

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

Peer Learning Facilitator (PLF) Program - CEP
Name of Unit

Jose Villar Sr. Program Manager, CEOP
Dean/Director Title

1 University of New Mexico MSC 06 3840
Campus Address

(505) 277 - 5321 jvillar@unm.edu
Campus Phone E-mail Address

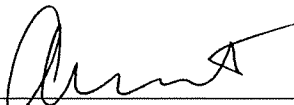
\$ 60,000 andrewg@unm.edu
Total Amount Requested Alternate Email Address

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
Submitted By (Print Name)

 09/11/2020
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

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 been supporting students at The University of New Mexico since 1969! CEP was originally established to minimize the academic achievement gap of students from rural New Mexico by helping them apply to UNM, transition into their new environment, and ultimately, earn a college degree. Throughout the past 51 years, CEP's programs and delivery have evolved; however, the commitment to supporting first-generation, low-income, and underrepresented students, along their path to graduation is unbending.

Today, CEP continues to prepare students for life in and beyond college through holistic guidance and individualized attention, while helping to alleviate (and sometimes eliminate!) potential challenges they may encounter during their academic journey. CEP prides itself on **meeting students where they are** and helping them **get to where they want to go**. Regardless of where someone starts or what they may 'lack', we all have the potential to **BE EXCEPTIONAL**.

Services provided by CEP include:

Enrollment, Retention, and Graduation

The College Enrichment Program plays a key role in contributing to the university-wide commitment to increasing enrollment, retention, and graduation rates through its administration of New Student Orientation (NSO). NSO is responsible for welcoming over 4,500 incoming First-Year, Transfer, and Returning students to UNM and introducing them to hundreds of academic programs and campus resources. Also, NSO hosts over 1,500 Parents and Guests through the Family Connection Program.

Despite being required to host New Student Orientation exclusively online during the summer of 2020, CEP's contributions aided in increasing First-Year student enrollment by 7.4% and introduced the first-ever "NSO en Español" program.

Course Placement / Path to Degree

Like most colleges and universities, UNM students are placed into courses based on their available academic credentials (ACT / SAT scores, Dual Credit, IB / AP courses, etc.). Unfortunately, this practice is not always the most accurate because students who are considered low-income, first-generation, and/or from rural areas, are often placed into 'pre' General Education courses disproportionately when compared to their peers. Regardless of the reasons why these specific populations often start in 'pre' General Education courses, their time to degree is often extended.

Each year, CEP pays for and administers an initiative to provide placement tests for every student who is required to register for 'pre' General Education courses. Although Summer 2020 posed obstacles to this initiative, 810 students took advantage of this opportunity in 2019 and 657 (81%) of them were able to place out of a 'pre' General Education course! [Here](#) is an article from 2017 that highlights this program.

Holistic / Developmental Advisement

Students who engage with the College Enrichment Program will have opportunities to increase their skills and knowledge in the following areas by connecting with an Integrated Advisor.

1. Academic & Professional Skills
2. Social & Personal Development
3. Campus & Community Engagement

CEP's Integrated Advisors assist in personalizing the student's experience at UNM and enhancing their success at UNM by serving as an advocate and allowing a space for students to get support with anything they need. At CEP, we understand that many obstacles students face are intersectional and there are no 'one-size fits all' approaches to solving problems. A student struggling in a course may be caused by a lack of understanding of the content or a lack of sleep due to working long hours to make ends meet. Approaching problems holistically allows for the chance to remedy the root of the concern.

Peer Mentors & Academic Support

In cooperation with Academic units, CEP embeds student leaders in courses with dual roles: peer mentorship and academic support. Peer Learning Facilitators (PLFs) are undergraduates who have been successful in a particular course who return to the class to help instructors facilitate active learning during class time. Students in active learning classes show gains in learning and retention, especially those traditionally under-represented in STEM. As a result, all students do better, and the achievement gap is reduced. At UNM, students have consistently performed better in classes supported by PLFs.

