MINORITY SERVING INSTITUTION CONVENING

Minority Student Success: Using Data to Effect Change

October 20–21, 2017
2017 Minority Serving Institution Convening

Minority Student Success: Using Data to Effect Change

Friday, October 20, 2017

8:00 a.m. – 12:00 p.m..........Information Table and Check-In (Fannin Hall Lobby)
8:00 a.m. – 8:50 a.m........Coffee / Tea (Fannin Hall Lobby)
9:00 a.m. – 11:45 a.m..Opening Session (Fannin Hall)

Welcome:
Kathryn K. Eggleston, Ph.D., President, Richland College
Sobia Khan, Ph.D., AANAPISI Project Director, Richland College

Keynote Address:
Mike Flores, Ph.D., President, Palo Alto College, Alamo College District (TX)

Break – Coffee / Tea

Panel Discussion: Research on Minority Student Success
Moderator: Mike Flores, Ph.D.
Panelists:
 Colette Pierce Burnette, Ed.D., President, Huston-Tillotson University (TX)
 Vincent Solis, Ph.D., Senior Vice President for Academic & Student Affairs, Laredo Community College (TX)
 Naomi Story, Ph.D., Executive Director, National Asian Pacific Islander Council

12:00 p.m. – 1:00 p.m.....Lunch (Guadalupe Hall)
1:15 p.m. – 2:15 p.m........Breakout Sessions #1*
2:30 p.m. – 3:30 p.m........Breakout Sessions #2*
3:30 p.m. – 3:45 p.m........Break / Refreshments (Wichita Hall Lobby & Sabine Hall Lobby)
3:45 p.m. – 4:30 p.m........MSI Large Group Program Discussions*
4:45 p.m. – 5:15 p.m........MSI Program Discussion Convergence (Fannin Hall)

6:30 p.m. – 8:00 p.m......... Networking Reception (DoubleTree Hotel Richardson/Dallas)

Saturday, October 21, 2017

8:30 a.m. – 10:00 a.m.....Information Table and Check-In (Fannin Hall Lobby)
8:30 a.m. – 10:00 a.m.....Continental Breakfast (Fannin Hall Lobby)
9:00 a.m. – 10:00 a.m.....Graduate Student Poster Session (Fannin Hall Lobby)
10:00 a.m. – 11:15 a.m..Plenary Address: Terrell Strayhorn, Ph.D., Professor & Founder/CEO, Do Good Work Educational Consulting, LLC (Fannin Hall)
11:30 a.m. – 12:30 p.m...Breakout Sessions #3*
12:45 p.m. – 2:00 p.m.....Working Lunch / Closing Session (Sabine Hall, SH 118)

Post Conference Proceedings Dialogue

*See following pages for breakout sessions schedule, locations, and session details.
### BREAKOUT SESSIONS #1
**Friday, October 20, 1:15 p.m. – 2:15 p.m.**

<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SH 118</strong></td>
<td><strong>Round Table Discussions:</strong> <em>Come join a discussion about design elements, success rates, improving evaluation methods, and scaling up for your type of program or initiative!</em></td>
<td>Stacey Sherwin, Ph.D., Salish Kootenai College (MT)</td>
</tr>
<tr>
<td><strong>Table A:</strong> Summer Bridge Programs and Initiatives</td>
<td><strong>Table B:</strong> Mentoring Programs and Initiatives</td>
<td></td>
</tr>
<tr>
<td><strong>SH 117</strong></td>
<td>1A - Featured Breakout Session: The Right Data for the Right Interventions</td>
<td>Corinne Kodama, Ph.D., University of Illinois at Chicago (IL), Phitsamay Uy, Ph.D., University of Massachusetts (MA) and May Toy Lukens, Seattle Vocational Institute (WA)</td>
</tr>
<tr>
<td><strong>C 224</strong></td>
<td>1B - MSI Evaluators Work Sessions, Part I</td>
<td>Lisa DiDonato, Mt. San Antonio College (CA), and Amy Azul, Victor Valley College (CA)</td>
</tr>
<tr>
<td><strong>WH 201</strong></td>
<td>1C - Directed Learning Activities- A New Tool Promoting Student Success, A DIY Guide</td>
<td>HyeJin Tina Yeo, Angel L. Velez, Eboni M. Zamani-Gallaher, Ph.D., and Heather L. Fox, Ph.D., Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign (IL)</td>
</tr>
<tr>
<td><strong>C 246</strong></td>
<td>1D - Exploring STEM Pathways at Hispanic-Serving Community Colleges</td>
<td>Osaro Airen, Ph.D., John Perry, and Avery Hartwell, Cedar Valley College (TX)</td>
</tr>
<tr>
<td><strong>C 229</strong></td>
<td>1E - The Pipelines &amp; Pathways Program: Increasing African-American Males Access to STEM</td>
<td>Denise Oen, Ph.D., Leilani Welly Biza, and Marvey Elias, College of Micronesia (Pohnpei, FSM)</td>
</tr>
</tbody>
</table>
| **WH 211** | 1F - Wayfinding: Navigating the Creation of an Across-Disciplinary Course Pairing with a Single Community of Learners | **See following pages for abstracts and additional speaker information for each session.**
## BREAKOUT SESSIONS #2
**Friday, October 20, 2:30 p.m. – 3:30 p.m.**

