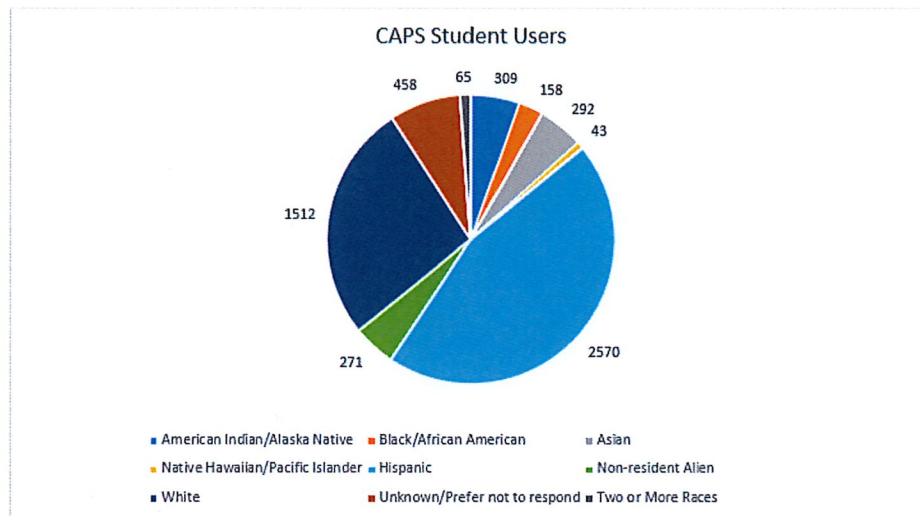CAPS did not receive recommendations from last year's SFRB.

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

Every CAPS service we offer directly supports and improves student learning at the University of New Mexico. We continually examine what we do well and how we can improve to ensure that all undergraduate students receive equitable, high-quality academic support when they come to CAPS. This has not been easy with the move to remote education in Spring 2019, yet CAPS quickly adapted services so that students' educational goals and sense of support were not derailed. In the summer, our efforts were devoted to establishing easy processes for students to access our services, ways we can open our services to a wider New Mexico audience, ways CAPS can support student connectedness and belonging during an isolating time such as this, and how our staff can best support our student employees. As with other departments on campus, budget reductions have negatively affected our services in terms of the number of tutors we can hire and the number of subjects or classes we support. In spite of the budget cuts, CAPS has been resourceful and innovative in implementing no- to low-cost programming, we have teamed up with new partners, and we have used our usage data to reduce services and offerings in ways that do not impact times of highest utilization. Our data shows that prior to COVID-19, CAPS was on track to surpass previous Spring totals:

	Pre-break Spr 2020	Pre-Break Spr 2019
Total	**1582**	**1057**

While there is a sense that COVID19 interrupted the year, our data and feedback from users shows that CAPS services have a direct impact on student success at UNM. *Students who come to CAPS more likely to be retained and graduate.* **Our data shows that 67% of CAPS users graduate within 6 years, and those who use CAPS services are more likely to be retained at 3 years than those who have not used CAPS services.**

CAPS values-based organization , with equity being one of our 7 values. For CAPS, equity means acknowledging that the university was not designed for everyone, and so our job is to foster and enact inclusive pedagogies, challenge preconceptions of strengths and weaknesses, and educate ourselves on the root causes of education inequity. We seek to identify and remove barriers to access for all students, while celebrating the diversity of the UNM student population. As part of that celebration, it is important that the make-up of our student users is representative of overall UNM demographics.
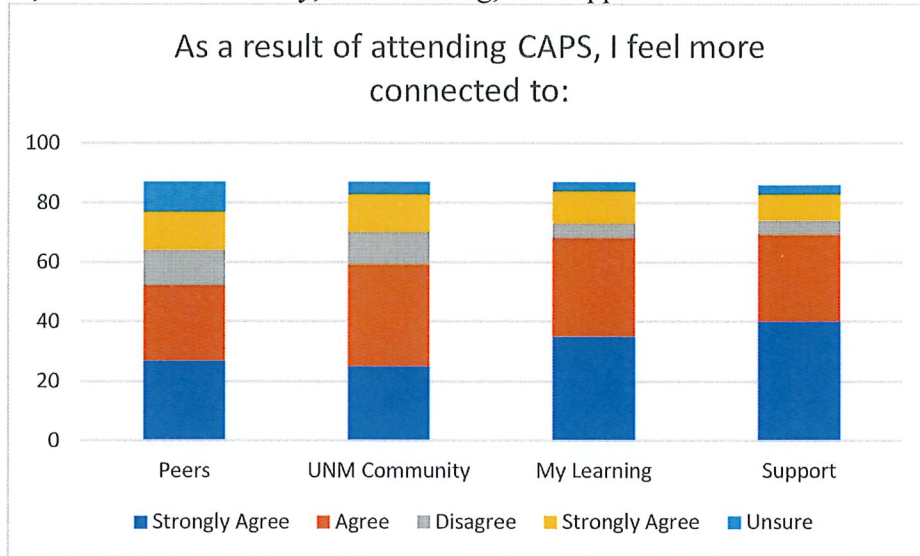
CAPS Student Users

458 65 309 158 292 43 1512 271 2570

- American Indian/Alaska Native
- Black/African American
- Asian
- Native Hawaiian/Pacific Islander
- Hispanic
- Non-resident Alien
- White
- Unknown/Prefer not to respond
- Two or More Races

Ultimately, CAPS' key stakeholders are students. All CAPS programming takes into consideration student feedback, experience, and learning outcomes. In our most recent student surveys, student users indicated that they were visiting CAPS for a number of reasons:

