QUANTITATIVE REASONING CENTER (QRC) ANNUAL REPORT, AY2014-2015

The Quantitative Reasoning Center (QRC) at Colorado College was open 40 hours per week during the regular academic schedule. Peer tutoring also included Individual Tutoring and Learning Assistants. During this time and into Summer Session, the QRC staff and Director:

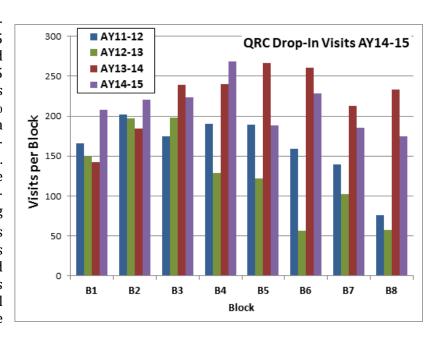
- Tutored at least 591 students (60% female), or nearly 30% of the CC student body,
- Coached students in at least 1,705 drop-in tutorials at the QRC,
- Assigned 172 individual tutors (one-on-one) over the course of a block,
- Provided 52 Learning Assistants (LAs) to block courses,
- Assisted students in an array of disciplines: Mathematics and Computer Science, Chemistry, Physics, Biology, Economics, Geology, Psychology, Sociology, IDM, thesis research and writing, MAT-Education and more, and
- Continued and increased collaboration with college faculty in coursework development, thesis research, and programming for faculty development.

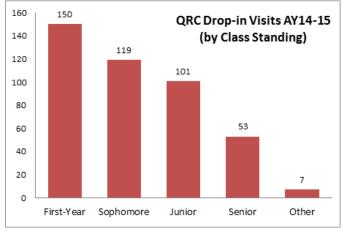
QRC Usage, Academic Year 2014-2015

Drop-in Tutoring

During the academic year 2014-2015, a minimum of about 1.705 visits were recorded for staffed drop-in hours from about 435 individual users (61% female). This represents an increase of 40% compared to 2012-2013, and at a comparable level as last year 2013-2014, in drop-in tutorials (Figure 1). About two-thirds of all visits were from first-year (182) and secondyear (179) students, representing about $\frac{1}{3}$ of their respective classes (Figure 2). Many of these students plus juniors (152) coming to staffed drop-in hours are taking rigorous entry-level courses or an initial round of required math or science courses in their major.

Disciplinary support was most frequent in Mathematics with 899 visits, which is more than half of the total drop-ins, followed by Chemistry and Physics. This is broadly consistent with past patterns of QRC drop-in tutoring. A difference in comparison to previous years was an increase in variety of disciplines, such as in Sociology, Psychology, IDM, or Human Kinesiology courses, as well as



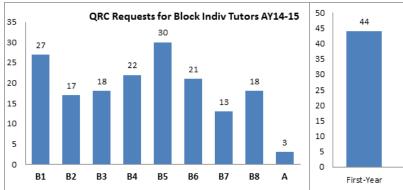


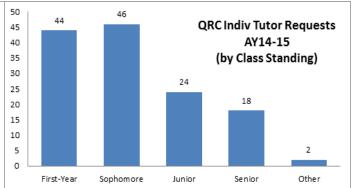
increases in support in thesis data analysis and writing.

Individual Tutoring (One-on-One)

Individual tutoring services (one-on-one tutoring over course of a block) continued to grow in popularity. During academic year 2014-2015, the QRC received 172 requests for individual tutoring, a 29% increase over the previous year. Block 1 and 5 had the most requests, largely driven by Chemistry and Math (Figure 3).

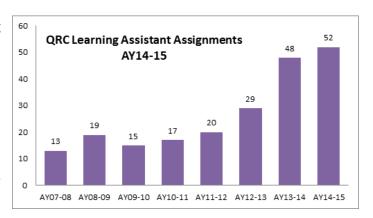
Out of 134 students that submitted requests for individual tutoring to the QRC, 90 were first-year and sophomore students, or about 67% of the total (Figure 5). This is broadly consistent with other QRC services. In addition, 39 students who requested individual tutors did not come to staffed drop-in hours at the QRC.





Learning Assistant Program

In 2014-2015, QRC Learning Assistants (LA) were assigned to 52 courses largely among Mathematics, Computer Science, Chemistry, Psychology, and Biology. This program has grown substantially compared with 5-6 years ago (Figure 6). The average amount of time tutoring time was about 18 hours per course, and split among working with individual students, small groups, or most/all of the class. LA's responsibility largely focuses on study/homework sessions and prep for exams.



There were a minimum of 214 recorded students who attended review sessions and used help provided by Learning Assistants (*note: this must be an underestimate, and likely reflects poor sign-in practices at review sessions*). The majority were sophomore and junior students. Of this sample of 214 students, 116 students used Learning Assistant sessions, but not drop-in and individual tutoring.

Other Student/Faculty Collaboration Examples

In addition to tutoring support, the QRC peer tutor staff and director engaged in other collaborations with students and faculty.

- Course support and development (e.g., convert to R-based labs for probability and statistics, Taylor; modeling and integrating Excel into labs, Erb; missing data analysis, Fenn; "Math Essentials" quizzes and workshops, Physics Department),
- Work investigating success in rigorous entry-level STEM courses, Bridge Scholar Program, Quantitative Reasoning Assessment with first-year students,
- Convene QRC Steering Committee meeting to critically evaluate programs and progress, and role of QRC in academic support (Brown, Bruder, Brasuel, Burns, Lostroh, Roberts, Redmont),
- Academic support of various types for college programs
- Support on student research and theses for 4 disciplines.
- Hosted Visiting Scholar (Dr. Corrine Taylor) to discuss the Wellesley College Quantitative Reasoning Program.

QRC Peer Tutor Staff Academic Year 2014-2015

An important QRC goal for this past academic year was recruit (starting at about 100 students from faculty recommendations), interview (45), and then select and complete training with 28 new QRC peer tutors. This leads to a current staff of about 40 QRC peer tutors.