<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| SH 118   | **Round Table Discussions:** Come join a discussion about design elements, success rates, improving evaluation methods, and scaling up for your type of program or initiative!  
**Table C:** Advising and TRIO Programs and Initiatives  
**Table D:** Programs and Initiatives that Build Community Connections | Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University, (NY) |
| SH 117   | 2A - Talk to the Expert – Basics of Evaluating Programs and How to Obtain Good Data | Jasmine Sanders, Community College Research Center (CCRC) at Teachers College, Columbia University, (NY) |
| WH 103   | 2B - Advanced Evaluation of Programs & Introduction to New Data Tools          | Jasmine Sanders, Community College Research Center (CCRC) at Teachers College, Columbia University, (NY) |
| WH 211   | 2D - Uncovering the Diversity of AAPI Students: Two Case Studies in Data Disaggregation from Across the U.S. | Joseph Morales, Ph.D., University of California Irvine (CA), Corinne Kodama, Ph.D., University of Illinois at Chicago (IL), and Joshua Saldana, Ph.D., University of California Irvine (CA) and Ryan Hoadwonic, University of California Irvine (CA) |
| C 246    | 2E - Integrating Student Tracking and Feedback Modeling to Guide Student Success | Edward Hummingbird, Southwestern Indian Polytechnic Institute (NM)                                      |
| WH 201   | 2F - Project MALES and the Texas Education Consortium for Male Students of Color - Lessons Learned | Myra Barrera, Rodrigo Aguayo, Enrique Aguayo, and Danielle Zaragoza, The University of Texas at Austin (TX) |

*See following pages for abstracts and additional speaker information for each session.*
**MSI Large Group Program Discussions**  
Friday, October 20, 3:45 p.m. – 4:30 p.m.

<table>
<thead>
<tr>
<th>Location</th>
<th>Session</th>
<th>Discussion Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>SH 118</td>
<td>AANAPISIs Large Group Program Discussion</td>
<td>May Toy Lukens, Interim Instructional Dean, Seattle Vocational Institute (WA)</td>
</tr>
<tr>
<td>SH 117</td>
<td>HBCUs and PBIs Large Group Program Discussion</td>
<td>Christopher Dowdy, Ph.D., Chief of Staff, Paul Quinn College (TX)</td>
</tr>
<tr>
<td>WH 103</td>
<td>HSIs Large Group Program Discussion</td>
<td>Rigoberto Rincones-Gomez, Ph.D., Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (FL)</td>
</tr>
<tr>
<td>WH 201</td>
<td>TCUs and NASNTIs Large Group Program Discussion</td>
<td>Jack Soto, Program Administrator for Internships and Career Readiness, American Indian College Fund (CO)</td>
</tr>
</tbody>
</table>

*See following pages for additional speaker information for each session.*
<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| **SH 118** | **Round Table Discussions:** *Come join a discussion about design elements, success rates, improving evaluation methods, and scaling up for your type of program or initiative!*  
*Table E: Male Programs and Initiatives  
Table F: Tutoring Programs and Initiatives* | Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University, (NY) |
| **SH 117** | 3A - Talk to the Expert – Basics of Evaluating Programs and How to Obtain Good Data | Jasmine Sanders, Community College Research Center (CCRC) at Teachers College, Columbia University, (NY) |
| **WH 116** | 3B - Advanced Evaluation of Programs & Introduction to New Data Tools | Phitsamay Uy, Ph.D., University of Massachusetts (MA) and May Toy Lukens, Seattle Vocational Institute (WA) |
| **WH 109** | 3C - MSI Evaluators Work Sessions, Part II | Terry Peterman and Elizabeth Chivers, Navarro College (TX) |
| **WH 111** | 3D - Identifying Native Students: Challenges and Strategies | Karen Francis-Begay, (Diné), The University of Arizona (AZ) |
| **WH 105** | 3E - Steps to Success: Intrusive Advising, Self-Assessment, and Student Success for At-Risk Populations | Brian Mangum, M.D., and Paul Dacanay, M.D., College of Micronesia FSM, (Pohnpei, FSM) |

*See following pages for abstracts and additional speaker information for each session.*
Dr. Mike Flores became Palo Alto College’s sixth president on Sept. 19, 2012. Dr. Flores came to Palo Alto College – one of the Alamo Colleges – in 1999 and has held all three Vice President positions (Academic Success, College Services, and Student Services) during his tenure.

During his time as president, Dr. Flores has led many new initiatives for the south San Antonio College. Providing access for the community to education has been key since the beginning for Palo Alto College, and Dr. Flores is committed to continuing partnerships with area businesses, community organizations, and schools to achieve that goal. He continues to empower students for success through a variety of resources on campus and through high impact teaching and learning practices, including usage of academic advising, learning communities, new student orientation, and problem-based learning.

Dr. Flores serves as an Achieving the Dream Data Coach and has served as a fellow with the American Council on Education, the Hispanic Association of Colleges & Universities, and conducted postgraduate study at the Harvard University Institute for Educational Management. Dr. Flores has also worked with numerous community-based organizations in San Antonio, Houston, and Chicago, and presented nationally at numerous higher education conferences regarding student engagement, evaluation, and performance excellence. Currently, he is a board member for the Hispanic Association of Colleges & Universities, Communities in Schools San Antonio, the San Antonio Education Partnership, Hot Wells Park Conservancy, and San Antonio Youth Yes (SAY Sí) Leadership Council.