Reasons for Using CAPS

- No specific reason
- Class Requirement
- Get a Higher Grade
- Become a Better Writer
- Improve Study Skills
- Better Understand Material
- Improve Subject/Assignment
- Collaborate
- Study Space
- Get Help

0   5   10   15   20   25
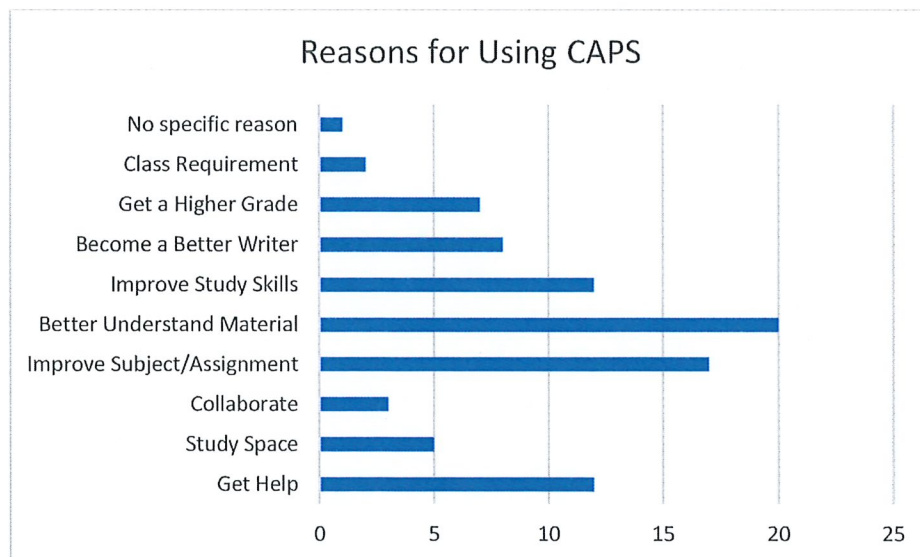
And regardless of reason, they overwhelmingly felt their visit helped them feel more connected to their peers, the UNM community, their learning, and support.

As a result of attending CAPS, I feel more connected to:

Legend: Strongly Agree | Agree | Disagree | Strongly Agree | Unsure

CAPS users have said:

> "All of the cap tutors were wonderful and helpful. One particular worker, Mitchell, dressed very professional, suggested and helped me structure a word template that to this day, I utilize each week! I'm very grateful that the CAPS experience has made me hungry for more!"

> "I used CAPS last semester. I had an appointment and worked with the front desk and a couple of tutors, and the whole process was awesome."

> "CAPS was a requirement in my English class, and I found the feedback extremely useful. I will be using it in the future. Definitely helpful. The feedback provided was insightful and encouraging. Highly recommend this to any student who wants constructive and positive feedback."

> "I'm very thankful for the time these individuals take to help us improve our skills. I had a pleasant experience all the way around."

> "My tutor was patient with me, as I am learning new things and he took the time to show me step by step. Thank you, Math tutor."

> "The front desk people who swipe IDs...they're very cheerful and have positive attitudes."

Form A
SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT CAPS
Associate Provost William Stanley
INDEX # 521008

	A	B	C	D	E	F
DESCRIPTION	ORGANIZATION OPERATING BUDGET 2019-2020	TOTAL BUDGET 2020-2021 (not including SFRB)	SFRB BUDGET 2020-2021	TOTAL BUDGET 2021-2022 (not including SFRB)	SFRB BUDGET REQUESTED 2021-2022	SFRB FUNDING INCREASE/DECREASE REQUEST 2021-2022
						$ -
1 Faculty salaries	$ -	$ -	$ -	$ -	$ -	$ -
2 Staff salaries	$ -	$ -	$ -	$ -	$ -	$ -
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	$ -	$ -	$ -	$ -	$ -	$ -
4 Student (student employment & workstudy)	$ 219,621.00	$ -	$ 193,851.00	$ -	$ 193,851.00	$ -
5 GA, TA, RA - Pay and Benefits	$ 80,849.00	$ -	$ 91,596.00	$ -	$ 91,596.00	$ -
6 Fringe Benefits on Staff & Faculty salarie	$ -	$ -	$ -	$ -	$ -	
7 TOTAL COMPENSATION (Lines 3 - 6)	$ 300,470.00	$ -	$ 285,447.00	$ -	$ 285,447.00	$ -
						$ -
GENERAL EXPENSES						
8 Foundation Surcharge	$ 958.00		$ -	$ -	$ -	$ -
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28						
29						
30						$ -
						$ -
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	$ 958.00	$ -	$ -	$ -	$ -	$ -
						$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	$ 301,428.00	$ -	$ 285,447.00	$ -	$ 285,447.00	$ -

Form C

External Funding Sources

This form is used ONLY if you have EXTERNAL FUNDING SOURCES

DEPARTMENT CAPS

Associate Provost William Stanley

INDEX(es) # 521008

STUDENT FEE REVIEW BOARD

FISCAL YEAR 2021-2022

	FUNDING SOURCE	2020-2021 BUDGET	2021-2022 FORECASTED BUDGET	Funding Increase Request for 2021-2022
1	Student Fee Review Board (SFRB)	285,447	285,447	-
2	UNM Instruction & General	1,227,414	1,227,414	-
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	BA-MD	26,175	26,175	-
12	Extended Learning	125,000	125,000	-
13				-
14				-
15				-
16				-
17				-
18				-
19				-
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21				
22				
23				
24				
25				-
26				-
27				-
28				
29				-
30				-
	TOTAL OPERATING INCOME/REVENUE	$ 1,664,036.00	$ 1,664,036.00	$ -

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