

Colket Center for Academic Excellence
Annual Report
Academic Year 2020-21

Executive summary

The Colket Center for Academic Excellence, which includes the Quantitative Reasoning Center (QRC), the Ruth Barton Writing Center, the Cultural and Linguistic Diversity (CLD) Education Specialist, and the Thesis Writing Specialist, provides student academic support services, including individual and group tutoring, supplemental instruction, in-class and out-of-class workshops, and adjunct courses in reading, writing, and quantitative reasoning.

The Colket Center employs 8 professional staff, 2 administrative assistants, and more than 90 student workers. In addition to providing student academic support services, staff in the Colket Center support the Crown Faculty Center, offering faculty development programs, consulting with faculty on best practices in teaching, learning, and advising, and collaborating with faculty on their own research and writing. We also coordinate and support campus-wide academic success programs: the ALEKs math assessment, the Sophomore Jump Program, the Global Scholars Program, the Writing Program, and the Stroud Scholars Program. Professional staff sit on national boards, present their research at conferences, and contribute broadly to national conversations about student success through the scholarship of teaching and learning.

During the 2020-21 academic year, the Colket Center experienced unprecedented disruptions to our services as a result of COVID-19. All students were sent home after block 2 to mitigate the spread of the virus, and most courses were offered remotely throughout the academic year. All Colket Center services operated remotely to ensure the safety of our community and accommodate students who were studying off campus.

COVID clearly affected the way we delivered our services to students and faculty throughout the year, and it also had an impact on the number of students and faculty we supported. For this reason, we need to be sure to contextualize the statistics in the following report, acknowledging the unique challenges during the 2020-21 academic year. Despite the challenges, professional and peer staff in the Colket Center:

- Served at least 68 % of the students enrolled at CC through individual tutorials/consultations, group tutoring, Learning Assistants (LAs), and in-class and out-of-class workshops, representing a 9% decrease in student contacts from the previous year.
- Offered more than 85 in-class and out-of-class workshops for students, representing a 17% decrease in workshops over the previous year, but still much higher than our rolling average for workshops.
- Supported students applying for scholarships and fellowships; with 1 Erasmus Mundus Scholarship; 2 Fulbright grants; 2 Goldwater scholars; 1 Truman Scholar; 1 Pingree Teaching Fellowship; 3 Boetter Scholars; 3 CC Student Seed Innovation Grants
- Taught 19 adjunct, half-block, and block courses.
- Published 8 articles or creative works, presented at 6 conferences and 10 invited presentations, and submitted 1 external grant.
- Served in leadership positions for 6 national organizations.
- Co-sponsored the Remote Institute on Block Plan and Intensive Teaching & Learning.

Through our many contributions to the vibrant culture of learning and teaching at Colorado College, the Colket Center and its professional and peer staff help students connect the blocks.

**Colket Center for Academic Excellence
Annual Report
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Overview of services**

The Colket Center for Academic Excellence, which includes the Quantitative Reasoning Center (QRC), the Ruth Barton Writing Center, the Cultural and Linguistic Diversity (CLD) Education Specialist, and the Thesis Writing Specialist, provides student academic support services: individual and group tutoring, supplemental instruction, in-class and out-of-class workshops, and adjunct courses in reading, writing, and quantitative reasoning.

The Colket Center employs 8 professional staff, 2 administrative assistants, and more than 90 student tutors/consultants. In addition to providing student academic support services, professional staff in the Colket Center support the Crown Faculty Center, offering faculty development programs, consulting with faculty on best practices in teaching, learning, and advising, and collaborating with faculty on their own research and writing. We also coordinate and support campus-wide academic success programs: the ALEKs math assessment, the Sophomore Jump Program, the Global Scholars Program, the Writing Program, and the Stroud Scholars program. Professional staff also serve on national boards, present their research at conferences, and contribute broadly to national conversations about student success through the scholarship of teaching and learning.

Staffing

During the 2020-21 academic year, the Colket Center professional staff included:

Traci Freeman, PhD, Executive Director of the Colket Center for Academic Excellence
 Steve Getty, PhD, Director of the Quantitative Reasoning Center (QRC)
 Karen Chui, QRC Professional Tutor
 Katrina Bell, PhD, Director of the Writing Center and Writing Program
 Chris Schacht, Assistant Director of the Writing Center
 Roy Jo Sartin, Writing Center Specialist
 Chelsea Walter, PhD, Cultural and Linguistic Diversity (CLD) Education Specialist
 Mary Margaret Alvarado, Thesis Writing Specialist
 Brett Gray, Colket Center Staff Assistant
 Anna Webb, Colket Center Staff Assistant

Overview of impact on students

During the 2020-21 academic year, the Colket Center served at least 68% of the students enrolled at Colorado College through individual consultations, group tutoring, Learning Assistants, and in-class and out-of-class workshops. This number represents a 9% decrease in student contacts over the 2019-20 academic year. This decrease is likely the result of disruptions from COVID-19. Fewer students were consistently enrolled in classes during the 2020-21 academic year than were enrolled in previous years, and many faculty found alternatives to typical assessments, like tests and final papers. These factors, in

addition to students' Zoom fatigue and mental health challenges, likely had a significant impact on the number of students we served.