Some of the courses/subjects that have Peer Mentors include Foundational Math, Intermediate Algebra, General Chemistry, Earth & Planetary Science, Accounting, Biology.

Scholar Cohorts & Community Partnerships

Over the years, CEP has been able to create partnerships with several external organizations that provide scholarships to students who are members of CEP's target populations. While these organizations offer financial support, CEP provides academic and social support while the students are enrolled at UNM. These partnerships include Chase Foundation Scholars, Daniels Fund Scholar Success Program, Simon Foundation Scholars, New Mexico Leadership Institute Scholars, and Los Alamos National Lab (LANL) Scholars.

CEP has also secured funding for two scholarships designed to support non-traditional, adult learners, who have had a 2-year break in their education. These scholarships are from the Bernard Osher Foundation (Osher Re-Entry Scholarship) and the Daniels Fund (Boundless opportunity Scholarship).

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?

****Please note (Question 11 has additional information): This request by the College Enrichment Program (CEP) is a first/one-time request to fund the Peer Learning Facilitator (PLF) program. Per the Notes section within the Application Guidelines, questions 2, 3, 4, and 10 do not need to be answered.*

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

****Please note (Question 11 has additional information): This request by the College Enrichment Program (CEP) is a first/one-time request to fund the Peer Learning Facilitator (PLF) program. Per the Notes section within the Application Guidelines, questions 2, 3, 4, and 10 do not need to be answered.*

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.

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Broad Overview of the PLF program

One of the biggest obstacles students encounter while going to college is adjusting to 'gateway' courses. Gateway courses are generally those that are required for students to progress through their chosen degree path. These courses often set a foundation of understanding that will be used in future courses; however, they tend to have large enrollments, are fast paced, and contain extensive lecturing, making the learning environment extremely difficult to navigate. For a variety of reasons, students from underrepresented populations tend to struggle in these specific courses and this has led to lower pass rates, changing majors, and increased time to degree.

One high-impact practice that continues to show success in these courses at UNM has been the process of moving classroom learning away from extensive lecturing to a collaborative learning environment. To aid in this process, the Peer Learning Facilitator (PLF) program placed students who were successful in that particular course, back in the classroom to serve as a resource that enrolled students could reach out to when they need clarification, an alternative prompt, or a confidence check on progressing work. Also, the PLFs provide classroom learning-assistance to instructors by helping to facilitate active, collaborative learning during class time.

The goal of a PLF is to provide support in the classroom so that students learn from one another in addition to an expert instructor. PLF's are not only attending their assigned class regularly, but they also hold office hours where students are free to come with any questions they may have.

Who are the PLFs?

The PLFs are undergraduate students who carry with them a variety of academic and personal backgrounds. They come from rural New Mexico, from the neighborhoods of Albuquerque, across the country, and other parts of the world. They range from freshmen to seniors and, though most of them major in STEM areas, there are PLFs from the arts, humanities, life sciences, and pre-med, pre-pharmacy, nursing.

PLFs work 6-10 hours per week with tasks varying in consultation with instructors, including in-class work with student, and preparatory time under guidance from instructors. PLFs may review student in-class work and summarize problem points and misconceptions upon which instructors can then focus. PLFs receive intensive pre-semester training and complete 1-2 hours of training each week during the semester.

Why have PLFs in the classroom?

Having a PLF team in the classroom is a great way to support collaborative learning techniques within instructor's curriculum. PLFs help to build a community in the classroom, supporting students as peers who have met the same obstacles they now face. As qualified learners who have excelled in gateway STEM classes themselves, PLFs are also keen suppliers of classroom goals.

PLFs not only enrich the learning experience for students but also provide important resume enhancing, professional development opportunities for PLFs themselves. Recruiting PLF hires from under-represented groups adds the benefit of PLFs serving as role models to the students they assist.

