Colket Center for Academic Excellence
Annual Report
Academic Year 2019-20

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 2019-20 academic year, the Colket Center experienced unprecedented disruptions to our services as a result of COVID-19. All students were sent home after block 6 to mitigate the spread of the virus, and all courses were offered remotely for the remainder of the academic year and throughout the summer. With very little lead time, the Colket Center staff pivoted and developed services to support students remotely. Staff trained students to use online platforms and supported students through this incredibly anxious time. They also served as resources for faculty who were adapting courses for the remote format.

Despite the challenges of the 2019-20 academic year, professional and peer staff in the Colket Center:

- Served at least 75 % of the students enrolled at CC through individual tutorials/consultations, group tutoring, Learning Assistants (LAs), and in-class and out-of-class workshops, representing only a 6% decrease in student contacts from the previous year.
- Offered more than 103 in-class and out-of-class workshops for students, representing a 59% increase in workshops over the previous year.
- Supported students applying for scholarships and fellowships; with 3 Erasmus Mundus Scholarships; 3 Fulbright grants; 1 Watson Fellowship; 3 Boetcher grants; and more than 20 campus grants.
- Taught 20 adjunct, half-block, and block courses.
- Published 3 articles 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.

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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 tutor/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 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 2019-20 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 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 2019-20 academic year, the Colket Center served at least 75% 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 6% decrease in student contacts over the 2018-19 academic year. This decrease is likely the result of disruptions from COVID-19, since we saw a dramatic decrease in students' seeking individual or group tutoring during blocks 7, 8 and A. While we served fewer students through these modalities, we saw an increase for in-class and out-of-class workshops.

We would have expected to see the latter trend, since by block 8, we were advising faculty that workshops seemed more effective than individual or drop-in tutoring given the realities of remote instruction.

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. The QRC only offers students individual appointments when they demonstrate a particular need for intensive support. During the 2019-20 academic year, QRC peer tutors worked one-on-one with 132 students in 164 appointments. The number of students working with a tutor in individual appointments decreased by 36% compared to the previous academic year, and the total number of appointments decreased by 45%.

We believe a number of different factors can explain these decreases. First, the QRC director strongly encouraged faculty to use learning assistants in their classes. It is possible that course-based learning assistants addressed some of the need for individual tutoring. Second, several academic departments also canceled courses that they did not believe could or should be offered online, so we also had fewer students enrolled in courses supported by the QRC. And third, despite our best efforts to communicate with students and faculty, many did not seem to know that we were offering student academic support services remotely during the spring semester.

Individual consulting in writing (including CLD Education Specialist and Thesis Specialist). Most of the students who seek writing support meet individually with a writing consultant. During the 2019-20 academic year, the Colket Center offered writing support to 726 members of our campus community in 2,488 individual appointments, including 167 appointments with the CLD Education Specialist and 17 with the Thesis Specialist. These appointments included work with 32 departments on campus, with the highest numbers of appointments in Political Science, Psychology, Philosophy, Environmental Science, History, Sociology, and Education (48 appointments with MAT students). Also included in these numbers are 40 appointments with CC faculty and 26 appointments with CC staff. *The number of individual Writing Center appointments represents a 16% decrease 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
2019-2020	**1636**	**852**	**2488**

The decrease in individual appointments was likely related to the disruptions caused by COVID-19, since the numbers of visits were consistent with the previous year until blocks 7 & 8. It is also important to note that these decreases were consistent with national trends during the spring semester.

