Latinos and Christian Higher Education: Current Needs and Future Opportunities in the Recruitment and Retention of Latino Students

2010 CCCU International Forum on Christian Higher Education

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Learning Objectives

1. Participants will be introduced to current demographic, economic and educational trends of the Hispanic/Latino population in the Eastern North Central Region of the Midwest (Great Lakes States).

2. Participants will be introduced to some of the most recent demographic changes in northeastern Indiana.

3. Participants will be introduced to current retention efforts at Goshen College.

4. Participants will examine lessons CITL has learned in providing services to Latino students.
Geographical Point of Reference
Midwest Region of the United States
East North Central Region (Great Lakes States)
Illinois, Indiana, Michigan, Ohio and Wisconsin
West North Central Region  (Plains States)
Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota
I. Delineation of Demographic Information: *Hispanic Population in the Northeastern Central Region (Great Lakes States)*
Hispanic Population Age Distribution in the Great Lakes States 2008 ACS 1-year Estimates

Illinois (N=1,967,568)
- Under 18: 35.1%
- Age 18 to 35: 30.1%
- Age 35-65: 30.5%

Indiana (N=328,725)
- Under 18: 38.8%
- Age 18 to 35: 29.3%
- Age 35-65: 28.2%

Michigan (N=413,286)
- Under 18: 37.1%
- Age 18 to 35: 29.0%
- Age 35-65: 29.5%

Ohio (N=299,778)
- Under 18: 38.3%
- Age 18 to 35: 27.5%
- Age 35-65: 29.4%

Wisconsin (N=286,112)
- Under 18: 38.8%
- Age 18 to 35: 29.5%
- Age 35-65: 28.6%

N=Total Hispanic Population
Percentage of Hispanics to the Total State Population 2008 ACS1-year Estimates

Illinois (N = 12,901,564)
Indiana (N = 6,376,792)
Michigan (N = 10,003,422)
Ohio (N = 11,485,910)
Wisconsin (N = 5,627,968)

N = State Total Population
Hispanic Population US Born vs. Foreign Born in the Great Lakes States 2008 ACS 1-year Estimates

<table>
<thead>
<tr>
<th>State</th>
<th>US Born Hispanic</th>
<th>Foreign Born Naturalized US citizen</th>
<th>Foreign Born not US citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>58.3%</td>
<td>12.1%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Indiana</td>
<td>63.0%</td>
<td>7.8%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Michigan</td>
<td>74.3%</td>
<td>6.0%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Ohio</td>
<td>76.6%</td>
<td>6.2%</td>
<td>17.2%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>66.4%</td>
<td>7.0%</td>
<td>26.6%</td>
</tr>
</tbody>
</table>

N=Total Hispanic Population
Hispanic Population by Place of Origin in the Great Lakes States 2008 ACS 1-year Estimates

<table>
<thead>
<tr>
<th>State</th>
<th>Mexican</th>
<th>Puerto Rican</th>
<th>Central American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>79.16%</td>
<td>8.93%</td>
<td>3.53%</td>
</tr>
<tr>
<td>Indiana</td>
<td>78.88%</td>
<td>7.94%</td>
<td>4.91%</td>
</tr>
<tr>
<td>Michigan</td>
<td>75.33%</td>
<td>8.42%</td>
<td>4.21%</td>
</tr>
<tr>
<td>Ohio</td>
<td>49.13%</td>
<td>25.78%</td>
<td>8.01%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>75.17%</td>
<td>12.30%</td>
<td>3.14%</td>
</tr>
</tbody>
</table>

N=Total Hispanic Population
Occupational Trends & Hispanic Population in the Midwest Region

- **Hispanic Males** 16 years and over are more heavily represented in the following occupations
  - Production (Manufacturing) & Transportation (N= 362,681)
  - Service Occupations (N=245,066)
  - Construction or Repair Work (N=203,703)

