



## ***Impact Report: Grant No. 2006 1434-000***

**In the midst of a regional economic catastrophe,  
Goshen College strengthened  
Indiana through research, educational access and  
diversity**

### **INTRODUCTION:**

As Indiana was being buffeted by the leading edge of the worst economic downturn since the Great Depression, Goshen College launched its most important and transformative initiative in 38 years. At the invitation of the Lilly Endowment, Inc., the college announced the establishment of the Center for Intercultural Teaching and Learning, which sought to increase the number of Latino college students, transform the campus into an intercultural community and conduct and disseminate research on the resources and challenges that changing demographics had brought to a rural Midwest community and to higher education.

It was a visionary partnership based on an audacious idea. And leaders of both the Lilly Endowment, Inc. and Goshen College clearly understood the challenges and opportunities facing the college when the \$12.5 million grant was made public on Oct. 25, 2006.

“From our colleagues in education and community development around the state, we hear time and time again of their desires to engage new immigrant populations in higher education and community life,” said Endowment Vice President for Education Sara B. Cobb. “With its tenet of welcoming the newcomer and its legacy of excellence in education and community service, Goshen College is well suited to launch this new center. It will benefit not only Goshen students and communities in Northern Indiana, but through research and dissemination efforts it also should help colleges and communities throughout the country in enhancing their efforts to reach out to Latino and other minority students.”

President James E. Brenneman echoed that viewpoint: “The exponential power of this grant and program is for the research and information to be shared on the national stage. Goshen College is excited about creating additional opportunities to better partner with students able to succeed in

college if given the opportunity. We are determined to make this program successful, and the gift from Lilly Endowment Inc. will help us create a brighter future for this diverse community.”

Seven years later, the partnership endures and Goshen’s intercultural dream has come true.

With the Lilly Endowment’s assistance, the Center for Intercultural Teaching and Learning, which now is known as the Center for Intercultural and International Education (CIIE), has enriched Indiana and had a positive influence across the nation:

- Higher education leaders throughout the United States are improving their recruitment of Latino students, providing supplemental assistance to minority students to boost retention, and improving academic and student programs based on cutting-edge research conducted and disseminated by Goshen College.
- In Goshen College, Indiana now has an intercultural education community to study and emulate. The college’s students, employees, curriculum, cultural and social programs and activities better reflect our community’s diversity. Our students, faculty and staff have developed intercultural skills that have enhanced communication, mutual understanding and collaboration and facilitated peaceful living in community wherever they go.
- And, hundreds of diverse individuals, including 76 CITL scholarship recipients, have attended Goshen College since 2006 and are making Indiana a better place by reaching their full potential and making myriad contributions in their fields of study.

## **THE CRITICAL EDUCATION ISSUES GOSHEN COLLEGE SOUGHT TO ADDRESS:**

Goshen College sought a transformative grant from Lilly Endowment, Inc. in 2006 to address educational deficits facing Indiana’s rapidly growing Latino population. In 2005, Latinos made up 30 percent of students enrolled in the Goshen Community Schools and minority enrollment had risen five-fold locally since 1990, from 7 percent to 38 percent. Public schools across Indiana experienced an average increase of almost 8 percent in the number of minority students, but enrollment in Indiana’s colleges and universities did not reflect this significant demographic shift. A ten-year analysis (1992 to 2002) of minority enrollment in Indiana colleges and universities indicated a 2 percent minority increase overall. Eight years ago, Goshen College had a higher level of diversity than many, perhaps most, Indiana colleges and universities – 9.9 percent of U.S. citizen students at Goshen College were minorities (including 5.5 percent Latino) and 7.8 percent were international students. Still, there was a need for better educational access and achievement in Goshen and across Indiana.

Although Latinos have made progress since 2006, demographic trends – especially in our community – have heightened the urgency of addressing the academic achievement gap. Latinos now make up 14.8 percent of the population in Elkhart County and 28.1 percent in Goshen (compared with 6.4 percent statewide), according to the U.S. Census Bureau. During the 2013-

2014 academic year, Latino enrollment soared to 48.6 percent in the Goshen Community Schools (and 10.1 percent statewide), according to the Indiana Department of Education. That gave Goshen the third-highest percentage of Latino students enrolled in Indiana school districts and the seventh largest total number. Still, in 2012-2013, Latinos lagged behind in the estimated percentage— 4.7 percent – of all students enrolled in the state’s colleges and universities.