MAT/LISP Appointments: This year, the Writing Center professional staff held 48 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 2019-20 academic year, the professional staff had more than 75 appointments with applicants for fellowships and scholarships, resulting in known acceptances totaling more than $200,000, including:
- Three Erasmus Mundus Scholarship winners: Kenneth Crossley, Willa Serling, and Maxwell Viega
- One Watson Fellow: Alesandra Tejeda

Professional staff also met more than 250 times 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:
- Three Fulbright grants (one English Teaching Assistant, one study, and one research, totaling approximately $90,000)
- Three Boettcher grants ($15,000)
- 20+ campus grants ($20,000+)

Additionally, the professional staff held more than 40 appointments with applicants for graduate school. Known acceptances totaled more than $350,000 in funding and included:
- Sarah McAuley, graduate school, Oxford University, fully funded PhD
- Shelby Patrick, graduate school, University of Toronto, fully funded PhD
- Asha Rudrabhatla, post-baccalaureate research position (RWBC Consultant)
- Emma Carlson, graduate school, University of Sheffield, fully funded MS

The Colket Center has been deliberate in our 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.

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 2019-20 academic year, the QRC recorded 3,978 drop-in visits, which represents a 14% decrease in visits compared to the previous academic year—with 860 individual students, which represents 39% 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
2019-2020	**3,978**

The decrease observed for drop-in visits tracks very closely with the move to remote instruction. (See Table 3.)

Table 3: Number of Drop-Ins Per Block

Block	Total #
1	849
2	557
3	728
4	588
5	571
6	590
7	**37**
8	**42**
Total	**3962**

When we moved to remote instruction, the QRC began using a gaming system called DISCORD to simulate drop-in tutoring, but students were not accustomed to accessing this system, and it did not provide the same experience of sitting at a table and working with classmates. Moreover, during blocks 7 and 8, students at CC, like students around the country, limited their engagement in activities outside of class, perhaps as a result of Zoom fatigue. In response to the decrease observed for drop-in appointments during blocks 7 and 8, the QRC began suggesting that faculty request Learning Assistants to support students in their classes. Leaning Assistants are more integrated into classes, which reduces some of the barriers for accessing services. The QRC also revisited their system for drop-in tutoring and instituted a new system for the fall. Next year, we will assess if these adjustments had an effect on student usage.

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 98 Learning Assistants (LAs) in at least 10 departments, which represents a 5% increase in the number of LAs compared to the 2018-19 academic year (See Table 4).

Table 4: Total Number of LA's Requested by Departments

Department	Number of LA's Requested
Chemistry	27
Computer Science	3*
Economics	15
Environmental Science	7
Human Biology & Kinesiology	2
Math	11
Molecular Biology	10
Organismal Biology & Ecology	3
Physics	8
Psychology	7
Total	**98**

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

When we 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 blocks 7 and 8. (See Table 5)

Table 5: Total Number of LA's Requested Per Block

Block	Number of LA's Requested
A	2
B	3
1	11
2	13
3	12
4	10
5	14
6	8
7	**14**
8	**13**
Total	**93**

The LA program has grown during the last year in part because of COVID-19. It is likely that this program is at its capacity. At this level, the program is likely sustainable into the future.

FYE Writing Fellows (Pilot, year 3)
During the 2019 FYE cycle, the Writing Center and the Director of Academic Programs, Aaron Stoller, collaborated to offer a continuation of the previous year's pilot of 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. This year, only three courses received fellows, as the program was unofficially on hold for restructuring to meet the needs of the new CC100/CC120 courses. In fall of 2020, each course will be matched with a Writing Fellow to help support first year writers in those courses.

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 2019-20 academic year, the Colket Center staff offered 92 in-class and out-of-class workshops, which represents a 36% increase 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	7
Writing Center	68
Thesis Writing Specialist	7
General academic skills	10
Total	92

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
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.

This past academic year, the Colket Center professional staff taught 12 adjunct and half block courses, 2 block-length courses, and 9 independent studies. Professional staff also co-taught 2 courses with faculty in the Bridge Scholars and Global Scholars programs. Overall, the Colket Center staff taught 176 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	123
Bridge Scholars & Global Scholars Programs	2 (co-taught)	20
Independent Studies	9	9
Block course	2	24
Total	25	176

(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. 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 54 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).

