

**Colket Center for Academic Excellence**  
**Annual Report**  
**Academic Year 2018-19**

**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: individual and group tutoring, supplemental instruction, in-class and out-of-class workshops, and adjunct courses in reading, writing, and quantitative reasoning.

During the 2019-18 academic year, the Colket Center:

- Served 81% (1,727) of the students enrolled at CC through individual tutorials/consultations, group tutoring, Learning Assistants (LAs), and in-class and out-of-class workshops
- Increased student contacts by 5% compared to the 2017-18 academic year
- Increased drop-in tutoring in the QRC by 46% compared to the 2017-18 academic Year
- Supported 27 students applying for scholarships and fellowships, with 6 students receiving Fulbright scholarships
- Increased student participation in Sophomore Jump Programs by 65% compared to the 2017-18 academic year.

The Colket Center employs 8 professional staff, 2 administrative assistants, and more than 90 student workers. In addition to providing student academic support services, professional staff in the Colket Center contribute to academic advising initiatives, direct the Sophomore Jump Program and the Writing Program, teach block-length and adjunct courses, and support faculty through consultations, classroom workshops, and faculty development collaborations with the Crown Faculty Center. Professional staff also 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 2018-19 academic year, professional staff in the Colket Center:

- Taught 15 adjunct, half-block, or block-length courses
- Hired 59 new tutors/writing consultants and supervised more than 90 student workers
- Facilitated 69 academic skills workshops across the curriculum
- Administered a calculus-readiness assessment for incoming first-year students
- Collaborated with the Crown Faculty Center to organize and facilitate 21 faculty development workshops at CC and beyond
- Presented their work at 10 conferences and 5 invited talks
- Authored 10 publications
- Administered 2 external grants
- Served on the boards for 5 national/state organizations

Through many contributions to the vibrant culture of learning and teaching at Colorado College, the Colket Center and its professional and peer staff promote the educational mission of the College.

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**Overview of services**

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The Colket Center employs 8 professional staff, 2 administrative assistants, and more than 90 student workers. In addition to providing student academic support services, professional staff in the Colket Center contribute to academic advising initiatives, direct the Sophomore Jump Program and the Writing Program, teach block-length and adjunct courses, and support faculty through consultations, classroom workshops, and faculty development collaborations with the Crown Faculty Center. Professional staff also 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.

**Staffing**

During the 2018-19 academic year, the Colket Center professional staff included:

Traci Freeman, PhD, 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 Education Specialist  
 Mary Margaret Alvarado, Thesis Writing Specialist  
 Brett Gray, Colket Center Staff Assistant  
 Anna Webb, Colket Center Staff Assistant

In addition to professional staff, the Colket Center employs 33 peer writing consultants, 56 peer tutors in math, science, quantitative social science, and computer science, as well as 4 staff who support front desk operations.

**Overview of impact on students**

During the 2018-19 academic year, the Colket Center served at least 1,727 students—81% 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 5% increase in student contacts over the 2017-18 academic year.

## 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 individualized professional support for culturally and linguistically diverse (CLD) students in reading, speaking, listening, and writing.

**Individual tutoring in the QRC.** The QRC only offers students individual appointments when they demonstrate a particular need for intensive support. During the 2018-19 academic year, QRC peer tutors worked one-on-one with 208 students in 298 appointments. The number of students working with a tutor in individual appointments increased this year by 11% over the previous academic year, and the total number of appointments increased by 6 %.

The QRC does not have the resources (human and financial) to accommodate all of the students who would like to work with a tutor one-on-one. The current number of individual appointments is sustainable, but there is little room in the QCR for growth in individual tutoring.

**Individual consulting in the Writing Center (including CLD Education Specialist and Thesis Specialist).** Most of the students who seek support in the Writing Center meet individually with a writing consultant. During the 2018-19 academic year, at least 823 students sought individualized writing consultations from professional or peer staff in the Writing Center in 2,945 individual appointments, including 115 appointments with the CLD Education Specialist and 53 with the Thesis Writing Specialist<sup>1</sup>. The number of individual Writing Center appointments represents a 2.5% increase compared to the 2018-19 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

The Writing Center serves student writers across the curriculum. This past academic year, students enrolled in English, political science, and psychology were among the heaviest users of the Writing Center. (For a complete list of appointments by departments, see Appendix I.)

This past year, the Writing Center changed the peer consultant schedule from three sessions in a two-hour period to two sessions in the same timeframe. This change resulted in more engaged peer consultants and increased attention to details and procedures, including entering appointment data and updating timesheets. Although consultants worked with fewer students during each shift, the Writing Center still managed to increase the overall number of consultations.

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<sup>1</sup> Note that the Thesis Writing Specialist is .5 FTE and her primary role is teaching interdisciplinary thesis workshops.

As of the 2020-21 academic year, all first-year students will be required to take a writing course during block two. In the next academic year, the Writing Center will formulate a plan for managing what will likely be an increase in consultations and workshop requests during this block.

***Fellowships and Applications to Graduate School.*** During the 2018-2019 AY, the Writing Center Specialist had 74 appointments with 27 applicants for fellowships and scholarships, resulting in 5 known acceptances including: 1 Critical Language Scholarship; 1 Princeton in Asia; 2 Crown Goodman; and one CIES.

