

**Colket Center for Academic Excellence**  
**Annual Report**  
**Academic Year 2017-18**

**Executive summary**

The Colket Center for Academic Excellence, which comprises 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.

During the 2017-18 academic year, the Colket Center:

- Served 78% (1,644) of the students enrolled at CC through individual consultations, group tutoring, Learning Assistants (LAs), and in-class and out-of-class workshops
- Increased student contacts by 24% over the 2016-17 academic year
- Increased the number of drop-in appointments in the QRC by 47%
- Increased the number of Learning Assistants (LAs) in the QRC by 33%

The Colket Center employs 8-9 professional staff, two administrative assistants, and more than ninety student workers. Professional staff in the Colket Center oversee and deliver student academic support services, as well as support academic advising, direct the Sophomore Jump Program and the Writing Program, teach adjunct, half-block, and block-length 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 2017-18 academic year, professional staff in the Colket Center:

- Taught 19 adjunct, half-block, or block-length courses
- Hired 58 new tutors/writing consultants and supervised more than 90 student workers
- Facilitated 83 academic skills workshops on 37 different topics for classes across the curriculum
- Administered a calculus-readiness assessment for incoming first-year students
- Collaborated with the Crown Faculty Center to organize and facilitate 23 faculty development workshops
- Presented their work at 8 conferences and 1 invited talk
- Authored 6 publications
- Completed one external grant, applied for 2 external grants under review, and received 3 external grants
- Served on the boards of 5 national organizations

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

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**Overview of services**

The Colket Center for Academic Excellence supports teaching and learning at Colorado College and comprises the Quantitative Reasoning Center (QRC), the Ruth Barton Writing Center, the Cultural and Linguistic Diversity (CLD) Education Specialist, and the Thesis Writing Specialist. The centers and professional staff provide 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 8-9 professional staff, two administrative assistants, and more than ninety student workers. Professional staff in the Colket Center oversee and deliver student academic support services, support academic advising, direct the Sophomore Jump Program and the Writing Program, teach block-length, half-block, 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 2017-18 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)  
Michael Leveille, QRC Professional Tutor  
Tracy Santa, PhD, Director of the Writing Center and Writing Program  
Katrina Bell, Associate Director of the Writing Center  
Roy Jo Sartin, Writing Center Specialist  
Candace Saunders-Grewe Writing Center Professional Tutor  
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 39 peer writing consultants, 50 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 2017-18 academic year, the Colket Center served 1,644 students—78% 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 24% increase in student contacts over the 2016-17 academic year.

The Colket Center serves students across the curriculum and throughout their college experience. While more first year students visit the Colket Center than students in any other year, we still see a significant number of seniors, as well as alumni and students working on their masters in teaching (MAT). (See table 1 for students served by year in college).

**Table 1: Year in college of students served**

Year	Number of students who visited	Percentage of visits
First Year	533	32%
Sophomores	404	25%
Junior	354	22%
Senior	289	17%
MAT	16	>1%
Other	47	3%
<b>Total</b>	<b>1644</b>	<b>100%</b>

\*Alumni are included as “other”

These data highlight the success of our efforts to normalize academic help-seeking on campus and suggest that we are a resource for all CC students, not just those who are under-prepared or struggling. We have been increasingly effective in reaching students because we have made efforts to meet them where they are—in their classes. In the coming year, we will continue to reach out to students through workshops and LAs.

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 by Gender

The Colket Center serves slightly more women than are represented at CC. Of the 1,644 student who accessed Colket Center services during the 2017-18 academic year, 57% were female, 39% were male, and information from 4% was not available. (See table 2).

**Table 2: Student Users by Gender**

Gender of student users	Percentage
Male	39%
Female	57%
N/A	4%

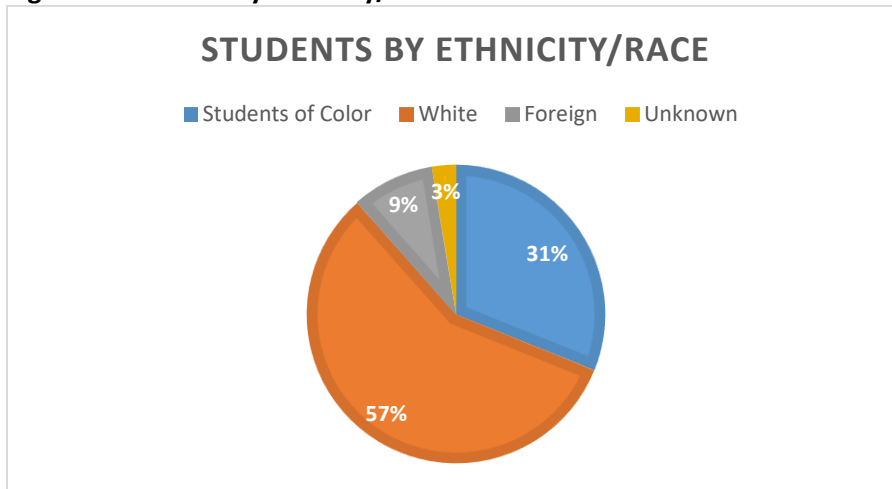
These data are consistent with national trends in learning assistance and with research on academic help-seeking. According to this research, women are more likely than men to seek help from academic

support services. Still, we need to ensure that we are reaching out to our male students and working to normalize help-seeking among men.

### Students by ethnicity/race

The Colket Center works with a higher percentage of students of color than are enrolled at CC. Thirty-one percent of students who accessed Colket Center services during the 2017-18 academic year were students of color, while students of color represent only 24.3% of students enrolled at the College. Roughly the same percentage of foreign students accessed Colket Center services as are represented at the college. (See Figure 1).

