



¡Pertenecees Aquí! Transitioning Latino students into a Liberal Arts Education

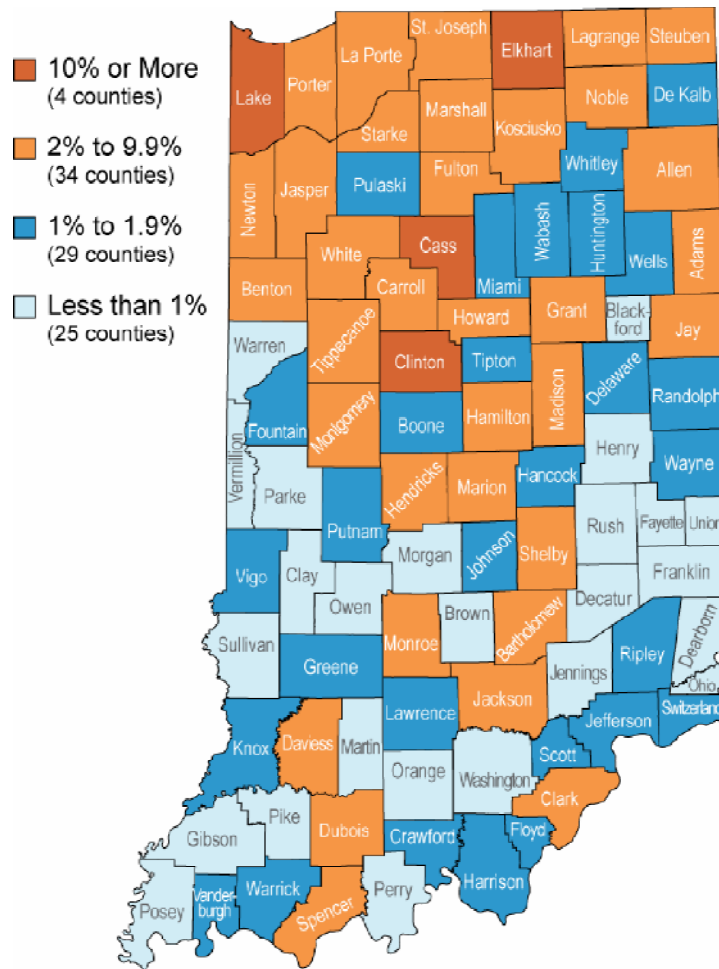
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CITL Center for Intercultural
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Hispanic/Latino Concentrations in Indiana