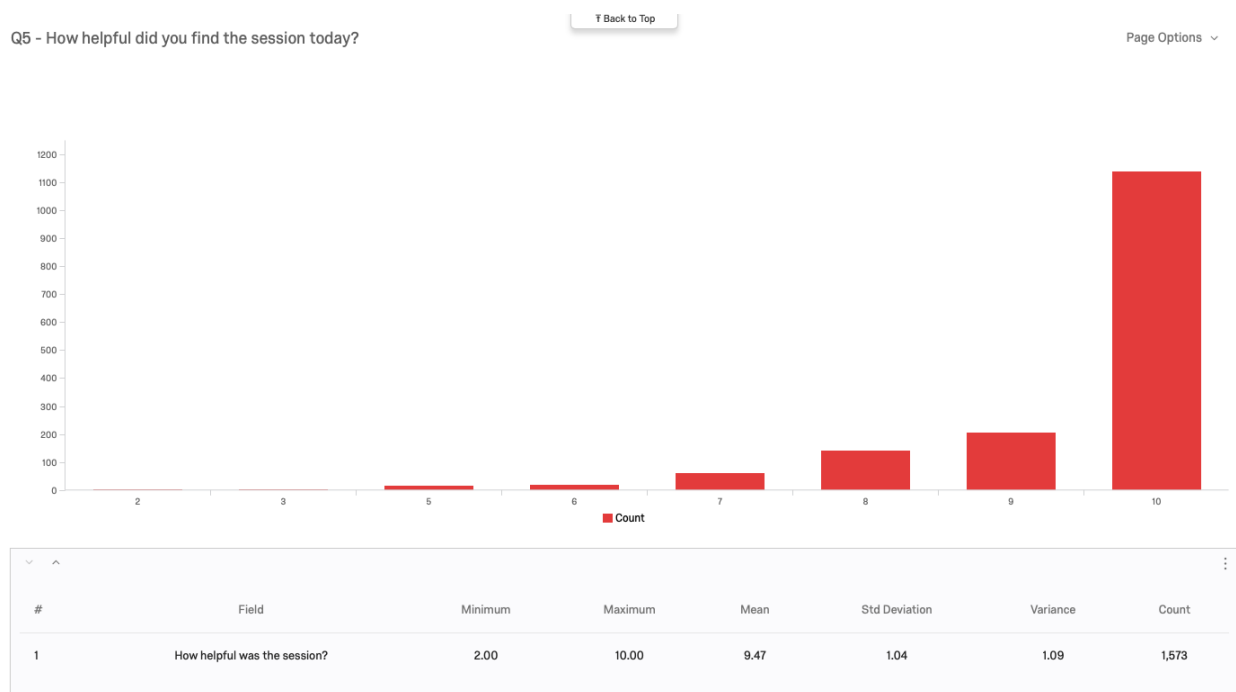
The Writing Center Specialist also met with 54 applicants for 228 grant proposals, which included 27 Fulbright applications; 23 campus grants (21 Venture Grants, one Sheffer grant, and one Life of the Mind grant); and 4 external grants. The 29 known recipients received more than \$234,000 in funds, including:

- 6 Fulbright (four English Teaching Assistants and two research appointments - approximately \$180k total)
- 4 Boettcher grants (\$32k)
- 20 campus grants (approximately \$22k)

Additionally, the professional staff held more than 50 appointments regarding graduate school applications, with more than 20 applicants.

The Writing Center has been deliberate in its efforts to work with students writing theses, fellowships, and applications to graduate and professional schools, not only because writers at all levels need thoughtful readers of their writing, but also because of the message we send to our struggling students when we also serve our highest achieving students—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.

***Writing Center Post-Session Survey.*** After students have completed an appointment in the Writing Center, they automatically receive a survey that asks questions about their learning and their satisfaction with the services provided. Although survey response rates are low, the overwhelming majority of the 134 students who responded to the survey rated their experience as Excellent (100) or Very Good (23), with a mean score of 9.47. (See Figure 1). When consultants receive a poor rating, the Director or Assistant Director of the Writing Center works with them to reflect on the session.

**Figure 1: Results from Writing Center client survey****Group/Drop-in Tutoring (QRC)**

QRC professional and peer staff are available to work with students on a drop-in basis for coursework in math, science, computer science, and quantitative social science courses.