### **THE IMPACT OF THE GREAT RECESSION ON OUR COMMUNITY:**

The Great Recession officially began in December 2007 and ended in June 2009, although some say it began much earlier. It was the worst economic downturn since the Great Depression of the 1930s, and its impact continues to be felt Elkhart County and Goshen, especially in long-term unemployment and high poverty rates, especially among Latinos and African-Americans.

Unemployment in Elkhart County soared to 20.2 percent in March 2009. Indiana’s poverty rate rose to 16.4 percent during the recession, and increased to a staggering 27 percent in Goshen. That constituted a 13.3 percent jump, which was the third highest percentage increase among cities of 25,000 or more in the United States, according to the U.S. Census Bureau. Extreme poverty also increased. During the 2010-2012 period, 13.5 percent of households earned less than \$10,000 per year, compared with 7.5 percent nationally. And Goshen’s median household income was \$38,155. According to an analysis by *24/7 Wall Street*, only two U.S. cities fared worse than Goshen during the recession in terms of poverty – Cookeville, Tenn. and Eastpointe, Mich.

Elkhart County and Indiana are still recovering from the recession. In June, unemployment fell to a seasonally adjusted rate of 5.6 percent in Elkhart County and 5.9 percent in Indiana. Still, many people in our community say it remains a struggle to make ends meet.

### **OUR ASSETS AND HISTORIC COMMITMENT TO SERVING OTHERS:**

Rooted in the historically peaceful Mennonite church, Goshen College was founded in 1894 as the Elkhart Institute of Science, Industry and the Arts to provide the opportunity for young people to further their education. By 1900, the school had so flourished that larger facilities were needed for Elkhart County’s first – and still only – residential college. Business and civic leaders from the City of Goshen persuaded school leaders to relocate the college to the edge of town on a wheat field beside railroad tracks. Since then, the college’s unique and close relationship with the City of Goshen has only deepened.

A nationally-recognized Christian liberal arts college, Goshen College has long been known for leadership in intercultural and international education, sustainability and social justice. Goshen enrolls approximately 900 students from 33 states, 38 countries, 40 different Christian denominations and several world religions.

Goshen College built CITL on the college’s historic academic strengths, its Christ-centered core values and its experience in international education. In 1968, the college began a pioneering study abroad program called Study-Service Term (SST). Since then, this program has transformed

the college's educational curriculum, the campus culture and the lives of its students and alumni. Through SST, 81 percent of Goshen students (the fifth highest percentage among U.S. colleges and universities) spend a semester abroad in a developing nation immersing themselves in the country's language and culture, and performing volunteer service. Goshen was one of the first colleges in the nation to require an international education component in its curriculum.

As our college has become more diverse, so has the City of Goshen. In recent decades, many Latinos have left Mexico and Central American countries for manufacturing jobs in what was once a "sundown town," a city that once kept African-Americans or other minority groups from living in it or even staying overnight. Minority population growth has posed opportunities and challenges in housing, health care, employment and police-community relations. Yet, like other parents, Latinos believe education is important and they want their children to go to college and get ahead.

In this desire, Latinos are repeating the pattern of earlier U.S. immigrants, including Mennonites who fled religious persecution in Europe for a fresh start in the United States from the late-1600s through the 1800s. Like many Latinos today, Mennonites were once ostracized for their religious beliefs, language and culture. Many kept apart from the majority community and only went to college in the 20<sup>th</sup> century. So it's not surprising that Mennonites would "welcome the other" and identify with Latino newcomers. And in that sense, what has happened at Goshen College through CITL can be considered inspired and logical.

Today, a short walk across campus reveals students – walking alone, in pairs or in small groups – who are decidedly more diverse. There are more conversations in Spanish and more students with last names like Diaz, Gonzalez, Hernandez, Lopez, Reyes and Santos.