**Figure 1: Students by ethnicity/race**



Research on academic help-seeking finds that students who believe they are not in a positive educational environment are often reluctant to seek help. These data suggest students of color and foreign students perceive the Colket Center as a welcoming place for all of the students, regardless of their background.

The CLD Education Specialist and the Writing Center also support a significant number of culturally and linguistically diverse students. During the 2017-18 academic year, the CLD Education Specialist and the Writing Center worked with more than 92 English language learners.

### Student Services Offered

#### Individual tutoring or writing consultation

The professional and peer staff in the Colket Center offer students individualized support for science, math, computer science, quantitative 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.** Most students who seek tutoring in the QRC drop into the Center and work with tutors or other students or with an LA assigned to their class. If a student is not receiving adequate support through these standard services, the QRC will identify a tutor to work with the student one-on-one in individual appointments. During the 2017-18 academic year, QRC peer tutors worked on-on-one with 187 students. The number of requests for individual tutors increased six-fold

during the previous four years, but it seems to have stabilized. The number of students working with a tutor in individual appointments during the 2017-18 academic year is roughly equivalent to the number during the 2016-17 academic year.

The Director of the QRC also met one-on-one with 29 thesis students in 8 different departments on their research and data analyses.

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

***Individual tutoring 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 2017-18 academic year, at least 778 students sought individual support from professional or peer staff in the Writing Center in 2,873 individual appointments, including 146 appointments with the CLD Education Specialist and 29 with the Thesis Writing Specialist<sup>1</sup>. (See Table 3).

**Table 3: 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

Professional and peer staff in the Writing Center met with students from across the curriculum in at least 36 different departments, with the greatest representation from students enrolled in classes in Political Science, English, and Education. See Appendix I for a complete list of appointments by department.

While the number of appointments in the Writing Center has been relatively consistent over the last three academic years, the Writing Center significantly increased student contacts through classroom workshops. Although the Writing Center is busy, particularly during blocks 1 and 2 and at the end of every block, the center still has capacity for growth in individual tutoring, particularly among peer consultants.

***Fellowships and Applications to Graduate School.*** The Writing Center Specialist met with 72 students applying for fellowships in 192 appointments. Among the successful fellowships applications were:

- 5 Fulbrights
- 1 Ashoka
- 1 Japanese Exchange Teaching Program (JET),
- 1 Davis Projects for Peace
- 1 Princeton in Asia.

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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.

The Writing Center Specialist also met with 21 students applying to graduate and professional schools in 63 appointments. Students were accepted at programs at:

- Boston College and at The University of Texas (Political Philosophy)
- Xavier University (Health Administration),
- The University of Chicago (Social Work)
- The University of Colorado (Skaggs School of Pharmacy)
- Harvard University and at Stanford University (Systems/Synthetic Biology),
- the Middlebury Institute of International Studies.

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 we seek to serve our highest achieving students alongside those who are struggling. The number of students we work with on high-stakes writing projects is a mark of our success. In the coming year, we will continue to reach out and support writers working on high-stakes writing projects through continued collaborations with faculty, the Advising Hub, and the Career Center.

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

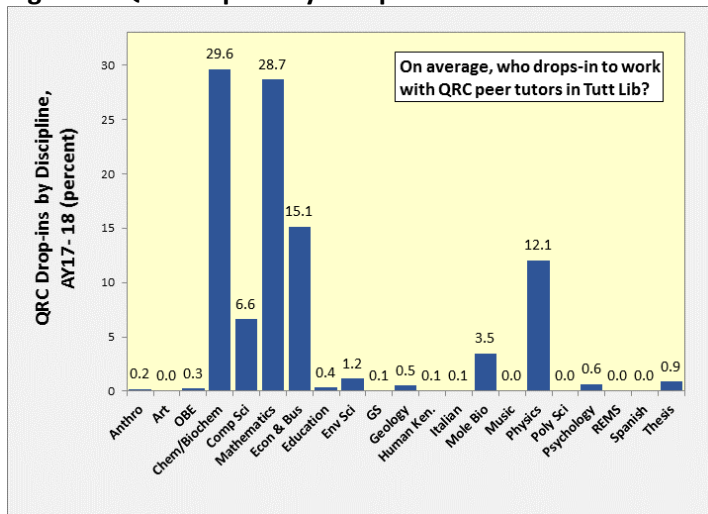
QRC professional and peer staff are available to work with students on a drop-in basis for coursework in math, science, computer science, and quantitative social science courses. During the 2017-18 academic year, the QRC had 3,148 drop-in visits—a 47% increase over the previous academic year—with 653 individual students. (See Table 4 for the last three years of QRC drop-in visits).

**Table 4: QRC Drop-in Visits**

<b>Academic Year</b>	<b>Total number of sign-ins</b>
<b>2015-2016</b>	1,100*
<b>2016-2017</b>	2,139
<b>2017-2018</b>	3,148

\*Data from this year are unreliable as a result of problems with the sign-in system

Approximately 30% of the students who drop-in for tutoring at the QRC are seeking support for Chemistry or Biochemistry, followed by almost 36% who are seeking support for courses in Mathematics. During the 2017-18 academic year, the QRC saw a significant increase in students who drop in for Economics and Business and Physics. This increase is likely attributable to outreach efforts on the part of the Director of the QRC. (See figure 2 for QRC drop-in appointments by discipline).

