Goshen College Vision

Goshen College will be recognized as an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in Christ centered core values: global citizenship, compassionate peacemaking, servant leadership and passionate learning.

Goshen College Refreshed Strategic Plan

PRIORITY 1: As an intentionally innovative liberal arts institution Goshen College will strengthen our integrative learning structures to better achieve our student learning outcomes.

1. Clearly define, align, and assess integrative student learning outcomes. [AA/SL]
2. Increase racial/ethnic/intercultural diversity within the teaching and learning environment (e.g. CITL) so as to strengthen integrative student learning outcomes. [SL]
3. Implement a Core Values Institute (CVI). [OP]

*Board Policy Alignment (Ends: 1.1, 1.2, and 1.3—Limitations: 4.0, 4.1, 4.2, 4.3, 4.4, 4.9, 4.10)*

PRIORITY 2: Goshen College will reach a sustained full-time equivalent enrollment of 1,000 traditional students and 150 adult and graduate students with greater diversity among the student body to enrich the integrative learning process.

1. Consider/Discuss as a campus community the possibility of cultural barriers prohibiting potential students from considering Goshen College as their institution of choice. [OP]
2. To create new admissions criteria that balances accessibility and academic ability. [EM]
3. To enhance and align institutional financial aid to obtain enrollment goals. [EM/IA]
4. To identify new markets to enhance diverse student recruitment. [EM]

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PRIORITY 3: The alignment, allocation, and acquisition of resources will directly support the integrative learning environment while strengthening stakeholder confidence in the mission and vision of Goshen College.

1. Acquire new resources to sustain the CITL and other identified institutional priorities. [IA]
2. Assess and define campus programs and facilities in order to achieve integrative student learning outcomes for a diverse student body. [SL/F]
3. Create a systematic, cohesive program to assess institutional learning and operational outcomes. [AA]
4. Strengthen campus-wide sustainability/regenerative stewardship practices through innovative processes which model integrative learning and fiscal responsibility. [OP/F]

*Board Policy Alignment (Ends: 1.1, 1.2, and 1.3—Limitations: 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10)*
Addendum: Six Strategic Initiatives for Creative Sustainability

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<tr>
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<td>1. Academic Programs &amp; Delivery Systems</td>
<td>The new “traditional student” is the “non-traditional” student. A full 73% of all students going to college today are “non-traditional” when assessed by 7 characteristics historically used to define the “non-trad student.” (entry to school delayed by at least a year; having dependents; single parent; employed full time; financially on their own; attending part-time; w/o high school diploma). Already in 2007, nearly 40% of 18 million college students were 25 and older. Today, these “adult learners” make up the fastest growing segment of student enrollment in higher education. (NCES data, Peer Review Wtr. 2011, 4, 26). “Access is everything” in meeting the educational needs of this changing educational environment. Offering the desired degree, or the right courses, or expecting high quality at a reasonable price is no longer sufficient for today’s students. Today’s students increasingly want access to those courses at times and places that fit their lives and schedules. New online and dual credit programs (as well as flexible weekend and evening classes) are an essential part of the new mix of educational delivery systems. The creative sustainability of Goshen College will depend on our keeping pace with these market place realities and technological delivery systems. Goshen College will continue to provide a top quality education for the traditional undergraduate student in a residential setting, even as we seek to make that education more accessible to them through new delivery systems as well. Faculty and staff will be encouraged and supported in developing new online classes. Bad-apple examples of lower quality educational outcomes in some online college programs cannot blind us to the many examples and growing body of evidence that quality and the new delivery systems are not zero-sum alternatives.</td>
<td>Finalize and implement GC Core Expanding Adult Learning/Degree Completion Program (DAES) Delivery Systems (Develop on-line infrastructure) Additional Master’s programs Increase dual enrollment programs with high schools</td>
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<td>2. Enrollment &amp; Marketing</td>
<td>If we have operated under the philosophy “build it and they will come,” Goshen College should be full of students and running over. Clearly, the building and amenities’ “arms race” (a $50 million investment since the high point of enrollment) has not been the ready solution to GC’s 40 year decline in enrollment. In hindsight, one wonders whether having used a nominal percentage of that same above-budget expenditure on broader marketing and retention initiatives, beyond mostly Mennonite constituencies, might the enrollment story have been different? Meanwhile, all private colleges in IN grew during this same period. The creative sustainability of Goshen College, given the excellent quality of its academic programs and amenities, will depend on our commitment to significant investment in ongoing marketing and retention efforts on par, relatively, with our commitment to date in the “build it and they will come,” philosophy. To the degree we continue to be an enrollment-driven institution, the creative sustainability of Goshen College will depend, not only on marketing and retaining the traditional 18-25 year old undergraduate students, but also on new streams of students identified and recruited in new markets. In the last 20 years, Ivy Tech community college in IN has grown from 17,000 to 125,000 students. An increasing number of highly selective four-year schools have recognized a large and growing talent pool in this community college boom and are working to increase their enrollment via awareness, dual enrollment programs, transfer partnerships, and by diminishing cultural barriers. Other streams of students for Goshen College will include adult learners, and students interested in select new Masters’ programs. A sustainable Goshen College going forward must include a more expansive and flexible view of our mission-driven vision that seeks to offer every student a life-orienting GC experience while they study here, online, or both.</td>
<td>Ivy Tech – dual partnership Market research Marketing and communication office Targeted marketing Co-curricular considerations Retention Planning</td>
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### 3. Creating an Intercultural Community

Though Goshen College will remain deeply rooted in its Mennonite heritage, a new and widely shared ecumenical (interdenominational and interreligious) spirit will be imperative to ensure its creative sustainability.