## **WHAT WE ACCOMPLISHED IN PARTNERSHIP WITH THE LILLY ENDOWMENT, INC.:**

Our partnership with the Lilly Endowment enabled Goshen College to conduct and disseminate research on the resources and challenges that changing demographics had brought to a rural Midwest community and to higher education. We were able to do so because we increased educational access and provided an excellent college education to more Latino and other minority students and created a more welcoming and diverse campus community. Our accomplishments fall into three overlapping areas.

### **EDUCATIONAL ACCESS: WE HELPED MORE HOOSIERS REACH THEIR FULL POTENTIAL:**

Since 2006, Goshen College has increased educational access for Latinos and other minorities. By helping more minorities reach their full potential, Goshen has had a positive impact on the broader community and made Indiana a better place.

This fall, 22.6 percent of full- and part-time students at Goshen are U.S. minorities (including 12.8 percent Latino) and 9.9 percent are from abroad (25 countries). That means 32.5 percent of students are minority or international students compared with 17.7 percent in 2006-2007. By wisely using a portion of the CITL grant for scholarships, Goshen increased Latino enrollment, thus creating a critical mass of diverse students that the college used to attract more Latinos and other minorities and planting the seeds for a truly intercultural campus.

### **How increased diversity is improving lives and benefitting Indiana:**

- Last spring, 24.6 percent of our graduating Class of 2014 was made up of minority students, including 9 percent Latino.
- This fall, we have the most diverse first-year class the college has ever had, with almost 35 percent of traditional students identifying as non-white, compared with 15 percent in 2006-2007. This has moved the college closer to becoming a true “World House of Learning.”
- Seventy-six Latinos attended Goshen College because of the Lilly Endowment, Inc. grant. Most of those students graduated and now work as teachers, nurses, medical professionals, social workers, artists, news analysts, and more. Cecily Valdez, who graduated with a nursing degree in 2013, said her CITL scholarship changed her life: “CITL provided me the opportunity that I needed to attend college.” In addition, scores of other Latinos graduated from Goshen College during the CITL grant period. For example, the Class of 2014 had eight CITL graduates and nine other Latino graduates.
- Ninety percent of Latino graduates, including those receiving CITL scholarships, have stayed in Indiana since graduation, thus contributing to Indiana’s “brain gain.” One graduate is in law school; another aspires to be a physician. She said, “It was a dream that I’ve always had in the back of my mind. I thought being a biology teacher would be enough, but now as I look forward the dream is still there. I know what it will take and I want to go for it.”
- Besides giving back to their professions, many of our Latino graduates tell us they also are helping others through their churches or non-profit organizations or are planning lives of service. Michelle Espino, a 2014 graduate from Fort Wayne who majored in physics and mathematics, said she plans to get a civil engineering degree and then “travel across the world and help build hospitals, schools and other structures that will help Third World countries.”
- Some CITL graduates have stayed in Goshen, begun families and assumed leadership responsibilities. One graduate has been appointed to the City of Goshen Plan Commission.
- Goshen College demonstrated our community and to Indiana that a college could attract more Latino students by improving recruitment, hiring bilingual admission and financial aid counselors, starting a mentoring program for high school students and offering new scholarships and grants.
- We reached out to Latino students and families through special events, including an enormously successful Latino College Night. Before Goshen College got involved, Goshen High School struggled to attract Latino families to its traditional college nights; less than a handful of Latino parents usually attended. Since Goshen College launched its Spanish-

language Latino College Night, crowds have averaged 400 people the past three years and as many as 28 colleges have sent representatives.