Student Services Offered

Individual tutoring or writing consultation

The professional and peer staff in Colket Center offer students individualized support for science, math, computer science, quantitative social science courses, and writing across the curriculum (with special services for students writing their theses.) The Center also offers professional support for culturally and linguistically diverse (CLD) students in reading, speaking, listening, and writing.

Individual tutoring in the QRC. In a typical year, the QRC only offers students individual appointments when students demonstrate a particular need for intensive support. Because the QRC found it challenging to replicate the experience of drop-in tutoring while working remotely, they concentrated their energy on supporting students with individual tutorials. During the 2020-21 academic year, QRC peer tutors worked one-on-one with 222 students in 706 appointments. The number of students working with a tutor in individual appointments increased by 68% compared to the previous academic year, and the total number of appointments increased by 435%. This increase can be explained by the shift in the QRC away from “drop-in” tutoring.

As we return to something that approximates normal working conditions, we will be interested to see if the demand for individual tutoring persists. This mode of tutoring is resource intensive and, perhaps, less sustainable than group tutoring. During the coming academic year, the QRC will focus on re-recruiting students to study in the QRC space and seek help as needed.

Individual consulting in writing (including CLD Education Specialist and Thesis Specialist). Most of the students who seek writing support meet individually with writing consultants. During the 2020-21 academic year, the Colket Center offered writing support to 927 members of our campus community in 2235 individual appointments, including 167 appointments with the CLD Education Specialist and 17 with the Thesis Specialist. These appointments included work with departments on campus, with the highest numbers of appointments in Psychology, Political Science, Economics, Art, English, and Molecular Biology (45 appointments with MAT students). Also included in these numbers are 27 appointments with CC faculty and 9 appointments with CC staff. The number of individual Writing Center appointments represents a 11% decrease compared to the 2019-20 academic year. (See Table 1).

Table 1: Writing Center Peer and Professional Appointments

Academic Year	Peer Appointments	Professional Appointments	Total Appointments
2015-2016	1806	1020	2826
2016-2017	1791	1112	2903
2017-2018	1888	985	2873
2018-2019	2078	867	2945
2019-2020	1636	852	2488
2020-2021	1444	791	2235

The decrease in individual appointments was likely related to the disruptions caused by COVID-19. It is also important to note that these decreases were consistent with trends across centers nationally.

MAT/LISP Appointments: This year, the Writing Center professional staff held 45 appointments with MAT students in the Education department. As the program evolves, the professional staff will continue to meet with faculty and students to ensure that we are meeting their needs.

Fellowships and Applications to Graduate School: During the 2020-21 academic year, the professional staff had more than 387 appointments with applicants for jobs, fellowships and scholarships, resulting in known acceptances totaling more than \$600,000, including:

- One Erasmus Mundus Scholarship winner
- One Truman Scholar
- Two Fulbright Grantees, two Fulbright Alternates, twelve Fulbright Semifinalists
- Two Goldwater Scholars
- One Pingree Teaching Fellowship
- One Princeton in Asia Fellowship

Professional staff also met with applicants for grant proposals, which included:

- Fulbright Student Study/Research and English Teaching Assistant Grants
- Campus grants (Keller Family Venture Grants, Sheffer Fund for Roman Catholic Studies, Academic Opportunities Grants)
- External grants (Boettcher Foundation Scholar Grants for Educational Enrichment and International Education)

The known grant recipients received more than \$125,000 in funding, including:

- Two Fulbright grants (totaling approximately \$60,000)
- Three Boettcher grants (\$8,500)
- 6+ campus grants (\$16,000+)

Additionally, the professional staff held appointments with applicants for graduate school. Known acceptances totaled more than \$350,000 in funding and included:

- One medical school acceptance
- Five MA/MS/MSW/MPP acceptances
- Two fully-funded Ph.D. program acceptances

The Colket Center has been deliberate in our efforts to work with students writing theses, fellowships, and applications to graduate and professional schools. We have focused on this group because we believe that writers at all levels need thoughtful readers of their writing. When we work with our highest achieving students, we send a message to our struggling: Successful students seek help. The number of students we work with on high stakes writing projects and the results of our efforts are markers of our success.

***Group/Drop-in Tutoring (QRC)**

Because QRC tutors were unable to meet students in-person during the 2020-21 academic year, the QRC did not offer drop-in tutoring. Instead, the QRC offered a call-in style 4:00-6:00 PM drop-in tutoring option, which has been included into the analysis for individual tutoring.

Learning Assistants (QRC):

The QRC employs a staff of student Learning Assistants who work closely with professors to support students enrolled in specific classes. In addition to providing individual and group tutoring for students, LAs offer problem sessions and exam reviews. They also assist students with lab write-ups, oral presentations, and statistical software.

This past academic year, the QRC had 99 Learning Assistants (LAs) in at least 10 departments, which is consistent with statistics numbers from the 2019-20 academic year. (See Table 4).

