

2015-2016 CUE FUNDING REPORT TEMPLATE
Reports Due July 15, 2016
Submit electronically to zhanna.kushmakova@cuny.edu

Note: The purposes of this report are to specify institutional priorities for CUE funding, document CUE-funded activities, and report on progress towards goals and challenges related to CUE-funded activities. This report is not intended to provide a comprehensive account of undergraduate priorities, high impact practices or progress toward particular institutional goals, other than those established specifically for CUE-funded activities.

COLLEGE: York College

REPORT SUBMITTED BY: Cynthia R. Haller, OAA Faculty Fellow and Professor of English

DATE SUBMITTED: July 18, 2016

ENROLLMENT DATA (source: OIRA 2015-2016 Preliminary PMP)

	Fall 2013	Fall 2014	Fall 2015
Undergraduate enrollment (headcount)	8,261	8,438	8,446
Undergraduate enrollment (FTE)	5,901	5,961	5,988

PERSISTENCE/BASIC SKILLS DATA (source: OIRA 2015-2016 Preliminary PMP)

	Entering Class of Fall 2012	Entering Class of Fall 2013	Entering Class of Fall 2014
One-year retention rate (baccalaureate programs)	74.1%	76.7%	73.6%

GRADUATION DATA (source: OIRA 2015-2016 Preliminary PMP)

	Entering Class of Fall 2007	Entering Class of Fall 2008	Entering Class of Fall 2009
Six-year graduation rate (baccalaureate programs, institution rate)	26.2%	29.0%	26.7%

I. CUE BUDGET REPORT

Please fill out and submit the attached Excel spreadsheet and enter summary data from the spreadsheet for each area below. Note that we are requesting totals for Non-CUE funds that were allocated in each area here and not in the budget spreadsheet.

TOTAL 2014-2015 CUE ALLOCATION: \$388,707 (source: OAA)

Goal #1 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Instruction (direct instruction only)	\$ 105,694	\$ -	\$ -	\$ -	\$ -	\$ -
Tutoring (actual tutoring only)	\$ 23,310.40	\$ -	\$ -	\$ -	\$ -	\$ -
Training/Development/Support	\$ 25,320.00	\$ 11,812.00	\$ -	\$ -	\$ -	\$ -
Goal #1 Total	\$ 154,325.08	\$ 11,812.00	\$ 166,137.08	\$ -	\$ -	\$ -

** Please include totals for funds other than CUE that were allocated to support these initiatives

Goal #2 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
First-Year Initiatives	\$ 4,301.71	\$ -	\$ -	\$ -	\$ -	\$ -
Student Success Initiatives	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Goal #2 Total	\$ 4,301.71	\$ -	\$ 4,301.71	\$ -	\$ -	\$ -

** Please include funds other than CUE that were allocated to support these initiatives

Goal #3 Summary	CUE Allocation			Non-CUE funds Allocated**		
	PS	OTPS	Total	PS	OTPS	Total
Academic Support Services and Initiatives	\$ 30,112.60	\$ -	\$ -	\$ -	\$ -	\$ -
Tutoring & Supplemental Instruction	\$ 142,096.94	\$ -	\$ -	\$ -	\$ -	\$ -
Goal #3 Total	\$ 172,209.54	\$ 2,006.00	\$ 174,215.54	\$ -	\$ -	\$ -

** Please include funds other than CUE that were allocated to support these initiatives

II. Report on Outcomes for 2015-2016 CUE FUNDING GOALS

The annual goals and evidence you submitted are listed in the columns. Please briefly report on the outcomes of each goal and if it was met-- based on the evidence you proposed in your goal submission document-- in the column on the right. (Please refer to your goal submission document to review the evidence you cited)