- With support from the CITL grant, the college expanded the outreach of its Community School of the Arts and Music Together, an early-childhood music and movement program for children from birth to age 7. Every semester, the School of the Arts and Music Together serve 450 families in more than 12 public schools. In 2011, Goshen won the prestigious “Center of the Year Award for Highest Growth” by Music Together Directors, a national organization, for reaching large under-served populations throughout Elkhart County.
- By demonstrating our success at recruiting minorities, Goshen College won a \$598,000, five-year grant from the National Science Foundation to provide need-based aid “Leaf Scholarships” to academically talented first-generation students pursuing careers in science, technology, engineering and mathematics (STEM). Two-thirds of the recipients are minorities.
- We reached agreements with several dozen community-based organizations and faith-related organizations to offer higher education workshops to students across the nation and attract them to Goshen College. The college also partnered with the Goshen Chamber of Commerce and business owners to offer intercultural leadership opportunities for youth.
- We formed partnerships with regional, state and national groups that specialized in outreach to diverse communities. These efforts included: establishing relationships with key Latino leaders; establishing articulation agreements between Goshen College and Ivy Tech Community College for bachelor degree completion in business and social work; taking a leadership role in a county-wide initiative (the Horizon Educational Alliance) to increase the number of student who attend college; and recruiting Latino students across the nation.
- The college hired a multicultural outreach community liaison Rocio Diaz) to facilitate existing and new initiatives with the Latino community. Our bilingual liaison developed a Spanish-language radio program (“Destino Latino de Goshen College”), which provides information to parents about educational issues. Her program airs on WKAM “La Raza” 1460 AM (1580 AM in South Bend), which can be heard throughout Michiana.
- We created a model for improving the transition to college from high school by diverse students. A pre-college bridge program known as Summer Academic Leadership Training (SALT) provided on-site credit courses, taught student study skills and time management and gave students an overview of the culture and faith perspective of the college.
- We created a model on how to increase the retention of minority students by: establishing a leadership program for Latino students; forming a peer support network; hiring a bilingual counselor to track the academic progress of Latino students and provide support and tutoring; and mentoring of students to ensure they were meeting their responsibilities. Tavo Parral, a 2013 graduate, said the extra help was essential. “They set me up to succeed with financial, emotional and academic report and they told me that if I ever needed anything, ‘We’re here for you,’” Parral said. “These people became another family for me.”
- Through mentoring, the cohort leadership program and a peer support network, we guided Latino students to be fully immersed in the Goshen College experience, including living on

campus, participating in athletics, music groups and other extracurricular activities and participating in our Study-Service Term in China, Egypt, Peru and other countries.

- We have remained in contact with Latino graduates who are engaged in their professional roles – as nurses, social workers, teachers and more – and have provided mentoring and leadership training so they can take on community leadership roles.
- Through these and other efforts, Goshen College has laid the groundwork to become a federally recognized Hispanic-serving Institution (a minimum of 25 percent of total enrollment) within four years.

### **TRANSFORMED LEARNING COMMUNITY: WE CREATED A ROLE MODEL FOR OUR REGION AND STATE:**

Through the work of CIIE, Goshen College is preparing students for the collaboration, communication and cultural understandings they need to thrive in a more diverse and interconnected world. Our Transformed Learning Community has provided many benefits to our larger community (Elkhart County and the City of Goshen), including:

- All incoming students are benefitting from curriculum changes made in the Goshen Core and First-Year Experience. All first-year students begin their Goshen College studies with a course entitled “Identity, Culture and Community” that explores how people with diverse identities live together in a vibrant community. The course is designed to help students acquire the perspectives and skills they will need to thrive in intercultural settings. Significantly, the course includes introductory components of the original CITL Leadership Program – a way of bringing the best of CITL programming to all first-year students.
- A larger and more diverse pool of talented individuals are pursuing their dreams by studying at Goshen College and (after graduation) working in a wide range of fields – from the arts and education to business, medicine and non-profit organizations. The diversity also benefits all Goshen College students because they are learning in an intercultural community, and this will prepare them to thrive in a more diverse world.
- Goshen hired Latinos and African-Americans in top administrative positions and recruited diverse teaching faculty and staff members, many of whom were bilingual. This has made minority students feel more at home and created more role models for the community.
- One-third of our Board of Directors now is made up of diverse individuals, from broad backgrounds, and they are bringing fresh perspectives to the college. We believe this gives Goshen one of the most ethnically/racially diverse college or university boards in Indiana.
- Through a comprehensive cultural audit and training, the college clarified and strengthened recruitment strategies to attract diverse students, faculty and staff; identified and examined pre-existing organizational systems and structures to deliver long-term ethnic diversity services; and identified weaknesses and problem areas that needed to be addressed to support sustained diversity efforts and increase intercultural competency.
- We created a welcoming and bilingual place for local minority families to explore the benefits of a college education. We have learned that it takes significant time to build

relationships and trust with Latino parents, especially parents not fluent in English and unfamiliar with higher education.