Table 4: Total Number of Courses that Requested LAs by Departments

Department	Number of LAs Requested
Chemistry	26
Computer Science	6
Economics	15
Environmental Science	4
General Education	1
Human Biology & Kinesiology	0
Math	24
Molecular Biology	11
Organismal Biology & Ecology	0
Physics	11
Psychology	0
Race, Ethnicity, and Migration Studies	1
Total	99*

*Many of these courses listed had multiple LAs to facilitate meeting in smaller groups to promote more interactions with the course LAs. (e.g. The QRC assigned up to 6 LAs in some courses.)

When the College transitioned to remote instruction, the QRC began recommending that faculty take advantage of the Learning Assistants program. In fact, the QRC had a significant number of requests during the 2020-21 academic year. (See Table 5).

Table 5: Total Number of Courses that Requested LAs Per Block

Block	Number of LAs Requested
A/B	13
1	11
2	9
3	13
4	12
J	3
5	9
6	10
7	10
8	9
Total	99

The LA program has grown during the last year in part because of COVID-19, but it is likely at its capacity.

FYP Writing Fellows

For the 2020 FYP courses, the Writing Center and the Director of Academic Programs collaborated to offer a revamped version of the FYE Pilot Program. This pilot matched peer writing consultants with FYP courses to provide targeted writing support for students, workshops to encourage co-working and small-group instruction outside of the classroom, and a mechanism to close a feedback loop between student writers and their faculty members. This year, to meet the needs of the new CC100/CC120 courses, every course received Writing Fellows. In collaboration with FYP Mentors, Writing Fellows offered Zoom-based writing workshops, introductions to Writing Center work, and individual consultations.

Both the Writing Fellows and Learning Assistants represent effective models for delivering academic support services. In the context of the block plan, when students view their single course as the focus of their academic energies, it makes sense that we would deliver support to class cohorts. As we transition back to face-to-face instruction, we will need to see if students prefer these course-based support models or if they will return to learning with peers outside of their classes in the Colket Center.

In-class and out-of-class workshops

Colket Center professional staff collaborate with faculty to develop workshops tailored to the needs of students in a specific class. During the 2020-21 academic year, the Colket Center staff offered more than

85 in-class and out-of-class workshops, which represents a slight decrease in workshops offered compared to the previous year. (See Table 6).

Table 6: In-class and out-of class workshops

Service	Number
Quantitative Reasoning Center	1
Writing Center	65
Thesis Writing Specialist	7
General academic skills	12
Total	85

Workshops addressed a range of topics, including sessions focused on general academic skills to data analysis and action research to the processes of researching, writing, and revision.

Workshops offer Colket Center staff opportunities to collaborate with faculty and facilitate conversations with students in group settings. In the coming year, we will continue to promote our menu of class workshops and build new workshops to meet the needs of faculty and students.

Adjunct, Half Block, Transitional, and Block-length courses

The Colket Center professional staff teach a variety of skill-building adjunct and transitional courses, as well as block-length courses in our areas of expertise. Adjunct courses focus on academic skills in reading, writing, and mathematics. We also offer adjuncts for culturally and linguistically diverse (CLD) students and students working on high stakes writing projects, like theses and grants. Staff also teach in the Bridge Scholars and Global Scholars transitional programs.

During the 2020-21 academic year, the Colket Center professional staff taught 12 adjunct and half block courses, 2 block-length courses, and 10 independent studies. Professional staff also co-taught a course with faculty in the Bridge Scholars and Global Scholars programs. Overall, the Colket Center staff taught 213 students. (See Table 7 for the number of courses offered and students served).

Table 7: Course by type, number, and students

Course Type	Number of courses	Number of students
Adjunct & Half Block Courses	12	142
Bridge Scholars & Global Scholars Programs	1 (co-taught) 2 GSP, not co-taught	34
Independent Studies	10	13
Block course	2	24
Total	19	213

(For a breakdown of courses and their enrollments, see Appendix I.)

All of the professional staff in the Colket Center are hired because they have disciplinary expertise and extensive teaching experience. Teaching students in the classroom continues to be an important part of the work that we do.

Tutor Education and Development

The Writing Center and QRC both employ peer staff who support students in their academic development. The QRC employs approximately 53 peer tutors in math, science, computer science, and quantitative social sciences each semester. The Writing Center employs approximately 36 consultants each semester.

Both the QRC and the Writing Center engage in rigorous interview processes to select tutors/consultants. Once hired, peer tutors in the QRC undertake a six-hour training session, followed by blockly professional development meetings. Prior to their hire, peer consultants in the Writing Center enroll in a half-block course, which is followed by an extended format adjunct course. Writing consultants are also required to complete thirty hours of observation. Once hired, Writing Center consultants have twice-blockly professional development meetings. (See table 8).

During the 2020-21 academic year, all tutor training was offered remotely and adjusted to suit the medium for delivery.