OAA PRIORITY AREA I: Immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation. Community colleges must include a goal to expand participation in USIP by at least ten percent.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<i>2015-16 PMP Goals and Metrics, York College</i> University Goal 3 "Ensure that students make timely progress toward degree completion"	Summer/Winter Immersion Program Enhance students' early successful completion of entry exams by maintenance of pre-summer Immersion offerings. In summer 2015, 241 unduplicated students studied in pre-summer.	Number of unduplicated students in pre-summer 2016	Based on the projected number, there will be an increase of nearly 4 percent in the number of students enrolled in workshops from pre-summer 2015 to pre-summer 2016.
	Increase number of students studying in online math workshops by 5 percent. In summer 2015, 157 instructional seats (as of June 30) were used for online math workshops.	Number of online math workshop enrollments/ instructional seats.	The goal of increasing enrollments by 5 percent was met.
<i>2015-16 PMP Prospective Goals and Metrics, York College</i> University Goal 3, Measure 3 Increase 1-yr. retention rate to 77% Specific Strategy: Increase STEM Summer of Excellence Program (SEP) enrollments	Enhance student success in first-year STEM gateway courses through addition of biology and physics mini-courses in Striving for Excellence Program (SEP) curriculum for Summer 2016 (Chemistry was added in Summer 2015 with enrollment target of 45 students)	Number of new chemistry, bio, and physics SEP courses offered and number of students enrolled in the mini-courses; comparative 2015-2016 pass rates in gateway biology, physics, and chemistry courses.	The numbers of students enrolling in our Striving for Excellence Program (SEP) has increased from 79 in chemistry in 2015 to a projected 170 students in chemistry, physics, and biology, as well as an additional 77 students in math workshops in 2016.
<i>2015-16 PMP Prospective Goals and Metrics, York College</i> University Goal 3 "Ensure that students make timely progress toward degree completion" Specific Strategy	SEEK Increase pass rate of SEEK students that need to pass the Math workshop and CEAFE exam with a combined score of 70 or better.	Pass rates on Math and CEAFE exams. The target is that 80% of the students that need to pass the workshop and CEAFE will successfully do so by the end of the pre-freshman summer program	The outcome for this goal was achieved. Once the summer program concluded, 94.5% of the 2015 cohort passed the CAEFE exam and math workshop, compared to 78% of the 2014 cohort by the

Help SEEK students achieve a 75% passing rate for gateway courses		Baseline indicator will measure those students who have less than a 40 on the ACT Math One and/or less than 45 on the ACT Math Two.	end of the 2014 summer program. A higher pass rate allowed the program to reduce the number of Math 102 sections for the fall 2015 semester and allow more students to register for a math course associated with Pathways.
	Enhance the reading comprehension and writing skills of incoming Freshmen in the SEEK Program.	Grades on pre- and post-essays. Baseline measurement will be ascertained from essays graded pre- and post summer program. Students will be measured by their ability to improve their writing skills, as measured by a B or better on pre- and post-essays.	The outcome of this goal was achieved by 89% of the 2015 enrichment group. The passing rate of students with a B or higher was 68% for their initial writing assignment. After working with our English supplemental instructor, writing tutors there was a 21% increase in the number of students who earned a B or higher on the final paper. The 89% is a 4.8% increase as compared to the 2014 cohort of 84.2%
	Improve the pass rate of students that need to complete the Reading and Writing portion of the ACT exam.	Pass rates on reading-writing portion of the ACT. The target is that 85% of the students that need to pass will successfully do so by the end of the pre-freshman summer program. Baseline indicators are those students who have less than a 70 on the ACT Reading exam, and less than a 56 on the Writing portion of the exam.	The outcome of this goal was achieved. By the end of the summer program, 99% of the students passed the reading and writing portion of the exam, compared to 83% of the 2014 cohort by the end of summer 2014.