Impact of the PLFs

History of PLF program and funding at UNM

PLFs were first used at UNM in 2009, the program expanded further with funding from the Walmart Minority Student Success Initiative administered by the Institute for Higher Education Policy in 2010-2011. A further expansion occurred during the Title V STEM GATEWAY grant from 2012-2017. Prior to STEM Gateway (beginning January 2012), the program was conceived by and administered from the Office of Support for Effective Teaching.

During the STEM GATEWAY period, about 3,000 students in about 40 sections were served by ~40 PLFs per year. PLFs were paid by the hour, attended a weekly training and serving as PLFs in a STEM course. ***STEM Gateway recommended institutionalization of the program, but attempts to do so failed due to lack of resources.*** When the program originated in 2009 it was funded by Title V Initiatives; the program existed for 7 years with funding from three different external grants. The transferring of funding between grant-to-grant had allowed the PLF program to survive 2009-2017 but the institutionalization of the Peer Learning Facilitator (PLF) program has yet to be established.

Between 2017 and today, PLF's have continued to be used in various limited capacities. Each of these models depend on either the availability of donor money and/or a source of support for multiple units.

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?

b. Please complete Budget Form C for non-SFRB income.

The primary non-SFRB source of funding for the College Enrichment Program comes in the form of Instruction & General (I&G) funding.

Upon initial review it will appear that all units across the university have received increased funding; however, that is not the case. For FY 2020 – 2021 the decision was made to move fringe benefits out of the Main Budget Office and back into individual departments. Departments are now responsible for budgeting their own fringe benefits costs. CEP did receive an increase in actual dollars, but we also absorbed a greater amount of fringe benefit costs that immediately negates any perceived increase.

Also, due to the current pandemic, enrollment, and the financial climate of the State of New Mexico, UNM is currently experiencing increase costs and budget shortfalls. Every area across the institution will share some of this burden and the budget cut CEP received for FY 2020 – 2021 amounts to \$34,433.

CEP also receives funds from private donors; however, those monies are reserved specifically for those individual program 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 and engagement within CEP comes in many different depths and breadths. Some students may be a member of one of our scholar cohorts and engage with us throughout their entire collegiate career, while others may only interact with us once through our Course Placement initiative. Our approach has been to not only dedicate valuable time to our direct targeted population, but to also continue to be a leader in innovation, campus partnerships, and collaboration across the university to impact current and future students across the board.

In any given year, CEP hires 18 undergraduate student employees, not including the 35 students that are hired during the summer who serve as New Student Orientation leaders. The breakdown is as follows:

- 4 Office assistants/Project Assistant
- 1 Chase Scholars Mentor
- 1 Daniels Scholars Mentor
- 2 Simon Scholars Mentors
- 2 LANL Scholars Mentors

- 2 Chase/Simon Foundation Mentor/Tutors
- 5 Peer Mentor/Tutors
- 1 Computer Technician
- 35 Orientation Leaders (Summer Only)

Each of these students and all students receiving our services play a major role in the decision-making process for our department. We make it a point to include students in the discussion to capture their perspective, as well as, as their assessment to ensure we are meeting their needs.

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 Face book, 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?

In all our processes we have explored opportunities for collaboration with other departments and Academic Units; in doing so, we've established stronger relationships and have taken on additional responsibilities to aid those Units and departments – all in an effort to better support our students.

Below is a brief overview of some of the collaborations CEP is a part of.

- New Student Orientation
 - This requires the coordination of a shared goal between multiple university divisions, dozens of offices / colleges, and hundreds of individuals.
- Course Placement / Accuplacer Testing
 - Academic Advisors, Testing Center, Enrollment Management.
- Academic Success Workshops (Probation Students)
 - Office of Advisement Strategies, Academic Colleges / Schools
- Scholar Cohorts / Scholarships
 - Los Alamos National Labs, Chase Energy, The Daniels Fund, Simons Charitable Foundation, Bernard Osher Foundation.
- Peer Mentoring / Peer Facilitators
 - Office of the Provost, University College, College of Arts & Sciences, Anderson School of Management
- Mock Finals / FAFSA Wednesdays
 - CAPS, Department of Mathematics, Department of Chemistry.

