

**Funding Application for
Fiscal Year 2022-2023**

Center for Academic Program Support at the Center for Teaching & Learning

Name of Unit

Dr. Aeron Haynie

Executive Director

Dean/Director

Title

MSC 05 3020

Campus Address

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Campus Phone

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Alternate Email Address

\$ 473,695.88

Total Amount Requested

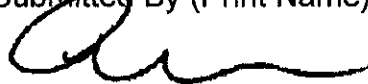
One-Time Funding Recurring Requesting Increase

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.

Aeron Haynie

Submitted By (Print Name)



September 10, 2021

Department Head Signature

Date

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

DUE DATE: September 10, 2021, at 11:59 PM

*Late applications will not be considered

Executive Summary

CAPS (within the Center for Teaching and Learning) is UNM's largest academic support program and its only accredited learning assistance center scope. In 2020-2021, a year of challenges and declining enrollment, CAPS **served 5,206 unique student users with 67,554 visits and 15,152.5 hours**. This marks our *highest ever number of visits*, in large part due to embedded tutors in fully remote courses and submissions to the Online Writing Lab. In addition, CAPS is one of the largest employers of students on campus, **employing approximately 65-110 student employees each semester**.

All of our SFRB funds go directly to student employees across our five programs, each of which are staffed by and serve UNM students: STEM Tutoring; Writing and Languages Center; Supplemental Instruction (SI); Learning Strategies Workshops; Online Learning Assistants (tutors embedded into online courses). Each program focuses on providing students with the academic support that will help them succeed in individual courses and with transferrable skills to help students throughout their entire academic and professional careers. CAPS is committed to access and equity: we provide anti-racist training for staff and student employees, we work to be accessible to students of all backgrounds, we provide peer learning that is culturally responsive, and we work to maintain diverse representation among staff and student employees. CAPS participates in 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. CAPS also offers programming across the campus to ensure that students can seek out CAPS services in spaces that align with their identities and where they feel most comfortable and supported.

CAPS is funded through a combination of I&G funding, SFRB support, and modest contributions from campus partners. **100% of the SFRB funding that CAPS receives goes to pay our student employees**. We have been able to maintain the excellent level of student support outlined above despite substantial cuts (\$144,000) to our I&G funding, partly through strategic cuts to low-demand times and subjects, through cuts to staff, and partly through one-time Higher Education Emergency Relief Funding. We do not anticipate receiving HEERF funds again next year: without these funds we will face a drastic cut to the number of students employees we can hire and to the services we provide to UNM students seeking academic help. **To be blunt, without an increase in SFRB funding we will be forced to cut the number of student employees in half, severely reducing our tutoring and learning support**. Therefore, we are asking for a **\$167,646 increase in SFRB funding** for the next academic year in order to offset the decrease in I&G funding. All of the funding that we receive from SFRB will go directly to student employee salaries. In addition, due to increasing requests for summer tutoring, we are asking for a **one-time funding request of \$20,602.88** for a summer tutoring pilot program. We would monitor usage during the summer and offer tutoring online.

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?

CAPS is UNM's only accredited learning assistance center and its largest academic support program; it 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, award-winning, full-service academic support program. CAPS is committed to a research-based, student-centered, and diverse culture of learning at UNM. In the 2020-2021 academic year, with remote learning and working, CAPS served *5,206 unique student users with 67,554 visits and 15,152.5 hours*. This marks our highest ever number of visits, in large part to embedded tutors in fully remote courses and submissions to the Online Writing Lab.