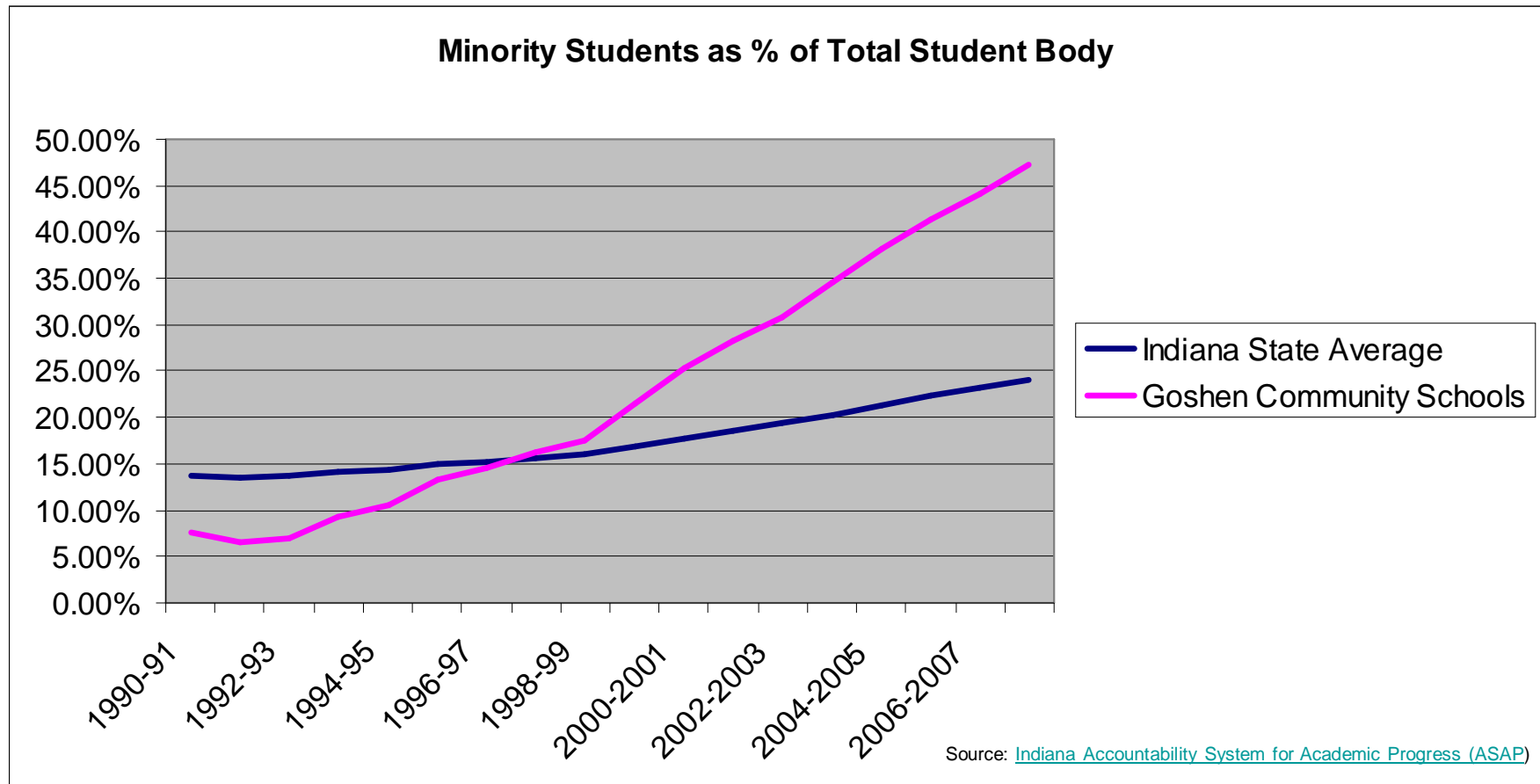


Top Counties:

1. Lake- 13.9%
- 2. Elkhart- 13.4%**
3. Clinton- 12.3%
4. Cass- 10.6%
5. Noble- 9.9%
6. Marion- 6.6%

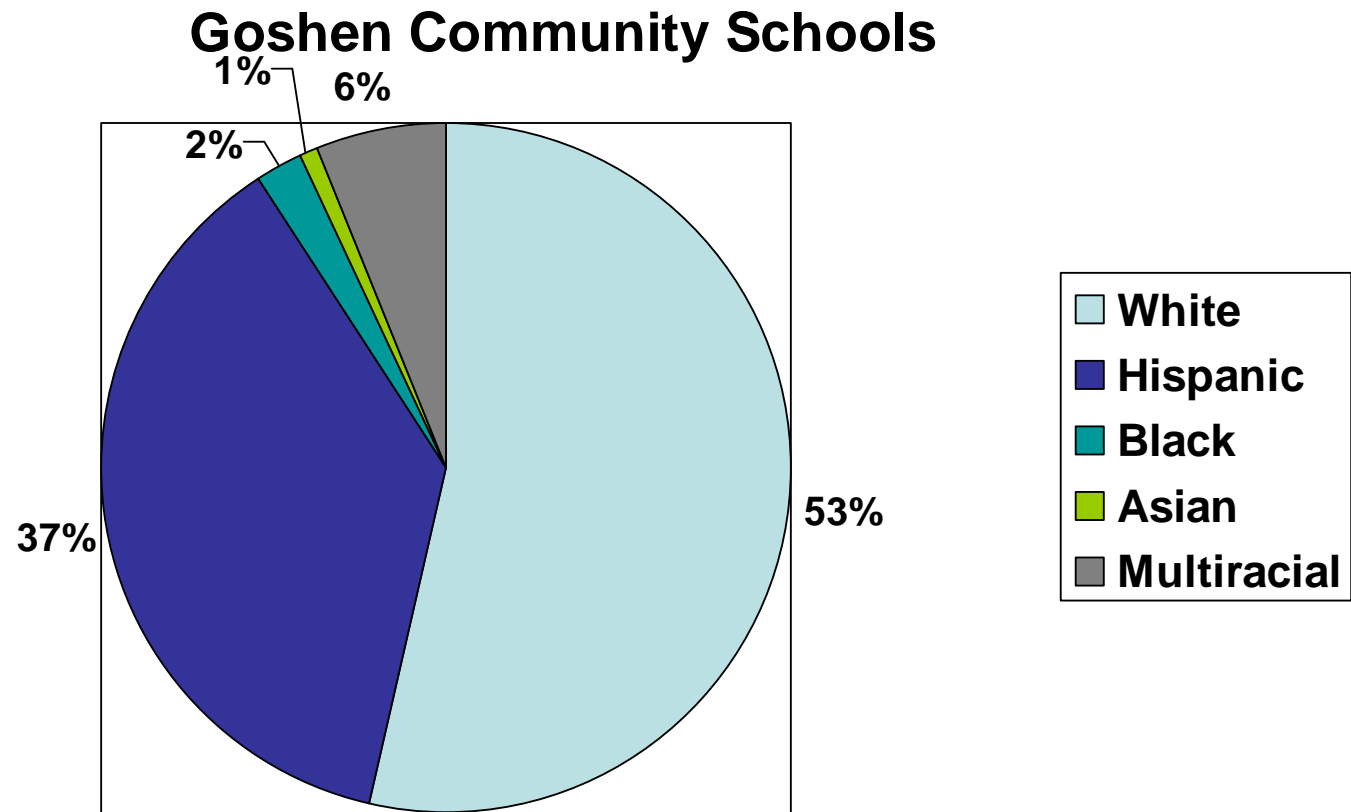


Goshen Schools Minority Student Population, 1990-2007





Student Ethnicity: Goshen Community Schools



Source: Indiana Accountability System for Academic Progress (ASAP)