Table 8: Tutor/Consultant Training

Center	Number of tutor/consultant trainees	Education/development
Quantitative Reasoning Center	30	Six-hour training course and ongoing blockly training
Writing Center	23	Half Block + adjunct (including 12 hours of observation) and ongoing blockly training

Professional staff in the QRC and Writing Center devote a significant amount of time and energy to hiring, educating/training, and supervising peer staff. The peer staff benefit from professional development opportunities in the Centers, and well as from the mentorship of professional staff. For example, this past year, the staff of the Colket Center wrote more than 73 letters of recommendation for students (and another 16 letters in support of faculty tenure and promotions.)

The Director and Assistant Director of the Writing Center also presented at the Rocky Mountain Writing Centers Association conference on the topic of writing fellows programming in the pandemic. The professional staff of the Writing Center presented at an additional three conferences, as well.

The work that we do with our peer staff is important, both in creating thriving centers and in promoting the intellectual, professional, and personal development of our staff members, who are themselves students.

Faculty and Staff Development

In addition to training peer tutors and writing consultants, professional staff in the Colket Center contribute to faculty development, in collaboration with the Crown Center, and to staff development initiatives. The Executive Director of the Colket Center supports the Director of the Crown Center in the design and delivery of New Faculty Orientation and ongoing faculty programs. She also coordinates faculty development opportunities for academic advisors. Professional staff regularly consult with

faculty at CC and about their teaching and research, as well as faculty and staff from other institutions who are interested in block plan and intensive learning.

Faculty and Staff Development Workshops

During the 2020-21 academic year, professional staff in the Colket Center, in collaboration with the Crown Faculty Center, organized and facilitated at least 32 faculty development workshops on campus, including New Faculty Orientation, and more than 60 individual consultations with faculty. The Director of the Writing Center also collaborated with the Director of Academic Programs to co-author handbooks for CC100 & CC120.

The Colket Center staff continued to play an instrumental role in faculty development on campus and at campuses across the country. As experts in block plan and intensive teaching and learning, the professional staff of the Colket Center share their knowledge with faculty and staff at other institutions. In addition to on-campus faculty development programs, the professional staff in the Writing Center offered external consultations to several schools, including Transylvania University, St. Vincent's College, and Salt Lake Community College.

This past year, the Executive Director of the Colket Center, in collaboration with the Director of the Crown Faculty Center also offered a Remote Institute on Block Plan and Intensive Teaching & Learning. More than 500 faculty from institutions across the US and internationally signed up to participate in the Institute. This program was also incorporated into the ACM professional development series.

The Executive Director also collaborated with the Director of the Crown Faculty Center to offer 7 colleges and universities 9 different workshops on Block Plan and Intensive Teaching & Learning and they consulted with staff and faculty at a number of institutions, including Columbia University, Amherst College, and Mt Holyoke.

Advising Faculty Development

During the 2020-21 academic year, the Colket Center Director also coordinated 6 faculty development opportunities focused on academic advising. One hundred and eighty-four faculty and staff RSVP'd for these programs.(See Table 9 for a complete list.) All faculty development programs were delivered remotely.

Table 9: Advising Faculty Development Programs

Program	Purpose	Date	Audience	Collaborators	Participants
Advising and COVID-19: What Academic Advisors Need to Know	Introduce this new service to the new academic calendar, student financial implications, and student needs.	8/21/2020	Advising cohort and faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	62
Nuts and Bolts of Advising (offered three sessions)	Introduce new faculty to advising at CC and review policies and practices with seasoned advisors	8/25/2021, 10/20/20, 3/10/2021	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	74
Stellic: Our New Advising and Degree Auditing System	Support faculty in advising students who are interested in studying abroad	2/4/2021	Advising cohort, new faculty,	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	29

			faculty at large		
The Culture of Academic Advising	Facilitated faculty panel on the role of faculty advisors	2/12/2021	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	19

In addition to offering remote programming, the Executive Director of the Colket Center coordinated a team developing a web resource for faculty advisors. The site went live during the spring semester. We hope that this online resource can take the place of “Nuts and Bolts” programming and serve as a more efficient and effective means of just-in-time support for advisors.

The Executive Director of the Colket Center has argued that meaningful advising relationships are the core of a liberal arts education. If CC would like to promote ongoing dialogue about the work of advising, the College should develop a more extensive advising curriculum for new faculty and staff advisors, along the lines of the curriculum developed by the Executive Director. Faculty and staff advisors should be required to attend initial and ongoing training and receive stipends to do so. Without the support of departmental chairs and the Dean's Office, however, faculty development programming will continue to be delivered on an *ad hoc* basis and remain insufficient for the needs of advisors.

Summary of Faculty and Staff Development

The professional staff of the Colket Center support student learning by supporting faculty teaching and advising. Our collaborations with the Crown Center and our formal and informal consultations with faculty are central to the work that we do on campus. The importance of this work was on display last year as the college delivered most of the curriculum remotely. The Colket Center staff contributed to these efforts, serving as consultants for faculty who were working on their courses and coordinating academic support.