CAPS AY 20-21		
	Fall	Spring
Students	2982	2224
Visits	34298	33256
Hours	8422.8	6729.7

Our student user data show that students who use CAPS' student learning assistance have a higher GPA and are more likely to graduate. Not only does CAPS support students academically, but we are one of the largest employers of students on campus; **we employ between 65-110 student employees each semester**. CAPS student employees are nationally certified tutors through the College Reading and Learning Association (CRLA). CAPS doesn't just offer students a convenient on-campus job: we train our student employees in professionalization and facilitation skills through 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 UNM student support programs funded by the SFRB; funds granted in previous years have directly supported student success at UNM through programming that helps students navigate UNM curriculum, online learning, and develop transferrable academic skills. CAPS academic support programming directly supports key components of the UNM strategic plan. These include:

- Support timely degree completion by helping students develop tools and academic skills that promote belonging, persistence, and retention.
- Partner with the wider UNM community to offer support services at multiple campus locations, for branch campuses, and for New Mexican high schools to foster self-determined learners who are current and future Lobos

- Adapt student learning assistance through culturally relevant practices to meet the needs of UNM's unique student population.
- Serve as a state and national model for excellence in a peer-oriented learning assistance center within a culturally diverse university setting.

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 student 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 where they feel most comfortable and supported. CAPS has partnered 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 to help meet the needs of Hispanic, Native American, Black, woman-identified and international students.

As the flagship learning center for New Mexico, CAPS has a responsibility to provide innovative, research-based academic support programming that advances student learning that is inclusive of cultural and neuro diversity. 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 via in person and online modalities
- Writing and Languages Tutoring: writing support and language conversation groups via in person and online modalities
- Supplemental Instruction (SI): peer-led instruction outside the classroom in a collaborative learning setting that targets historically difficult courses
- Learning Strategies: study skills and metacognition support in group and individual settings
- Online Learning Assistants: embedded tutors assigned to fully remote courses who provide content support and online community building.

These programs are funded through a combination of I&G and SFRB funding. Our services focus on providing students with academic support, skills, and strategies that help students succeed in coursework, with each program serving different needs and using different collaborative learning approaches. We are committed to making continual improvements to our programming and services to ensure we are meeting learning outcomes and assessments. 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 return to campus in Fall 2021, we relied upon surveys to understand the concerns of student users and develop ways to address those concerns or adjust services to ameliorate concerns. Student user feedback each semester also provides valuable information on general satisfaction with our services and areas that require further development.

As we continue listening to students and making changes in response to hybrid learning, our efforts have focused on training our student employees in online best practices, building a sense of community for our student employees and student users in online spaces, and initiatives focused on creating equitable online learning. These projects include developing learning strategies workshops about online learning, hybrid time management strategies, and ensuring our services are delivered in both online and in person formats in equitable and engaging ways.

Like many other campus organizations, CAPS has cuts to our I&G budget, which we have responded to by reducing the number of tutors in STEM, writing, and languages and reducing hours of operation and (virtual) front desk staff. We will continue to adapt our services to a changing budget landscape.

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

CAPS had carry-forward of \$727.62. This amount has been earmarked for student salaries in FY22 and has been approved by the Provost's Office for this use.

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 requesting a funding increase for our overall student salaries and a one-time funding request for a summer tutoring pilot program.

CAPS is requesting a student salary funding increase of \$167,646: Within the past 5 years, CAPS has experienced continual budget reductions from both SFRB and I&G. This has resulted in a **reduction of student staff by almost half**, as well as a reduction of professional staff. With the move to remote learning during the pandemic, CAPS received additional funding support in

the combination of GEER grant funding for 10 additional tutors across all peer education programs, emergency funding from the SFRB, which brought our SFRB budget up to our initial ask of \$285,447, and additional HEERF funding to expand STEM tutoring and Supplemental Instruction. This funding was only for AY20-21 semesters, but it allowed us to maintain reasonable operations for high-need areas while also increasing student pay to the new minimum wage, which impacted the pay rate for all CAPS student employees. Our funding increase request of \$167,646 would allow us to maintain operations at our current level without having to make further reductions. However, without the additional support, we would have had to decrease our SI program by half and reduce STEM tutoring to only 5-6 hours per day. Additional SFRB funding would staff STEM tutoring for 11 hours per day and allow us to continue providing support for Accounting and upper-level Math and Physics, provide 5 Supplemental Instruction Leaders for Biology, Chemistry, and Math courses, a graduate assistant to work with our Data Manager on data tracking, entry, and analysis, and two additional Student Resource Representatives who staff our virtual and physical front desk for all CAPS services.