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

\*Note that in previous years, visits in Math and Computer Science were combined.

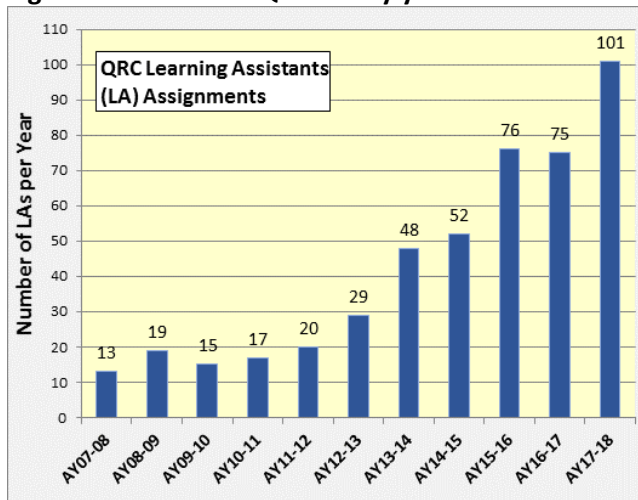
These data reflect the QRC's broad reach across science, math, and quantitative social science departments. The percentages of drop-in visits by department have remained relatively consistent across academic years. (The slight (4%) decrease in the percentage of students dropping into the QRC for Math is likely the result of the increased numbers of learning assistants assigned to Math classes).

Drop-in tutoring remains a core service of the QRC. The new open space with dedicated study tables has made it easier for students to access QRC services and has likely contributed to the growth of drop-in tutoring, along with the addition of tutors in Economics and Computer Science. While growth is a measure of success, we still need more effective ways to account for the efficacy of drop-in tutoring. In the coming year, the QRC will be investigating ways to assess student learning in the context of drop-in services.

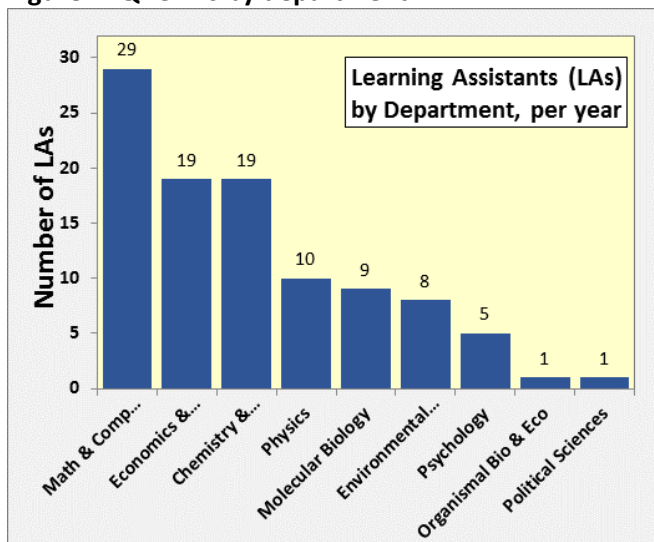
### Learning Assistants (QRC):

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 (Excel, SPSS, Stata, R).

The Learning Assistance program has become one of the most heavily used services in the QRC. During the 2017-18 academic year, the QRC had 101 Learning Assistants (LAs) in 9 departments, which represents a 33% increase over the number of LAs in the 2016-17 academic year (76 LAs in AY16-17). (See figure 3 for the number of LAs by year).

**Figure 3: Number of QRC LAs by year**

These data represent significant growth in the LA program over the last ten years. Almost 30 % of LAs were assigned Mathematics and Computer Science courses, followed by Economics (19%) and Chemistry (19%). The remaining LAs were assigned to courses across the sciences and quantitative social sciences. (See figure 4 for LAs by department).

**Figure 4: QRC LAs by department**

The LA program is popular with faculty, yet it has been difficult to assess how LAs contribute to student learning. In the coming year, the QRC will devote more efforts to assessing this program.

#### **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 2017-18 academic year, the Colket Center staff offered 83 in-class and out-of-class workshops. The QRC professional staff offered 19 workshops. The Writing Center professional staff offered 56



workshops. The Thesis Writing Specialist offered 4 workshops. The Director of the Colket Center offered 3 workshops, and the CLD Education Specialist offered 1 workshop. (See table 5).

**Table 5: In-class and out-of class workshops**

Service	Number
Quantitative Reasoning Center	19
Writing Center	56
Thesis Writing Specialist	4
General academic skills	3
CLD Education Specialist	1
<b>Total</b>	<b>83</b>

Workshops focused on more than 37 different topics, ranging from general academic skills to data analysis and action research to the processes of researching, writing, and revision. For a full list of workshop topics, see Appendix II.

Workshops offer Colket Center staff opportunities to collaborate with faculty and to meet students where they are. In the coming year, we will continue to promote our menu of workshops and to build new workshops, particularly on topics related general academic skills.

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

Colket Center professional staff teach a variety of skill-building adjunct 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 support programs.

During the 2017-18 academic year, Colket Center professional staff taught 14 adjunct and half block courses and 3 block-length courses. Professional staff also co-taught 2 courses with faculty in the Bridge Scholars and Global Scholars programs. The CLD Education Specialist also supervised two ESL instructors in the Global Scholars Program. Across all courses, professional staff taught 175 students. (See table 6 for the number of courses and students served). For a breakdown of adjunct courses and their enrollments, see Appendix III.