OAA PRIORITY AREA II: First-year programs with the broad goal of improving first-to-second year retention rates for both native and transfer students.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<i>2015-16 PMP Goals and Metrics, York College University Goal 5, "Improve Student Satisfaction with Academic Support and Student Support Services"</i> <u>Specific Strategy</u> Expand the Undergraduate	Fellows Program Train Undergraduate Fellows in SD 110 courses to create at least one specific class activity module to collaborate with the instructors to improve Fellows' engagement in	Each fellow will produce one PowerPoint presentation in class. The outcome will be assessed by surveying the instructors, fellows, and students about their effectiveness.	All Undergraduate Fellows worked with the respective teaching staff to create a class activity module and presented to the class (e.g., discussion on how to choose a major and how to how to secure an internship).

Fellow Program (student mentoring)	class and collaboration with the instructors.		Eighty-three percent (83%) of students reported their Fellows provided them with appropriate and helpful information about their experience at York College.
	Increase participation in the student survey assessment of the Fellows program, measuring learning outcomes, from 58% to 65% of students.	Increase in response rates on student survey assessment from 58% to 65% of students	The goal was met. Out of 131 students, 99 students participated in the assessment, resulting in a 76% response rate. Of students surveyed: 75% reported that they learned effective study skills; 83% reported that SD110 provided them with opportunities to connect with other students; 70% reported that SD110 was helpful with adjusting to college life at York; 83% reported having learned skills in the SD course that helped them in their other courses; 66% reported that they felt comfortable talking to the SD Fellows about their academic and personal experiences.
	Complete necessary steps to obtain the approval of the SD110 (Success in College) course as a required course for the first year students.	Formative evaluation of the approval process.	A task group was formed. SD110 course syllabus was revised to meet the guidelines from the National Leadership Council for Liberal Education & America's Promise. A proposal will be submitted to College Curriculum Committee in Fall 2016 to make SD110 a required course for all students.
<p><i>2015-16 PMP Prospective Goals and Metrics, York College</i> <u>University Goal 3, Measure 3</u> Increase 1-yr. retention rate to 77%</p>	<p>Common Reading Program Increase first-year student engagement through common reading program</p>	<p>First-second year retention rates of participants in first-year common reading program.</p>	<p>The common-reader program was funded from sources other than CUE in AY 2015-2016. However, we did create a common-reader program, funded through other sources. Next year, we expect to allocate CUE funds to the program (see narrative goals for 2016-2017).</p>

OAA PRIORITY AREA III: Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.

Institutional Mission Program Goal	Key Activities/ Goals	Measurables/Evidence	Outcomes/ Use of Results
<p>2015-16 PMP Goals and Metrics, York College University Goal 5, "Improve Student Satisfaction with Academic Support and Student Support Services"</p> <p>York College Strategic Plan, 2010-2020 Goal 2 "Integrate student support services throughout all stages of student life to ensure student success at York College/CUNY"</p>	<p>Academic Achievement Center Increase percentage of students attending tutoring</p>	<p>Data Collection of tutoring attendance, both head count and number of sessions</p>	<p>The Center recorded 3,461 tutoring sessions during academic year 2015-2016 with the majority of sessions in Accounting 541, Spanish 328, and ESL 159.</p> <p>This is a significant decrease in the 7,861 sessions reported for 2014-2015; however, recorded session numbers for 2015-2016 may be artificially low compared to the previous year, as the Center's electronic sign-in system was down several times in Fall. Additionally, session counting methods may account for some of the difference. This year's session count includes only individual tutoring sessions, with group workshops accounted for separately; whereas the previous year, the former Director, now retired, may have incorporated each student's attendance at group workshops into the session count.</p> <p>Use of results: The Center will continue to use the same session counting method used this year for future years to regularize the data for better year-to-year comparisons. Also, in January 2016, the Center switched its electronic data collection system to WC Online, a more reliable system provided by an external vendor.</p>