- **Hispanic Females** 16 years and over are more heavily represented in the following occupations
  - Sales or Office Occupations (N=226,448)
  - Service Occupations (N=190,644)
  - Management /Professional Work (157,507)

- Fewer Hispanic workers were represented in the *agricultural sector*.
  - For Males - 28,100
  - For Females – 8,031

Source: 2008 American Community Survey 1 Year Estimates
### Status - dropout rates of 16- through 24-year-olds, by race/ethnicity: Selected years, 1980-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Total²</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>14.1</td>
<td>11.4</td>
<td>19.1</td>
<td>35.2</td>
</tr>
<tr>
<td>1985</td>
<td>12.6</td>
<td>10.4</td>
<td>15.2</td>
<td>27.6</td>
</tr>
<tr>
<td>1990</td>
<td>12.1</td>
<td>9.0</td>
<td>13.2</td>
<td>32.4</td>
</tr>
<tr>
<td>1995</td>
<td>12.0</td>
<td>8.6</td>
<td>12.1</td>
<td>30.0</td>
</tr>
<tr>
<td>2000</td>
<td>10.9</td>
<td>6.9</td>
<td>13.1</td>
<td>27.8</td>
</tr>
<tr>
<td>2001</td>
<td>10.7</td>
<td>7.3</td>
<td>10.9</td>
<td>27.0</td>
</tr>
<tr>
<td>2002</td>
<td>10.5</td>
<td>6.5</td>
<td>11.3</td>
<td>25.7</td>
</tr>
<tr>
<td>2003</td>
<td>9.9</td>
<td>6.3</td>
<td>10.9</td>
<td>23.5</td>
</tr>
<tr>
<td>2004</td>
<td>10.3</td>
<td>6.8</td>
<td>11.8</td>
<td>23.8</td>
</tr>
<tr>
<td>2005</td>
<td>9.4</td>
<td>6.0</td>
<td>10.4</td>
<td>22.4</td>
</tr>
<tr>
<td>2006</td>
<td>9.3</td>
<td>5.8</td>
<td>10.7</td>
<td>22.1</td>
</tr>
<tr>
<td>2007</td>
<td>8.7</td>
<td>5.3</td>
<td>8.4</td>
<td>21.4</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics
School Enrollment of Hispanics in Great Lakes States 2008 ACS 1-year Estimates

<table>
<thead>
<tr>
<th>State</th>
<th>Elementary School (grades 1-8)</th>
<th>High School (grades 9-12)</th>
<th>College or graduate school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>47.3%</td>
<td>21.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Indiana</td>
<td>50.2%</td>
<td>19.9%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Michigan</td>
<td>46.3%</td>
<td>21.5%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Ohio</td>
<td>47.1%</td>
<td>19.8%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>47.4%</td>
<td>21.1%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>

N=Total Hispanic Population Enrolled in School
Educational Attainment of Hispanics in Great Lakes States 2008 ACS 1-year Estimates

N=Total Hispanic Population 25 and over
II. Local Experience - Indiana

Delineation of Social & Educational Factors in Northeastern Indiana
Age Distribution, Elkhart County
2008 ACS Community Estimates

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total (%)</th>
<th>Hispanic (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 19</td>
<td>45.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>20-34</td>
<td>25.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>35-64</td>
<td>35.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>65+</td>
<td>15.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Economic Context: Latinos in Elkhart County

• Earn a median household income of $37,010 compared to the total population’s median income of $47,507
• Migrate to Midwest for the purpose of attaining jobs available in the unskilled labor market, specifically food processing and light industry.
• RV manufacturing was particularly popular, but the recession has cut employment by 15% since 2004
• 54% of Latinos have less than a high school education (total population 14%)

(Source: 2008 ACS 1-year Estimates and Indiana Department of Workforce Development)
School Snapshot: 
Minority Student Population 1990-2008