**Table 6: Course by type, number, and students**

Course Type	Number of courses	Number of students
Adjunct & Half Block Courses	14	108
Bridge Scholars & Global Scholars Programs	2 (co-taught)	25
Block course	3	42
<b>Total</b>	<b>19</b>	<b>175</b>

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 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 staffs of peer tutors/consultants who support students in their academic development. The QRC employs approximately 60 peer tutors in math, science, computer science, and quantitative social sciences. The Writing Center employs 33 peer consultants who support students in the writing across the curriculum. This past year, the QRC hired 39 new tutors and the Writing Center hired 19 new writing consultants.

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, including opportunities for observation and mentored tutoring, 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 blockly professional development meetings. (See table 7).

**Table 7: Tutor/Consultant Training**

Center	Number of tutor/consultant trainees	Education/development
<b>Quantitative Reasoning Center</b>	39	Six-hour training course, including observations and mentoring, and ongoing blockly training
<b>Writing Center</b>	19	Half Block + adjunct + 30 hours of observation and ongoing blockly training

Professional staff in the QRC and Writing Center devote significant time and energy to hiring, educating/training, and supervising peer tutoring/consulting 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 24 letters of recommendation for 5 students applying to graduate school, teaching positions, medical school, internships, and professional positions. The professional staff in the Writing Center co-presented with 3 students at the National Conference of Peer Tutors of Writing.

The work that professional staff do with our peer staff is important both in creating thriving centers and in the intellectual, professional, and personal development of our tutoring staff, who are themselves students. In the coming year, we will continue to refine our tutor/consultant training practices and consider pursuing CRLA certification for the Center.

### Faculty and Staff Development

Staff in the Colket Center lead faculty development sessions in collaboration with the Crown Center and also contribute to staff development initiatives. Colket Center staff also regularly consult with faculty about their teaching and research.

#### Faculty and Staff Development Workshops

During the 2017-18 academic year, in collaboration with the Crown Faculty Center, professional staff in the Colket Center organized and facilitated 23 faculty development workshops on campus and 2 Crown

Faculty Center-sponsored learning circles. Colket Center staff also facilitated a workshop for faculty and staff during Fall Conference. Workshop topics are listed in Appendix IV.

### One-on-one consultations

During the 2017-18 academic year, professional staff in the Colket Center consulted formally with at least 41 faculty and staff about issues related to teaching, learning, research, and writing. (See table 8 for a list of faculty consultations by department.) Several faculty consulted with more than one staff member. Staff also routinely consult informally with faculty across the campus.

**Table 8: Faculty consultations by department**

Department	Contacts	Department	Contacts
English	1	OBE	2
Geology	1	Psychology	2
German	1	Southwest Studies	2
Italian	1	Theater and Dance	2
Political Science	1	Education	3
REMs	1	Philosophy	3
Anthropology	2	Sociology	3
Environmental Program	2	Staff	4
Math	2	Economics	6
MCB	2		
<b>Total</b>	<b>41</b>		

### Teaching TiPs

During the 2017-18 academic year, the Colket Center staff introduced new faculty development programming through the publication of Theory into Practice (TiPs), a series of one-page handouts that synthesize 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. This new series was featured in the alumni magazine.

### Summary of Faculty and Staff Development

The professional staff of the Colket Center support student learning by supporting faculty teaching. 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, as these opportunities present themselves, and we will continue to add to our Teaching TiPs as we develop content for workshops.

### 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(ALEKS) and the Sophomore Jump Program.

### **Math Assessment**

In fall 2017, the Colket Center (QRC), in conjunction with the Office of the Dean, administered the calculus-readiness assessment (ALEKS) to all incoming first-year students. Approximately 75% of the incoming class express interest in Math, Science, or Economics. The goal of this assessment was to inform subsequent advising and registration for first-year students in quantitative disciplines.

The results from the ALEKS assessment also helped the Office of the Dean review and adjust course offerings. During the 2017-18 academic year, the Dean's Office supported the addition of an extra section of the Math 125: Pre-calculus/Calculus. In previous years, this course had 8-15 students enrolled, but during the 2017-18 academic year, one of the courses filled at 24. An additional course was offered and enrolled 21 students. The QRC Director also offered a college algebra adjunct that enrolled 8 students who were interested in developing their foundational math skills prior to taking quantitatively challenging 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. We will be reviewing the math adjunct along with our other adjunct courses.

### **Sophomore Jump Program**

The Sophomore Jump Program is a set of co-curricular programs designed to help sophomores develop their sense of belonging on campus, as well as strategies for achieving academic success and personal well-being. Programs help students cultivate relationships with faculty and with each other and 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 collaborative in nature. During the 2017-18 academic year, the Sophomore Jump Program worked with the Advising Hub, International Programs, the Career Center, the Butler Center, the Wellness Resource Center, the Office of the Dean, and faculty across campus to coordinate 25 workshops and events, serving more than 200 students. (The count does not include students who attended the Welcome Event, the Majors Fair, or "I Declare"). For a complete list of programs, see Appendix V.

The Sophomore Jump Program was featured in an article in *College Magazine* and on President Tiefenthaler's blog.

During the 2017-18 academic year, the Director of the Colket Center also co-authored a successful ACM FaCE grant focused on academic support for sophomore students across ACM schools. This grant will culminate in a "Summit on the Sophomore Year" to be held at Grinnell College in the spring of 2019.

Priorities in the coming academic year for the Sophomore Jump Program include: building on collaborations with other offices across campus, working to develop useful and sustainable assessment practices, and seeking to raise the profile of this program on CC's campus.