CEP has a reputation for having a willingness to support the University of New Mexico and all its stakeholders in any way possible. Also, each of our campus partners know that they can call on CEP staff whenever they need a helping hand.

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.

Please see attached Appendix for Data and Impact.

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

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

SFRB funding is being requested because this program provides direct benefit to the UNM general student population in terms of impactful support and positive role models in gateway classes that often prove barriers to student success. In addition, it seeks to provide a valuable opportunity for on-campus employment to a specific group of students (the PLFS themselves). Lastly, the program offers direct training allowing undergraduate PLFs to prepare to become successful graduate and professional students. This program has broad support across campus from the Provost's office, the College of Education and Student Services, and the additional requested support from the SFRB.

100% of fees awarded to this program will go back directly to UNM students in the form of student employment. In addition, support from the SFRB would considerably enhance the program's impact to maximize number of students and PLFs positively impacted.

*****Please note (additional information):**

For FY 2015-2016 the College Enrichment Program submitted an initial SFRB request to fund the First-Year Research Experience (FYRE). This request was to support the onboarding of incoming freshman students and was considered a continuation of CEP Orientation. At the time of the request, CEP Orientation and New Student Orientation were two unique programs, housed within two separate departments (CEP and the Dean of Students).

In March 2019, Interim Provost Wood decided to fully integrate the two orientation programs. This change has created new oversight and a new organizational layout for NSO and CEP. Since FYRE is a continuation of Orientation, our plan is to eventually have FYRE administered by New Student Orientation (NSO) and not the College Enrichment Program (CEP). This process is not quite complete.

As a result, the First-Year Research Experience (FYRE) and this Peer Learning Facilitator (PLF) request will be submitted by CEP; however, they should be viewed as totally different programs.

Appendix: Supporting data and history of PLF program at UNM

PLFs were first used at UNM in 2009, the program expanded further with funding from the Walmart Minority Student Success Initiative administered by the Institute for Higher Education Policy in 2010-2011. A further expansion occurred during the Title V STEM GATEWAY grant from 2012-2017. Prior to STEM Gateway (beginning January 2012), the program was conceived by and administered from the Office of Support for Effective Teaching. During the STEM GATEWAY period, about 3,000 students in about 40 sections were served by ~40 PLFs per year. PLFs were paid by the hour, attending a weekly training and serving as PLFs in a STEM course. STEM Gateway recommended institutionalization of the program, but attempts to do so failed due to lack of resources. When the program originated in 2009 it was funded by Title V Initiatives; the program existed for 7 years with funding from three different external grants without UNM institutionalization. A few instructors and one Department have continued use of PLFs based on either using scholarship money to create a fellowship (EPS), or creating a course which PLFs enroll in and then serve as a PLF as a practicum (Chemistry, Math and Stats). These models depend on either the availability of donor money, and/or a source of support for a GA to teach the course, which has been requested for each semester, first from the Office of Graduate Studies and currently by the Provost's Office.

92% of students in PLF-supported sections surveyed in Fall 2014-Spring 2015 believed "it was very important that they had a PLF in their course." Here are some representative comments:

"Having a PLF provides one-on-one learning opportunities that we wouldn't have if they weren't there."

"Sometimes they have a different way at looking at things than the professor does, which most times is helpful."

"I find the PLFs extremely helpful. Our teachers can only do so much, but the PLFs are a great alternative resource."

"It allows for a smaller, more interactive working/learning environment."

Table 1: STEM Gateway summary (from grant Annual reports) of data from ALL courses where at least 1 section employed PLFS. Disciplines include Biology, Math, Chemistry and Physics <https://stemgateway.unm.edu/data--impact/reports.html>

Grant year	% successful completion PLF supported class	% successful completion non-PLF supported class
2015	68	64
2014	69	64
2013	69	65
2012	69	62

In the 5th year of the grant, it was reported that 14/18 PLF sections showed higher completion rates than comparable sections without PLFs, but the overall percentage of successful completions for each group were not reported.