The Colket Center has always served a central role in faculty development and support, but Colket's relationship to Crown is something the college should seek to formalize. Right now, collaborations between these two units depend on the relationships between staff and faculty directors. Institutions are increasingly acknowledging the benefit of centralizing support for teaching and learning, and CC would increase its capacity to offer faculty development by thinking about the professional staff of the Colket Center as faculty developers as well as academic support for students.

Pre-Major Advising Initiatives

Staff in the Colket Center contribute to pre-major advising initiatives on campus, including the campus-wide first-year math assessment and the Sophomore Jump Program. The Director of the Colket Center also supports the Vice Provost on initiatives related to academic advising. Many of the professional staff also serve as pre-major advisors for students.

Math Assessment

This past year, the Colket Center (QRC), in conjunction with the Office of the Provost, administered the ALEKS math assessment remotely to all incoming first-year students. The assessment was optional, since students were accessing it remotely. Nevertheless, 492 first-year students took this assessment. Approximately 75% of the incoming class express interest in Math, Science, or Economics. Results from the ALEKS assessment inform advising and registration for first-year students in quantitative disciplines.

They have also motivated campus-wide conversations about students' preparation for quantitatively challenging courses.

The QRC Director provided all pre-major advisors with a key to make recommendations to students based on their ALEKS scores. (ALEKS seems to be a better predictor of success in challenging math, science, and quantitative social science courses at CC than the SAT or ACT.) He also offered a college algebra adjunct that enrolled 10 students who were interested in developing their foundational math skills prior to taking quantitatively demanding courses.

Sophomore Jump Program

The Sophomore Jump Program is a set of co-curricular programs designed to make academic opportunities visible to all sophomore students at Colorado College, assist students with academic planning, and help students cultivate relationships with faculty and staff across campus. Programs introduce students about different majors and minors, as well as to opportunities for studying abroad, applying for grants and fellowships, and securing research experiences and internships.

Sophomore Jump programs are necessarily collaborative in nature. During the 2020-21 academic year, the Sophomore Jump Program worked with the Student Opportunities & Advising Hub, the Center for Global Education and Field Study, the Career Center, the Butler Center, the office of Undergraduate Research, the Office of the Provost, and faculty across campus to coordinate 12 workshops and events, serving more than 83 students.

Like many of the co-curricular programs at CC, we saw a dramatic decrease in students engaging with Sophomore Jump Programming. After spending hours of class time in Zoom, students were reluctant to spend an additional hour online. Despite our best efforts, we struggled to encourage attendance at our programs.

We did experiment with other modes of delivering our services. For example, we hosted an online majors fair in lieu of our face-to-face event. Departments created videos with information about majors and minors which we edited, posted to a website, and advertised to first and second-year students. This online fair has created a resource that, with some updating, can live on into the future and serve as just-in-time advising for students.

During the next academic year, as we begin to return to in-person programming, Sophomore Jump will need to re-introduce students to our programs. To this end, we are planning a Sophomore Orientation program on the Sunday prior to the start of the academic year 2021-22. This program is designed to help students engage with one another, gain an understanding of campus life, and make plans for the academic year. Our hope is that the Sophomore Orientation will help kick-start the year and encourage students to attend future Sophomore Jump programs.

Among the diverse group of students who attended Sophomore Jump programs, 58% have not yet declared a major. Sixty-five percent of participants identify as female, and 35% identify as male. twenty-eight percent of students who participated identify as students of color, compared to 27% at the College. Eleven percent of participants were international students, compared to 7% at the College. Eleven percent of the students who attended programs were first-generation college students, compared to 9% at the College. The program aims to make opportunities more visible and accessible to students. Our participant demographics indicate that we are reaching students who are likely to benefit most from these programs.

As in previous years, the Sophomore Jump program has had a broader audience than sophomores. Only 37% of students attending programs were registered as sophomores. Forty-two percent were first-year students. The remaining students were juniors and seniors. These percentages likely represent efforts in the past academic year to market programs to first-year students as well as to sophomores, but they also suggest the degree to which these programs appeal to first-year students. While the Sophomore Jump program is a recognizable brand outside of the College and increasingly at CC, we might want to consider these numbers as evidence that pre-major students, regardless of year, have the same concerns and can benefit from the same programs. Such considerations ultimately might cause us to rethink the scope of Sophomore Jump programming and perhaps even the name of the program.

During the 2020-21 academic year, the Executive Director of the Colket Center, who runs the Sophomore Jump program, continued to serve on the board for the National Resource Center on the Study of the First Year and Students in Transition, representing CC and the Sophomore Jump Program.

Support for Diversity and Inclusion

The Colket Center contributes to the College's efforts to create a diverse, equitable, and inclusive community through our work with students and our contributions to teaching, tutor training, and campus programming.

Students Served by Year in College

The Colket Center serves students across the curriculum and throughout their college experience. This past academic year, QRC services were well-used by students in each year of college, though first-year and sophomore students were most likely to visit the QRC. Since the QRC supports many entry-level science, math, and economics classes, we would expect to see this trend in student usage. Of note, however, are the number of juniors and seniors who also use QRC services. At most academic support centers, we would not expect to see so many advanced students. Again, this speaks to the broader goal of the Colket Center of supporting students throughout their educations at CC. (See Table 10 for students served in the QRC by year in college.)