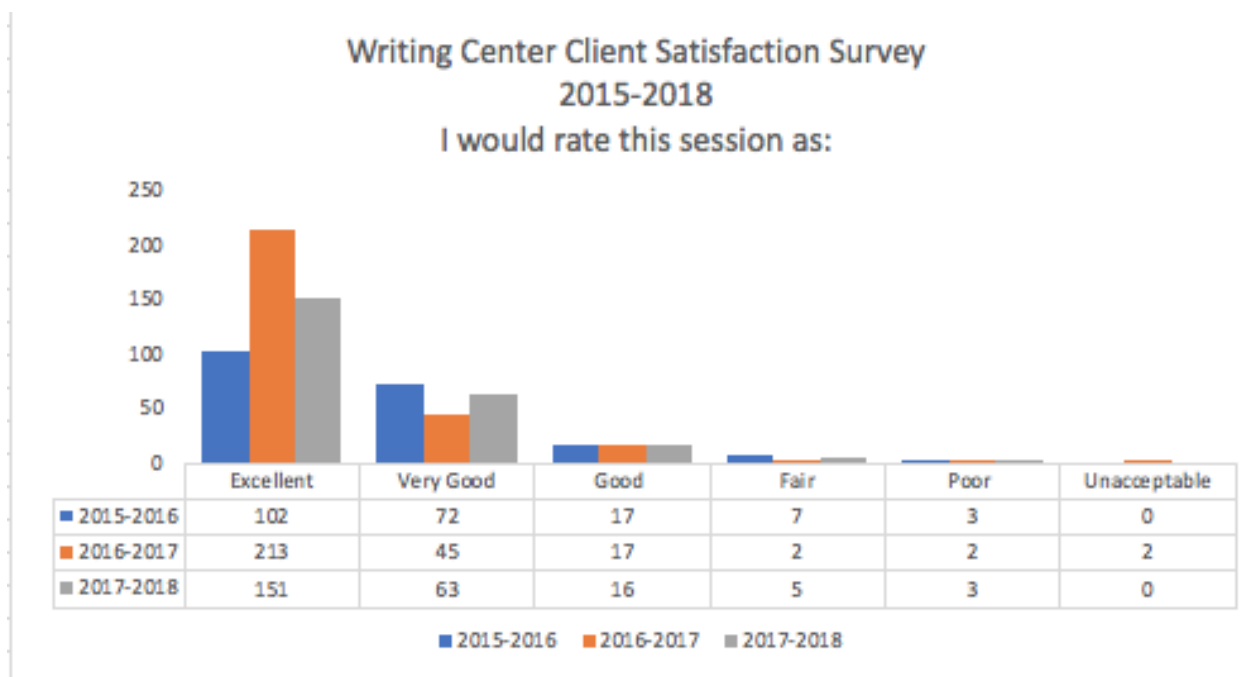
## Faculty and Student Satisfaction

Staff in the Colket Center are invested in providing excellent support services for students and faculty at CC. To this end, we regularly seek feedback on our services. The Writing Center routinely sends all students who meet with a consultant an invitation to provide feedback on their experiences. During the 2017-18 academic year, the Colket Center also administered a satisfaction survey to all students and faculty at the College during block 6. The students and faculty who responded to our surveys rated our services positively or very positively across all areas. Results from Writing Center Post-Session Surveys and the Colket Center Student and Faculty Satisfaction Surveys follow.

### Writing Center Post-Session Survey

After students have had an appointment in the Writing Center, they are automatically sent a survey that asks them questions about their learning and their satisfaction with the services provided. Although survey response rates are low, the majority of students who do respond rate their experiences as very good or excellent. (See figure 5). When consultants receive fair, poor, or unacceptable ratings, they debrief their tutorial with the Director or Associate Director of the Writing Center.

**Figure 5: Results from Writing Center client survey**



### Summary of student satisfaction survey results

The Colket Center distributed an online survey for students at the end of block 6. This survey was based on a satisfaction survey sent out by the Colket Center in 2012. Seventy-seven students responded to the Colket Center satisfaction survey. While we cannot generalize from the survey results, we have used these results formatively to evaluate our services. Eighty-five percent of the students who responded were aware of the services in the Colket Center. Overall, the majority of students rated the services in the Colket Center as positive or very positive.

**Student responses about the Writing Center.** Seventy-nine percent (58) of the survey respondents visited the Writing Center. Of the students who did not visit the Writing Center, 16% indicated that they did not have significant writing assignments to work on. Four percent reported that they receive adequate support from faculty. Thirteen percent have heard that the Writing Center was not helpful. Twenty percent indicated that they do not believe they would benefit from appointments, and 17% suggested that they receive sufficient support from others, including friends and family. (See table 9).

**Table 9: Writing Center Non-Users**

Reasons for not visiting the Writing Center	# of Responses	% of Responses
Did not have significant writing assignments	4	17%
Received adequate support from faculty	1	4%
Heard the Writing Center was not helpful	3	13%
Did not believe they would benefit from consultations	5	21%
Received sufficient support elsewhere	4	17%

Of the students who visited the Writing Center, 80% rated their experience positive or very positive. Almost half of these respondents met with consultants between 2-5 times. Eighty-four percent of respondents agreed or strongly agreed that the Writing Center helped them think critically about their writing. Seventy-seven percent agreed or strongly agreed that the Writing Center helped them improve their academic performance. Eighty-three percent agreed or strongly agreed that the Writing Center provides a space where they feel comfortable exchanging ideas. (See table 10).

