

Annual Report 2015-2016

The Center for Academic Program Support (CAPS), UNM's learning assistance center, focuses on undergraduate learning by providing opportunities for academic conversations in which students engage CAPS peer tutors and UNM faculty in critical thinking throughout their educational careers. Tutoring interactions span a variety of formats and learning environments to meet individual student needs. CAPS helps both student users and CAPS student employees develop diverse strategies and skills to achieve their academic and professional goals.

CAPS services are highly utilized

CAPS usage has increased rapidly over the last several years, far outpacing the average 2% main campus enrollment growth. In FY15-16, main campus enrollment decreased but CAPS saw the most unique students in its history.

FY	Undergraduate Enrollment*	Visits	Contact Hours	Unique Students
2011-2012	20,936	38,820	48,043.1	5,774
2012-2013	21,008	46,949	60,901.2	6,412
2013-2014	20,844	39,396	49,998.7	6,059
2014-2015	20,251	34,864	47,185.2	6,102
2015-2016	19,886	47,068	60,357	7,015

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

CAPS users come from a variety of academic backgrounds. The table below shows the percent of students from declared majors* for which more than 30 percent used CAPS in 2015-2016 (fall, spring semesters).

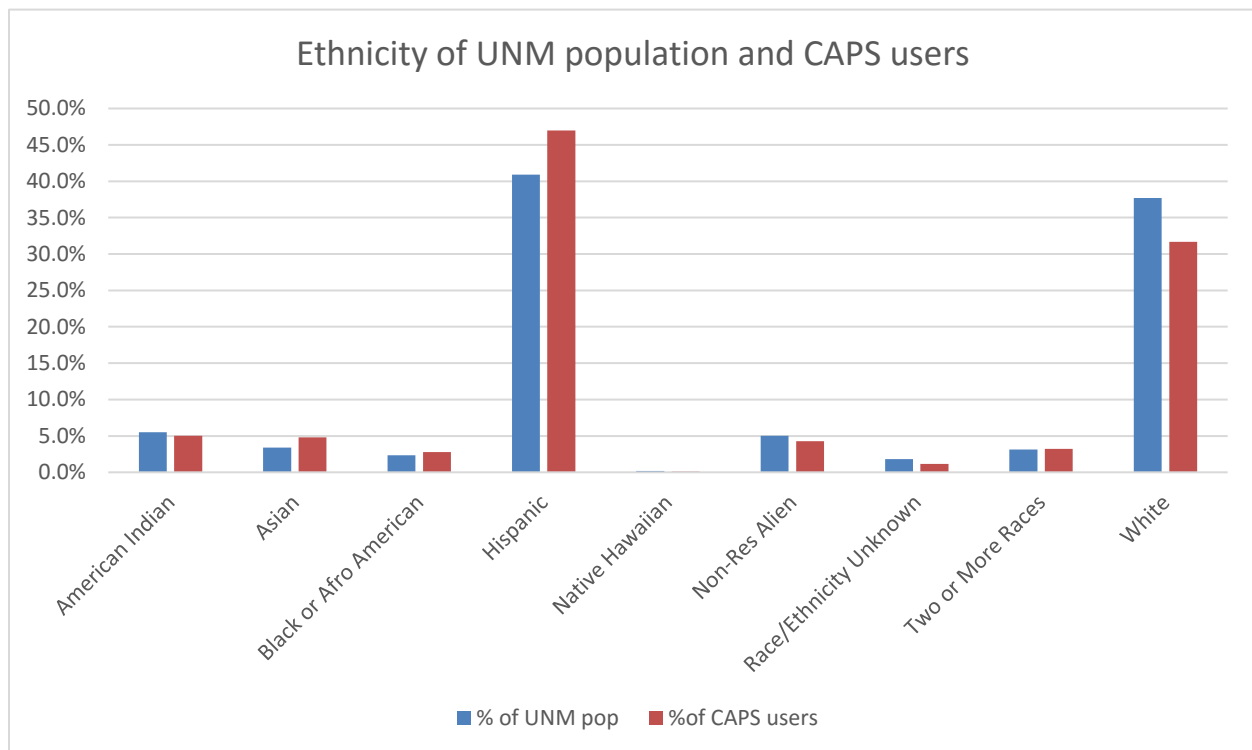
MAJOR	% Who use CAPS	MAJOR	% Who use CAPS
Health, Medicine & Human Values	85.7%	Medical Lab Sciences	40.5%
Biochemistry	55.3%	Environmental Science	40.4%
International Studies	52.9%	Chemistry	37.6%
Nutrition/Dietetics	50.7%	Emergency Med. Services	37.6%
Physics & Astrophysics	50.0%	Exercise Science	34.1%
Biology	48.8%	Mathematics	33.8%
General Engineering	48.0%	Pre-Design for Perform	33.3%
Languages	43.8%	Criminology	32.4%
Undecided	43.0%	Speech & Hearing Science	32.2%
Athletic Training	41.3%	Native American Studies	30.4%

*Source: ORD Enrollment Management Files, CAPS usage data
 with at least 15 students

CAPS users come from a diverse demographic background that reflects UNM’s student population. The figures below show the gender, ethnic, and class-level breakdowns of CAPS users versus total student population for the 2015-2016 academic year (fall, spring semesters).