CAPS is requesting a one-time summer tutoring pilot program request of \$20,602.88: CAPS services close each summer, despite requests from students and faculty for ongoing tutoring. In the past summer, faculty members from the Chemistry Department attempted to secure funding for 3 tutors to support their summer courses but were unsuccessful. Upon review of summer course enrollments, we have identified 35 introductory and Gen Ed courses that our tutors could support, possibly impacting 2400 students. These courses range from STEM to FYEX (Chem 1215, 1225, 301, 302; Biol 1140, 2210, 2225; Math 1215, 1220, 1430; Engl 1120, 2210; Phil 1115, 1120; FYEX 1110). We are requesting a one-time funding request of \$20,602.88 to support 3 Chem/Bio tutors, 2 Math/Stats tutors, 4 writing tutors, and 1 Learning Strategist (the LS would work with FYEX courses). The pilot program will allow us to gauge interest and track usage of summer services to determine if it is a viable long-term option.

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.

This fiscal year, the total CAPS budget is \$1,037,012.34. Last fiscal year (FY20-21), we spent \$557,010.62 on student salaries. This fiscal year, CAPS has the following non-SFRB sources of funding:

- I&G: \$751,565.34 (operational expenses, professional staff salaries, and student salaries)
- Extended Learning: \$125,000 (to provide online support through a collaboration with UNM Academic Technologies and Digital Learning at CTL)
- BA/MD program: \$23,575.90 (Supplemental Instruction sections for core courses on the pre-medical track. These services are open to all UNM students.)
- GEER Funding: \$35,200 (10 tutors across all peer education programs)
- HEERF: \$101,756 (STEM tutors and Supplemental Instruction Leaders)

A combination of circumstances has impacted our budget, including reductions to I&G, one-time pandemic support that is not recurring, and necessary increases to minimum wage. The result is a reduction of student staff by nearly half (from 110 student employees to 61), with far fewer Online Learning Assistants, Supplemental Instruction Leaders, STEM tutors, and Student Resource Representatives. In addition to these cutbacks, we have decreased hours of operation in the morning and evenings and eliminated our pre-semester training of student employees.

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 **61 student employees** in the following positions: Student Resource Representatives who staff our virtual/physical front desk, STEM tutors who offer in person and online support, Writing and Language tutors who offer in person and online support as well as manage the Online Writing Lab, SI leaders who are embedded in historically difficult courses, Learning Strategists who provide metacognition workshops and consultations for students on probation, Online Learning Assistants who are tutors embedded in fully online courses, Data support who help maintain our data collection, entry, and analysis, and Assistant Coordinators who are graduate students who help supervise the different teams. Of our student staff, 55 are undergraduates and 6 are graduate students. In fiscal year 2020-2021, CAPS spent 45% of our total budget (SFRB & I&G combined) on student salaries. 100% of SFRB funds are used 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 in several significant ways:

- Student employees participate in our decision-making processes. We base programming changes and improvements on the input of student employees and feedback from student users that we collect via semester surveys.
- Our 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 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 according to the requirements of the CRLA program, we provide ongoing development training to all our employees. In addition to discipline-specific training in the subjects in which students tutor, 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.