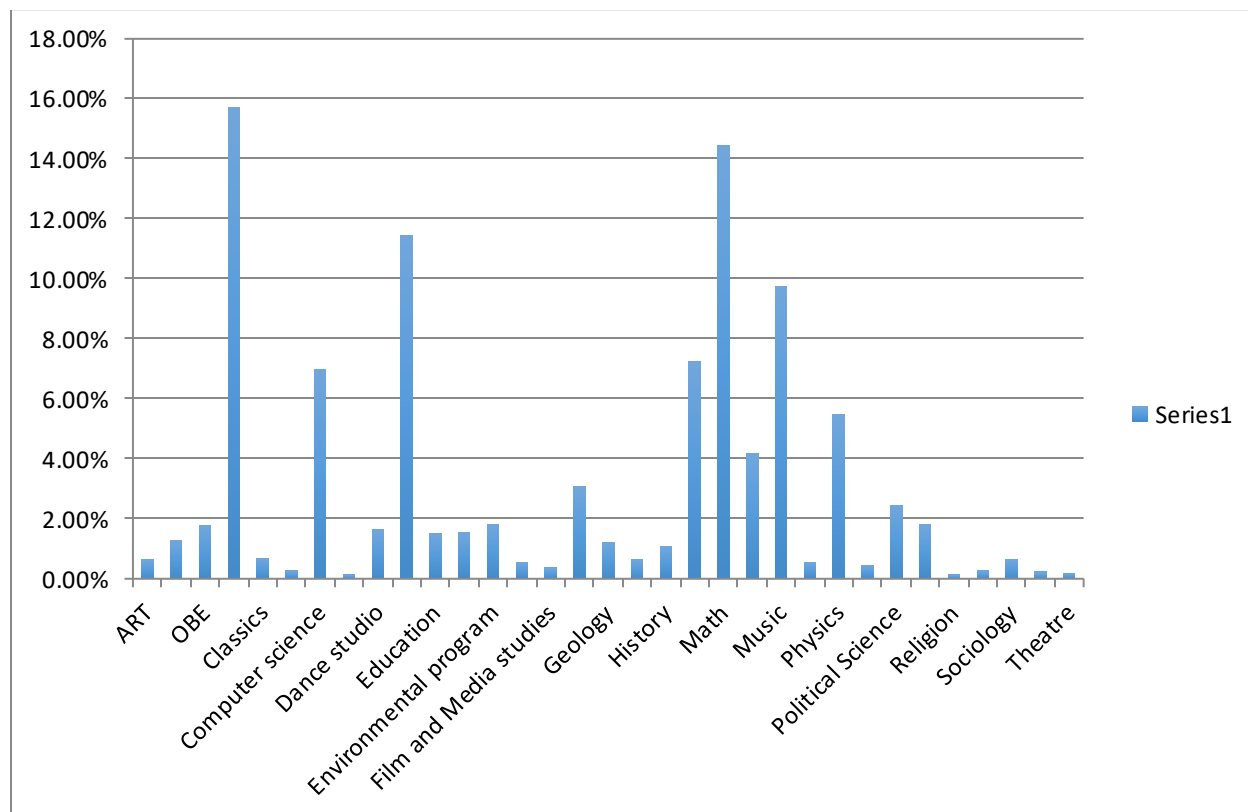
During the 2018-19 academic year, the QRC recorded 4,600 drop-in visits—a 46% increase compared to the previous academic year—with 944 individual students, which represents 44% of the student body. (See Table 2 for the last 4 years of QRC drop-in appointments).

**Table 2: QRC Drop-in Appointments**

Academic Year	Total Appointments
2015-2016	1,100
2016-2017	2,139
2017-2018	3,148
2018-2019	4,600

Approximately 21% of the students who drop-in for tutoring at the QRC are seeking support for Math and Computer Science. Another 16% are seeking support for Chemistry or Biochemistry, followed by 11% who are seeking support for Economics and Business. (See Figure 2 for QRC drop-in appointments by discipline).

**Figure 2: QRC Drop-ins by discipline**



These data reflect the QRC's broad reach across science, math, and quantitative social science departments. The percentage of drop-in visits increased by 46% during the past year. We might attribute this growth to the new space with dedicated study tables and comfortable booths, which make it easier for students to access QRC services. We also observed a 5% increase in students who dropped in for their computer science courses. The increase in students who dropped in for tutoring in Computer Science might be related to trend in fewer Computer Science faculty requesting Learning Assistants.

#### **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 93 Learning Assistants (LAs) in at least 10 departments, which represents a 7% decrease in the number of LAs compared to the 2017-18 academic year. We attribute this decrease to Math and Computer Science faculty making fewer requests for LAs. The program served a total of 93 different classes and more than 696 students.

The number of L.A. requests was more evenly distributed across departments this past academic year than in previous years, with Chemistry accounting for 21% of requests, and Economics and Business and Mathematics and Computer Science for 15% each. (See Table 3 for LAs by department).

Table 3: Total Number of LA's Requested by Departments

<b>Department</b>	<b>Number of LA's Requested</b>
Chemistry	21
Computer Science	5
Economics	15
Environmental Science	2
Math	15
Molecular Biology	10
Organismal Biology & Ecology	2
Physics	14
Psychology	7
Other*	2
<b>Total</b>	<b>93</b>

\*Other is for dual department courses.

\*\*The LA request count for the Computer Science Department is lower due to department wishes to reduce LA usage and to promote professors' office hour usage.

The LA program is likely at its capacity. After six years of sustained growth, the program had its first year of declining numbers of requests. At this level, the program is likely sustainable into the future.

### **Writing Fellows (Pilot)**

During the 2018-19 FYE cycle, the Writing Center piloted an FYE Writing Fellows program. This pilot matched peer writing consultants with FYE 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. Through this pilot, 5 peer consultants matched with 10 faculty members provided 11 workshops and just over 200 individual appointments over a two-block period. These 200 appointments comprised approximately 28.5% of the 701 FYE appointments over the course of the 2018-2019 academic year.

While this pilot was successful, it has been placed on hold to clarify the aims, processes, and procedures for a long-term implementation for FYE that can be expanded to any Writing Intensive course.

### **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 2018-19 academic year, the Colket Center staff offered 47 in-class and out-of-class workshops for 31 individual courses. The QRC professional staff offered 12 workshops. The Writing Center professional staff offered 47 workshops, plus an additional 30 visits to FYE classes. The Thesis Writing Specialist offered 5 workshops. The Director of the Colket Center offered 1 workshop, and the CLD Education Specialist offered 2 workshops. (See Table 4).