<p>Tutoring Task Force Report, Spring 2015, recommendation</p>	<p>Coordinate York's STEM departmental tutoring with tutoring in the Achievement Center</p>	<p>Number of STEM tutors hired by Academic Achievement Center in collaboration with Departments</p>	<p>Though STEM departmentally-based tutors were not funded and hired by the Academic Achievement Center, the Center worked more closely with STEM departments to coordinate tutoring in these subject areas, holding individual meetings with each STEM Department tutoring liaison and also meeting with the Liaisons together as a committee.</p>
<p>Tutoring Task Force Report, Spring 2015, recommendation</p>	<p>Tutors and Tutor training: *Assess and potentially revise York tutor training program, in line with national tutor training standards. *Start program of 10 hours of paid professional development for training per tutor per semester.</p>	<p>Certification of training program and Number of tutors certified per national tutor training standards. Number of tutors who will receive 10 hours in spring and fall of paid professional development.</p>	<p>Collaborated with the Writing Center to offer CRLA (College Reading and Language Association) training leading to Level 1 certification. While most of the Center's 17 tutors attended one or more training workshops, only 3 tutors completed the series.</p>
	<p>Encourage instructors to allocate a percentage of semester grades to tutoring through outreach to instructors</p>	<p>Number of instructors providing incentives to students for tutoring.</p>	<p>This goal may have been an undertaking that could not be easily accomplished and was not met. However, in Spring 2016, the Center implemented of a new tutoring session activity report, which instructors receive for each session (if the student agrees to release the report). The Center is thus better enabled to provide instructors with a record of tutoring sessions and information about the goals and outcomes of tutoring sessions.</p>
<p><i>2015-16 PMP Goals and Metrics, York College</i> University Goal 5, "Improve Student Satisfaction with Academic Support and Student Support Services" <i>York College Strategic Plan, 2010-2020</i> Goal 2 "Integrate student support services throughout</p>	<p>Writing Center Maintain a minimum of 14 tutors and equal or surpass the number of tutoring sessions for 2014-2015 by raising the Writing Center's profile campus-wide through several initiatives: *Establish a relationship with the Student</p>	<p>10-20 % increase in the numbers of students signing up for regular, scheduled sessions. Number of workshops or small group tutoring based on instructor feedback about student needs.</p>	<p>The Center hired 11 tutors (+ 5.5 WAC Fellows not paid by CUE) 5477 total sessions were offered (vs. 3396 2014-2015) NOTE: This year's figures include 747 sessions by WAC Fellows (not paid by CUE but by Grad Center)</p>

<p>all stages of student life to ensure student success at York College/CUNY”</p>	<p>Development office and Occupational Therapy program in particular to ensure inclusion in their spring and fall freshmen and transfer Orientation events.</p> <p>*Develop more specific marketing materials advertising the Center’s services by redesigning the Center’s informational flyers and bookmarks as well as creating posters for display in all of the college’s classroom buildings</p>		<p>In addition to the 5477 sessions that took place, 589 additional sessions were scheduled using the new online scheduling system, but were no-shows and/or were canceled by students</p> <p>WC staff attended and presented at Fall and Spring Orientation for Occupational Therapy and at general York orientation events for first-year and transfer students</p> <p>9 workshops for students presented by tutors and/or WAC Fellows and/or WC staff</p> <p>Flyers distributed: 500 Writing Center fliers 750 WCOonline Flyers to announce new online session scheduling system 2000 Writing Center Workshop flyers 500 WC cards</p>
	<p>*Target outreach to upper division instructors <u>across the college</u> informing them of the Center’s services as well as soliciting their help in getting more students to visit the Center by encouraging them to schedule brief classroom visits in the first few weeks of the semester and possible follow-ups as mid-semester approaches.</p> <p>*Poll professors to inquire about particular writing concerns they see from their students and find out the kinds of help they would like to see their students receiving from the Center.</p>		<p>Emails were: -- sent twice at the beginning of the fall and spring semesters to faculty and students giving Center hours and days of operation. -- sent to faculty and students re workshops and WCOonline -- sent at the beginning of the summer session to all students and faculty letting them know the Center was open. -- WCOonline card sent beginning summer session</p> <p>WAC Fellows designed a Center for Excellence in Teaching and Learning session, “How to Help the Writing Center Help Your Students” to dialogue with</p>