Table 10: Year in college of students served in QRC

Year	Number of student users	Percentage of student users
First Year	232	29
Sophomores	243	30.4
Junior	192	24
Senior	132	16.5
MAT/ Other	1	0.1
Total	800	100%

*Among students listed as other are a number of alumni

Typically, first-year students are most likely to seek support in the Writing Center, since first-year students are often adjusting to college-level expectations. This past academic year, 50% of the students who visited the Writing Center were first-year students, while 14.7 % were sophomores, 12.8% were

juniors and 14.6% were seniors. This is a significantly higher percentage of first-year students than we have seen in the past.

Although MAT students represent only a small percentage of the total number of students served in the Writing Center, supporting these students remains a priority of the Writing Center, since many of these students have been out of college for years and may not be familiar with the rigors of CC. (See Table 11 for students served in the Writing Center by year in college.)

Table 11: Year in college of students served by Writing Center, CLD, Thesis

Year	Number of students who visited	Percentage of visits
First Year	498	50
Sophomores	146	14.7
Junior	127	12.8
Senior	145	14.6
MAT	11	1.1
Alums/Faculty/Staff	65	6.6
Total	992	100%

During this past year, we found that first-year students again were more likely to use the Writing Center than students from other classes. Perhaps these numbers are related to the Writing Fellows program in which each FYP class had a designated tutor. While this past year was unconventional, we might want to consider expanding the Writing Fellows program to courses across the curriculum that have heavy writing loads and more advanced thesis and capstone classes.

Students Served by Gender

It is well-established across student support contexts that people who identify as female are more likely to seek help than people who identify as male. Our data from the Colket Center reflect these larger, national trends, although patterns in usage vary among our services. Approximately 57% of the students who used QRC services during the past academic year identified as female, while approximately 43% identified as male. These statistics closely mirror the demographics at the college (See Table 12).

Table 12: QRC Student Users by Gender

Gender of student users	Percentage	Gender by Percentage at the College
Male	45	43.6
Female	55	56.4

During the 2020-21 academic year, the Writing Center, CLD, and Thesis support services worked with significantly more female identified students than male identified students—on the order of 2 to 1. (See Table 13).

Table 13: Writing Center, CLD, Thesis Student Users by Gender

Gender of student users	Percentage	Gender by Percentage at the College
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Male	37.1	43.6
Female	62.9	56.4

These data are consistent with national trends in learning assistance and with the research on help-seeking. Still, we need to ensure that we are reaching out to our male identified students, particularly in the Writing Center.

Students by ethnicity/race/nationality

Students who seek support from the Colket Center resemble the overall student population in their ethnicity and race. During the past academic year, students of color were slightly over-represented among the students who access QRC services. Approximately 29% of the students who accessed QRC services identified as students of color, compared to 26.2% of students enrolled at CC. The percentage of international students served is consistent with the percentage of international students enrolled at the College. Approximately 8% of the students who accessed QRC services were international, compared to 7.4% of students enrolled at CC. (See Table 14.)

Table 14: QRC Students by Race/Ethnicity

Race/Ethnicity	Total #	Percentage (%)
White	495	62
Students of Color	234	29
International	60	8
Unknown	11	1
Total	800	100

Much like the QRC, the Writing Center's drop-in tutoring closely mirrors the demographics of the College. Approximately 29.8% of the students who accessed Writing Center drop-in tutoring identified as students of color, compared with 26.2% of students enrolled at the College. International students were slightly over-represented in drop-in tutoring, with 9.3% of student visits from international students compared with 7.4% at the College. (See Table 15.)

Table 15: Writing Center Students for drop-in tutoring by Race/Ethnicity

Race/Ethnicity	Total #	Percentage (%)
White	557	60
Students of Color	276	29.8
International	86	9.3

Unknown	8	0.9
Total	927	100

The Colket Center serves slightly more students of color and more international students than are represented at the College. Research on academic help-seeking finds that students who do not feel like they are in a positive educational environment are often reluctant to seek help. These data suggest students of color and international students perceive the Colket Center as a welcoming place for all of the students, regardless of their background.

Student Tutor/ Consultant Demographics

The Colket Center strives to hire a diverse staff of student tutors. During the last academic year, 26.9% of the student tutors in the QRC identified as students of color, compared with 26% of the students enrolled at CC, while 5% were international, compared with 7.4% enrolled at CC. (See Table 16.)

Table 16: QRC Peer Tutors by Race/ Ethnicity

Race/Ethnicity	Count
White	32
Students of Color	14
International	5
Unknown	1
Total	52

During the last academic year, 30% of the peer consultants working in the Writing Center identified as students of color, compared to 24% at the college, while 4% of the student consultants were international (See Table 17.)