GENDER	Non-Users	CAPS Users	Total	%who use CAPS	%of CAPS users
Female	12,294	4,038	16,332	24.7%	57.6%
Male	10,359	2,977	13,336	22.3%	42.4%
Total	22,653	7,015	29,668	23.6%	100.0%

Source: ORD Enrollment Management Files, CAPS usage data
 Note: Graduate students are included here, so percentage use reflects total UNM population, not just undergraduates



Source: ORD Enrollment Management Files, CAPS usage data

CLASS LEVEL	Non-Users		CAPS Users		%who use CAPS	%of CAPS users
	Count	Mean Age	Count	Mean Age		
Freshman	1,466	19.6	1,333	19.2	47.6%	19.0%
Sophomore	2,190	22.0	1,663	21.1	43.2%	23.7%
Junior	3,354	24.9	1,540	23.4	31.5%	22.0%
Senior	7,283	28.4	2,086	27.4	22.3%	29.7%
Graduate	5,051	34.0	112	32.7	2.2%	1.6%
Professional	1,307	29.2	26	28.2	2.0%	0.4%
Non-degree, UG	331	27.8	100	22.9	23.2%	1.4%
Non-degree, Grad	1,101	41.6	104	40.5	8.6%	1.5%
Non-degree, HS	568	17.5	51	17.7	8.2%	0.7%
Total	22,651		7,015		23.6%	100.0%

Source: ORD Enrollment Management Files, CAPS usage data
 *Some students did not have age data, and are therefore excluded here

CAPS services are highly regarded

- In student surveys from Spring 2016:
 - 90% of students felt that front desk employees set a positive tone for the visit
 - 93% of users would return to CAPS for future assistance
 - Across services, 86% developed deeper content understanding and/or strategies for success as a direct result of using CAPS
- 65% of students who use CAPS once return to do so at least a second time

CAPS aids in retention and academic success

- CAPS strives to measure the direct impact that tutoring services have on student grades. A regression was run for first-time, full-time freshmen in the 2014-2015 academic year that aimed to predict first-semester UNM GPA, controlling for high school GPA/credits, ACT score, gender, residency, age, ethnicity, semester credit hours, required skills courses, and CAPS use. The results show that all else equal, **a CAPS user had a GPA .31 points higher** than a non-CAPS user ($p < .01$).
- For the 2014 freshman cohort, 3rd semester retention was **79.3% overall but 86.4% for CAPS users**.
- For the 2010 cohort, the 6-year graduation rate was **44.4% overall but 58.0% for CAPS users**.

CAPS personnel is highly trained and nationally recognized

- Professional staff: 14 members; during 2015-2016 presented at 5 conferences, memberships in 10 national professional organizations
- Student employees: CAPS certifies all of its tutors through the College Reading and Learning Association. In Fall 2015:
 - 47 students received Level I (Regular) certification, reflecting their completion of 43.5 to 46.5 hours of training.
 - 31 students received Level II (Advanced) certification, reflecting their completion of 32.5 hours of training beyond Level I.
 - 22 students received Level III (Master) certification, reflecting their completion of 32.5 hours of training beyond Level II.
 - 17 students continued with training beyond the Master certification level.
 - 20 student receptionists and tech team members supported CAPS operations.
 - 14 student managers took a leadership role within CAPS programs.
 - 5 graduate Assistant Coordinators facilitated the CAPS program operations.

Significant developments this year

- Increase in students served was made possible by sustained growth of our tutoring staff of student employees with SFRB funds. CTL has over 150 student employees.
- Opened a new location in the LGBTQ resource center and added tutoring evening services to Zimmerman (6-9pm)
- Improved foreign language conversation group services. In Fall 2015, 720 students attended conversation groups a total of 1,681 visits (an increase from Fall 2014 of 199 students with 720 visits).
- Campus partnerships have improved the reach and impact of academic support services
 - In-class workshops for all UNIV 101 and 102
 - Biology 201 students participated in Study Skills workshops
 - Arts and Sciences advising partnership that allowed us to provide individual support for probation students
 - Get Published Now: new workshop series created by CTL and STEM Collab
 - CELAC partnership allowed us to create Korean conversation groups
- Participated in Summer Stretch and ethnic center Bridge programs for incoming students
 - Conducted in-class workshops for English stretch
 - Provided academic support for African American Student Services
 - Provided academic support for American Indian Student Services
- Improved academic support services with Athletics at the Student Support and Services Center. Format changes improved attendance by 42% in Fall 2015.
- Created a new and improved Online Learning Center, that makes online tutoring more accessible for UNM students
- Developed Math Refresh; study and review materials designed for incoming students taking Math placement testing
- Incorporated Peer Learning Facilitators (PLF) into sixteen CTL student trainings
- Partnered with Albuquerque Public Schools and AVID programs to continue math tutoring services for local high school students
- Participated in 1st Institutional Assessment Days program
- New marketing and outreach campaign
- Organized and participated in the Graduate Student Success Conference

Future plans

- Use the new merged organization, the Center for Teaching and Learning, to improve collaboration with faculty and develop strategies for student success that apply in the learning center as well as the classroom
- Focus on marketing and branding the Online Learning Center as a distinct service
- Collaborate with campus partners to offer Learning Strategies workshops and appointments as a “first-step” in students’ use of CAPS and learning assistance
- Redesign training for CAPS student employees to meet their needs and address feedback regarding usefulness of sessions/topics