Born in Del Rio, Dr. Flores is a 1987 graduate of Holmes High School in Northside ISD in San Antonio. He holds the Ph.D. in Educational Administration from The University of Texas at Austin, a Master of Science in Political Science from Illinois State University, and a Bachelor of Arts in Political Science from The University of Texas at San Antonio. He lives in central San Antonio with his wife Martha, a talented creative director and entrepreneur, and their daughters, Mara Zoe and Mia Ximena.
Panel Discussion: Research on Minority Student Success
Panelist: Colette Pierce Burnette, Ed.D., President, Huston-Tillotson University (TX)

Dr. Burnette, a native of Cleveland, Ohio, joined Huston-Tillotson University as president on July 1, 2015. She served as interim President at Pierce College in Washington, Vice President for Administration and Chief Financial Officer, Executive Assistant to the President, Vice President for Information Technology and Services and Chief Information Officer at Central State University in Ohio, Dean of Information Technology at Pierce College in Washington, and Manager of Consulting and Project Management Services at the Washington State Department of Transportation in Washington. Colette has combined her IQ, EQ, entrepreneurial spirit and technical knowledge to forge successful careers in engineering, information technology, and education.

A strong proponent of Historically Black Colleges and Universities and civic and community engagement, Colette currently serves as co-chair of the Mayor’s Task Force on Institutional Racism and Systemic Inequities. She is also on the Minority Engineering Advisory board for The Ohio State University’s College of Engineering, a member of the National Society of Black Engineers, Austin Area Research Organization, Texnikoi, Delta Sigma Theta Sorority, Inc., and The Links, Inc. to name only a few. She has also served on numerous boards and committees. Her many honors include The Ohio State University Outstanding Engineering Alumnus Award, Ten Most Influential Women in Austin, Administrator of the Year, Distinguished Woman of the Year, US Army Distinguished Civilian Volunteer Service Medal Award, Thurgood Marshall Foundation Chief Information Officer of the Year Award, Thurgood Marshall Chief Fiscal Officer of the Year Award, Dayton Business Journal Chief Fiscal Officer Awardee, and the National Diversity Council Glass Ceiling Award.

Colette received a Bachelor of Science in Engineering from The Ohio State University and a Master of Science in Administration from Georgia College. She is a graduate of the Harvard Graduate School of Education’s Management Development Program and received her Ed.D. in Higher Education Administration from University of Pennsylvania. Colette is married to Daarel and they have two adult children (Daarel II of Washington, DC and Daana of New York, NY).
Dr. Vincent R. Solis has a broad background in higher education that spans more than two decades of service in higher education. During his tenures in various roles, Dr. Solis has had the privilege of providing leadership for many essential campus operations such as instructional units, student services, enrollment, community outreach services, athletics, dual enrollment programs, auxiliary business services, special projects, and student success, engagement, and retention programs focused on minority students. Dr. Solis began his post-secondary education at Chemeketa Community College and later transitioned to Texas A&M-Kingsville where he received his Bachelors of Arts in Psychology and Sociology, his Master of Science is in Psychology, and his Doctorate degree is in Bilingual Education. The units he has helped lead have received awards that include the Commitment to Excellence Award, the Innovation Award in Student Success, and the Team Effort Award.

Dr. Solis is a recipient of the National Institute for Staff and Organizational Development Excellence Award, and in 2014 he was selected to participate in and successfully completed the State of Texas Governors Executive Development Program (Class XXXIII). At that time, he was only one of a handful of community college representatives to complete this leadership development program offered by the State of Texas. Dr. Solis also served as co-chair when working with the Foundations of Excellence Institute which was a campus wide student success program.

Dr. Solis has helped lead efforts to have Laredo Community College (LCC) serve as the largest provider of dual enrollment courses in the LCC service area. The dual enrollment program success rate for students exceeds 93%. These efforts not only led to more students accessing higher education, but also helped with the establishment of three Early College High Schools with two more on the way. He also worked to improve graduation rates of students at LCC. Since new success initiatives were implemented graduation rates have increased by 43% during the last five years. Since 2011 LCC has led its peer group in the Large Colleges from across the state with the highest graduation rates for full-time students five years in a row.
Opening Session – Friday, 9:00 a.m. – 11:45 a.m.
Fannin Hall

Panel Discussion: Research on Minority Student Success
Panelist: Naomi Story, Ph.D., Executive Director, National Asian Pacific Islander Council

Naomi Okumura Story has devoted more than 35 years of her professional career as an educator, instructional innovator, and academic leader. Dr. Story is also passionate about and committed to Asian American and Pacific Islander (AAPI) leadership and professional development and student success. She continues to be a community advocate and leader on AAPI social, political, educational, and economic issues and directions in Arizona and nationally.

Prior to her retirement from the Maricopa Community College (MCC) system, Naomi was the Faculty Director of the Mesa Community College Center for Teaching and Learning, where she supported and led college efforts to infuse strategic planning, learning initiatives, innovative pedagogies, curricula and evaluation transformation, and community-based partnerships. Her last initiative with MCC was as director of Mesa Counts on College, a Bill and Melinda Gates-funded collaborative initiative with the Mesa Public School System and the City of Mesa to support and promote college completion with under-represented 16-22-year-olds. As a district administrator, Dr. Story led and supported Maricopa’s major directions in teaching, learning, assessment, and curricula reform as District Director, Teaching, Learning, and Assessment.