**Table 4: In-class and out-of class workshops**

<b>Service</b>	<b>Number</b>
<b>Quantitative Reasoning Center</b>	12
<b>Writing Center</b>	47
<b>Thesis Writing Specialist</b>	6
<b>General academic skills</b>	2
<b>CLD Education Specialist</b>	2
<b>Total</b>	69

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 meet students where they are. In the coming year, we will continue to promote our menu of class workshops and build new workshops, particularly on the topics related general academic skills.

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

Colket Center professional staff teach a variety of skill-building adjunct and transitional courses, as well 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.

This past academic year, Colket Center professional staff taught 12 adjunct and half block courses and 1 block-length course. Professional staff also co-taught 2 courses with faculty in the Bridge Scholars and Global Scholars programs. The CLD Education specialist also supervised one ESL instructor in the Global Scholars Program and taught one independent study student. The Writing Center Director mentored a student writing a thesis for education. The Director of the QRC mentored three research students. Across all courses, professional staff taught more than 165 students. (See Table 5 for the number of courses offered and students served).

**Table 5: Course by type, number, and students**

<b>Course Type</b>	<b>Number of courses</b>	<b>Number of students</b>
<b>Adjunct &amp; Half Block Courses</b>	12	108
<b>Bridge Scholars &amp; Global Scholars Programs</b>	2 (co-taught)	25
<b>Block course</b>	1	24



<b>Total</b>	15	175
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(For a breakdown of adjunct courses and their enrollments, see Appendix II.)

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. In the coming year, we will be rethinking the structure and content of our adjunct courses, particularly in light of revisions to the general education curriculum.

### **Tutor Education and Development**

The Writing Center and QRC both employ peer staff who support students in their academic development. The QRC employs approximately 50 peer tutors in math, science, computer science, and quantitative social sciences each semester. The Writing Center employs approximately 35 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).

**Table 6: Tutor/Consultant Training**

<b>Center</b>	<b>Number of tutor/consultant trainees</b>	<b>Education/development</b>
<b>Quantitative Reasoning Center</b>	39	Six-hour training course and ongoing blockly training
<b>Writing Center</b>	20	Half Block + adjunct + 30 hours of observation and ongoing blockly training

This past academic year, the Writing Center made changes to the tutor training course. Professional development for incoming consultants has been made more rigorous and includes a scaffolding of responsibilities that culminates in a consulting portfolio that showcase not only peer and student resources, but also the development of a personal tutoring praxis statement. Ongoing professional development for experienced consultants continues twice each block, with topics coming from peer consultants based on their needs. The format for training has shifted from reading followed by lecture to small group discussions at lunches, which include reflection, group problem-solving, and disciplinary conversations.

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 Director of the QRC wrote 22 letters of recommendation for 13 students applying to graduate school, teaching positions, medical school, internships, and professional positions,

and the Director of the Writing Center wrote 18 letters of recommendation. The professional staff in the Writing Center also co-presented with 4 students at the Colorado/Wyoming Writing Tutors Conference.

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 also contribute to faculty development, in collaboration with the Crown Center, and to staff development initiatives. The Director of the Colket Center also coordinates faculty development opportunities for academic advisors. Professional staff regularly consult with faculty about their teaching and research.

### Faculty and Staff Development Workshops

During the 2018-19 academic year, in collaboration with the Crown Center, professional staff in the Colket Center organized and facilitated 21 faculty development workshops on campus. Staff also facilitated a workshop for faculty and staff during Fall Conference. The Director of the Colket Center was also invited to Guilford College and Duke University to offer workshops on compressed learning.

### One-on-one consultations

During the 2018-19 academic year, professional staff in the Colket Center consulted formally with upwards of 40 faculty about issues related to teaching, learning, research, and writing.

### Teaching TiPs

During the 2017-18 academic year, the Colket Center staff introduced new passive faculty development programming through the publication of Theory into Practice (TiPs), a series of one-page handouts that condense research on topics related to teaching and learning and offer practical recommendations for transforming educational theory into practice. These TiPs were posted on the Colket Center and Crown Center Web sites and publicized through the Dean's Office newsletter. On average, each TiP received 30 hits, according to Google Analytics. We continued to add TiPs throughout the 2018-19 academic year.

### Advising Faculty Development

During the 2018-19 academic year, the Colket Center Director also coordinated 5 faculty development opportunities. (See Table 7 for a complete list.)

**Table 7: Advising Faculty Development Programs**

Program	Purpose	Date & Location	Audience	Collaborators
Talking with students about the Liberal Arts	Advising cohort faculty have asked for this program	Tuesday, September 4, noon -1:00, Tutt Library Event Space	Advising cohort and faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office
Nuts and Bolts of Advising	Introduce new faculty to advising at CC and review policies and practices with seasoned advisors	Thursday, September 13, noon -1:00, Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office
Insights from Advising	Debrief with faculty about the fall advising	Tuesday, October 9, noon-1:00, Tutt Library Event Space	Advising Cohort	Crown Faculty Center, Advising Hub, Colket

	period and reflect on the cohort model			Center, Provost's Office
Inclusive Advising Practices	Support faculty in advising our diverse student population	Thursday, February 7, noon -1:00, Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office
Title IX for Advisors	Review Title IX with advisors and discuss right to report	Thursday, March 7, noon - 1:00, Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office

### 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. We will continue to pursue opportunities to contribute to faculty and staff development in the coming year, supporting the Director of the Crown Faculty Center in the development of programming. We will continue to add to our Teaching TiPs as we develop content for workshops. Most significantly, we will be helping to coordinate a series of internal opportunities to discuss compressed format learning, culminating in an externally facing institute on the block plan/ compressed format learning.