			professors about the Center and gain feedback; however, faculty attendance was poor.
Recommendation of Tutoring Task Force Report, Spring 2015	Facilitate better data collection and assessment by putting electronic scheduling system in place: Pilot use of WC (Writing Center) Online for scheduling all appointments, collecting data and generating reports.	Electronic collection and analysis on number of sessions, head count, etc.	Implemented myWConline.com to replace paper scheduling/record keeping. Use of results: WConline data will be used to formulate assessment questions to match with institutional databases.
Recommendation of Tutoring Task Force Report, Spring 2015	Tutors and Tutor training: *Assess and potentially revise York tutor training program, in line with national tutor training standards. *Start program of 10 hours of paid professional development for training per tutor per semester.	Number of Writing tutors certified per national tutor training standards. Number of tutors who will receive 10 hours in spring and fall of paid professional development.	Offered a sequence of 5 two-hour sessions developed & presented by WAC Fellows under direction of Dr. J. Hall 6 tutors attended all 10 hours = certification Total of 80 tutor/hours of professional development
<i>2015-16 PMP Goals and Metrics, York College</i> <u>University Goal 3</u> "Ensure that students make timely progress toward degree completion" <i>Measure 3</i> , Increase 1-yr. retention rate to 75.1%; <u>University Goal 4</u> , "Increase graduation rates" <u>University Goal 5</u> , "Improve Student Satisfaction with Academic Support and Student Support Services" <u>Specific Strategies:</u> Improvements in advisement structure and services	<u>Academic Advisement Center</u> Provide additional front office support in Advisement Center and extend Center office hours (January 2016)	Hiring of additional College Assistants Increase center hours Increase in student visits to Center	Center hours extended by 1.5 hours for 4 days a week, beginning January 2016, 66 student visitors seen during extended Center hours (February-midJune)
	Provide greater individualized assistance to students with scheduling during advising group workshops	Number of advising workshops held with extra student support	42 advising workshops had additional College Assistant support to facilitate more individualized student scheduling support
	Provide supplemental training for students for student advising tools: (e.g.,	Amount of extra support extended to students for using advisement tools	College Assistants provided training on advising tools prior to 42 advising

	CUNYFirst, DegreeWorks, and FACTS)		workshops and also during Advisement Center hours.
--	------------------------------------	--	--

III. CUE Goals for 2016-2017

Narrative

Priority Area I

In 2016-17, York will continue to support incoming students as they prepare for entry exams and first-year gateway courses. Immersion workshops in both reading/writing and math (online) will continue to be offered, with priority given to raising entry exam pass rates. In Summer 2016, we also specifically aim to increase the pass rate for students taking immersion workshops in reading/writing.

Summer 2015 saw a significant increase in pre-college course preparation through addition of SEP Chemistry preparatory course offerings. As many students come to York with an intention to enroll in STEM and STEM-related majors, in Summer 2016 we will add preparatory short courses in physics, biology, pre-calculus, statistics, and business math, as well as continue the chemistry, ENG 125, and Psych 102 offerings.

In Summer 2015, SEEK performance with respect to pass rate on the CAEFE exam and the reading/writing exam was exceptional (94.5% of 2015 cohort for CAEFE; 99% of 2015 cohort for reading/writing). We look to maintain this success in Summer 2016.

Priority Area II

Our undergraduate fellows program continues in our Student Development SD110 2-credit course. Each section is assigned an undergraduate fellow, who mentors students both in the course activities and in their adaptation to the College environment in general. Students' perception of the value of this mentoring, based on surveys, is high. This year, student enrollments in the SD110 course were lower than usual. In AY 2016-17, Student Development plans to propose SD 110 as a required course for all students at York, which would increase enrollments.

