ABOUT CARTHAGE

~2,600 FT Undergrads, 400 PT/Grad, 70% residential

>50 Academic majors, minors, concentrations

Midway between Chicago and Milwaukee

Emphasis on experiential learning

Affiliated with ELCA

~17% Students of Color
Carthage in the year 2025

MISSION:  Seeking Truth, Building Strength, Inspiring Service—Together

PROMISE:  Carthage College provides a motivating environment inspiring reflection and self-discovery so that our students uncover and ignite their true potential.

VISION:  We will guide each student to discover and realize her or his true potential through a holistic and transformative education that positions Carthage as a national model for liberal arts education.

GOAL 1:  We will create more fully integrated learning experiences intentionally focused on maximizing student success and wellness.

GOAL 2:  An outstanding faculty will guide our students in transformative and innovative learning experiences characterized by high expectations that lead to fully realized learning outcomes.

GOAL 3:  We will nurture an enlightened and inclusive college community that inspires meaningful contributions towards a better world.

GOAL 4:  We will support the College’s educational mission through refining and strengthening our sound institutional operations and practices.
### Full-time Undergraduate Enrollment

#### Full-time Undergraduate Diversity

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>46</td>
<td>39</td>
<td>32</td>
<td>30</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>Black</td>
<td>77</td>
<td>96</td>
<td>113</td>
<td>133</td>
<td>121</td>
<td>139</td>
</tr>
<tr>
<td>Hispanic</td>
<td>101</td>
<td>96</td>
<td>91</td>
<td>96</td>
<td>109</td>
<td>144</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>12</td>
<td>31</td>
<td>46</td>
<td>69</td>
<td>77</td>
<td>86</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>341</td>
<td>314</td>
<td>262</td>
<td>259</td>
<td>240</td>
<td>300</td>
</tr>
<tr>
<td>White</td>
<td>1,940</td>
<td>1,943</td>
<td>2,027</td>
<td>1,994</td>
<td>2,030</td>
<td>1,893</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,530</td>
<td>2,531</td>
<td>2,581</td>
<td>2,599</td>
<td>2,636</td>
<td>2,644</td>
</tr>
</tbody>
</table>

Increasing racial/ethnic diversity of student body
Fall 2016 Entering Class Identity

- 1.1% American Indian (2015: 0.40%)
- 3.0% Asian (2015: 3.19%)
- 7.2% Black / Non-Hispanic (2015: 5.59%)
- 13.2% Hispanic (2015: 5.32%)
- 3.1% Other (2015: 3.72%)
- 62.3% White / Non-Hispanic (2015: 76.20%)
- 10.1% Unreported (2015: 5.59%)
- 10% more first generation students than ever before
- 8% more Pell-eligible students than ever before
Equity Gap: Graduation Rate

Data from IPEDS
Promoting Student Success
*Mind the Gaps*

- Refined data practice and Tableau-based reporting on student success measures
- Strategic Retention Committee
  - Data Analysis
  - Developing institutional responses that promote success (not deficit thinking)
  - Strategic interventions for underserved students
- Student Success Team
- Fostering *Belonging*
All College Meeting – September 2016

Presentation and Workshop

"Promoting Student Success by Fostering Belonging"

“Becoming Cultural Navigators: Strategies for Fostering First Year Student Belonging and Success”

Dr. Terrell L. Strayhorn
Director of the Center for Higher Education Enterprise at The Ohio State University

https://www.youtube.com/watch?v=-PICDwC_Fzw&feature=youtu.be
From Diversity to Equity and Inclusion

• Director of Equity and Inclusion appointed (Summer 2016)
• Equity and Inclusion Committee launched (Fall 2016)
• Four communities of practice established to focus on: Equity and Access; Campus Climate; Diversity in the Curriculum; Student/Faculty Learning and Development
• Equity Scorecard
• Campus Climate Survey for Faculty/Staff to parallel student climate survey last conducted in Spring 2015
Increasing Access to and Participation in High Impact Practices

• Experiential Learning Task Force
  – Focused on several High Impact Practices (HIPs)
  – Charged with assessing access to and participation in experiential learning for diverse student populations
  – Developing strategies to increase participation

• J-Term Course Development for First Year Students
Access to and Participation in HIPs: J-Term

- 4-1-4 Academic Calendar
- Unique opportunities in J-Term
- J-Term required for First Year Students
- Developing experimental FY Only J-term courses that are HIP-rich to increase engagement of FY students
- Faculty development for FY J-Term instructors
Achievement of Student Learning Outcomes