Table 8: Tutor/Consultant Training

Center	Number of tutor/consultant trainees	Education/development
Quantitative Reasoning Center	39	Six-hour training course and ongoing blockly training
Writing Center	36	Half Block + adjunct + 30 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 Director of the QRC wrote 25 letters of recommendation for students applying to graduate school, teaching positions, medical school, internships, and professional positions, and the Writing Center staff wrote 28 letters of recommendation. The Director and Assistant Director of the Writing Center also presented at the International Writing Centers Association conference with a student on the topic of gendered perceptions of writing center work.

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 2019-20 academic year, professional staff in the Colket Center, in collaboration with the Crown Faculty Center, organized and facilitated 17 faculty development workshops on campus, including New Faculty Orientation.

The Colket Center staff also played an instrumental role in faculty support when the campus transitioned to remote instruction. The Executive Director served on a team of faculty and staff that coordinated training, support structures, and resources for faculty who were adapting their courses and teaching strategies for online instruction. The professional staff worked as course liaisons, supporting faculty through individual consultations. For example, in the Writing Center, Chris Schacht and Kat Bell, both of whom have online teaching experience, acted as online liaisons for faculty, supporting 16 courses during Block 7 and 18 courses during Block 8, for a total of 34 courses. They offered individual faculty consultations on adapting courses to an online format, peer review sessions, and brainstorming workshops, as well as handouts for courses and assistance with Canvas sites. Such contributions highlight the critical role we play in faculty development.

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 Queens College, the University of Tennessee Knoxville's College of Business, and Moravian College. The Director also co-coordinated an online set of resources for writing center directors, including training modules for consultants, transcripts of director chats, and video recordings of Zoom meetings, as well as handouts and other resources for directors, consultants, and faculty. The Executive Director of the Colket Center was invited to Duke Kunshan University in China to offer workshops on compressed learning and consulted with a faculty member from Elon College, who was conducting a research project on intensive teaching and learning.

This past year, the Executive Director of the Colket Center, in collaboration with the Director of the Crown Faculty Center and colleagues from Quest University, also planned an Institute on Block Plan and Intensive Teaching & Learning. The conference was canceled because of COVID-19, but in its place, Colket and Crown hosted a remote institute targeting institutions which were new to intensive formats. More than 500 faculty from institutions across the US and internationally signed up to participate in the Institute.

Advising Faculty Development
During the 2019-20 academic year, the Colket Center Director also coordinated 4 faculty development opportunities focused on academic advising for 36 faculty and staff (See Table 9 for a complete list.)

Table 9: Advising Faculty Development Programs

Program	Purpose	Date & Location	Audience	Collaborators	Participants
Nuts and Bolts of Advising	Introduce new faculty to advising at CC and review policies and practices with seasoned advisors	Thursday, September 26, noon -1:15,Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	17
Introduction to the Student Opportunities & Advising Hub	Introduce this new service to faculty and discuss ways that the advising hub can support students	Thursday, December 5, noon -1:15, Tutt Library Event Space	Advising cohort and faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	10
Advising for Off Campus Global Study	Support faculty in advising students who are interested in studying abroad	Thursday, December 5, noon -1:15, Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	5
Helping Students Identify Research Opportunities	Support faculty in advising students interested in research	Thursday, January 30, noon -1:15, Tutt Library Event Space	Advising cohort, new faculty, faculty at large	Crown Faculty Center, Advising Hub, Colket Center, Provost's Office	4

Although faculty development programming focused on academic advising was originally scheduled throughout the spring, these programs were canceled when the College shifted to remote instruction. Most faculty were scrambling to adapt their courses to unfamiliar formats and did not have time to attend supplemental programming that was not directly related to teaching online.

Although the slate of advising faculty development programs serves a need on campus, we do not believe that the *ad hoc* faculty development programming offers the best introduction to advising at CC or sufficient ongoing dialogue. We have developed a more extensive advising curriculum for new faculty and staff advisors, but without the support of departmental chairs and the Dean's Office, we cannot offer the full curriculum. During the next year, we will work closely with the Dean's Office to address this gap in programming, as well as develop an advising handbook.