Naomi has published and presented on topics related to leadership and professional development, pedagogical and curricular transformation and reform, and the advocacy for AAPI leadership development in higher education. Dr. Story was a founding board member and President of NAPIC, the National Asian Pacific Islander Council, an affiliated council of the American Association for Community Colleges. She is currently NAPIC’s Executive Director. More than 25 years ago, she also founded the Maricopa Community College District’s Asian Pacific Islander Association, an employee organization supporting AAPIs.

She has her Ph.D. in Educational Technology/Instructional Design and an M.A. in Instructional Media from Arizona State University. Her B.A. is in Creative Writing/English from Coe College in Cedar Rapids, Iowa. Originally from Maui, Hawaii, Naomi, her husband and two daughters have lived in Arizona since 1980.
Plenary Address – Saturday, 10:00 a.m. – 11:15 a.m.
Fannin Hall

Plenary Speaker:

Terrell Strayhorn, Ph.D.
Professor and Founder/CEO, Do Good Works Educational Consulting, LLC, Columbus, OH

Dr. Terrell Strayhorn is Professor and Founder/CEO of Do Good Work Educational Consulting, LLC. Most recently, he was on the faculty at The Ohio State University, where he also served as Director of the Center for Higher Education Enterprise (CHEE) and Founding Director of the Center for IDEAS within the College of Education and Human Ecology.

An internationally-recognized student success scholar, highly acclaimed public speaker, and award-winning writer, Dr. Strayhorn is author of 10 books and more than 200 book chapters and journal articles and other scholarly publications. He has given hundreds of invited keynotes and lectures at more than 500 universities and conferences across the globe. Dr. Strayhorn maintains an active and highly visible research agenda focusing on major policy issues in education: student access and achievement; issues of race, equity and diversity; impact of college on students; and student learning and development. His most popular book, College Students’ Sense of Belonging: A Key to Educational Success, has won a book award and sold record copies nationally.

Known for using the hashtag #DoGoodWork on social media, Dr. Strayhorn was named one of the country’s top diversity scholars by Diverse: Issues in Higher Education in 2011, one of Business First’s “Top 40 under 40,” one of the “Top 20 to Know in Education,” and became the youngest full professor in Ohio State’s history in 2014. He has been quoted in major news outlets including the Chronicle of Higher Education, Inside HigherEd, Huffington Post, and newspapers across the nation. Prior to Ohio State, Strayhorn was Special Assistant to the Provost at the University of Tennessee-Knoxville and Research Associate at the Council of Graduate Schools (CGS) in Washington, DC. Strayhorn received a Bachelor’s degree (B.A.) from the University of Virginia (UVA), a Master’s degree (M.Ed.) in educational policy from the Curry School of Education at UVA, and doctorate (Ph.D.) in higher education from Virginia Tech. He is a member of Alpha Phi Alpha Fraternity, Incorporated and a native of Virginia Beach, Virginia.
Large Group Program Discussions  
Friday, October 20, 3:45 p.m. – 4:30 p.m.

AANAPISIs - Sabine Hall, SH 118
*Facilitated by:* May Toy Lukens, Interim Instructional Dean, Seattle Vocational Institute (WA)

May Toy Lukens currently serves as Interim Instructional Dean at Seattle Vocational Institute, serving primarily low income, under-served people of color. She served as the Director for Post-Secondary Department of Education grant programs from 2000-2016: as Director for South Seattle College’s Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant programs from 2008-2016 targeting under-served Asian American and Pacific Islander students; and for Renton Technical College's Title III Strengthening Institutions Program (SIP) grant serving high numbers of diverse immigrant, low-income, and academically underprepared students. Ms. Lukens also serves as an independent program evaluator for federally funded minority serving institution projects. Ms. Lukens holds a Master’s degree in Business Administration (MBA) from the University of San Diego, and a Bachelor’s degree in Political Science from the University of Washington.

HBCUs and PBIs - Sabine Hall, SH 117
*Facilitated by:* Christopher Dowdy, Ph.D., Chief of Staff, Paul Quinn College (TX)

Christopher Dowdy serves as Chief of Staff at Paul Quinn College (PQC), collaborating with all divisions of the college in the development and implementation of the New Urban College Model.

He received the Ph.D. in Religious Studies from Southern Methodist University in 2013 and began his work at PQC as Special Assistant to the President in August of 2014. His scholarly research focus is on redress for historical injustice, and he is the author of articles on lynching memory and mercy. He is also the author of "Dallas Untold," a multi-archival exploration of public memory at a downtown Dallas lynching site, and the curator of “Portrait of an Access Desert,” a PQC project using freely accessible data and maps to analyze overlapping deprivations in Dallas. He and his wife Lauren live with their two boys in Old East Dallas.
Large Group Program Discussions  
Friday, October 20, 3:45 p.m. – 4:30 p.m.