- Each spring, our Center holds a conference featuring original research of our student employees alongside presentations from staff and faculty. The CTL Conference is an opportunity for our students to practice important presentation skills in a low-stakes environment while also receiving feedback and encouragement from their peers.
- 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 know about our 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 2020-2021 academic year, CAPS supported over 800 courses and saw students from 175 different majors and pre-majors.**

To maintain visibility with incoming students, CAPS plays an important role in New Student Orientation, Transfer Student Orientation, and International Student Orientation. Through these sessions, we demonstrate to students how utilizing CAPS can help them with 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 transfer students can receive the same levels of academic support. Through these efforts, we have had over 600 hundred students sign up each semester for our new mailing list through their NSO sessions. Our new mailing list (CAPS-L) provides weekly information for students, staff, and faculty regarding hours of operation, workshops, job openings, and helpful reminders of our services. Through these efforts, we have seen increases in the number of freshmen who use our services, making them the most served population:

CAPS AY 20-21 Percent of Total Population Served		
	Fall	Spring
1 st year, 1 st semester Freshmen	37.2%	22.9%
1 st year, 2 nd semester Freshmen	36.1%	52.5%
Sophomore, 2 nd year	27.1%	27.1%
Junior, 3 rd year	14.7%	13.9%
Senior, 4 th year	7.8%	7.2%

Our ongoing efforts are focused on impacting freshmen and providing support and services that help them persist in their degree programs while also becoming frequent users of our services over the span of their years at UNM. This includes messaging that resonates with

advanced undergraduates and services that focus on skills juniors and seniors must develop and hone for future careers or graduate school.

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, 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. The CAPS-L listserv compiles all social media posts and service-related updates into one weekly email so that students can quickly have access to information. In the past year, the listserv has grown to 1,797 subscribers.

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. 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. While the OLC was once staffed only during evenings and on Sundays, tutors are now available all throughout the day, evenings, and on Sundays. Based upon feedback from student users who valued and requested continued online support even after the return to campus in Fall 2021, this change that was adopted during remote learning will continue as part of our regular services. The OLC represents a significant increase in the accessibility of CAPS services to all UNM students.

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. One factor that impacts student usage is the barriers or obstacles students may face when needing or asking for help is the stigma that tutoring is remedial. Through our messaging, presentations, and workshops, we hope to show that asking for help, seeking out resources, and using tutoring is a part of everyone's educational process and college is a time when one is supposed to challenge oneself and learn new skills and information. To lessen the obstacles students may experience, we have begun working with faculty more closely to embed our services in their courses, thereby eliminating the need for students to opt into our services. Embedding Learning Strategies workshops, tutors, and CAPS-produced resources positions academic support as a part of the curriculum design, rather than an additional task for students. We will continue to explore faculty pathways to position our services closer to students, which includes ongoing work with Chemistry, Navajo, and FYEX, and identifying other faculty partners.

In addition to our social media, increased online services, and faculty outreach, CAPS partners with the resource centers to reach students in spaces that affirm their identity and cultural communities. Centers such as El Centro de la Raza, African American Student Services, and American Indian Student Services have continued as partners to provide locations for tutoring services.

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 Online Learning Assistants and Supplemental Instruction Leaders in online courses. Our goal is to increase student engagement with course content through the Learn platform. 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 ethnic center spaces.
- **Engineering Student Services** to provide CAPS tutors for mock exams and test reviews, and to tutor courses not already covered by ESS tutors.
- **Arts & Sciences Advising** to provide 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. Online and in-person options will continue.
- **BA/MD Program** in which CAPS provides Supplemental Instruction sessions and tutoring for the core classes of the BA/MD program.
- 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.
- **FYEX** to offer Learning Strategies workshops and feedback for students on writing assignments through the Online Writing Lab
- **Taos High School** to offer monthly Learning Strategies workshops for students preparing for college

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 UNM Data Dashboards and Official Reporting Data files housed by OIA. Between these combined sources, CAPS is able to compile pertinent information to evaluate our impact 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 these 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.