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 when the college moved to remote instruction. Few of the faculty at CC had any prior online teaching experience, and the Executive Director of the Colket Center, along with an *ad hoc* group of faculty and staff, worked together to create resources and systems to support faculty. Most of the Colket 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. During the next year, we will be working with the Director of the Crown Faculty Center to articulate the structures in which we work and make our collaborations with Crown more visible.

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

For the third year, the Colket Center (QRC), in conjunction with the Office of the Provost, administered the ALEKS math 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 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 2019-20 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 24 workshops and events, serving more than 295 students. (Eighty-one 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 4.3 on a 5-point scale, indicating that programs are of a high quality. When the college moved to remote instruction, we canceled the Sophomore Jump programs for blocks 7 and 8, since both our partner offices and our students were experiencing heightened stress. (For a complete list of programs and individual program assessment, see Appendix II.)

Among the diverse group of students who attended Sophomore Jump programs, 53% have not yet declared a major. Sixty-five 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. Thirteen percent of participants were international students, compared to 9% at the College. Ten 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.

As in previous years, the Sophomore Jump program has had a broader audience than sophomores. Only 48% of students attending programs were registered as sophomores. Thirty-six 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 2019-20 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.

In the coming academic year, the Sophomore Jump Program will continue to collaborate with other offices across campus, while we experiment with some remote programming for students.

Support for Diversity and Inclusion

The Colket Center contributes to 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 to support students throughout their education 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	346	30.3
Sophomores	361	31.6
Junior	235	20.6
Senior	197	17.2
MAT/ Other	4	0.3
Total		**100%**

*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 are most likely to seek support in the Writing Center. First-year students are often adjusting to college-level expectations. This past academic year, 34% of the students who

visited the Writing Center were first-year students, while 22% were sophomores, 17% were juniors and 17% 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, 14 is significant number. (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	281	34
Sophomores	180	22
Junior	136	17
Senior	143	17
MAT	14	1.5
Alums/Faculty/Staff	49	6
Total	**824**	**100%**

Overall, these data highlight the success of our efforts to support students throughout their time at CC, not just those students who are 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 across student support contexts that 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. Approximately 57% of the students who used QRC services during the past academic year identified as female, while approximately 43% identified as male, which 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	42.8	44
Female	56.8	55
Not male/female identified	.4%	<1

Like 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—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
Male	30	44
Female	68	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, students of color were slightly over-represented among the students who access QRC services. Approximately 27% of the students who accessed QRC services identified as students of color, compared to 24.6% 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 8.4% of students enrolled at CC. (See Table 14.)

Table 14: QRC Students by Race/Ethnicity

Race/Ethnicity	Total #	Percentage (%)
White	699	61
Students of Color	310	27
International	94	8
Unknown	40	4
Total	1143	100

Much like the QRC, the Writing Center's drop-in tutoring closely mirrors the demographics of the College. Approximately 26% of the students who accessed Writing Center drop-in tutoring identified as students of color, compared to 24.6 % of students enrolled at the College. International students were slightly over-represented in drop-in tutoring, with 12% of student visits from international students compared with 8% at the College. (See Table 15.)

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

Race/Ethnicity	Total #	Percentage (%)
White	336	60
Students of Color	144	26
International	66	12
Unknown	15	2
Total	561	100

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.

Student Tutor/ Consultant Demographics
The Colket Center strives to hire a diverse staff of student tutors. During the last academic year, 19% of the student tutors in the QRC identified as students of color, compared to 25% of the students enrolled at CC, while 20% were international, compared to 8% enrolled at CC. (See Table 16.)