Institutional Demographics

Spring 2008 - 2009

Total Enrollment : 886

Total Enrollment of ALANA and INTL Students: 147 (16.6%)

- Percentage of Mennonite Students: 60+%

Total Enrollment within International and ALANA Groups:

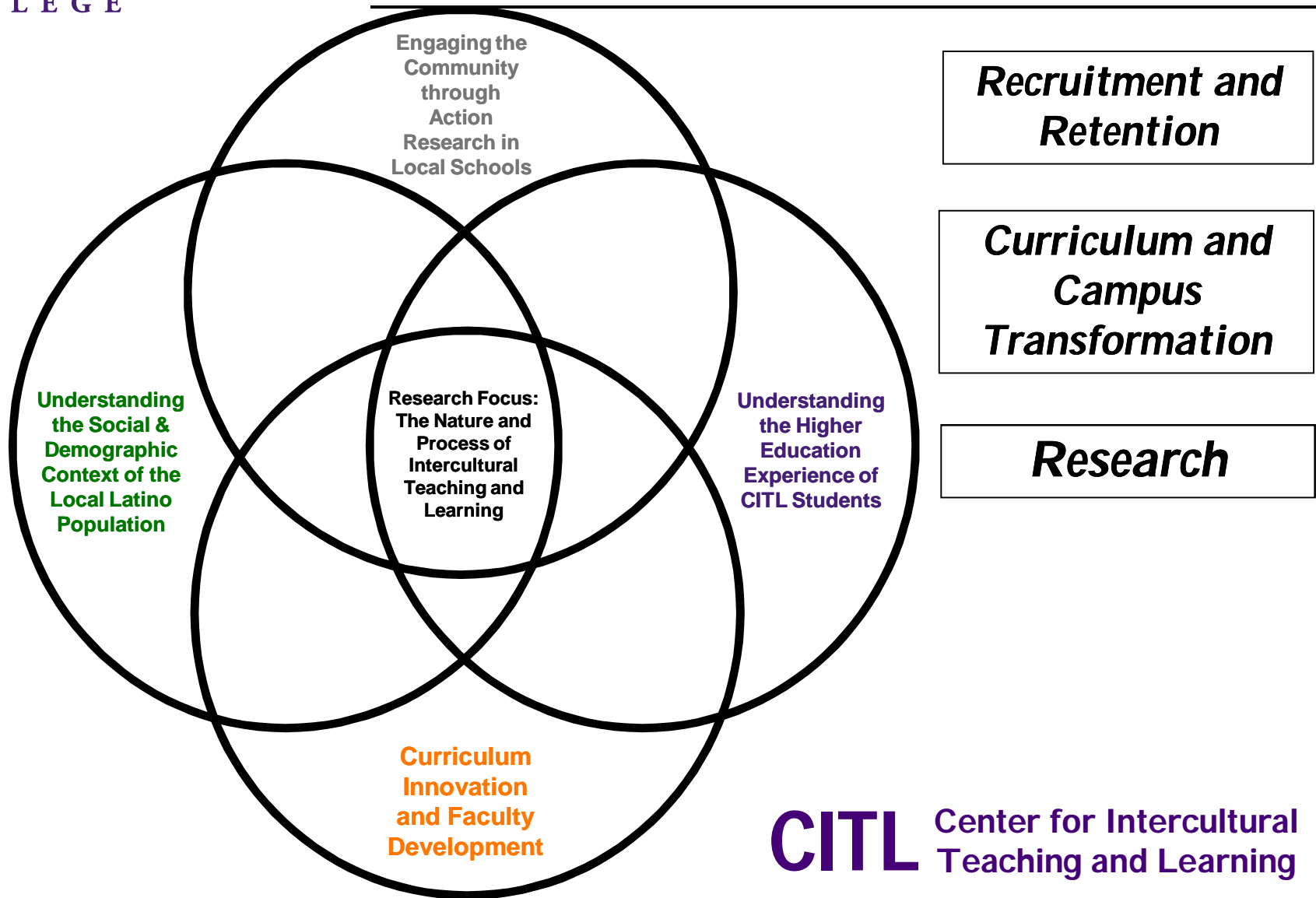
- Latino/Hispanic: 48 (5.4%)
- International Students: 44 (5.0%)
- African-American: 29 (3.3%)
- Asian: 18 (2.0%)
- N. Hawaiian/Pacific Islander: 2 (0.2%)
- Native American (Indian): 1 (0.1%)
- Other: 5 (0.6%)

*MULTICULTURAL AFFAIRS OFFICE STATISTICS

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CITL promotes and assesses collaborative internal and external initiatives that aim to transform both our own campus and the educational environment in our region.