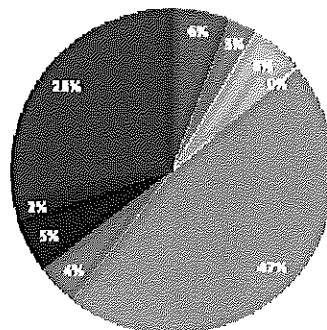
Every CAPS service we offer directly supports and improves student learning at the University of New Mexico. We continually examine what we do well and how we can improve to ensure that all undergraduate students receive equitable, high-quality academic support when they come to CAPS. Despite changes to student learning in response to COVID19, CAPS quickly adapted services and we were able to maintain robust academic support. As with other departments on campus, budget reductions have negatively affected our services in terms of the number of tutors we can hire, the number of subjects or classes we support, and hours of operation. Even so, CAPS has been resourceful and innovative in implementing programming and we have used our usage data to reduce services and offerings in ways that do not impact times of highest utilization.

While there is a sense that COVID19 interrupted the past year, our data and feedback from users shows that CAPS services have a direct impact on student experience at UNM. **For the most recent cohort, our data shows that 63% 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.**

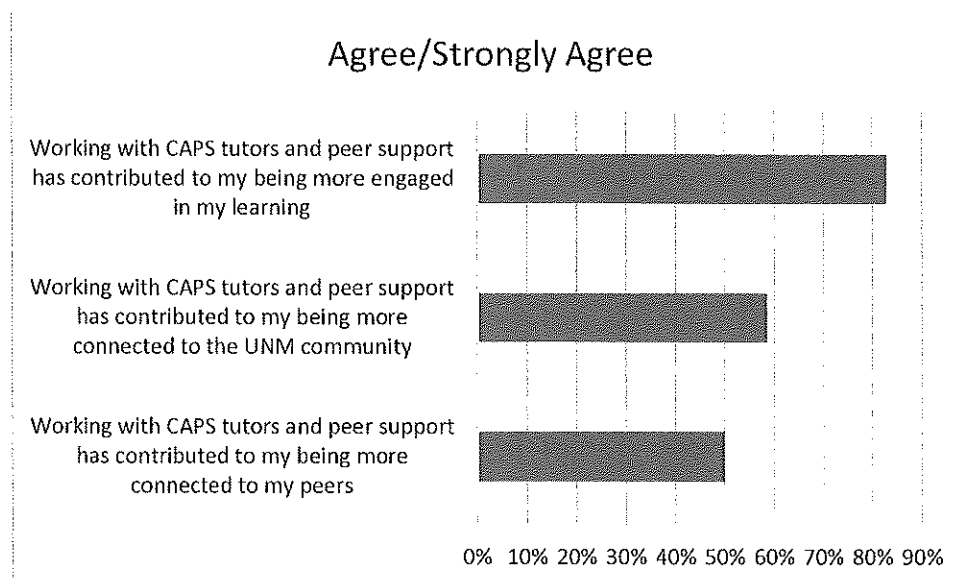
CAPS values-based organization, with equity being one of our 7 values. For CAPS, equity means acknowledging that the university was not designed for everyone, and so our job is to foster and enact inclusive pedagogies, challenge preconceptions of strengths and weaknesses, and educate ourselves on the 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.

RACIAL/ETHNIC DEMOGRAPHICS OF STUDENT USERS

- American Indian
- African American/Black
- Asian
- Hawaiian/Pacific Islander
- Hispanic
- Nonresident alien
- Unknown/Not Provided
- Two or More
- White



Student feedback plays a key role in decision-making and evaluation of our programs' effectiveness. In our most recent student user survey, respondents expressed that working with a CAPS tutor positively contributed to their learning and sense of connectedness.



Comments from student user survey:

“I used CAPS during the semester for writing. The tutor was phenomenal. Provided excellent feedback that elevated my writing.”

“[The Online Learning Assistant] from my Chem 1225 class was an amazing resource this semester. I went to many of her sessions and always walked away with a better understanding of the material. I do not think I would have maintained the grade I did without her sessions.”

“[The Online Learning Assistant] from CAPS played a major role in my success in this class. Her dedication and time to supporting everyone in an educational and creative way is above and beyond any other TA/ support program that I have worked with.”

“CAPS has been critical for my classes this semester, and I absolutely want continued online support through CAPS!”

“I have had a very positive experience with CAPS. It helped me immensely in my classes.”