- Public schools improved minority student achievement by hiring bilingual/bicultural student teachers who graduated from Goshen College.
- Clinics and hospitals improved communication with Latino patients by hiring bilingual/bicultural medical personnel who graduated from Goshen College. As one Latina nursing student explained, “After taking care of a Spanish-speaking patient who couldn’t understand a word from his health care professionals, it became evident that I was able to give a bit more by helping bridge that gap between two cultures – two cultures that I was born into,” she said. “I have learned that being bicultural and bilingual is a blessing.”
- We created a model campus community and demonstrated that diversity can be a great asset in education, art, music, information programs, events and guest speakers.
- We gave proof that minorities respond positively to intercultural teaching and learning and can fully integrate into all aspects of college life, from the classroom and campus ministries to athletics, music and extracurricular activities. Yvette Cardenas, a 2013 graduate with a nursing degree, said she developed as a leader while exploring her ethnic identity. “I gained self-confidence that I can do it because I know my own talents better,” she said.
- Goshen offers a Master of Arts in Intercultural Leadership (MAIL). The program began in June 2013 with a cohort of 12 students. This fall, 11 students are enrolled in the program.
- We increased Spanish language proficiency and enhanced the intercultural environment in our community by providing Summer Spanish-Language Grants to 32 faculty and staff members for study in Costa Rica, Cuba, El Salvador, Guatemala, Mexico and Spain.
- Goshen College employees are better able to teach and interact with the others through the improvement of training programs designed to help faculty, staff and administrators better understand the diversity of our region and how to thrive in an intercultural community. In addition, intercultural competency is now assessed during annual employee appraisals.
- Finally, our campus community has benefitted from the creation of newly-renovated space in our centralized Union Building for the new offices and meeting space for the Center for Intercultural and International Education. This space brings together the intercultural and international education spaces, which is a significant symbolic statement to diverse students. In addition, a new Commuter Student Lounge serves diverse and non-traditional students.

## **RESEARCH AND DISSEMINATION: NATIONWIDE, WE SHARED OUR KNOWLEDGE:**

As a national leader in intercultural education, Goshen College has had a significantly positive impact in our local community. Alumni work in all public and private sectors, including business, education, government and health care. College employees serve on boards and committees of government and non-profit groups, and are helping improve the community’s quality of life. Faculty and CITL Research Fellows conducted cutting-edge intercultural research and shared their knowledge about our strategies, practices, policies and initiatives in the following ways:



- Conducted and disseminated wide-ranging research to elected officials, government agencies, schools, business groups, non-profit agencies, churches – 7,000 individuals and groups in all in Indiana and across the nation – to increase knowledge of the needs of Latinos in North Central Indiana. A year-long study provided demographic and socioeconomic information, a historical account of the settlement of Latinos in the region and educational challenges and opportunities. The first-of-its-kind study was conducted in collaboration with the Institute for Latino Studies and the Center for Migration and Border Studies at the University of Notre Dame. Among the innovative recommendations to educators: use schools as community-building institutions to increase engagement by Latino parents and create opportunities for the development of social networks by Latino parents.
- Offered research to thousands of attendees at more than 230 regional, state and national conferences about best practices for supporting diverse students and leading institutional transformation. CIIE researchers, including faculty members, visiting scholars and administrators, studied programs and initiatives across the spectrum from outreach, recruitment, retention, faith formation and how to help Latino youth succeed through higher education attainment. The impact of these presentations can be documented through direct communication with those who attended these sessions, through follow-up inquiries and through requests for consulting.
- In an initiative with a significant national impact, CIIE staff consulted closely with leaders of the Council of Christian Colleges and Universities (CCCCU) to increase the understanding of diversity needs and how to best meet those needs in curriculum, faculty development, student programming, systems change, policy and practice. CCCC is a 120-member organization with 50 affiliate member colleges in more than 20 countries.
- Consulted with other colleges and universities – in Indiana and across the nation – on policies, practices, strategies and faculty development on teaching diverse students. For example, Indiana Wesleyan University asked for advice on recruiting Latino students, Marylhurst University in Oregon sought assistance on assessment and in 2013-2014 alone, 15 colleges and universities requested diversity training.
- Disseminated CIIE research through articles in professional journals, book chapters and special projects. CIIE “Research to Practice” tools were disseminated to 113 small colleges in the Midwest. Research also was disseminated in such diverse publications as *The Journal on Excellence in College Teaching*, *The Journal of Youth Ministry*, *The Journal of Family Social Work* and in the book *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education* (Abilene Christian University Press, 2012).
- Developed the Institute of Latino Educational Achievement as the research arm of CIIE. It formalizes the research agenda created through the support of the Lilly Endowment, Inc. grant and focuses on factors that impact the academic success of Latino students in higher education settings, particularly liberal arts colleges in the Midwest.