Any 21st Century liberal arts education, especially under the banner of Christian higher education, must also concern itself with ethnic diversity. Ethnic minorities in the U.S. have historically been economically and educationally marginalized more than any other diverse people group. The recent (2010) “GC -- Cultural Audit Report” recommends that creating an intercultural community will require a comprehensive approach effecting all levels of the institution. Fulfilling the recommendations of the Cultural Audit should be among our highest institutional priorities going forward.

The recent three-volume CITL study of “Latinos in North Central Indiana,” shows some 10,000 U.S. born Latino students in K-12 schools in this geographical area alone. Coupled with the demographic reality that Latinos are the fastest growing minority group in the U.S., the future sustainability of Goshen College will depend on our ability to transform Goshen College into a true intercultural world-house of learning. A goal to become an Hispanic Serving Institution (25% of its student body) in Indiana is not out of reach for Goshen College going forward.

The creative sustainability, if not credibility and integrity, of Goshen College being recognized as “an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning,” largely depends on our ability to live up to that stated vision. A GC goal is to truly become a microcosm of the demographic variance within our own county and country, if not the Mennonite World Conference, as well.

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<td>PROJECTS OR PROGRAMS</td>
<td>Systems and dispositions (the way we do things, faith identity) Ensure CITL is fully integrated and supported for longer term Student diversity broadened and deepened Faculty mix named Campus aesthetics</td>
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### 4. Institutes

A Goshen College institute is a place of study, reflection, analysis and education. Each institute is known for a distinctive knowledge base resulting from the work of the institute’s team of experts. They engage in an active search for answers that are relevant, forward thinking and cutting edge. Members of various academic departments and disciplines join these experts with the intent to address the identified complex problem(s). There is also active collaboration with visiting scholars, thinkers, educators and students.

The focus of the institute – with its core interdisciplinary themes – is achieved by conducting and collaborating on research; delivering academic coursework/program; and disseminating learnings with various publics.

Institutes allow for Goshen College to name academic centers of excellence as a means of enhancing recruitment and fundraising potential, as well.

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<p>| PROJECTS OR PROGRAMS | Ecological Regeneration Latino Educational Achievement Study of Global Anabaptism |</p>
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| 5. Community Relationships | Most successful colleges and universities have historically had strong strategic alliances with local civic organizations, leaders, philanthropists and employers to help sustain their long-term viability. The lone exceptions are those parochial colleges that have had very strong denominational support (financial, demographic, other). To the degree that support has waned, without equally and even greater supplemental support from community and “friends” of those colleges, the creative sustainability of the parochial college is at risk. Strategic alliances with the community are even more important today, given that more students are attending colleges within a 200 mile radius, the non-trad pattern is the norm, and small non-urban communities are seeing their local college as significant players in the economic/social dynamic of a vibrant community. A renewed community-gown symbiosis has emerged in our setting that is important to the long-term success of both our community and Goshen College. The city of Goshen invited GC (me) to participate twice in its re-branding efforts, recognizing the importance of GC to its own identity and promotion as a “college-town” and vital community. Strategic alliances with local K-12, especially high schools, are increasingly important given dual enrollment initiatives and the desire by business and economic sectors in the community to create a more educated work-force. For its creative sustainability, then, Goshen College must be a college of choice for students in close proximity even as we pursue national and international students, as well. If our academic programs rival our aspirational colleges (Grinnell, Kalamazoo, Earlham), our national reputation has not, largely due to the fact our national status has mostly to do with having had very bright Mennonite students from all over the country. To truly become like our aspirational colleges, Goshen College will have to seek a more diverse national prospective student pool. Such a strategic emphasis must not disregard the very real trend toward localization. Again, this may be a matter of emphasis. It need not be a zero-sum initiative depending on the program, marketing, allocation of funds. | Music Together  
Rec Fitness – community health  
Horizon 2.0 |
| 6. Entrepreneurial Programs | For Goshen College’s long-term viability, we must encourage new and innovative practices as a cultural norm of our campus. Steve Jobs, creator and founder of Apple, Inc. once said, “Innovation distinguishes between a leader and a follower.” If Goshen College wants to become an “influential leader in liberal arts education,” and interdisciplinary in our common mission, we must become more innovative, flexible in our efforts, less risk-averse to change, and more cooperative across disciplines. What our Center for Business and Entrepreneurial Education says of its students, must be broadened to include all of Goshen College as a place that “encourages creativity, innovation, and new ways to solve problems.” | Five-Core Media  
New Initiative  
New Initiative |