**Table 10: Writing Center Student Satisfaction**

Assessments of the Writing Center	# agreed or strongly agreed	% agreed or strongly agreed
The Writing Center helped me think critically about my writing.	46	84%
The Writing Center helped me improve my academic performance.	41	77%
The Writing Center provides a space where I feel comfortable exchanging ideas.	44	83%

**Student Responses about the QRC.** Fifty-three percent (37) of survey respondents reported that they visited the QRC or used other QRC services. Of the students who did not visit the QRC, 24% reported that they did not take courses with a significant quantitative component. Twenty-six percent indicated that they received sufficient help from professors. Eleven percent reported that they generally do not seek outside support for their classes. Seven percent heard from others that the QRC was not helpful, and 2% received help from other sources, like study groups. (See table 11).

**Table 11: QRC Non-Users**

Reasons for not visiting the QRC	# of Responses	% of Responses
Did not take courses with a significant quantitative component	24	54%
Received sufficient help from faculty	12	26%
Generally do not seek outside support for classes	5	11%
Heard the QRC was not helpful	3	7%
Received help from other sources	1	2%

Of the students who visited the QRC or used other QRC services, 76% rated their overall experience with the QRC positive or very positive. Sixty-eight percent of the students who visited the QRC agreed or strongly agreed that the QRC helped them gain better problem-solving skills. Seventy percent agreed or strongly agreed that the QRC alleviated stress associated with coursework. Sixty-two percent agreed or strongly agreed that the QRC helped them develop quantitative skills across the curriculum. Sixty-eight percent agreed or strongly agreed that the QRC helped them with apply their understanding to future problems. Seventy-six percent agreed or strongly agreed that the QRC has a staff of knowledgeable tutors, and 73% agreed or strongly agreed that the QRC had a positive effect on their course performance. (See table 12).

**Table 12: QRC Student Satisfaction**

Assessments of the QRC	# agreed or strongly agreed	% agreed or strongly agreed
The QRC helped me gain better problem-solving skills	25	68%
Alleviated the stress associated with coursework	26	70%
Helped me develop quantitative skills across the curriculum	23	62%
Helped me apply my understanding to future problems	25	68%
Has a staff of knowledgeable tutors	28	76%
Had a positive effect on course performance	27	73%

**Student responses about the CLD Education Specialist.** Six respondents to the survey had met with the CLD Education Specialist. All six rated their experiences positive or very positive.

### Summary of Faculty Satisfaction Survey

The Colket Center distributed an online survey for faculty at the end of block 6. This survey was based on a satisfaction survey sent out by the Colket Center in 2012. Fifty-three faculty responded to the Colket Center Faculty Satisfaction Survey, which is a reasonable number of respondents for an online survey. Still, the response rate for the faculty survey is too low to generalize from these data. Faculty who responded to the survey are overwhelmingly satisfied with the services we offer.

**Faculty responses about the Writing Center.** Ninety-seven percent of faculty respondents recommend that students use the Writing Center. Ninety percent of faculty are satisfied or very satisfied with the support offered by professional consultants, while 77% are satisfied or very satisfied with the support offered by peer consultants. Seventy-five percent of faculty are satisfied or very satisfied with the writing adjuncts, while 84% of faculty are satisfied or very satisfied with writing workshops. (See table 13).

**Table 13: Writing Center Faculty Satisfaction**

Assessments of the Writing Center	# satisfied or very satisfied	% satisfied or very satisfied
Satisfied with the support offered by professional staff	27	90%
Satisfied with the support offered by peer staff	24	77%
Satisfied with Writing Adjunct Courses	18	75%
Satisfied with in-class and out-of-class workshops	21	84%

Faculty also agree or strongly agree that the Writing Center has positive effects on student learning. Ninety-seven percent of faculty respondents agree or strongly agree that writing consultants help students think critically about their writing. Ninety-two percent of respondents agreed or strongly agreed that the writing center helps their students become better writers. Ninety-one percent agree or strongly agree that the Writing Center supports students in their transition to college-level writing, and 92% agree or strongly agree that the Writing Center supports students in writing theses and capstone projects. (See table 14).

**Table 14: Writing Center Faculty Satisfaction**

Assessments of student learning in the Writing Center	# agree or strongly agree	% agree or strongly agree
The Writing Center helps students think critically about their writing.	31	97%
The Writing Center helps students become better writers.	35	92%
The Writing Center supports students in their transition to college.	32	91%
The Writing Center supports students with theses and capstones.	35	92%

**Faculty responses about the CLD Education Specialist.** Seventy-nine percent of faculty respondents recommend the services of the CLD Education Specialist. Of the respondents who did not recommend these services, 20% did not know this position existed. Seven faculty respondents had met with the CLD Education Specialist, and all rated the experience as very positive.

**Faculty responses about the Thesis Writing Specialist.** Only half of the faculty respondents recommended the services of the Thesis Writing Specialist. Faculty who did not recommend the services of the Thesis Writing Specialist indicated that they did not know about this position, that they offered sufficient support in their departments, or that they did not offer departmental theses or capstones. These results suggest that we need to do more as a Center to publicize our thesis support services to faculty.

**Faculty responses about the QRC.** Of the faculty who responded to the survey, only slightly more than half teach courses in the physical or natural sciences or teach classes with significant quantitative content. Of the respondents who do teach in the physical or natural sciences or teach quantitatively challenging courses, all but one recommend the services of the QRC. Eighty-five percent of faculty respondents are satisfied or very satisfied with drop-in tutoring. Seventy-nine percent are satisfied or very satisfied with individual tutoring. (See table 15).