**AMONG THE UNEXPECTED OUTCOMES, MORE BENEFITS TO STUDENTS AND THE COLLEGE:**

While Goshen College achieved all of the goals of our Lilly Endowment, Inc. grant, there also were unexpected and welcome additional outcomes. Some examples:

- Over the grant period, the first-to-second year retention rates for diverse students averaged 83 percent – slightly higher than for non-diverse students.
- Latino students, many of them from Catholic or evangelical backgrounds, proved to have a great affinity for the peacemaking and social justice emphasis of Mennonite Church USA, Goshen College's host denomination. Latinos students were a great fit for the college in this regard. Latino students also have reported higher levels of satisfaction (based on post-graduation surveys of their educational and faith experiences) than non-Latino students.
- International students expressed a kinship with Latino students because of their diverse backgrounds. In addition, one former Amish student, who had learned to speak Spanish through voluntary service in Costa Rica, said he had a greater affinity for Latino students (also being a first-generation student) than for his Mennonite "cousins."
- As the college connected with the Latino parents, it also formed strong networks with Latino community leaders and organizations, leading to partnerships on such issues as employment, health care, housing, immigration and police-community relations.

## **CONCLUSION AND THE GOOD WORK AHEAD:**

Goshen College has fully accomplished our CITL goals of conducting and disseminating outstanding research, transforming the college into an intercultural community and improving educational access. We believe we provided a great return on the Lilly Endowment's generous investment because of our steadfast commitment to education, community development and faith. We also believe every Goshen College student graduates with a thorough understanding of the important intersection of education, community and faith as well as a desire to repay the Indiana education they received through their careers, their philanthropy and their servant leadership.

Goshen College's vision of becoming an intercultural teaching and learning community was inspired by the vision of two of America's greatest civil rights leaders – Cesar Chavez and the Rev. Martin Luther King Jr. When asked to consider what the church could do – and by extension what a college of the church could do – to truly make society a more welcoming place for those of diverse cultures, Chavez responded, "We simply ask for your presence with us, beside us, as Christ among us. We ask the church (college) to sacrifice with the people for social change, for justice and for love of brother and sister. We don't ask for words. We ask for deeds. We don't ask for paternalism. We ask for servanthood." For his part, Dr. King imagined the world as a widely separated family inheriting a home in which they all had to live together in what he called "a World House."

As we pursue our vision of becoming a "World House of Learning," Goshen College will build on the foundation we established through CITL. Latinos and other diverse individuals living in Indiana no longer are "newcomers" or the "others" seeking mere access to colleges and careers.

They are Hoosiers who deserve to realize their dreams today and to become our leaders. And Indiana needs their contributions today.

We believe our goals are consistent with our historic academic strengths, our core values, our mission and vision and our strategic priorities. Thirty-eight years ago, our Study-Service Term put Goshen College on the forefront of international education. Eight years ago, CITL put us on the path to become an intercultural community. And we believe CIIE will help Goshen College establish best practices for colleges and universities seeking to strengthen communities through intercultural leadership so that more Hoosiers lead meaningful lives and contribute to their communities. With God's help, we will accomplish our goals for the sake of our students, higher education, our community and the state of Indiana.