### Pre-Major Advising Initiatives

Staff in the Colket Center contribute to pre-major advising initiatives on campus, including the campus-wide first-year, calculus-readiness assessment and the Sophomore Jump Program. The Director of the Colket Center also supports the Vice Provost on initiatives related to academic advising.

### Math Assessment

For the second year, the Colket Center (QRC), in conjunction with the Office of the Provost, administered the ALEKS calculus-readiness assessment to all incoming first-year students. 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 13 students who were interested in developing their foundational math skills prior to taking quantitatively demanding courses.

In the coming year, the QRC will continue to offer the ALEKS assessment to all incoming first-year students and to make offer recommendations to students and their academic advisors about appropriate class placements.

### 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

educate students about different majors and minors, as well as 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 2018-19 academic year, the Sophomore Jump Program worked with the Advising Hub, International Programs, the Career Center, the Butler Center, the office of Undergraduate Research, the Office of the Provost, and faculty across campus to coordinate 27 workshops and events, serving more than 330 students. (Sixty-eight percent of participants attended only one program). This past academic year, students were asked to respond to program evaluation forms. The average program rating was 4.5 on a 5-point scale, indicating that programs are of a high quality. (For a complete list of programs and individual program assessment, see Appendix III.)

Among the diverse group of students who attended Sophomore Jump programs, half had not yet declared a major. Sixty-four percent of participants identify as female, and 35% identify as male. Thirty percent of students who participated identify as students of color, compared to 24% at the College. Sixteen percent of participants were international students, compared to 9% at the College. Eleven percent of the students who attended programs were first-generation college students, compared to 8% at the College. Since the program aims to make opportunities more visible and accessible to students, participant demographics indicate that we are reaching students who are likely to benefit most from these programs.

The most interesting trend to emerge from the program data collected during the 2018-19 academic year is that only 53% of program participants are second year students, while 41% are first-year students. The remaining students are juniors or 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 Colorado 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 2018-19 academic year, the Director was also asked to contribute an essay to a collection on sophomore programs, which is forthcoming from the National Resource Center on the First-Year Experience and Students in Transition. She also collaborated with faculty colleagues from Luther and Beloit Colleges through an ACM FaCE grant to bring a group of faculty, staff, and administrators together for a conference on the second year experience, which was held at Grinnell College on April 22, 2019. The data gathered at this conference has been collected and will be analyzed for future conference presentations and publications.

In the coming academic year, the Sophomore Jump Program will continue to collaborate with other offices across campus, work to develop useful and sustainable assessment practices, and seek to raise the profile of this program on CC's campus so that it matches the program's reputation nationally.

### **Advising Taskforce**

This past academic year, the Director of the Colket Center also led an Advising Taskforce that was constituted mid-year by the FEC to develop an advising mission, expectations for advisors and students, and a set of measurable outcomes. The taskforce was also asked to make recommendations for a new advising structure. This group of faculty and staff met twice for extended retreats. (The final report and

outcomes can be found in Appendices IV & V). The work undertaken by the taskforce supported the Vice Provost's efforts to create an Advising Hub staffed by professional advisors.

### Support for Diversity and Inclusion

The Colket Center contributes to College efforts to create a diverse 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, the QRC services were well-used by students in each year of college, though sophomore students were most likely to visit the QRC. Although MAT students represent only a small percentage of the students who visited the QRC, given the limited number of students who are enrolled in the program, 16 is a significant number. (See Table 8 for students served in the QRC by year in college.)

**Table 8: Year in college of students served in QRC**

Year	Number of students users	Percentage of student users
First Year	533	29%
Sophomores	404	31%
Junior	354	22%
Senior	289	17%
MAT	16	>1%
Other	47	1.5%
<b>Total</b>	<b>1233</b>	<b>100%</b>

\*Among students listed as other are a number of alumni

The trends in Writing Center usage by year in college have been consistent across academic years. Typically, first-year students and seniors are most likely to seek support in the Writing Center. First-year students are often adjusting to college-level expectations for their writing, and seniors are working on theses, fellowships, graduate applications, and other high stakes writing projects. This past academic year, 41% of the students who visited the Writing Center were first-year students, while 20% percent were seniors. Although MAT students represent only a small percentage of the total number of students served in the Writing Center, given the small number of students enrolled in the program, 18 is significant number. (See Table 9 for students served in the Writing Center by year in college.)

**Table 9: Year in college of students served by Writing Center, CLD, Thesis**

Year	Number of students who visited	Percentage of visits
First Year	363	41%
Sophomores	149	17%
Junior	113	13%
Senior	172	20%
MAT	18	2%

<b>Alums/Faculty/Staff</b>	63	<b>7%</b>
<b>Total</b>	<b>878</b>	<b>100%</b>

Overall, these data highlight the success of our efforts to support students throughout their time at CC, not just those students who transitioning to college. We have been increasingly effective in reaching students because we have made efforts to meet them where they are—in their classes and in the library. In the coming year, we will continue to reach out to students through workshops and LAs, as well as by promoting our individual and group tutoring.

### **Students Served by Gender**

It is well-established that, across support contexts, people who identify as female are more likely to seek help than people who identify as male. Trends among students who visit the Colket Center reflect these larger trends, although patterns in usage vary among our services. Fifty-one percent of the students who used QRC services during the past academic year identified as female, while 40% identified as male—only a slight over-representation of female identified students, as compared to the overall student population at CC. (See Table 10).