Table 16: QRC Peer Tutors by Race/ Ethnicity

Race/Ethnicity	Count
White	33
Students of Color	10
International	11
Total	54

During the last academic year, 32% of the peer consultants working in the Writing Center identified as students of color, compared to 24% at the college, while 15% of the student consultants were international (See Table 17.)

Table 17: Writing Center Peer Consultants by Race/ Ethnicity

Race/Ethnicity	Count
White	18
Students of Color	11
International	5
Total	34

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. While we have made progress in diversifying our student staff, the QRC, in particular, has had some hiring challenges. The QRC Director has begun teaching in the Bridge Scholars Program and has developed a more diverse pipeline for student tutors; however, the extent of diversity represented among staff year-to-year has been inconsistent.

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 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. The Sophomore Jump Program is designed to make opportunities visible and accessible to all students. 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 their scholarly communities and their dispositions toward research enhance the profile of the Colket Center and enrich our contributions to campus.

During the 2019-20 academic year, Colket Center staff presented at 10 conferences and invited talks, published 3 articles/ creative works, worked on one external grants, and served on the boards of 6. organizations. (See Appendix III.)

Appendix I
Courses Taught AY 2019-20

Course	*Sections Offered*	*Total Enrollment*
Thesis	*3*	*12*
Read Like a Reader	*1*	*7*
Senior Thesis Bootcamp	*3*	*16*
Advanced Language Practice for Culturally and Linguistically Diverse Students	*1*	*6*
Global Scholar: Critical Perspectives on the US Educational System	*1*	*7*
Teaching Culturally Linguistically Diverse Learners	*1*	*11*
Communication for Collegiate Success	*1*	*4*
Writing Enhancement	*2*	*7*
Writing Center Theory	*1*	*25*
Writing Center Practicum	*1*	*24*
Topics in Reading & Rhetoric	*2*	*41*
Grant Writing	*1*	*4*
The Power of Data and Models	*1*	*10*
Bridge Scholar: Gen You	*1*	*13*
What is College For	*1*	*13*
Independent Study	*11*	*11*

Appendix III
Sophomore Jump Programs and Attendance

Date	Program	Attendance	Average Feedback
8/30/2019	Planning Your Off-Campus Study	49	4.5
9/3/2019	Faculty Dinner	18	n/a
9/4/2019	Undergraduate Research Opportunities	16	4.3
9/5/2019	Be a Better Reader	15	4.2
9/10/2019	My Sophomore Year	13	3.8
9/12/2019	Funding Your Off-Campus Study	19	4.8
9/27/2019	Planning Your Off-Campus Study	17	4.2
10/1/2019	Faculty Dinner	18	n/a
10/3/2019	Pre-Law, Pre-Med Info Session	19	Not Collected
10/8/2019	"Major" Decisions	17	4
10/25/2019	Planning Your Off-Campus Study	20	4.6
10/29/2019	Faculty Dinner	10	n/a
10/30/2019	Venture Grant Workshop	21	4.3
11/6/2019	Majors Fair	66	n/a
11/22/2019	Planning Your Off-Campus Study	8	4.3
12/2/2019	IDM Information Session	10	4.2
12/3/2019	Faculty Dinner	14	n/a
12/5/2019	Using Your Break Wisely	11	4.3
1/23/2020	Planning Your Off-Campus Study	18	4.7
1/29/2020	"Major" Decisions	4	4
2/4/2020	Faculty Dinner	13	n/a
2/21/2020	Planning Your Off-Campus Study	13	4.6
3/3/2020	Marketing Your Skills	1	5
3/3/2020	Faculty Dinner	7	n/a