Table 17: Writing Center Peer Consultants by Race/ Ethnicity

Race/Ethnicity	Count
White	23
Students of Color	11
International	4
Unknown	2
Total	40

We continue to work in the Colket Center to hire a student staff that reflects the diversity of the College, and we have made concerted efforts during the last several years to alter our recruiting practices, reaching out to different affinity groups at the College, and encouraging students to self-nominate. Once hired, students are trained in inclusive and anti-racist tutoring practices. Such efforts have helped us cultivate a positive environment for students of color to work and learn.

Teaching, tutor training, and campus programming

The Colket Center and the professional staff contribute to diversity and inclusion initiatives on campus in a variety of ways. The centers seek to hire peer staff who represent the student diversity at the College and train student staff in inclusive and anti-racist tutoring practices. Staff teach in the Bridge Scholars Program and support the students enrolled in Bridge courses through the Writing Center and QRC. The CLD Education Specialist supports students who are linguistically and culturally diverse through her work on the Global Scholars Program and adjunct courses, and she consults with faculty about issues related to cultural and linguistic diversity in the classroom. The Sophomore Jump Program is designed to make opportunities visible and accessible to all students. Slightly more students of color, international students, and first-generation students access these programs than are represented at the College. And all professional staff in the Colket Center are committed to diversity, equity, and inclusion and in our own continued education, which we pursue through reading groups and other development opportunities. In these ways, the Colket Center has contributed to diversity, equity, inclusion, and anti-racism at the College.

Professional contributions

The Colket Center staff are experts in their fields, evidenced by their contributions to their scholarly communities. Staff regularly present at conferences, publish in peer reviewed journals and edited collections, apply for and receive grants, and sit on the boards of national organizations. Our involvement in scholarly communities and dispositions toward research enhance the profile of the Colket Center and enrich our contributions to campus.

During the 2020-21 academic year, Colket Center staff presented at 10 conferences and invited talks, published 8 articles/ creative works, worked on one external grant, and served on the boards of 6 organizations. (See Appendix III.)

Appendix I
Courses Taught AY 2019-20

<i>Course</i>	<i>Sections Offered</i>	<i>Total Enrollment</i>
Thesis	<i>6</i>	<i>36</i>
Read Like a Reader	<i>1</i>	<i>12</i>
Advanced Language Practice for Culturally and Linguistically Diverse Students	<i>1</i>	<i>6</i>
Global Scholar: Critical Perspectives on the US Educational System	<i>2</i>	<i>13</i>
Teaching Culturally Linguistically Diverse Learners	<i>1</i>	<i>11</i>
Writing Center Theory	<i>1</i>	<i>24</i>
Writing Center Practicum	<i>1</i>	<i>23</i>
Topics in Reading & Rhetoric	<i>1</i>	<i>21</i>
Grant Writing	<i>1</i>	<i>4</i>
The Power of Data and Models	<i>1</i>	<i>16</i>
Bridge Scholar: Gen You	<i>1</i>	<i>21</i>
What is College For	<i>1</i>	<i>13</i>
Independent Study	<i>9</i>	<i>13</i>

Appendix II
Sophomore Jump Programs and Attendance

Program	Date	Attendance	Feedback
How to Learn at a Distance	8/26/2020	3	4
Reading & the Art of Attention	8/31/2020	8	4.2
Undergraduate Research Opportunities	9/2/2020	10	3.8
Independently Designed Major Info Session	9/24/2020	3	4
Pre-Law Pre-Health Information Session	9/30/2020	27	4.2
Undergraduate Research Opportunities	10/27/2020	13	4.3
You Can't Sit With Us: Renegotiating Identity In Early Adulthood	10/29/2020	0	n/a
Planning Your Break Wisely	11/4/2020	3	no feedback collected
Planning Your Break Wisely	12/4/2020	2	no feedback collected
Pre-Health Alumni Panel	2/4/2021	7	4.6
"Major" Decisions	2/9/2021	0	n/a
Pre-Law Pre-Med Information Session	3/11/2021	7	4.3