**Table 10: QRC Student Users by Gender**

<b>Gender of student users</b>	<b>Percentage</b>	<b>Gender by Percentage at the College</b>
Male	40%	44%
Female	51%	54%
Not male/female identified	8.3%	1%

In contrast to the QRC, during the past academic year, the Writing Center, CLD, and Thesis support services worked with significantly more female identified students than male identified students—the order of 2 to 1. (See Table 11).

**Table 11: Writing Center, CLD, Thesis Student Users by Gender**

<b>Gender of student users</b>	<b>Percentage</b>	<b>Gender by Percentage at the College</b>
Male	33%	44%
Female	65%	54%
Not male/female identified	2%	1%

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 terms of their ethnicity and race. During the past academic year, 24.3% of students enrolled at CC identified as students of color. Twenty-four percent of the students who worked in the QRC last year identified as

students of color. Twenty-six percent of students who worked in the Writing Center identified as students of color.

During the past academic year, approximately 8.9 percent of students enrolled at CC were international students. Nine percent of the students who sought support in the QRC were international students, while 13% of students who sought support from the Writing Center, CLD Education Specialist, and Thesis Specialist were international students.

The Colket Center serves roughly the same percentage of students of color as are represented at the College and more international students than are represented. 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.

### **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 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 English language learners 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.

### **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 the boards of national organizations. Their involvement in their scholarly communities and their dispositions toward research enhance the profile of the Colket Center and enrich their contributions to campus.

During the 2018-19 academic year, Colket Center staff presented at 10 conferences and 5 invited talks, published 10 articles/ creative works, worked on two successful grants and served on the boards of 5 organizations. (See Appendix VI for a list of staff professional accomplishments).

**Appendix I**  
**Writing Center Appointments by Department AY 2018-19**

Department	Total No of Appts
Anthropology	65
Art	75
Chemistry & Biochemistry	15
Classics	61
Comparative Literature	29
Drama & Dance	23
Economics & Business	119
Education	110
English	195
Environmental Science	80
Feminist & Gender Studies	75
Film and New Media Studies	32
Geology	22
German, Russian & E Asian Lang	53
History	157
Human Biology and Kinesiology	5
Mathematics & Computer Science	29
Molecular Biology	52
Music	16
Non-Departmental Studies	158
Organismal Biology & Ecology	13
Philosophy	114
Physics	15
Political Science	178
Psychology	169
Race, Ethnicity, and Migration	20
Registrar	14
Religion	38
Romance Languages	39
Sociology	134
Southwest Studies	14
Spanish & Portuguese	6
Theatre and Dance	28
Unknown	792



<b>Total</b>	<b>2,945</b>
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**Appendix II**  
**Adjunct Courses (General Studies) AY 2018-19**

<b>Course</b>	<b>Sections Offered</b>	<b>Total Enrollment</b>
Thesis Prep for Juniors	<i>1</i>	<i>3</i>
Read Like a Reader	<i>1</i>	<i>10</i>
Senior Thesis	<i>3</i>	<i>14</i>
Advanced Language Practice for Culturally and Linguistically Diverse Students	<i>1</i>	<i>11</i>
Writing Enhancement	<i>1</i>	<i>10</i>
Writing Center Theory	<i>1</i>	<i>21</i>
Writing Center Practicum	<i>1</i>	<i>20</i>
Grant Writing	<i>1</i>	<i>4</i>
The Power of Data and Models	<i>1</i>	<i>13</i>

**Appendix III**  
**Sophomore Jump Programs and Attendance**

Date	Program	Attendance	Average Feedback (5pt Scale)
8/30/2018	Planning Study Abroad	Not Collected	Not Collected
9/4/2018	Faculty Dinner	20	N/A
9/7/2018	You're a Sophomore - Now What?	12	Not Collected
9/13/2018	Financing Study Abroad	14	3.96
9/27/2018	The Art of Networking	9	Not Collected
9/28/2018	Planning Study Abroad	7	4.6
10/2/2018	Faculty Dinner	18	N/A
10/11/2018	Pre-Law, Pre-Med Info Session	34	4.5
10/26/2018	Planning Study Abroad	21	4
10/29/2018	Venture Grant Forum	50	4.75
11/1/2018	3 Things You Should Know	5	Not Collected
11/6/2018	Undergraduate Research Opportunities	22	4.33
11/28/2018	Searching for Internships	6	5
11/28/2018	Faculty Dinner	20	N/A
11/30/2018	Planning Study Abroad	11	4.38
12/6/2018	Financing Study Abroad	24	4.18
1/25/2019	Planning Study Abroad	24	4.6
1/29/2019	Faculty Dinner	17	N/A
1/30/2019	Financing Study Abroad	24	4.67
2/21/2019	Choosing a Major	7	4.4

2/22/2019	Planning Study Abroad	13	4.5
2/26/2019	Faculty Dinner	7	N/A
2/26/2019	Majors Fair	49	N/A
3/29/2019	Planning Study Abroad	2	Not Collected
4/2/2019	Faculty Dinner	6	N/A
4/5/2019	I Declare	61	N/A
4/10/2019	The Art of Networking	7	4.5

**Appendix IV**  
***Advising Taskforce Final Report AY 2018-19***

To: Professor Neena Grover and FEC Governance Committee  
From: Advising Taskforce  
Re: Proposed advising missions, syllabus, and structures  
March 26, 2019