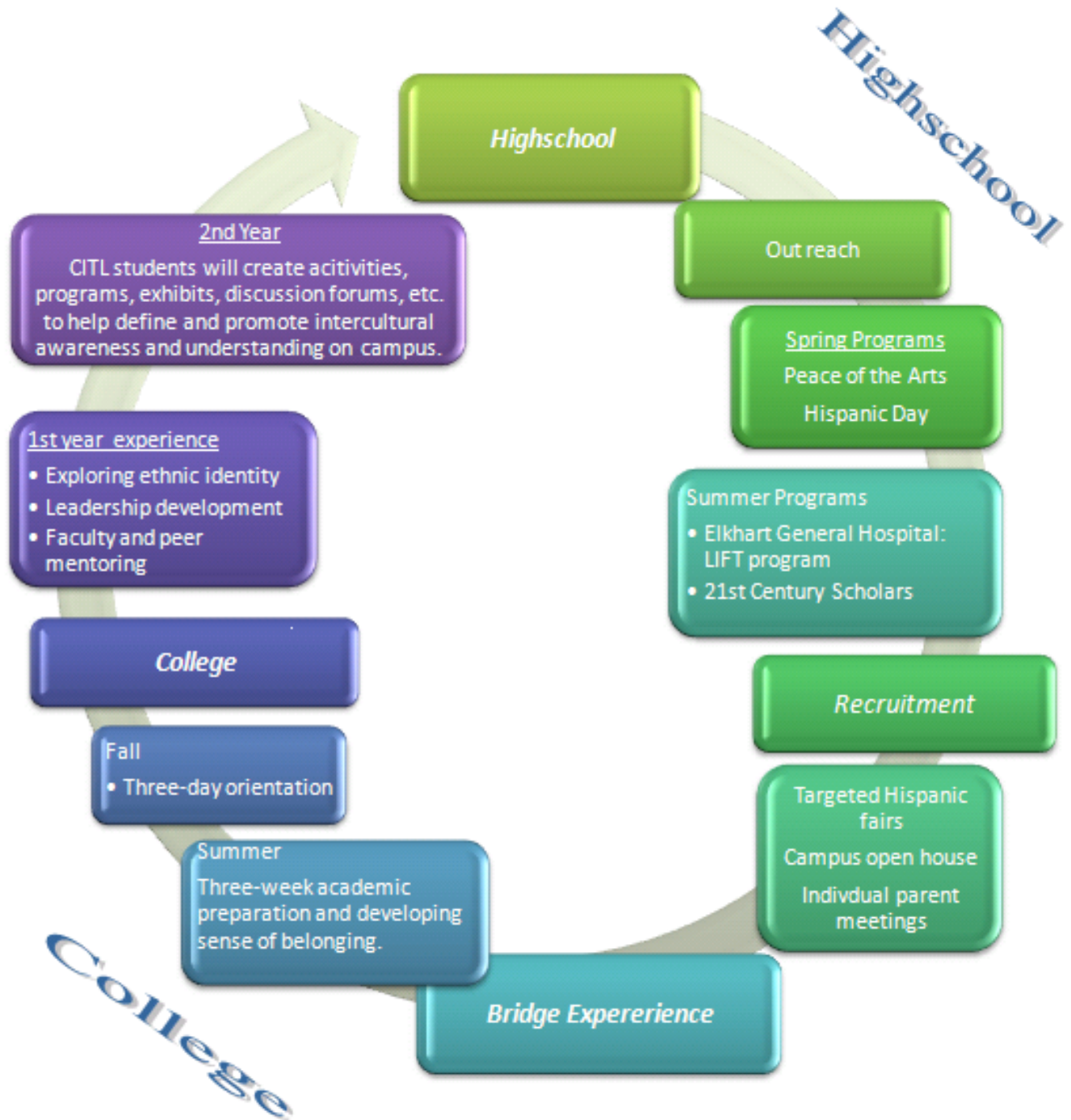


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Cohort Retention

	Goal	Year 1 (07-08)	Returning (sophomores)	Year 2 (08-09)	Returning (2 nd semester)
Participating students	10	11	7	15	13
Transfers to another institution			2		2
Left program, but still a student at Goshen College			2		0





Educational Access

Goal: To make a Goshen College education accessible to Latino students

Major Activities:

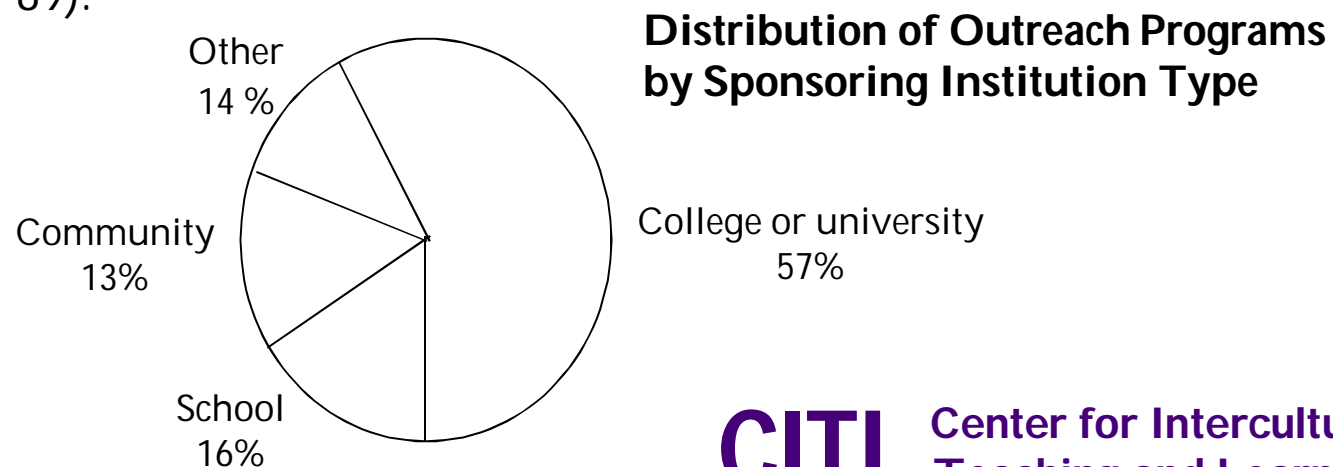
- Enhance the recruitment of Latino students by developing ongoing relationships with parents, schools, churches, businesses and community organizations.
- Increase financial resources for Latino students to attend Goshen College.
- Develop pre-college Bridge Program.

Outreach: Underlying Theory

Pre-college outreach is designed to motivate and prepare students for postsecondary education. (Swail, 2000)

“Programs focused on providing additional or supplementary support services to disadvantaged students can help fill gaps where the system fails” (p. 88).

“SAT and ACT preparation, college awareness activities, academic support services-our higher-echlon schools entrench these activities into their core curricula” (p. 89).





Outreach: Underlying Theory

A case for non-competitive, collective approaches for recruiting low SES African-American and Latino students that consciously and intentionally include parental involvement whenever possible. (Smith, 2008)

Parent/Family Centered Outreach

- I. Involve parents in the process.
- II. Design interventions based on research findings.
- III. Create interest in participation in the college choice process.
- IV. Perform outreach for the common good.

“The preferable and most cost-effective way of accomplishing early and effective outreach for these students could emerge from **regional collectives**” (p. 22).



Educational Outreach

Definition: To educate diverse audiences about gaining access into higher education systems.

Activities

- *Peace of the Arts (PEA) - Directed by the Multicultural Affairs Office, PEA is an after-school program that cultivates self-esteem, intercultural dialogue, and awareness through peaceful mediums and creativity.*
- *Hispanic Day – Partnered by Admissions and Multicultural Affairs Office, Hispanic Day is a collaborative event among six regional 2-year and 4-year colleges to present college preparation workshops to local Latino students.*



Latino Recruitment Research

Latino Students' College Choices

A recent national survey of high school seniors found that the most important feature in choosing a college was whether the institution had a degree in their **chosen field**.

For Latino and African American high school seniors, the next most important factor in their choice of college was the **availability of financial aid**.

The Vice President for Policy and Research, Deborah A. Santiago, states that "more-selective colleges must promote their financial aid offerings at the same time that they educate Hispanics on variations in quality" (Redden, 2008).

Santiago, D.A.(2007). Choosing Hispanic-Serving Institutions (HSIs): A Closer Look at Latino Students' College Choices. Excelencia in Education.

Redden, E. (2008). Where the Hispanic students are (and aren't). www.insidehighered.com. August 17, 2007.

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Latino Recruitment Research

HSI Priorities:

Access, Location, & Affordability

Latino students at HSIs prioritized college costs, proximity to where they lived, and an accessible campus as decisive factors in their college choice.

Non-HSI Priorities:

Financial Aid, Institutions' Reputation, & Quality of Academics

Latino graduates who did not attend HSIs were more likely to prioritize financial aid, institutional prestige, and academic programs as critical factors influencing their college choice.

Goshen College Latino Student Choice

Proximity
Scholarship
Accessibility



Focused Recruitment

Definition: To recruit eligible Latino students to Goshen College

Activities

- *Culturally specific – Admission and financial aid counselor, admission and financial aid literature, specific program brochure*
- *College Fairs – In addition to traditional college fairs, the Admissions and CITL have committed and allocated financial resources to attending regional and local Hispanic college fairs*
- *Scholarship – Full-tuition scholarship for 10 students*
- *Summer Bridge Program - Summer intensive course & community building*



Overview of Academic Counselor's Position

- *Teach developmental English.*
- *Oversee peer-staffed writing center.*
- *Collaborate with Academic Support Director to arrange tutoring.*
- *Meet with conditionally admitted students, specializing in first year and first generation.*
- *Teach "Academic Success," a one-hour course for conditionally-admitted students.*
- ***Co-facilitate "First Mondays," a leadership-development seminar for first-year CITL students.***
- ***Meet with all CITL students one-to-one, regardless of academic standing.***



Grounding Theories

- Vincent Tinto's Student Integration Model (1975, 1993) cites academic integration as one of several key factors that lead to attrition or retention.
- In Transforming the First-Year Experience for Students of Color, Laura Rendón writes that we must view students as "whole, multilayered human beings who defy the essentialism that reduces them to bottom-line commonalities."