Appendix III
Colket Center Staff Professional Accomplishments AY 2019-20

Publications
Alvarado, Mary Margaret. "Singing Under the Exit Sign," *America* magazine, March 2019
Alvarado, Mary Margaret. "April 7, 2020," *Image*, April 2020.
Freeman, Traci. Delman, Liliana; and Tetley, Julie. "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, 2019.
Getty, Steve., Gosnell, N. Taylor, J. and Whitten, B. "*Supporting Inclusiveness in Introductory Physics - A "Design Your Own Problem" (DYOP) Assignment*." *The Physics Teacher*, V. 58, 2020, p. 312-315.
Schacht, Chris. Short Story – "Big Black Bird" *West Trade Review*, vol. 11, 2020
Schacht, Chris. Short Story – "Howling Things" *The Hopper*, Dec. 2019

Invited Talks
2019   **Bell, Katrina**."Demystifying and Decoding: Creating a Dialogue about Learning as a Transformative Process in Block-Based First-Year Seminars," with Aaron Stoller. Quest University Block Plan Conference.

2019   **Freeman, Traci**. "What you should know about learning if you teach: Strategies for addressing common challenges of college-level teaching." Invited workshop at Colorado State University—Pueblo.
2019   **Freeman, Traci**. "Designing a course for the 7-Week Format: What, When, & How?" Invited workshop for faculty at Duke Kunshan University in Kunshan, China.
2019   **Freeman, Traci**. "Designing a course for the 7-Week Format: Reading and Writing," with Jane Murphy. Invited workshop for faculty at Duke Kunshan University in Kunshan, China.
2019   **Freeman, Traci**. "Study Strategies for When You Don't Have Much Time." Invited workshop for Duke Kunshan University in Kunshan, China.
2019   **Freeman, Traci**. "Teaching Compressed Format Courses." Invited workshop for Duke Kunshan University faculty at Duke University.

Conference Presentations

2019   **Bell, Katrina**. "Gendered Perceptions of Writing Center Work at a Small Liberal Arts College," with **Chris Schacht** and Chris Maurice. International Writing Center Association Conference.

2019   **Bell, Katrina**. "Unapologetic: How Makeup, Hair Color, and Tattoos Fight the Patriarchy and Create Community in the Academy," with Deirdre Anne Evans Garriott, Elena Garcia, and Nicole Emmelhainz. Feminisms and Rhetorics Conference.

2020   **Bell, Katrina**. "Navigating Institutional Change from a 3rd Space," with Aaron Stoller. Small Liberal Arts Consortium – Writing Program Administrators Conference.

2020   **Sartin, Roy Jo.** "Egyptomania 2.0: How Fanon Replaced Canon in the World's Oldest Fandom." Accepted (and listed in program made available online) for the Popular Culture Association National Conference, scheduled for April 15-18, 2020 (cancelled) in Philadelphia, PA.

2020   **Sartin, Roy Jo.** "The Two Egyptomanias: Cultural Expressions of Ancient Egypt as Both Real and Imagined." Accepted (and listed in program made available online) for the Pacific Coast Branch of the American Historical Association 113th Annual Meeting.

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.

Grants

   Getty, Steve. Consultant and Advisor for 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.)

   Getty, Steve. Research Team Member and wrote key parts of NSF Proposal: *"Maximizing the Sustained Effects of Utility-Value Interventions at Hispanic-Serving Institutions."* EHR, National Science Foundation, submitted Sept, 2019. (collaboration between University of Virginia, California Polytechnic Institute, Pomona, and San Diego State University) Currently under review.

Service in National Organizations

2019-2020   **Bell, Katrina**. Ideas Exchange Chair for the IWCA
2019-2020   **Freeman, Traci**. Board member. National Resource Center for the First-year and Students in Transition.
2019-2020   **Walter, Chelsea**. Member of the COTESOL Executive Board, organized 2019 Annual Convention, and plan for COTESOL 2020 and TESOL 2020 in Denver
2019-2020   **Walter, Chelsea**. TESOL2020 Team Leader for annual international convention. Final convention cancelled, but still did all preparatory work and trips to meet with TESOL leaders, venue, etc.
2019-2020   **Walter, Chelsea**. Reviewer for CDE's CLD Endorsement Licensure programs.

Creative Works

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