- Revised Institutional Student Learning Outcomes (ISLOs) adopted in Spring 2015
- ISLOs align well with LEAP Essential Learning Outcomes
- Developed rubric for assessing learning in required First Year courses in Western Heritage
- Disaggregating results to identify new support opportunities
# Rubric-based Assessment of Student Learning in FY Western Heritage Courses

## Formal Academic Writing and Critical Thinking

<table>
<thead>
<tr>
<th>Excellent: 4 - 5</th>
<th>Good: 3</th>
<th>Meets minimum expectations: 2</th>
<th>Does not meet minimum expectations: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Thesis.</strong> Author advances a complex, interesting claim about an issue of general importance. Thesis is clearly stated near the beginning of the paper and addresses the assigned topic in a thoughtful way.</td>
<td>Author advances a complex claim that is not simply obvious or banal. Thesis is clearly stated and addresses the assigned topic.</td>
<td>Author advances a claim, but the claim is somewhat obvious or confused, and/or it is stated unclearly, and/or it does not address the assigned topic in an effective way.</td>
<td>Author has no clear thesis, and/or advances a claim that is trivial or obvious; and/or fails to address the assigned topic.</td>
</tr>
<tr>
<td><strong>2. Argumentation.</strong> Thesis is developed through effective supporting arguments.</td>
<td>Thesis is developed through supporting arguments.</td>
<td>Thesis is developed through supporting arguments but this could be done more effectively or persuasively.</td>
<td>The substance of the paper does not effectively support or elaborate the thesis.</td>
</tr>
<tr>
<td><strong>3. Organization.</strong> Essay follows thesis very clearly from start to finish. Author effectively guides the reader through the use of introduction, conclusion, and transitions (“sign-posting”).</td>
<td>Essay generally follows the thesis. Author guides the reader in the introduction and conclusion and through the use of transitions.</td>
<td>Essay follows thesis, but not consistently. Introduction and conclusion could be used more effectively. Transitions are vague/weak or nonexistent.</td>
<td>Essay does not follow thesis. Organization of the essay is very hard to follow. Introduction, conclusion, and transitions are ineffective or nonexistent.</td>
</tr>
<tr>
<td><strong>4. Textual Analysis &amp; Evidence.</strong> Textual evidence is used in sufficient quantity to make the thesis compelling. Quotations are actually analyzed and explored reflectively.</td>
<td>Textual evidence is used in sufficient quantity to support the thesis. Use of quotations does more than simply help to summarize the text’s basic point or storyline.</td>
<td>Textual evidence is used throughout and author demonstrates a basic familiarity with the text, but a more careful reading would make the paper more effective. Quotations appear but do little to go beyond basic exposition of the text’s obvious argument or storyline.</td>
<td>Author does not examine the text in a serious way. Very few quotations are used and/or quotations are not used to support the argument being made. Discussion of text is inaccurate or implausible or demonstrates lack of familiarity with it.</td>
</tr>
</tbody>
</table>
Rubric-based Assessment of Student Learning in Western Heritage Course

<table>
<thead>
<tr>
<th>Formal Academic Writing and Critical Thinking</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis</td>
<td>2.45</td>
<td>2.72</td>
<td>2.56</td>
</tr>
<tr>
<td>2. Argumentation</td>
<td>2.40</td>
<td>2.75</td>
<td>2.54</td>
</tr>
<tr>
<td>3. Organization</td>
<td>2.45</td>
<td>2.74</td>
<td>2.57</td>
</tr>
<tr>
<td>4. Textual analysis &amp; evidence</td>
<td>2.64</td>
<td>2.93</td>
<td>2.76</td>
</tr>
<tr>
<td>5. Style &amp; mechanics</td>
<td>2.58</td>
<td>2.89</td>
<td>2.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging Fundamental Questions of the Western Intellectual Tradition</th>
<th>Non-Honors</th>
<th>Honors</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Engaging text and key themes/ideas</td>
<td>2.69</td>
<td>3.09</td>
<td>2.85</td>
</tr>
<tr>
<td>7. Critical evaluation of key themes/ideas</td>
<td>2.28</td>
<td>2.53</td>
<td>2.38</td>
</tr>
</tbody>
</table>
Completion with a Purpose

• Focus on *vocation*
  – NetVUE Grant
  – College Success Seminar
  – First Year Advising
• General Education Task Force
• Experimental J-Term Courses
Conclusions/Acknowledgments

Strategies for Success

• Coupling work to other institutional initiatives
• Fostering a broad, collaborative conversation
• Learning from experience of other campuses

Thanks for support

• Tia McNair and staff
• AAC&U
• Center for Urban Education
• USA Funds
• Great Lakes Higher Education Corporation