**Table 15: Faculty satisfaction with the QRC**

Service	Percent satisfied or very satisfied
Drop-in tutoring	85%
Individual tutoring	75%

**Synthesis of survey results**

Overall, student and faculty responses to the survey of Colket Center services are very positive. When students do not use the services of the Colket Center, they report that they are enrolled in courses where our services are not relevant. Very few student respondents indicated that they had heard our services were not helpful.

While we cannot generalize from these results, they are suggestive in a number of areas. Responses suggest that we need to do a better job of showcasing the capacities of our peer tutors/ consultants in the Writing Center and the QRC. We also need to do a better job of publicizing thesis writing services to both students and faculty. Finally, we need to consider other means for soliciting feedback, since our response rates to both of these surveys are so low.

**Support for Diversity and Inclusion**

The Colket Center and the professional staff contribute to diversity and inclusion initiatives on campus in a variety of ways. We serve a higher percentage of students of color than are enrolled at the College and a large percentage of our CLD population. 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.

In addition to our regular contributions, during the 2017-18 academic year, several staff members facilitated programs for Diverse Learners' Week. The CLD Education Specialist participated in a learning circle focusing on inclusive pedagogy, offered workshops for faculty in collaboration with the Crown Center, and hosted a guest speaker for the annual faculty retreat.

**Professional contributions**

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

During the 2017-18 academic year, Colket Center staff presented at 8 conferences, published 7 articles, submitted 2 successful grants (with 1 under review), and served on the boards of 5 organizations. See appendix VI for a list of staff professional accomplishments.

### **Future Directions**

The Colket Center continues to have a significant impact on the teaching and learning culture at CC. By all measures, we are successful in serving our students through our core academic support operations. We are perceived by the campus community as a welcoming and inclusive space. Professional staff make valuable contributions to advising, faculty, staff, and curricular development. And the expertise of professional staff is evidenced by their scholarly and professional contributions.

Building on our successes during the 2017-18 academic year, in the coming academic year, we seek to:

1. Develop our capacity for academic coaching across professional and peer staff
2. Rethink our adjunct courses in light of changes to the general education curriculum
3. Streamline our data collection, program evaluation, and learning outcomes assessment practices
4. Develop more online resources and passive programming for students
5. Continue to build a national reputation for the Colket Center

**Appendix I**  
**Writing Center Appointments by Department AY 2017-18**

Department	Appointments
Anthropology	72
Art	46
Biology	0
Chemistry & Biochemistry	6
Classics	25
Comparative Literature	112
Drama & Dance	20
Economics & Business	81
Education	138
English	162
Environmental Science	101
Feminist & Gender Studies	62
Film & New Media	40
French & Italian	0
Geology	52
German, Russian, & East Asian Languages	35
History	107
Human Biology & Kinesiology	2
Mathematics & Computer Science	32
Molecular Biology	37
Music	41
Non-Departmental Studies	285
Organismal Biology & Ecology	51
Philosophy	51
Physics	50
Political Science	174
Psychology	85
Race, Ethnicity, & Migration	27
Registrar	4
Religion	37
Romance Languages	35
Sociology	130
Southwest Studies	31
Spanish	2
Spanish & Portuguese	1
Theatre & Dance	19
Unknown	720

**Appendix II**  
***In-class and Out-of-Class Workshop Topics AY2017-18***

Analytic reading – social sciences  
Analytic reading – sciences  
Critical book review  
Writing the close-reading essay  
Response papers  
Peer Review/Feedback & revision  
Essay construction/Drafting  
Ethical scholarship  
Literature review  
Thesis statements  
DAAD information  
Research questions  
Elevator pitch  
Thesis deconstruction  
Critical race reflection  
Venture grant  
Pre-health professions personal statement  
Idea generation  
IPE research and writing  
Capstone proposal  
Capstone drafting  
MAT thesis  
Retreat planning – writing focus  
Teacher blogs  
Writing abstracts  
Evidence-based study strategies  
The research process  
Research-based study strategies  
Math self-assessment  
Research design  
Data analysis  
Economics laboratory

**Appendix III**  
**Adjunct Courses (General Studies) AY 2017-18**

<b>Course</b>	<b>Sections Offered</b>	<b>Total Enrollment</b>
Thesis Prep for Juniors	1	2
Senior Thesis – Get it Done	1	4
Read Like a Reader	1	6
Half-Block Writing Swarm	1	6
Advanced Language Practice for Culturally and Linguistically Diverse Students	1	10
Advanced Written Practice in ESL	1	10
Writing Enhancement	2	10
Topics in Reading and Rhetoric	2	17
Writing Center Theory	1	21
Writing Center Practicum	1	20
Grant Writing	1	2
The Power of Data and Models	1	8

**Appendix IV**  
***Faculty Development Workshops/ Presentations AY 2017-18***

New Faculty Orientation Presentation on Who's in the Room  
Assessing classroom learning environments (TAP)  
Assessing student learning with new faculty cohort  
Faculty Retreat: workshop on structuring quantitative writing  
Faculty Retreat: coordinated guest speaker on theses and capstones  
Faculty Retreat: First-year Writing  
Faculty Retreat: Inclusive pedagogy  
New Faculty Orientation Presentation on Who's in the Room  
Assessing classroom learning environments (TAP)  
Assessing student learning with new faculty cohort  
Pre-major Advising (x 4)  
Motivating Students via Cultural Responsiveness  
Structuring Writing Assignments  
Philosophy Department – Writing Retreat Facilitation  
Portfolio Reading  
Best of FYE Paper Reading  
Layli Long-Soldier *Whereas* discussion group  
Thesis + Writing yearlong learning circle (5 meetings)  
Writing Circle (5 meetings)  
Fall Conference: Be a better ----: How to develop expertise in any field