HSIs – Wichita Hall, WH 103  

*Facilitated by:* Rigoberto Rincones-Gomez, Ph.D., Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (FL)

Dr. Rigoberto Rincones Gómez has served nationally and internationally in key leadership roles supporting student success, faculty excellence, scholarly activity, and institutional prominence. He has co-authored several books, has designed and facilitated more than 100 workshops in 10+ countries, has published work in prestigious refereed journal articles, has been keynote speaker in several countries, and has served on several boards. He is the Founding National Director of Data Coaching for Achieving the Dream where he has continued to serve as a Data Coach. He teaches advanced assessment and evaluation courses part-time at the University of South Florida and currently serves as Vice President for Planning, Research and Institutional Effectiveness and SACS-COC Liaison at Edward Waters College, the oldest HBCU institution in Florida. Dr. Rincones Gómez earned the Ph.D. in Evaluation, Measurement, and Research Design receiving a Provost’s Special Recognition and an Outstanding Dissertation Award by Phi Delta Kappa Honor Society. He earned his Bachelor’s degree in Mechanical Engineering and his Specialist and Master’s degrees in Project Management in Engineering with Summa Cum Laude Honors and a President’s Special Recognition for his second Master’s degree in Educational Leadership.

TCUs and NASNTIs – Wichita Hall, WH 201  

*Facilitated by:* Jack Soto, Program Administrator for Internships and Career Readiness, American Indian College Fund (CO)

Jack Soto, Program Administrator for Internships and Career Readiness with the American Indian College Fund, is Navajo of the Black-Streaked-Wood People and Cocopah of the Bird Clan. He received his M.S. in Organizational Development and B.A. in Political Science in the School of Public Affairs at American University. He served as Director of the Washington Semester American Indian Program – Washington Internships for Native Students at American University in Washington, DC, which was the National Congress of American Indian 2012 Public Leadership Award recipient.

Much of his work is focused on organizational cross-cultural competency with his career and academic development being greatly influenced by his time with the National Indian Education Association. He works to improve academic institutional support of Natives students in higher education as a key lead of the development for the National Coalition for the Advancement of Natives in Higher Education.
Krysta Chacon received her Bachelor's degree in Social Work from Colorado State University. She currently serves as the outreach coordinator for The University of Texas Multicultural Engagement Center, and advises two student agencies: Latino Community Affairs and Queer & Trans People of Color Agency. Prior to her current role, Krysta worked in the office of The University of Texas Vice-President for Diversity and Community Engagement. She also worked for The University of Texas McCombs School of Business in the academic department of Accounting as the program coordinator for the EY Accounting Ambassadors Program. She is currently working towards a Master's degree in Education, with a focus on Higher Education Administration at the University of Texas. Her interests include higher education attainment and retention, college access and affordability and student engagement/support.

Using the Community College Survey of Student Engagement to Examine Attendance Patterns and Student Engagement among Black and Latino Students

Presented by: Catherine Hartman, Graduate Research Assistant, Center for Community College Student Engagement, The University of Texas at Austin (TX)

Catherine Hartman is a third-year Ph.D. student in the Program in Higher Education Leadership at The University of Texas at Austin. Her research interests include community college student success and student transfer from two- to four-year schools. Catherine currently serves as a graduate research assistant at the Center for Community College Student Engagement and at the Charles A. Dana Center. She received a M.Ed. in Higher Education Administration and a B.A. in English from the College of William & Mary.
**Featured Breakout Session (Session 1A):**
The Right Data for the Right Interventions  
Friday, October 20, 1:15 – 2:15 p.m.  
Sabine Hall, SH 117

*Presented by*: Stacey Sherwin, Ph.D., Director of Institutional Effectiveness, Salish Kootenai College (MT)

Dr. Stacey Sherwin is the Director of Institutional Effectiveness at Salish Kootenai College (SKC). Dr. Sherwin has a Master’s Degree in Nursing from the University of Washington and the Ph.D. in Higher Education Leadership from the University of Nebraska, Lincoln, as well as a Certificate in Evaluation Practice from the Evaluator’s Institute at George Washington University. Her responsibilities include institutional research, accreditation, strategic planning, and learning outcomes assessment. She also currently directs SKC’s Career and Technical Education programs. Dr. Sherwin is a member of the American Evaluation Association, the Association of Institutional Research; she presents and consults in the areas of outcomes assessment and institutional effectiveness.

**Breakout Session Abstract:** Dozens of potential interventions exist to increase college student success. However, resource limitations require postsecondary institutions to choose interventions that are likely to produce success for specific student cohorts. Important questions to ask are: What intervention is most effective for which group of students at what specific points in the students’ college careers? How will the success of the interventions be measured? What data need to be collected to best support students and measure their success? Student success initiatives require actionable data to support effective decision-making. This session will provide guidance to other colleges that wish to enhance data integrity and utilization in order to more effectively implement and evaluate student success initiatives.
Featured Training Sessions:

Talk to the Expert – Basics of Evaluating Programs and How to Obtain Good Data

Session 2A: Friday, October 20, 2:30 p.m. – 3:30 p.m., Sabine Hall, SH 117
Session 3A: Saturday, October 21, 11:30 a.m. – 12:30 p.m., Sabine Hall, SH 117

Presented by: Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University (NY)

Jessica Brathwaite conducts qualitative and quantitative research on system and statewide developmental education and ESL reform, postsecondary achievement gaps, and students' transition to college.

Dr. Brathwaite holds the Ph.D. in Sociology from Temple University. She holds a B.A. in Sociology from CUNY Hunter College and an M.A. in Sociology from Temple University. Her dissertation focuses on New York City high schools during former Mayor Bloomberg's administration and asks: How has inequality between schools in socioeconomic status, racial composition, and graduation rates changed during this reform era? Dr. Brathwaite has taught sociology of organizations at CUNY Hunter College and a research methods course in the graduate program in international affairs at The New School.