During the 2018-19 academic year, the FEC convened an Advising Taskforce, which included Pedro de Araujo, Tomi Ann Roberts, Emma Powell, Kat Miller-Stevens, Murphy Brasuel, Phil Apodaca, Paul Buckley, Jennifer O’Bryant, Traci Freeman, Lily Weissgold, and Elianna Clayton. This group was charged with:

- Developing a holistic vision for advising at CC
- Articulating an advising mission statement
- Defining the learning outcomes for advising
- Developing a plan for assessing our advising practices
- Reviewing a faculty handbook for advising
- Reflecting on our current advising model and make recommendations for changes

The Advising Taskforce met twice during the spring semester: once on January 10, 2019, for a full day retreat to develop an advising mission and outcomes (please see attachment), and again on February 14, 2019, for a half-day retreat to review advising models and structures.

The Taskforce did not discuss assessment practices or contents for an advising handbook.

Throughout our conversations, it became apparent to the group that our current models, structures, and practices for advising fall short of our ambitions and our students’ expectations. At a minimum, CC needs a shared mission and outcomes for advising across academic and student affairs. We need to educate students about the role academic advising plays in their education at CC and help faculty develop their capacities as advisors who can take a holistic approach to student success. At the same time that we recognize the shortcomings of our current advising model, we all acknowledged that, along with increased expectations for advising, faculty have other significant demands on their time, which make it difficult for even the most committed advisors to meet our expectations.

We reached the conclusion as a committee that our current all-faculty advising model is no longer effective in meeting the complex needs of our students. We agreed that, like most of our peer institutions, we would serve our students better through a hybrid or split model of advising. In such a model, professional advisors manage most of the advising work related to course registration, track students, intervene when students are struggling, ensure students make timely progress toward degree, and help students navigate our systems and negotiate our policies, while faculty advisors serve students as academic mentors.

The committee recommended that CC adopt a “class advisor model” for advising. In this model, class advisors follow cohorts of students throughout their four years at CC and offer students proactive,

developmental, and holistic support. In addition to their class advisor, all entering students have a pre-major faculty advisor, who offers academic mentorship until students select their majors and find a faculty advisor in their department. It is important to emphasize in the class advisor model, faculty still play a significant role in advising students, particularly students in the major, but students also benefit from an additional layer of coordinated support.

## **Appendix V**

### ***Advising Mission, Outcomes, and Expectations AY 2018-19***

#### **Mission**

Advising at Colorado College empowers every student to thrive in the immersive environment of the block plan and to articulate the meaning and purpose of their liberal arts education. Advisors support each student as a whole person to identify, describe, and achieve their educational, professional, and personal goals.

#### **Learning Outcomes**

*As a result of their experiences with advising, students will be able to...*

1. Develop and execute an academic plan that ensures satisfactory progress toward a degree
2. Organize classes, estimate points, and plan alternative schedules
3. Identify and engage academic, co-curricular, and support resources and systems on campus
4. Identify and articulate educational, professional, and personal goals
5. Describe the meaning and value of a liberal arts education at Colorado College

#### **Expectations for Students**

*Advisors should expect students to...*

- Educate themselves about the curricular and co-curricular options available to them
- Take initiative to develop and follow-through with their curricular and co-curricular plans
- Demonstrate flexibility and a willingness to be challenged
- Exhibit professionalism in email and in-person interactions
- Respect advisors' time
- Acknowledge that advising is a relationship and that they bear some responsibility for the success of this relationship
- Take increasing ownership and responsibility for their academic experience

#### **Expectations for Advisors**

*Students should expect advisors to...*

- Understand and engage student development across the four years of the undergraduate experience
- Demonstrate knowledge about the curriculum, including general education requirements and the majors available for students, as well as co-curricular opportunities
- Communicate academic policies, procedures, and processes
- Collaborate effectively with student support and other services across campus
- Empower students to make their own choices
- Maintain a consistent level of engagement with their advisees, making themselves available to students and communicating with students in a clear and timely fashion
- Monitor advisees' progress
- Prepare for advising appointments by reviewing information about advisees
- Show an understanding of, respect for, and commitment to the Liberal Arts mission
- Practice cultural competence by recognizing the significance of students' backgrounds, identities, and experiences
- Ensure equitable treatment among advisees
- Understand and honor their obligations under Title IX
- Participate in initial and ongoing professional development