Appendix III
Colket Center Staff Professional Accomplishments AY 2020-2021

Publications

- Alvarado, Mary Margaret.** (“April 7, 2020”) Essay published in *Image*.
- Freeman, Traci. & Getty, Steve.** (Under Review in the Writing Center Journal) “An Exploratory Study of Mindsets, Social Belonging, and Help-Seeking in the Writing Center.”
- Freeman, Traci.** “Why would you want to do that?” Managing Desire for Alt-ac Work.” Terms of Service: Affective Labor and Alt-ac Careers. Ed. Lee Skallerup Bessette. Kansas UP. (Forthcoming.)
- Freeman, Traci. ; Fedesco, Heather; and Cavin, Drew.** “Teaching Compressed Format Courses: Colorado College’s Block Plan.” *National Teaching & Learning Forum*, September, 2020.
- Getty, Steve, Barron, K.E., & Hulleman, C. S., 2022,** What is the role of motivation in social and emotional Learning? In N. Yoder & A. Skoog-Hoffman (Eds.) *Advances in Motivation and Achievement (Vol. 21)*. Emerald Publishing, 21-39.
- Getty, Steve, Barron, K.E., & Hulleman, C. S.** (in press). Five Steps to improving student motivation in your college courses. *Journal on Excellence in College Teaching*.
- Getty, Steve, Gosnell, N. Whitten, B. and Taylor, J.A.** (2020). Supporting Inclusive Teaching in Introductory College Physics. *The Physics Teacher*, 58:312-315.
- Getty, Steve,, Getty, K.T. & Beardsley, P.M.** (2021). Educators Guide to HHMI film *Out of the Ashes – Rise of the Mammals*. Howard Hughes Medical Institute, [Chevy Chase, Maryland](#).
- Schacht, Chris.** Short Story – “Big Black Bird” *West Trade Review*, vol. 11, 2020
- Schacht, Chris.** Short Story – “Howling Things” *The Hopper*, Dec. 2019
- Walter, Chelsea.** Undergraduate Practicum Design for Equity-Minded and Culturally and Linguistically Responsive Preservice TESOL Teachers. In *Innovating the Practicum in TESOL Teacher Education: Design, Implementation, and Pedagogy in an Era of Change (Edited Collection)* Pu, C. & Wright. Under Review.

Invited Talks

- 2020 & 2021 **Bell, Katrina.** Transylvania University Writing Center, 2020. “Rapport and Flexibility in Online Writing Center Appointments.”
- 2020 **Freeman, Traci.** “Planning a Day: Effective Use of Class Time for Intensive, Time-shortened Courses,” with Jane Murphy. Invited workshop for Amherst, Mt. Holyoke, and Hampshire colleges.
- 2020 **Freeman, Traci.** “Effective Use of Class Time in Compressed Courses,” with Jane Murphy. Invited workshop for UNC- Asheville.
- 2020 **Freeman, Traci.** “Designing Effective Summer Intensive Humanities Courses,” with Jane Murphy. Invited workshop for UNC-Asheville.
- 2020 **Freeman, Traci.** “Teaching Effective Time-shortened Courses,” with Jane Murphy. Invited workshop for Amherst College.
- 2020 **Freeman, Traci.** “The Power of a Plan: Teaching Effective Time-shortened Courses,” with Jane Murphy. Invited workshop for Randolph College.
- 2020 **Freeman, Traci.** “Teaching & Learning for Intensive and Time-Shortened Courses,” with Jane Murphy. Invited workshop for St. Benedict/ St. John’s.
- 2020 **Freeman, Traci.** “Teaching & Learning in Intensive and Time-Shortened Courses,” with Jane Murphy. Invited workshop for Albright College.
- 2020 **Freeman, Traci.** “Take 2: Teaching & Learning for Intensive and Time-Shortened Courses,” with Jane Murphy. Invited workshop for Randolph College.

Conference Presentations

- 2021 **Bell, Katrina.** TutorCon2021 Rocky Mountain Writing Centers Association Conference, 2021. "Creating Community: Writing Fellows Support during COVID-19," with Chris Schacht.
- 2021 **Bell, Katrina.** "Compassionate Writing Program Administration and the Untenured WPA." Conference on College Composition and Communication, Roundtable Session.
- 2021 **Sartin, Roy Jo.** "Egyptomania 2.0: How Fanon Replaced Canon in the World's Oldest Fandom." Presented at the Popular Culture Association National Conference, held virtually in June 2021.
- 2020 **Sartin, Roy Jo.** "Taking Contemporary Egypt out of Egyptomania: Amelia Edwards's Orientalist Travel Narrative." Presented at the European Studies Conference, hosted virtually by the University of Nebraska-Omaha, October 2020.
- 2020 **Walter, Chelsea.** Small Moments of Advocacy: Making Theory Practical for Institutional Change. Workshop. TESOL International Convention and English Language Expo. Virtual Presentation.
- 2021 **Walter, Chelsea.** Utilizing Student Choice for a Culturally and Linguistically Responsive Classroom. Workshop. CoTESOL Spring Symposium. Virtual Presentation.

Grants

Service in National Organizations

- 2020-2021 **Bell, Katrina.** Ideas Exchange Chair for the IWCA
- 2020-2021 **Bell, Katrina.** Grants Chair for the IWCA
- 2020-2021 **Bell, Katrina.** At-Large Representative for the IWCA
- 2020-2021 **Bell, Katrina.** President-elect for the RMWCA
- 2020-2021 **Bell, Katrina.** Events Committee Co-Chair for the SLAC-WP
- 2018 -2021 **Freeman, Traci.** Board member. National Resource Center for the First-year and Students in Transition.
- 2020-2021 **Walter, Chelsea.** Board Member. CoTESOL (TESOL affiliate)
- 2020-2021 **Walter, Chelsea.** Board Member. TESOL Membership Professional Council
- 2020-2021 **Walter, Chelsea.** TESOL International Organization 2022 Convention Teacher Education Strand Reviewer

Creative Works

- Alvarado, Mary Margaret.** "When I Hear Marian Anderson Sing," a walkable chapbook, Summer 2020