Dr. Brathwaite’s primary research interests include urban school reform, inequality, education policy, and postsecondary access and success. She is also interested in exploring race and class as they relate to her primary research interests.

Advanced Evaluation of Programs & Introduction to New Data Tools

Session 2B: Friday, October 20, 2:30 p.m. – 3:30 p.m., Wichita Hall, WH 103
Session 3B: Saturday, October 21, 11:30 a.m. – 12:30 p.m., Wichita Hall, WH 116

Presented by: Jasmine Sanders, Community College Research Center (CCRC) at Teachers College, Columbia University (NY)

Jasmine Sanders is a Senior Research Assistant at the Community College Research Center (CCRC) at Teachers College, Columbia University, where she conducts qualitative and quantitative research on developmental education reform, faculty learning and engagement, and the transition from K-12 to postsecondary education and employment. Her projects focus on adjunct faculty experiences, evaluating faculty professional development models, and credential production and labor market outcomes at Minority Serving Institutions.

Jasmine holds a Master of Arts in Sociology & Education from Teachers College, Columbia University, and a Bachelor of Arts in English from Spelman College.

Prior to joining CCRC, Sanders worked as Teach for America’s recruitment director for Historically Black Colleges and Universities (HBCUs) and previously taught high school English language arts in Atlanta, Georgia. Sanders’ master’s thesis focused on the post-baccalaureate experiences of college graduates from marginalized backgrounds, and her broader research interests include social inequality and stratification, higher education, mobility, and cultural/social capital.
**Session 1B: MSI Evaluators Work Session, Part I**

*Presented by:* Corinne Kodama, Ph.D., Research Specialist, University of Illinois at Chicago (IL), Phitsamay Uy, Ph.D., Assistant Professor, University of Massachusetts (MA), May Toy Lukens, Interim Instructional Dean, Seattle Vocational Institute (WA)

*Abstract:* This work session is specifically for individuals charged with assessing and evaluating MSI grant projects to provide an open forum to discuss successes and challenges that may not fit neatly into the content of other workshops. The work of MSI Evaluators is unique and often isolated, so this roundtable is a chance to meet with others doing similar work and discuss a variety of ideas re: data collection, evaluation, and dissemination. Both new and experienced evaluators are welcome, as specific topics will be driven by the workshop attendees and pressing concerns. Opportunities will be provided to break out into specific subgroups for more targeted conversation (e.g., institution type, MSI-designation, etc.). A later work session (Part 2) invites grant project administrators and staff to join in a follow-up discussion, so we encourage evaluators to attend both sessions, if possible.

**Session 1C: Directed Learning Activities - A New Tool Promoting Student Success, A DIY Guide**

*Presented by:* Lisa DiDonato, Educational Research Assessment Analyst, Mt. San Antonio College (CA), Amy Azul, Director of Tutoring, Victor Valley College (CA)

*Abstract:* Directed Learning Activities - these activities are all the buzz in Writing Center pedagogy. In a climate where the powers that be demand quantifiable results, these activities deliver. Writing Centers and tutoring programs across the country observe marked improvement and higher student persistence as a result of students utilizing this resource. This workshop will familiarize attendees with this dynamic resource and demonstrate how to implement, promote, track and report on these activities. Attendees will be equipped with the information and resources they need to DIY their own Directed Learning Activities.

**Session 1D: Exploring STEM Pathways at Hispanic-Serving Community Colleges**

*Presented by:* HyeJin Tina Yeo, Research Assistant, Angel L. Velez, Research Assistant, Eboni M. Zamani-Gallaher, Ph.D., Professor, and Heather L. Fox, Ph.D., Assistant Director of Operations, Communications, and Research, Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign (IL)

*Abstract:* When considering MSIs that are Hispanic-serving institutions (HSIs), more than half are community colleges (Benitez & DeAro, 2004; Santiago, 2007; Santiago & Andrade, 2010). Given the importance of this institutional type and the students served, The Office of Community College Research and Leadership (OCCRL) is engaged in studying transitions to and through Hispanic-serving community colleges (HSCCs) for underrepresented minoritized STEM students. The goal of the Hispanic-Serving Community College STEM Pipelines (HSCC-STEM) project is to understand the institutional factors at HSCCs that promote persistence of underrepresented minority students (URMs) in STEM, including transfer patterns and best practices for fostering STEM pathways to completion. This presentation will focus on two key research areas. First, the research team will provide a national landscape of HSCCs including geographic information, student populations served, and key characteristics of these institutions. Second, we will use national data to illustrate the STEM contributions of HSCCs, especially in relation to URM students. This will include sharing data on the prevalence and scale of STEM pathways at HSCCs.
Session 1E: The Pipelines & Pathways Program: Increasing African-American Males Access to STEM

**Presented by:** Osaro Airen, Ph.D., Dean of Student Retention and PBI Administrator, John Perry, Program Services Coordinator, and Avery Hartwell, Enrollment Specialist, Cedar Valley College (TX)

**Abstract:** Cedar Valley College's Pipelines & Pathways Program is funded through a grant from the U. S. Department of Education's Predominantly Black Institutions (PBI) Program and is focused on increasing the academic success of African American males through increased access to STEM programs. The workshop will highlight the initiatives created and implemented by the Pipelines & Pathways Program that support the overall academic performance of students. The following initiatives are supported by the Pipelines & Pathways Program: Tutoring, E-Mentoring, Financial Literacy, Life Skills Coaching, Paid Internships, STEAM Center, STEM Boot Camps, Professional Development for High School/College Faculty, Conferences. Students participating in the program as well as High School and College Faculty who have engaged in Professional Development opportunities provide feedback for continuous improvement of the program. The process including quantitative and qualitative data will be shared.