For 2016-2017, we will allocate some CUE funding for our Common Reader Program. This year we began a first-year common reader program (not funded by CUE), with the book Whistling Vivaldi, by Claude Steele, as our first reader. Chapters of the book, which focuses on stereotype threat, were incorporated into curriculum by faculty in psychology, sociology, cultural diversity, English 125, and social work. Related activities included a pizza party, an author presentation, and an information discussion group.

Next year's book is a literary offering, Like Water for Chocolate. CUE funding will be allocated for faculty workshops in Fall to prepare our ENG 126 instructors to use the books in their Writing through Literature courses in Spring. As well, we will allocate CUE money to fund a related art contest/expo for students in Fall 2016.

Priority Area III

York continues to devote a large portion of its CUE funding to academic support services in our Academic Achievement Center and Writing Center. This past year, we instituted formal training for our tutors in these areas, and have applied to certify the program through the College Reading and Learning

Association (CRLA) so students who complete the program can receive certification from the organization. Next year we will continue these training efforts and also engage STEM tutors, who are RF-funded and teaching within Departments, in a training program.

In AY 2016-2017, we will work toward joining the Achievement Center and the Writing Center within a single facility to increase tutoring convenience for students. We also want to expand the numbers of available tutors and tutor hours in all disciplines next year. To enhance our ability to recruit talented tutors, we are raising tutor pay from 10.99 to 12.00 per hour base, and to \$13 per hour for students who have completed the certification training.

York has been continuing its transition into a new advisement structure that houses all academic advising in the Division of Academic Affairs (previously, first-year advising was housed in Student Development). The Academic Advisement Center now bears responsibility for all first-year advising and undeclared advising, as well as supplying advising support services to the Departments through its Advising Liaisons. College Assistants hired in 2016-2017 with CUE funds help students with individualized course scheduling and with learning to use advising tools such as CUNY First, Degree Works, FACTs, etc. We anticipate once again supporting these services through CUE in 2016-2017, as well as maintaining the extended Advisement Center hours added in January 2016.

OAA PRIORITY AREA I: Immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation and into credit-bearing gateway courses.

GOAL	EVIDENCE
<p><u>Summer Immersion and SEP</u></p> <p>Increase number of Striving for Excellent (SEP) workshops for students enrolled in STEM classes from four chemistry offerings in Summer 2015 to include other disciplines.</p>	<p>Add physics, biology, pre-calculus, statistics, and business math workshops in Summer 2016.</p>
<p>Maintain pass rate for students taking CEAFE math workshops in summer 2016 at 80 percent or higher (matching summer 2015 results)</p>	<p>A target pass rate of 80 percent or higher is set for summer 2016 math 2 (algebra) workshops.</p>
<p>Provide a set of new offerings for ESL students who have (1) been dismissed because of not passing the CWAT or (2) taken and not passed the CWAT four or more times.</p>	<p>Three classes are planned - two in the day and one in the evening.</p>
<p>Increase CWAT passing rates for both ESL and non-ESL students.</p>	<p>An overall pass rate of 65 percent for ESL and non-ESL students is targeted, which is nearly 5 percent higher than summer 2015.</p>
<p><u>SEEK Summer Program</u></p> <p>Enhance the reading comprehension and writing skills of incoming Freshmen in the SEEK Program.</p>	<p>Students will be measured by their ability to improve their reading comprehension and writing skills with a B or higher on in/out of class writing assignments. Baseline measurement will be ascertained from graded pre- and post essays and numerous writing assignments during the 2016 pre-freshman summer program. Target is 94% of students earning a B or higher on the final paper.</p>
<p>Increase the pass rate of students who need to complete the Reading and Writing portion of the ACT exam.</p>	<p>95% of the students who need to pass will successfully do so by the end of the pre-freshman summer program. Baseline indicators are those students who score less than a</p>

	70 on the ACT Reading exam, and less than a 56 on the Writing portion of the exam.
--	--

OAA PRIORITY AREA II: First-year and student success initiatives including programs for new transfer students, with the broad goal of improving first-to-second year retention rates for both native and transfer students.