First-Year Academic Support

ALL STUDENTS:

- Meet with students at the beginning of the semester. Validate the choice to attend college and hear their individual stories.
- Check grades at five weeks first semester, mid-point second semester. Use data to initiate conversations about coursework and major.
- End-of-semester reflection meeting. Converse with students about their academic development, sense of identity, and goals.

Guiding Concept: holistic, personalized advising.



First-Year Academic Support

MOST STUDENTS: Additional meetings as requested/needed. Sample questions as windows into conversation:

- What evidence suggests you've chosen a fitting major?
- What new study strategy can you implement this week?
- Have you chosen friends who are supportive of your academic goals?
- How often do you speak with your family?
- What academic skills (such as discussion, critical thinking, reading, problem solving) does each class emphasize?
- How many times have you talked with a professor outside of class?
How do you refer to your professors?
- In which of your classes could you be absolutely fabulous?

Guiding Concept: educational ownership.



First-Year Academic Support

SOME STUDENTS:

- Weekly check-in meetings emphasizing accountability, care, and wise personal choices.
- Intentional goal setting: DAPPS (dated, achievable, personal, positive, specific).
- Tracking improvements: slow, incremental change must be documented, acknowledged, and celebrated. “Success” is individually defined.
- Tracking grades, contacting professors, gathering data from multiple sources, and accessing specific assignments.

Guiding Concept: intrusive advising

DAPPS Source:

Downing, Skip. *On Course: Strategies for Creating Success in College and in Life*. Boston: Houghton Mifflin Company, 2008.

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In Sum

ALL students receive personalized support that treats them as a whole person with a layered story.
(100%)

SOME students receive intrusive support that aims to help them identify detrimental patterns, understand learning styles and needs, and perceive value in coursework. (25%)

MOST students are pushed toward academic ownership through study skills development, “creator” language, and wise choice process. (“Most” because some bring these skills.—75%)



What our Students Say

Q: The Academic Support Center program with Suzanne was helpful for my academic success: (Mean: 4.07 on a five-point scale, with five indicating "strongly agree.")

- *It helped me a lot because I had the opportunity to tell her my problems and since it was one to one it made it easier for me.*
- *Yes, it was helpful. Suzanne really tried to help one out.*
- *She gives good feedback.*



"First/Third Mondays"

Overview: First-year cohort meets every other Monday evening for community building, reflection, ethnic identity exploration and leadership development.

- Ethnic identity exploration
- Leadership development



First Mondays

- Ethnic Identity Development
 - Use of *Mi Gente: My Search for the Hispanic Soul*, by Dr. Rafael Falcón.
 - Pedagogical Methods: interactive class discussion and reflective writing.



First Mondays

“The Reflection of My Essence”

Describe yourself as though you are looking in the mirror; what are your physical features?

I see a girl with big brown eyes, and long dark black eyelashes. My hair is thick and long and black. My skin is tan as if I were out in the sun, but not too long. I see a girl who everyone claims she is Mexican, but to her she is not. I see a girl who looks Hispanic on the outside, but on the inside she is more American. I see a girl who is sometimes ashamed of her Mexican culture, but feels guilty for feeling that way. A girl who is ashamed of speaking Spanish because she does not really know how.

I see a Hispanic girl who was born in the United States but considers herself a Mexican. I see a girl who visits her native land every year and misses it dearly when she is heading back home to the U.S. I see a girl who has been stereotyped by the way she looks, but is still determined to succeed.



First Mondays

In this section, mention your family members and activities that mean “home” to you.

I see a diverse cultural background. I see my Caucasian mom and Hispanic dad standing together. I see my brothers, one playing Spanish tunes on the guitar, the other two moving to the sound of hip-hop music.

I see my brother playing his guitar to the tune of my “Mexican” music. My sisters playing their viola and cello to the smooth classical music—romantically. My mother stirring the warm atole with canela in it. My uncle Fidel walking in sandals around the house making jokes with my brother who speaks Spanish very butchered. My sisters walking in and out of the house with five little ones.

I see my grandma making atole. I see my cousins playing canicas outside. I see my mom enjoying una paleta de arroz con leche. I see my grandpa preaching, my tia going to buy the groceries al mercado.



Third Mondays: Theories Informing Leadership Development

ENCOURAGING INTERDEPENDENCE

Chickering's (1969, 1993) psychosocial theory of student development:

- Suggested seven vectors of development that students encounter in college. One vector: moving through autonomy toward *interdependence*.
- Creating opportunities for students to fill the “giver” role balances the sense of deficiency associated with receiving support.

GOSHEN COLLEGE'S CORE VALUES

- Goshen College's Five Core Values: Christ-Centered, Passionate Learners, Compassionate Peacemakers, Global Citizens, **Servant Leaders**.