Session 1F: Wayfinding: Navigating the Creation of an Across-Disciplinary Course Pairing with a Single Community of Learners

**Presented by:** Denise Oen, Ph.D., Director of the Institute of Learning and Teaching Excellence, Leilani Welley Biza, Assistant Professor, and Marvey Elias, Instructor, College of Micronesia, Kolonia (FSM)

**Abstract:** This presentation will explore the challenges and benefits of combining two courses in different disciplines with a single community of learners, two professors, and a mentor teacher who teamed with each teacher in their respective classes. Like many community colleges, the College of Micronesia’s greatest strength is the diversity of experiences our students bring with them. This is also one of our biggest challenges as we serve students with a range of levels of preparedness for the rigors of college. In the summer session of 2017, we coupled a developmental reading course (ESL 89) with a Micronesian history course (SS 150) course in order to provide a more explicit connection between the strategies taught in the reading course with the readings assigned for the history course. We will present a comparison of TracDat data (course completion rates, attendance/grades) of these “connected courses” with TracDat data from previous sections of ESL 89 and SS 150. We will conclude our presentation with a discussion with the audience of the data for this cohort as well as our quantitative/qualitative data collection design for continuing to track comparisons between our pilot course pairing and the traditional approach we had used previously.
Session 2D: Uncovering the Diversity of AAPI Students: Two Case Studies in Data Disaggregation from Across the U.S.

Presented by: Joseph Morales, Ph.D., Assistant Director for Strategic Initiatives and Partnerships Office of Inclusive Excellence, University of California, Irvine (CA), Corinne Kodama, Ph.D., Research Specialist, University of Illinois at Chicago (IL), Joshua Saldana, Ph.D., Principal Research Analyst, Institutional Research, Office of Institutional Research, University of California, Irvine (CA), Ryan Hoadwonic, Associate Director, Institutional Research, Office of Institutional Research, University of California, Irvine (CA)

Abstract: This workshop will focus on methods for disaggregating Asian American and Pacific Islander student data at two R1 AANAPISIs: University of Illinois at Chicago and University of California, Irvine.

University of Illinois at Chicago (UIC) recently embarked on a four-year effort (2011-2015) to survey the Asian American undergraduate population, collecting data disaggregated by ethnicity as part of its AANAPISI Initiative. UIC, an urban, public, Research I university, was the first funded AANAPISI in the Midwest, with Asian American students making up more than 20% of the student body. We discovered differences by ethnicity in a variety of background variables including income, language, high school background, educational preparation, and financial aid. We will share results, challenges, and implications, particularly within the Midwest context where there is little understanding of the Asian American population.

University of California, Irvine currently collects data on 17 ethnicity categories under the broader Asian group and six more under the Pacific Islander category. While this level of specificity can inform us about student populations that may otherwise be overlooked, practical challenges also exist. Small cohort sizes and fluctuating populations in highly disaggregated groups can impact the effectiveness of policies that target underserved populations. We investigate trends in our institutional data to identify instances where analyzing highly disaggregated groups is more informative for developing institutional policy, and instances where it is more useful to analyze groups in their broader ethnicity categories.

Session 2E: Integrating Student Tracking and Feedback Modeling to Guide Student Success

Presented by: Edward Hummingbird, Director of Institutional Research, Effectiveness & Planning, Southwestern Indian Polytechnic Institute (NM)

Abstract: This presentation combines student success tracking (using more than 40 measures of student success) with feedback from college drop-outs to create an integrated model that provides both interventions and bundled resources to enable students to complete their educational ambitions. The framework is based on the student life cycle model, which maps out the college experience as a set of educational transitions. The purpose of this framework is to use data on student attrition at various points in the student life cycle to prioritize interventions that will ultimately guide students through those transitions. A demonstration of the model using detailed data from the Southwestern Indian Polytechnic Institute (SIPI) will be provided to show how to use data to identify inflection points, performance gaps, and undertow problems. The approach used by SIPI to use this data to develop prioritized interventions will be presented. Finally, the impact of such interventions on key success data measures will be presented and discussed.
## Session 2F: Project MALES and the Texas Education Consortium for Male Students of Color - Lessons Learned

**Presented by:** Myra Barrera, Graduate Research Associate, Rodrigo Aguayo, Mentoring Site Coordinator, Enrique Aguayo, Mentoring Site Coordinator, Danielle Zaragoza, Mentoring Site Coordinator, The University of Texas at Austin (TX)

**Abstract:** Project MALES (Mentoring to Achieve Latino Educational Success) works with Black and Latino male students in Austin ISD schools predominantly located in Black and Latino neighborhoods. The Texas Education Consortium for Male Students of Color (TECMSC) is a statewide network made up of cross-sector partnerships representing ISDs, community colleges, and four-year universities. Through a critical lens, the mentoring program works with the students in developing a sense of brotherhood, leadership, college and career readiness, as well as address topics in health wellness. Through one-on-one and group mentoring, the Project MALES undergraduate mentors are able to cultivate important relationships with young men who may not have a traditional mentor in their lives. Through academic and nonacademic assessments and use of data, the Mentoring Program has been able to measure the importance of mentoring in these young men's lives. In relation to the mentoring program and the Project MALES Research Institute, the TECMSC conducted more than 15 institutional site visits to collect data from presidents, administrators, faculty, and students on existing programs geared toward male students of color in Texas.