Fig 1. General Chemistry Performance on Common Final Exam in PLF versus non PLF sections from Fall 2013 to Fall 2016:

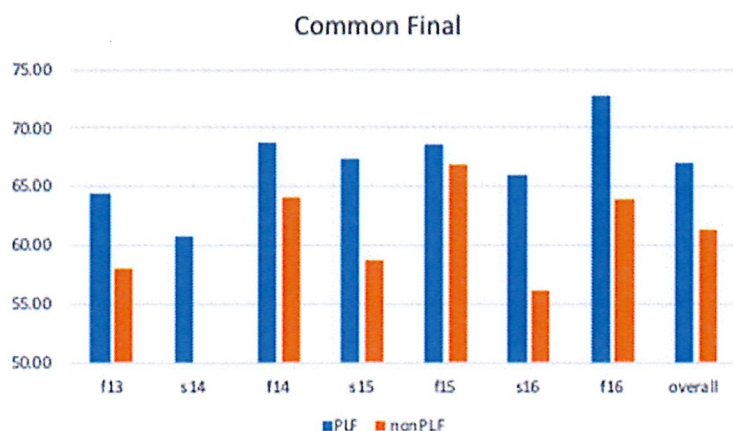


Fig. 2. General Chemistry Gains on Pre and Post Concept Inventory in PLF versus non PLF sections from Fall 2013 to Fall 2016:

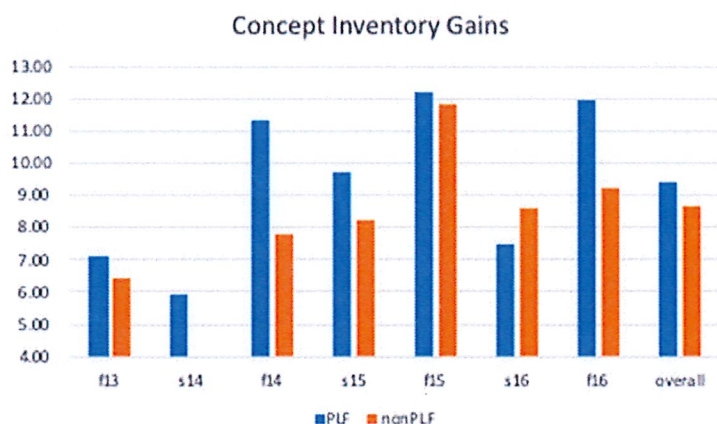
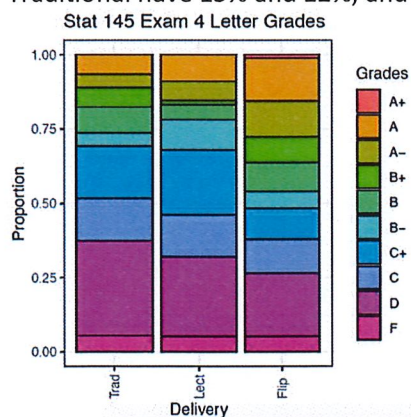


Fig 3. PLFs contribute to an improved grade distribution when comparing three teaching methods in Introduction to Statistics (STAT 145). The four Flipped sections incorporate active learning enabled by PLFs while the two control Lecture sections (also coordinated by Flipped coordinator) and roughly 20 Traditional lecture sections (coordinated by usual coordinator) do not have PLFs. PLF classes result in 28% 'A's while Lecture and Traditional have 15% and 12%, and As or Bs are 51% vs 31% and 31%.



References:

1. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415
2. Haak, D. C., HilleRisLambers, J., Pitre, E., & Freeman, S. (2011). Increased structure and active learning reduce the achievement gap in introductory biology. *Science*, 332(6034), 1213–6.