**Appendix V**  
**Sophomore Jump Programs and Attendance**

<b>Date</b>	<b>Program</b>	<b>Attendance</b>
9/1/2017	Sophomore Welcome	60 +
9/1/2017	Planning Study Abroad	26
9/5/2017	Faculty Dinner	16
9/12/2017	Financing Study Abroad	10
9/19/2017	Sophomore Conference	15
9/29/2017	Planning Study Abroad	27
10/3/2017	Faculty Dinner	7
10/4/2017	Choosing a Major	17
10/20/2017	Sophomore Retreat	16
10/26/2017	Budgeting 101	6
10/27/2017	Planning Study Abroad	15
10/30/2017	Faculty Dinner	17
11/1/2017	Discover Your Strengths	12
11/30/2017	Venture Grant Workshop	17
12/1/2017	Planning Study Abroad	8
1/30/2018	Faculty Dinner	2
2/2/2018	Planning Study Abroad	13
2/8/2018	Pre-Med and Pre-Law	14
2/9/2018	Financing Study Abroad	6
2/23/2018	Planning Study Abroad	7
2/26/2018	Faculty Dinner	15
3/5/2018	Majors Fair	N/A
4/1/2018	Faculty Dinner	3
4/6/2018	I Declare	N/A

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

**Conference Presentations**

**Bell, K.** (2018). Midwest Writing Center Association Conference. "Incorporating Consultant Voices: Using Design Thinking to Create Mentoring Moments."

**Bell, K.** (2017). International Writing Center Association Conference. "Investigating our Professional Descendants: Preparation for and Perceptions of Graduate Writing Center Work."

**Bell, K.** (2017). National Conference of Peer Tutors of Writing. "Becoming the Mod Pod Squad: Fluidity in Space and Identity at a Small Liberal Arts College," with Roy Jo Sartin, M.A., Sophia Pray, Anika Grevstad, and Eviva Kahne.

**Getty, S. R.** & Barron, K. E. (2017). *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.

**Walter, C.** (2018). American Educational Research Association. "Immediate Oral Reflection as a Methodology to Explore Novice and Veteran Teachers' Adaptive Expertise Development."

**Walter, C.** (2017). COTESOL Annual Conference. "Using podcasts as authentic texts in post-secondary ESL classrooms."

**Walter, C.** (2017). COTESOL Annual Conference. "Tracking adaptive instruction in diverse classrooms."

**Walter, C.** (2017). COTESOL Annual Conference. "Using reflection to project ESL teachers' expertise."

**Invited Talks**

**Alvarado, M. M.** (2018). EveryEye Presents poetry reading with Sasha Steensen and Dan Beachy-Quick. The Forge Publick House, Fort Collins, CO.

**Publications**

**Bell, K.** "Our Professional Descendants': Preparing Graduate Writing Consultants." Ed. Karen Johnson and Ted Roggenbuck. *What We Teach and How: Educating Writing Tutors*, monograph of *Writing Lab Newsletter*. August 2018 (forthcoming).

**Freeman, T., Fedesco, H., and Cavin, D.** "Teaching Compressed Format Courses: The Block Plan at Colorado College." *National Teaching and Learning Forum* (forthcoming, accepted in January).

**Getty, S.R., Hulleman, C. S., Barron, K.E., Ruzek, E. R., Flake, J. K., & Foley, K.** (2017). Using the Expectancy-Value-Cost Theory of Motivation to Understand Student Achievement and Future Interest in STEM Classrooms [White paper]. Retrieved from the University of Virginia: Charlottesville, VA. [<http://curry.virginia.edu/research/labs/motivatelab>]

Barron, K. E., Hulleman, C. S., **Getty, S. R.**, & Taylor, J. (2017). Expectancy-value-cost survey of student motivation. Charlottesville, VA: The Motivate Lab.

**Alvarado, M.M.** (2018). "On Memory With No Devices," *Cagibi*.

**Alvarado, M.M.** "The Description of the World," COAST|NoCOAST, forthcoming (accepted in March).

**Grants**

**Alvarado, M.M.** Residency at Art Farm, June 2017.

**Bell, K.** International Writing Center Association Dissertation Grant, June 2017.

**Freeman, T.** with colleagues from Luther and Beloit Colleges. ACM FaCE grant for a Summit on the Sophomore Year (2017-19)



**Getty, S.** et. al. Successfully submitted all final documentation as Co-PI (S. Getty; original Principal Investigator) on NSF award (\$800k) measuring student motivation in STEM disciplines (middle school through early college); 27 research sites in nation (n=45,000 students).

**Getty, S.** et al. *"The Utility-Value Pathway: Maximizing Long-Term Effects of Brief Motivation Interventions in Undergraduate Biology."* EHR, National Science Foundation, declined.

**Getty, S.** et. al *"Building Capacity: Polytechnic for All: STEM Success via an Inclusive institutiON (PASSION)."* NSF Hispanic-Serving Institution (HIS) Program, under review.

**Professional service**

**Bell, K.** Midwest Writing Center Representative, International Writing Centers Association (2012-2018)

**Bell, K.** Ideas Exchange Chair, International Writing Centers Association (2018)

**Freeman, T.** Board member of the National Resource Center for the Study of the First Year and Students in Transition (2018-2021)

**Getty, S.** Advisory Board Member: *Understanding Global Change* project, University of California, Berkeley, Museum of Paleontology.

**Walter, C.** Executive Board, COTESOL