Third Mondays

- Leadership development through a hands-on project: “Goals for the Future.”
 - Link to GC Journal:
<http://www.goshen.edu/gcjournal/index.php>



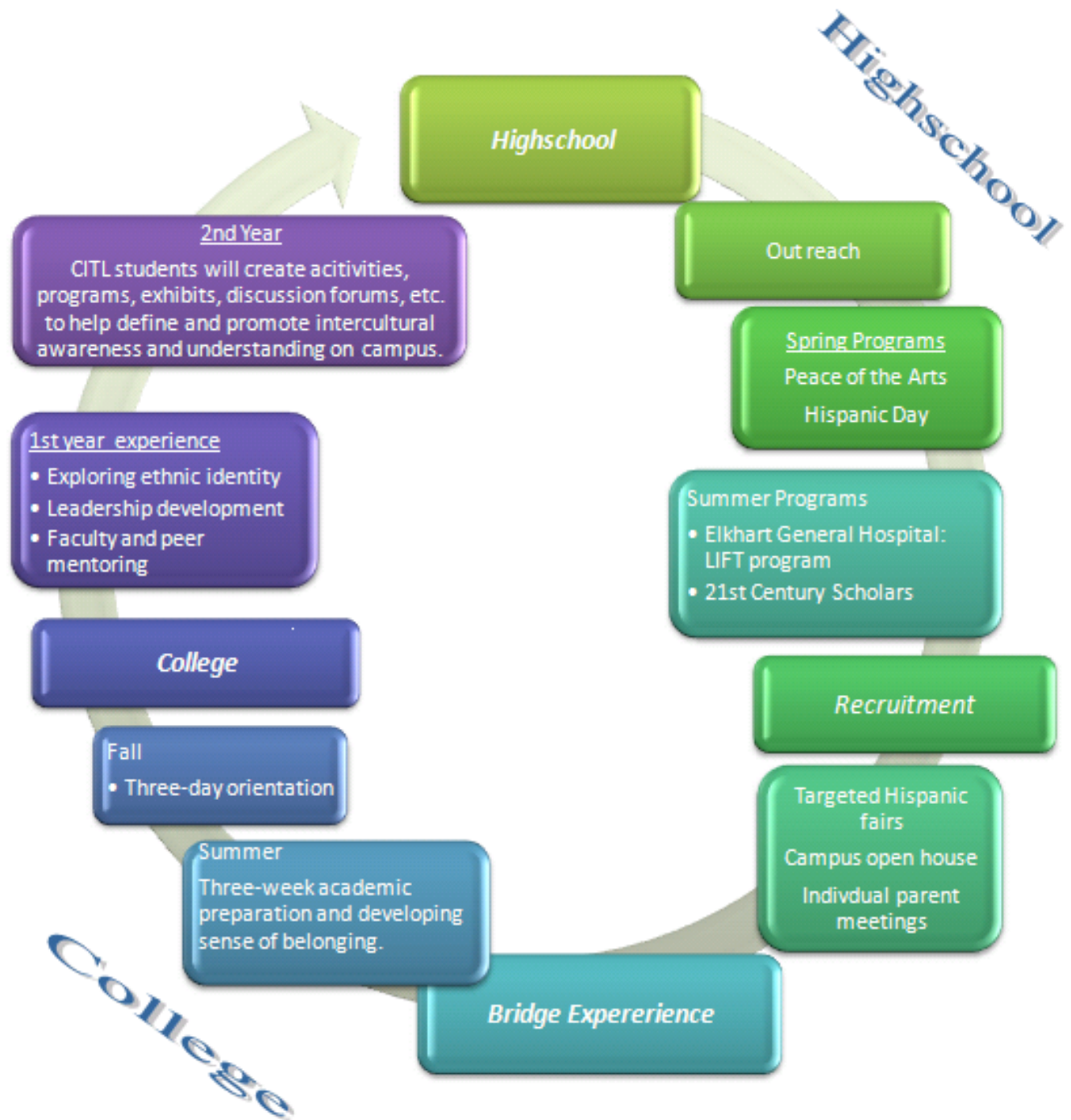
Third Mondays

Leadership development through conferences and service trips.

Student reflections from two spring break trips:

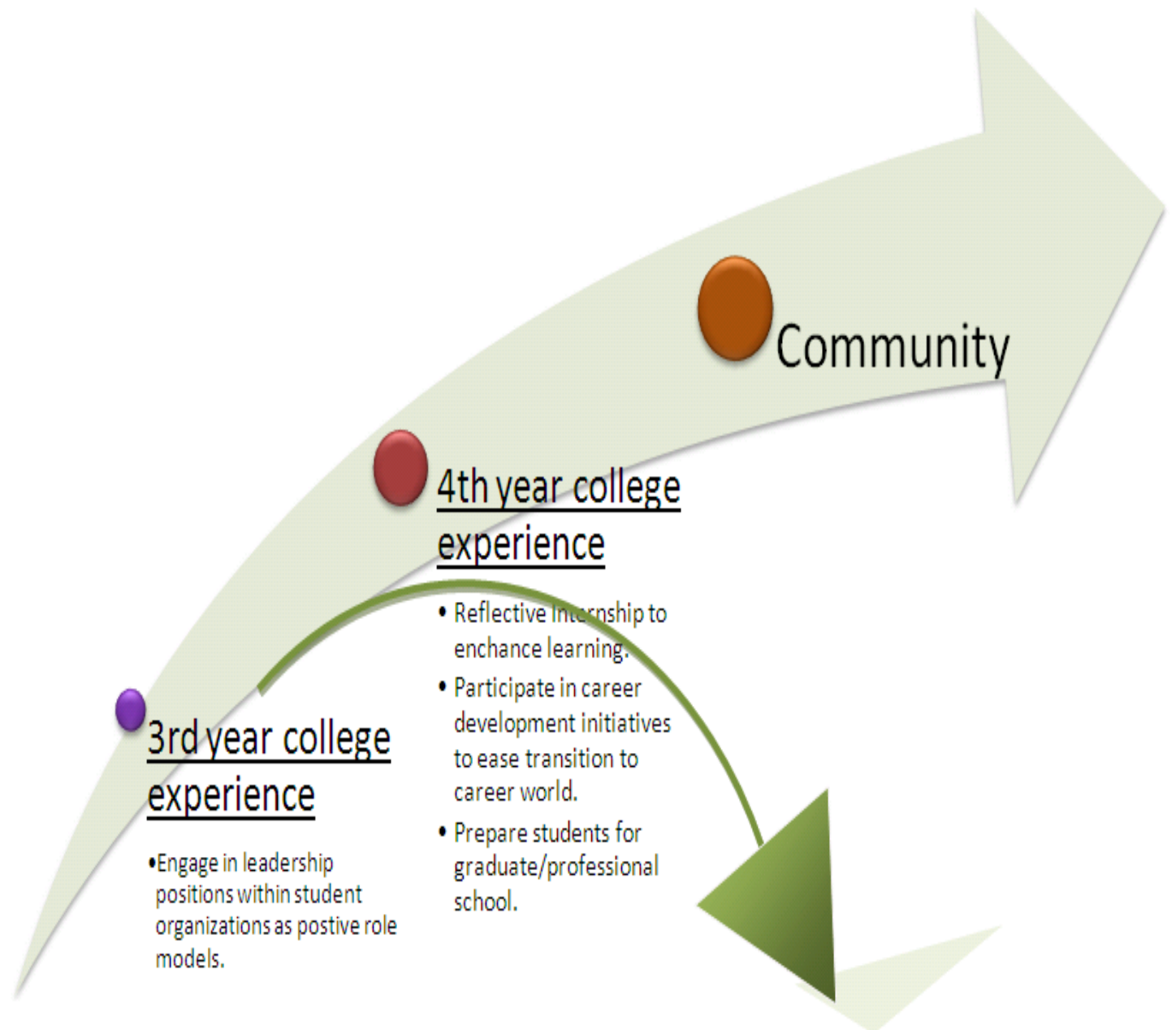
Indianapolis '09: The thing that resonated most from our trip was Dr. Andrade. His words opened my eyes to what's really going on. He talked about the murders of Oakland and he talked about how success isn't used correctly, how too many Latinos leave those who can't succeed behind instead of going back to our communities to help them.

Washington D.C.: Working with the little kindergartners was an amazing experience. As soon as I walked into the room, I heard the lively voices and their funny jokes and stories. They were enthused, but at the same time, somewhat timid since they didn't know why I was there. I began to talk to a little girl in English about their lesson on pennies. I still remember her shocking face when I said "bueno." The little girl and the little boy...sitting next to her smiled and said, I speak Spanish too.





GOSHEN
COLLEGE



3rd year college experience

- Engage in leadership positions within student organizations as positive role models.

4th year college experience

- Reflective Internship to enhance learning.
- Participate in career development initiatives to ease transition to career world.
- Prepare students for graduate/professional school.

Community

Highschool

- Service component- 2nd, 3rd, 4th year college students



Next Steps

- Program/CITL
 - Increasing parent involvement
 - Longitudinal research on cohorts
 - Dissemination of findings to similar institutions—Faith-based four-year liberal arts institutions.
- Institution
 - Long-term sustainability
 - Normalizing the program as part of college life



The destruction of the Hispanic is tragic

snapping my fingers hoping for magic don't panic.....

I got a different choice we could organize and hope that they hear our voice

they don't hear us though Homie

We yelling for help

I'm not liking the cards that I was dealt

the pain I've felt

my people melt

away like a candle..... my eyes start to welt

like I was hit a million times with my grandfathers belt

So I try being like that rock you throw in the lake

hoping that somehow the impact

I make ripples on to reach another person

but the things that I do just ain't workin

so I pray to god every night that he fill me with all the might



I need to someday change this world
so just like high school I was handed a referral
but this time it was god with his infinite knowledge
I read the note it said Isacc your going to college
you headed to Goshen its the place for you
they can help make all of your dreams come true
well my dream is that this racism stops
and I"m a shout I'm Hispanic until my lungs pop
and pray that somehow the world will hear me
take time to listen instead of hate or fear me
because in reality I'm just like you
I got eyes I got ears and dreams like you do
so why do they look at us like we different
we Hispanics homie and we gifted
we are C.I.T.L..

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