“I had a great encounter with the OWL [Online Writing Lab]. Was very surprised with the quick response. Gentleman was very knowledgeable and very supportive. Great experience with the service. Better than any of my other encounters with the University. He deserves a big thank you!!!”

FORM A: FUNDING REQUEST FORM

FORM A
FUNDING REQUEST FORM

DEPARTMENT Center for Teaching and Learning (CAP)
VICE PRESIDENT James Halloway
INDEX # 521008

FISCAL YEAR 2022-2023

A B C D E F

	ORGANIZATION OPERATING BUDGET 2020-2021	TOTAL BUDGET 2021 - 2022 (not including SFRB)	SFRB BUDGET 2021 - 2022	TOTAL BUDGET 2022 - 2023 (not including SFRB)	SFRB BUDGET REQUESTED 2022-2023	SFRB FUNDING INCREASE/DECREASE REQUEST 2022 - 2023
DESCRIPTION						
1 Faculty salaries	-	47,664		-		-
2 Staff salaries		387,855				
3 SUBTOTAL NON-STUDENT SALARIES (Line 1+2)	\$ -	\$ 435,519.81	\$ -	\$ -	\$ -	\$ -
4 Student (student employment & workstudy)	193,851.00	114,553	186,108		337,826	151,718
5 GA, TA, RA - Pay and Benefits	91,596.00	10,000	97,889		113,817	15,928
6 Fringe Benefits on Staff & Faculty salaries		168,588				
7 TOTAL COMPENSATION (Lines 3 - 6)	\$ 285,447.00	\$ 728,660.81	\$ 283,997.00	\$ -	\$ 451,643.00	\$ 167,646.00
GENERAL EXPENSES						
8 Foundation Surcharge (1%)		3,736	1,200		1,200	
9 Fringe Benefits for Student Employment		687	250		250	
10 Workstation Management and UCAM Webmanagement		18,482				
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32 TOTAL GENERAL EXPENSES (Line 8 - 30)	\$ -	\$ 22,904.53	\$ 1,450.00	\$ -	\$ 1,450.00	\$ -
34 GRAND TOTAL EXPENSES (Line 7+32)	\$ 285,447.00	\$ 751,565.34	\$ 285,447.00	\$ -	\$ 453,093.00	\$ 167,646.00

Form B: SFRB One-Time Funding Request Form



Use this form ONLY if you are requesting ONE-TIME funding

DEPARTMENT Center for Teaching and Learning (CAPS)
 VICE PRESIDENT James Halloway
 INDEX # 521008

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2022-2023

Budget for SFRB Funding ONE-TIME Request

		I	J
	DESCRIPTION	2021-2022 One-Time Request	2021-2022 One-Time Allocation
1	Summer Pilot Program	\$ -	\$ -
2			20,603
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17	TOTAL One-Time funding (Line 1 thru Line 6)	\$ -	\$ 20,603

*The narrative response to question #4 must reflect this information



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

DEPARTMENT Center for Teaching and Learning (CAPS)
 VICE PRESIDENT James Halloway
 INDEX(es) # 521008

STUDENT FEE REVIEW BOARD
 FISCAL YEAR 2022-2023

FUNDING SOURCE	2021-2022 BUDGET	2022-2023 FORECASTED BUDGET	Funding Increase Request for 2022-2023
1 Student Fee Review Board (SFRB)	285,447	453,093	167,646
2 UNM Instruction & General	751,565	-	-
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	23,576	-	-
12 Extending Learning	125,000	-	-
13			-
14 GEER Funding (10 Tutors @ \$35,200)	35,200	-	-
15 HEERFS	101,756	-	-
16			-
17			-
18			-
19			-
20			-
21			-
22			-
23			-
24			-
25			-
26			-
27			-
28			-
29			-
30			-
TOTAL OPERATING INCOME/REVENUE	\$ 1,322,544.34	\$ 453,093.00	\$ 167,646.00

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