Form A

SFRB Funding Request Form

STUDENT FEE REVIEW BOARD
FISCAL YEAR 2021-2022

DEPARTMENT College Enrichment Program
VICE PRESIDENT Eliseo Torres

INDEX # 027000

	A	B	C	D	E	F
	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/DECREAS E REQUEST 2021 - 2022
1 Faculty salaries	-					-
2 Staff salaries	356,298.00	346,162		346,162		
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ 356,298.00	\$ 346,162.00	\$ -	\$ 346,162.00	\$ -	\$ -
4 Student (student employment & workstudy)	30,000.00	15,000		9,094	60,000	
5 GA, TA, RA - Pay and Benefits						
6 Fringe Benefits on Staff & Faculty salaries		119,639		119,639		
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 386,298.00	\$ 480,801.00	\$ -	\$ 474,895.00	\$ 60,000.00	\$ 60,000.00
						-
GENERAL EXPENSES						
8 3100 - Office Supplies Gener!	3,660.00	1,200		1,200		
9 3110 - Books Periodicals Gen	99.00	100		100		
10 3140 - Computer Software G!	135.00	50		50		
11 31C0 - Dues Memberships G!	893.00	1,000		1,000		
12 31J0 - Parking Permits Gen	1,243.00	1,400		1,400		
13 31K0 - Postage Gen	419.00	350		350		
14 31L0 - Printing Supplies Gen	136.00	1,500		1,500		
15 31N0 - Uniforms Apparel Gen	3,775.00	350		350		
16 3820 - Out Of State Travel G!	1,535.00	3,000		1,500		
17 38E0 - Vehicle Fuel Gen	70.00	150		150		
18 4060 - Scholarships Fellowshi!	23,000.00	21,000		1,000		
19 6000 - Telecom Charges Gen	2,970.00	2,970		2,970		
20 6020 - Long Distance Gen	134.00	300		300		
21 6060 - Voice Mail Box Gen	120.00	120		120		
22 6350 - Promotional Exp F&A !	345.00	500		500		
23 6370 - Printing/Copying/Bindi!	1,170.00	550		550		
24 63A0 - Conference Fees Gen	1,960.00	3,500		2,500		
25 63B0 - Rental Fees Gen	765.00	750		750		
26 63C0 - Copying Gen	2,827	2,000		2,000		
27 69Y0 - Professional Svcs F&!	60	60		60		
28 70A0 - Auto Repairs Mainten!	1,870	1,300		1,300		
29 70F0 - Equipment Rent Expe!	4,998	3,200		3,200		
80K0 - Banner Tax	325	500		500		
80K2 - Foundation Surcharge	1,894	2,858		2,253		-
32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ 54,403.00	\$ 48,708.00	\$ -	\$ 25,603.00	\$ -	\$ -
						-
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 440,701.00	\$ 529,509.00	\$ -	\$ 500,498.00	\$ 60,000.00	\$ 60,000.00

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) # 027000

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)	-	60,000	60,000
2	UNM Instruction & General (6% cut assumption for FY 22)	483,509	454,498	(29,011)
3	Private Donations			-
4	Fundraising/Foundation/Development			-
5	State Funding			-
6	Federal Funding			-
7	Grants (including federal and private)			-
8	Self-Generated Revenue (Copy Charges)	4,500	4,500	
9				-
10	If Other(s), please list below:			-
11	Chase Foundation (Program Specific)	-		-
12	Daniels Fund (Program Specific)	4,000	4,000	-
13	Los Alamos National Labs (Program Specific)	10,000	10,000	-
14	Simon Charitable Foundation (Program Specific)	5,000	5,000	-
15	Boundless Opportunity Scholarship (Program Specific)	22,500	22,500	-
16				-
17				-
18				-
19				-
20				
21				
22				
23				
24				
25				-
26				-
27				-
28				
29				-
30				-
	TOTAL OPERATING INCOME/REVENUE	\$ 529,509.00	\$ 560,498.00	\$ 30,989.00

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