## Session 3C: MSI Evaluators Work Sessions, Part II

**Presented by:** Phitsamay Uy, Ph.D., Assistant Professor, University of Massachusetts (MA), May Toy Lukens, Interim Instructional Dean, Seattle Vocational Institute (WA)

**Abstract:** This work session is designed for MSI grant project evaluators, research teams, and other assessment staff members. The goal of this roundtable is to further the discussion from MSI Evaluators Roundtable I. Since the first roundtable was more open-ended, the second roundtable is more targeted to examining the questions of how do we improve the research and evaluation process for all MSI participants? How do we show student impact and change in faculty pedagogy? In other words, how can we collectively improve impact studies? Both new and experienced evaluators, researchers, and assessment team members are welcome. We want to be able to examine these questions across institution type, MSI-designation, and other intersectional factors.
Session 3D: Identifying Native Students: Challenges and Strategies

Presented by: Karen Francis-Begay (Diné), Assistant Vice President, Tribal Relations, University of Arizona (AZ)

Abstract: Current U.S. Department of Education (DOE) guidelines for reporting race and ethnicity can result in the underreporting of American Indian and Alaska Native (AI/AN) students. In 2007, the DOE put into place policies for tracking race and ethnicity that have impacted numbers of AI/AN students, resulting in enrolled tribal members being tracked as Hispanic/Latino or “Two or More Races,” not AI/AN. This poses challenges from K-12 through Higher Ed ranging from identifying and connecting eligible students with Indian education programs and services, to decisions about how databases are designed to track demographics within educational institutions. Without accurate data, it is impossible to track the improvements or declines in AI/AN student success. A representative from the University of Arizona will share actions their Higher Ed institutions have taken to address the complexities and challenges of identifying Native students.

Session 3E: Steps to Success: Intrusive Advising, Self-Assessment, and Student Success for At-Risk Populations

Presented by: Terry Peterman, Interim Executive Dean, and Elizabeth Chivers, Director of Institutional Research, Navarro College (TX)

Abstract: In the spring of 2017, Navarro College developed an intrusive advising pilot that consisted of an online academic skills self assessment and an advising session with an academic counselor to complete an academic success plan to develop goals for each student based on their skills assessment, and academic and career goals. Navarro College had 1,121 students on academic probation at the start of the 2017 spring semester. We contacted all students on the probation list via a form email created by the student success committee. Participation in the pilot was optional. One Hundred Seventy students self-selected to participate in the success plan pilot. Of those students, 69.4% successfully completed the semester and were able to raise their GPA above a 2.0 and successfully exit academic probation.

Session 3F: Problem-Based Learning to Enhance Pacific Island Student Success and Recruitment to Medical and Dental School at the College of Micronesia FSM

Presented by: Brian Mangum, M.D., Professor of Medicine, and Paul Dacanay, M.D., Chair of Health Sciences, College of Micronesia, Pohnpei (FSM)

Abstract: Doctors and Dentists for Tomorrow (DDFT) prepares high-performing Micronesian high school graduates for entry into medical and dental schools at Pacific-basin institutions. Utilizing problem-based learning (PBL) instruction, the mode of instruction in medical schools in the Pacific, the basic sciences are taught using clinical cases. Students undertake hospital rotations beginning in the first week of the summer basic sciences boot camp. Students receive English language, study skills enhancement, and other wrap-around support services. The DDFT cohort study together, live together, attend clinical rotations together, and present their case findings together in a high-pressure environment in which they are critiqued by faculty who are healthcare providers. Both quantitative and qualitative measures have shown a high degree of student satisfaction in terms of enhanced self-esteem, problem-solving skills, communications and presentation skills, and the ability to succeed on clinically-based examinations - a significant advantage for students when they enter medical or dental school at the end of the DDFT program.
Richland College Planning Team
LaQueta L. Wright, Ph.D., Convening Chair
Jennifer Baggett, Ph.D. • Michael Puente • Rolanda Randle, J.D.

Richland College Program Logistics and Support Team
M.T. Hickman, Logistics Chair
Jean Carter, Garth Clayton, Greg Elkins, Megan Farmer, Thales Georgiou,
Michelle Nguyen, Janita Patrick, Monica Thornton, Johnny Tran,
Andrew Tubbs, Diana Urrutia, Bethany Wright

Richland College Executive Leadership Team
Kathryn K. Eggleston, Ph.D., President, Richland College
Sobia Khan, Ph.D., AANAPISI Project Director, Richland College

Special Thanks To:
Richland College Audio Video Technology Services
Richland College Communications, Marketing and Outreach:
Whitney Rosenbalm, Lisa Grippo, Katie Storms, Pablo Pascal, Deborah Wells, Will Young
Richland College Facilities Services • Richland College Staff and Volunteers
Looking forward to seeing you back in Dallas October 2018!

The MSI Convening is sponsored in part through generous support from State Farm®.

State Farm®

Funded by a grant from the Asian American Native American Pacific Islander Serving Institution program of the U.S. Department of Education. This program is supported in part (approximately 30%, or approximately $9,000) by a grant (PO31L150024) from the US Department of Education, with the remainder (approximately 70%, or $21,000) provided from non-federal sources.