**Appendix VI**  
**Colket Center Staff Professional Accomplishments AY 2017-18**

**Conference Presentations**

- Bell, K.** (2019). Conference on College Composition and Communication. "Beyond the Margins: Performing Writing Center Research to Explore Our Positionalities," with John Nordlof, Mike Haen, Talisha Haltiwanger Morrison, Noreen Lape, Michelle Miley, and Beth Towle.
- Bell, K., C. Schacht, & R.J. Sartin.** (2019). "Changing Culture through Collaboration: The Evolution of a Writing Center Community." Presentation at the Colorado Wyoming Writing Center Association/Rocky Mountain Writing Center Association Tutor Con, Denver, CO.
- Bell, K.** (2019) Colorado Wyoming Writing Center Association. Pre-conference Administrator Workshop. "Using TiPs (Theory into Practice) for Tutor Training," Denver, CO.
- Bell, K., & C. Walter.** (2018) International Writing Center Association Conference, 2018. "Recognizing and Honoring Client Identities: Culturally Responsive Pedagogy in the Writing Center."
- Freeman, T., & Getty, S.** (2019). "*Mindsets, Social Belonging and Help-Seeking in the Writing Center.*" Paper presented at TutorCon. Rocky Mountain Writing Center Association and Colorado Wyoming Writing Tutors.
- Getty, S. R., & Barron, K. E.** (2018). *Understanding Student Motivation in College Classrooms; Using the Expectancy-Value-Cost (EVC) Scale to Support Teaching and Learning.* Discussant: C. Hulleman. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- McDonald, A., Huddleston, S., **Sartin, R.J.,** & Pacetti, K. (2019). *Reel History: Navigating Historical TV and Film Narratives in the Classroom.* Pop Culture Classroom panel presentation at Denver Pop Culture Con, Denver, CO.
- McDonald, A., Huddleston, S., **Sartin, R.J.,** & Pacetti, K. (2019). *Represent! Why Representation in Popular Culture Matters.* Pop Culture Classroom panel presentation at Denver Pop Culture Con, Denver, CO.
- Sartin, R.J.** (2018). *Performing Egyptomania as Egypt: Conflating the Text with its Fandom in Our Popular Imagination.* Discussant: B. Duvick. Paper presented at the 116<sup>th</sup> annual conference of the Pacific Ancient and Modern Languages Association, Bellingham, WA.
- Walter, C.** (2019) "*Putting Theory into Practice: Creating Small Teaching TiPs for Educators.*" Presentation at CoTESOL.

**Invited Talks/ Readings**

- Alvarado, M.M.** (Spring 2018) Invited poetry reading, EveryEye Series, The Forge, Fort Collins, Colorado.
- Alvarado, M.M.** (2019) Invited nonfiction reading, Northwest Micropress Fair, The Ace Hotel, Portland, Oregon.
- Freeman, T. & Fedesco, H.** (2019) "Teaching Compressed Format Courses." Invited workshop for Duke University Kunshan faculty.
- Freeman, T.** (2019) "Writing Fast and Slow." Invited workshop for Duke University Writing Program.
- Freeman, T. & Fedesco, H.** (2018) "Teaching Compressed Format Courses." Invited day-long workshop for Guilford College faculty.

**Publications**

- Alvarado, M.M.** (Spring 2018) "Bathroom Still Life," large-scale enamel mural with poem (third in a series of poetry murals in downtown Colorado Springs).
- Alvarado, M.M.** (2018) "On Memory With No Devices," longform narrative nonfiction, *Cagibi*. (named finalist for Best of the Net; selected by Jonathan Galassi for republication in *Omnibus!*)



- Alvarado, M.M.** (Fall 2018) "Copper Copper Wheels Bronze," longform lyric nonfiction, *COAST/noCOAST*.
- Alvarado, M.M.** (April 2018) "Singing Under the Exit Sign," essay *America*.
- Bell, K.** (2019) "'Our Professional Descendants': Preparing Graduate Writing Consultants." Ed. Karen Johnson and Ted Roggenbuck. *How We Teach Writing Tutors: A WLN Digital Edited Collection*. <https://wlnjournal.org/digitaleditedcollection1/Bell.html>
- Bell, K.** (2018) "Teacher, Tutor, Scholar, Administrator: Perceptions and Preparation of Graduate Writing Center Consultants." Dissertation.
- Freeman, T.,** Delman, Liliana, and Tetley, Julie. (Forthcoming.) "Sophomore Programs at Colorado College." *Aligning Institutional Support for Student Success: Case Studies of Sophomore-Year Initiatives*. National Resource Center for the First- Year and Students in Transition.
- Freeman, Traci** and Vanden Heuvel, Brian. (2015) "Who's in the Room? Using Clickers to Assess Students' Needs, Attitudes, and Prior Knowledge." Clickers in the Classroom: Using Classroom Response Systems to Increase Student Learning. Eds. David J. Goldstein and Peter D. Wallis. Sterling, VA: Stylus Press, 2015. \* **Excerpted for a second time in 2018 and distributed to 49,000 readers on Stanford University's Tomorrow's Professor listserv.**
- Schacht, C.** (2019) "Tornado Drill." *Flare: The Flagler Review*, Spring.
- Schacht, C.** (2019) "Dream of the Tako." *LandLocked*, Issue 1.

### **Grants**

- Freeman, T.** with colleagues from Luther and Beloit Colleges. ACM FaCE grant for a Summit on the Sophomore Year (2017-19).
- Getty, S.** Consultant and reviewer of NSF HSI Proposal (funded July, 2018; NSF #1832405) "Building Capacity: Polytechnic for All: STEM Success via an Inclusive institutiON (PASSION)." (new grant to California Polytechnic Institute, Pomona, CA.)

### **Professional service**

- Bell, K.** International Writing Center Association, Ideas Exchange Chair: 2018, 2019
- Freeman, T.** Board member of the National Resource Center for the Study of the First Year and Students in Transition (2018-2021).
- Getty, S.** Board member ACC State Water Task Force (Audubon Colorado Council).
- Getty, S.** (2019) Applied to and accepted for NSF-sponsored conference focusing on research in STEM academic support (learning outside of the college classroom): *Developing a National Research Agenda for STEM Academic Support in Higher Education* (Northwestern University)
- Walter, C.** Team Leader for TESOL2020 International Convention in Denver.
- Walter, C.** Board member of Executive Board for CoTESOL, Communications Liaison.