GOAL	EVIDENCE
<p>Undergraduate Fellow Program Strengthen the engagement of Fellows with the first-year students in SD110 by providing additional coaching and training.</p>	Data collection by surveying the teaching staff, the fellows, and the students.
Follow through with the goal of getting SD110 as a required course for the first year students.	Evaluation of the approval process.
<p>Common Reader Program</p> <ul style="list-style-type: none"> Strengthen students' engagement in the program through more curricular use of the book in first-year English courses, specifically, English 126, Writing Through Literature Strengthen students' engagement through a contest with prizes in Fall 2016 	<p>Adjunct faculty workshops in Fall 2016 to prepare faculty to incorporate the book (<i>Like Water for Chocolate</i>) into curriculum in Spring for ENG 126.</p> <p>Number of students submitting artwork to contest.</p>

OAA PRIORITY AREA III : Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.

GOAL	EVIDENCE
<p>Academic Achievement Center Grow number of unique students receiving tutoring and increase number of tutoring sessions.</p>	Hire and train more tutors. Actively advertise Center's services through marketing materials and departmental outreach; upsurge in registration and use of WC Online scheduling system.
<p>Embark on next phase of CRLA tutor certification for new hires and returning tutors who did not complete last year's series.</p> <p>Raise hourly wage to \$12 in Fall 2016 to enhance tutor recruitment. A \$1 wage increase to \$13 will take effect upon completion of training.</p>	CRLA certification and increased number of tutors completing series. Incentive: higher starting hourly pay
Solicit instructors from STEM areas, Accounting, Business and Finance, as well as Foreign Languages to conduct discipline-specific tutor training sessions in these areas.	Participation of faculty and tutors in a two-hour discipline-specific workshop.
In collaboration with the Writing Center's manager, develop a tutoring handbook for tutors in the Academic Achievement and Writing Centers.	Tutoring handbook
<p>Writing Center <i>Continue to professionalize Writing Consultant development and compensation: Continue CRLA Level I York Tutoring</i></p>	Level II certification of training program from College Reading & Learning Association

<p>Professional Development Series for Writing Consultants, and add Level II training for those with Level I certification.</p> <p>Implement \$12 starting wage for Writing Consultants in Fall 2016 with \$1/hr increase for completing training</p>	<p>Improved recruitment and improved tutoring evaluations</p>
<p><i>Create synergy between the Writing Center and the Writing Across the Curriculum program:</i> Continue WAC Fellows in Writing Center tutoring and in presenting York Tutoring Professional Development Workshop series (YTPDS).</p>	<p>Improved tutoring as monitored in continuing tutor evaluations by the Writing Center manager</p>
<p><i>Make the Writing Center the hub for the tutoring of multilingual students on campus,</i> coordinating with CLIP, the Foreign Languages, ESL, and Humanities department, the AAC, the English Department, and others</p>	<p>Enhanced tutoring for multilingual students and a defined physical location on campus for them to seek support.</p>
<p><i>Forge closer connections between the Writing Center and other tutoring entities on campus (the Academic Achievement Center (AAC) and Department-based tutoring):</i></p>	<p>Shared philosophy of tutoring.</p> <p>Possible physical consolidation of Academic Achievement and Writing Centers.</p>
<p><i>Reduce no-show appointments</i> through</p> <ul style="list-style-type: none"> • better communication with students to get them to cancel if they're not coming, • enhanced online waiting list making it possible to fill no-show appointments in real time, and outreach via e-mail, posters, etc. 	<p>This year 582 out of 3512 online-scheduled appointments were no-shows (16%). Target is to get this figure below 10%.</p>
<p>Academic Advisement Center Continue extended evening hours, student scheduling support, and student advisement training support established in AY 2015-2016 by additional College Assistants</p>	<p>Re-hiring of College Assistants for 2016-2017</p> <p>Number of students advised during evening hours</p> <p>Increase in student satisfaction with Advisement Center as measured by Noel-Levitz survey results</p>