Minority Students as % of Total Student Body

Source: Indiana Accountability System for Academic Progress (ASAP)
School Snapshot:
Limited English Student Population 1991-2008

Limited English Students as % of Student Body Indiana

Limited English Students as % of Student Body Goshen Community Schools

Source: Indiana Accountability System for Academic Progress (ASAP)
III. Interventions-Evaluation

Current Recruitment & Retention Efforts at Goshen College
Areas of Research (Internal & External Foci):

• Our Research has addressed questions on two major fronts:
  1. Understanding the curricular and co-curricular experiences of Latino students at Goshen College
  2. Exploring the social, economic, and educational context from which these students come
Questions have centered on exploring what challenges students face and what kind of resources they have as they move through the educational process.

Also, we have questioned how effective different educational interventions have been in fostering social adjustment and academic achievement among students.
Examination of Social, Economic and Familial Factors

• Understanding existing demographic & economic conditions
  – helped us understand in more detail the context from which these students are coming from
  – developed community access and partnerships for the College

• The study of cultural and social factors has also been helpful in reminding us the kind of social capital (*i.e.* resources) these students bring to the College.
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 Program (SALT).
Definition: To recruit eligible Latino students to Goshen College

Activities

• Culturally specific – 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 through CITL and DREAM

• Leadership programs for Latino and other ethnic minority students
  – CITL Leadership program - cohort of 10 per year
  – Multicultural Leadership program- cohort of 8-10 per year

• Changes in selection process to include group assessment as well as individual

• Summer SALT Program - Summer intensive course & community building
Lessons Learned from Recruitment Efforts

- The data continues to point to the benefits of developing collaborative partnerships with parents. These partnerships have been helpful in
  - diminishing fears among students
  - increasing understanding about college, how it functions, and costs involved
  - teaching families about available financial aid resources

- In comparison with other non Hispanic Serving Institutions (HSI), the main reason for attending Goshen College was
  - Proximity to home
  - The CITL scholarship
  - Overall accessibility
Program Interventions for Retention

- Activities:
  - Leadership programs for Latino and other ethnic minority students
    - CITL Leadership program - cohort of 10 per year
      - Exploration of Ethnic Identity
      - Leadership Service Activities in the Community
      - Peer Mentoring
    - Multicultural Leadership program - cohort of 8-10 per year
  - Intrusive Academic Advising
  - Development of Student Support through the development of Ethnic Affinity Groups (i.e., Importance of Place and Relationships)
    - Concept of Belonging
    - Empowerment to Initiate New Activities
Lessons Learned from Program Interventions

• Several programs emphasize the important of leadership development and ethnic identity development.
  – 1st and 3rd Mondays
  – Race and Ethnic Identity Colloquium

• “More is not Always Better”
  – More program activities were develop during the second year of the grant.
  – CITL Latino students reported that too many group activities made the experience overwhelming and difficult in meeting other people and making connections in a new environment.

• Participation in our Summer Bridge Program (SALT)
  – Provided a significant amount of group cohesion among the new CITL cohort.
  – Enhanced the speed by which the new CITL students dove into ethnic identity issues in the fall.
  – Helped accelerate student leadership in campus activities.
Results of the Examination of the Curricular and Co-Curricular Experiences of Latino Students

- The results of our findings follow earlier studies that point to:
  - the importance of faculty support and mentoring in student academic achievement.
  - the importance of the application of curricula to vocational choices in fostering student engagement.

- The results also showed the interconnected nature of external and internal factors and their impact on student academic achievement (Ogbu, 2003; Miles & Huberman, 1994).

- For the purpose of recruitment and retention of students, it is critical to maintain a systemic-ecological view of all the factors affecting academic achievement.
Conclusion

What type of issues do you see at your communities as you work with Latino students and their families? What has been your experience?

- For more information contact Dr. Robert Reyes at rreyes@goshen.edu

Thank You
References


References


CITL Center for Intercultural Teaching and Learning