MINORITY SERVING INSTITUTION CONVENING

Minority Student Success: Using Data to Effect Change

October 14–15, 2016
2016 Minority Serving Institution Convening

Minority Student Success: Using Data to Effect Change

Friday, October 14, 2016
8:00 a.m. – 12:00 p.m.…..Information Table and Check-In (Fannin Hall Lobby)
8:00 a.m. – 8:50 a.m.……..Continental Breakfast (El Paso Hall)
9:00 a.m. – 12:00 p.m.…..Opening Session (Fannin Hall)

Welcome:
Kathryn K. Eggleston, Ph.D., President, Richland College
Joe May, Ed.D., Chancellor, Dallas County Community College District
Lori Manning, Director of Philanthropy, State Farm®
Zarina Blankenbaker, Ph.D., Executive Vice President for Academic Affairs and Student Success; AANAPISI Project Director, Richland College

Keynote Address:
Mark Mitsui, President, Portland Community College; former Deputy Assistant Secretary for Community Colleges at the U.S. Department of Education

Break

Panel Discussion: Research on Minority Student Success
Moderator: Mark Mitsui
Panelists: Loretta Adrian, Ph.D., President, Coastline Community College
Juan L. Maldonado, Ph.D., Former President, Laredo Community College
Michael Sorrell, Ed.D., J.D., President, Paul Quinn College

12:15 p.m. – 1:15 p.m.…..Lunch (Gymnasium)
1:30 p.m. – 2:50 p.m.……..Breakout Sessions #1*
2:50 p.m. – 3:10 p.m.……..Break / Refreshments (Wichita Hall, WH Lobby)
3:10 p.m. – 4:30 p.m.……..Breakout Sessions #2*
Evening.....................................Dallas area activities for participants interested in exploring the city

Saturday, October 15, 2016
8:00 a.m. – 10:00 a.m.…..Information Table and Check-In (Fannin Hall Lobby)
8:00 a.m. – 8:50 a.m.……..Continental Breakfast (El Paso Hall)
9:00 a.m. – 10:20 a.m.…..Plenary Address: Robert Teranishi, Ph.D., Professor, University of California Los Angeles (Fannin Hall)
10:20 a.m. – 10:40 a.m.….Break
10:40 a.m. – 12:00 p.m…Breakout Sessions #3*
12:15 p.m. – 1:30 p.m.…..Conference Wrap Up (Sabine Hall, SH 118)
Working Lunch Post-Conference Session (Sabine Hall, SH 117)

*See following pages for breakout sessions schedule, locations, and session details.
### BREAKOUT SESSIONS #1
Friday, October 14, 1:30 p.m. – 2:50 p.m.

<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Presenters</th>
<th>Primary Audience</th>
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</thead>
<tbody>
<tr>
<td>SH 118</td>
<td>(1A) Asian American Native American Pacific Islander Serving Institutions (AANAPISI) Large Group Program Discussion</td>
<td>May Lukens, External Evaluator, AANAPISI Programs (Seattle, WA)</td>
<td>AANAPISI</td>
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<tr>
<td>SH 117</td>
<td>(1B) Talk to the Expert – Advice on Evaluating Programs and How to Obtain Good Data</td>
<td>Jessica Brathwaite, Ph.D., Community College Research Center, Columbia University (New York, NY)</td>
<td>all MSI</td>
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<tr>
<td>WH 111</td>
<td>(1C) The Faces Behind the Numbers: Looking Beyond Quantitative Data</td>
<td>Jill Dingman, Central Arizona College (Coolidge, AZ)</td>
<td>HSI</td>
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<tr>
<td>C 229</td>
<td>(1D) STEM Transfer Guide and Articulation Website and Database</td>
<td>Reginald Gray, Mountain View College (Dallas, TX)</td>
<td>all MSI</td>
</tr>
<tr>
<td>WH 211</td>
<td>(1E) Comprehensive Approach to Creating Pathways for Dual Credit Students</td>
<td>Walt Tobin, Ph.D., and Donna Elmore, Orangeburg-Calhoun Technical College (Orangeburg, SC)</td>
<td>HBCU/PBI</td>
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<tr>
<td>WH 201</td>
<td>(1F) Moving the Needle: Effectively Utilizing Data to Improve Student Success</td>
<td>Terence Vinson, Ph.D., Southern University at Shreveport (Shreveport, LA)</td>
<td>HBCU/PBI</td>
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<tr>
<td>C 246</td>
<td>(1G) Illinois Minority Serving Community Colleges and STEM Transfer Pathways</td>
<td>Eboni Zamani-Gallaher, Ph.D., and Randi Congleton, University of Illinois at Urbana-Champaign (Champaign, IL) and Lorenzo Baber, Ph.D., Iowa State University (Ames, IA)</td>
<td>all MSI</td>
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<tr>
<td>WH 105</td>
<td>(1H) The Science Corner: Faculty-led Tutoring Increased Passing and Retention Rates</td>
<td>Becki Williams, Richland College (Dallas, TX)</td>
<td>all MSI</td>
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### BREAKOUT SESSIONS #2
**Friday, October 14, 3:10 p.m. – 4:30 p.m.**

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<tbody>
<tr>
<td>SH 118</td>
<td>(2A) Hispanic Serving Institutions (HSI) Large Group Program Discussion</td>
<td>Rigoberto Rincones-Gomez, Ph.D., University of North Carolina, Wilmington (Wilmington, NC)</td>
<td>HSI</td>
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<tr>
<td>SH 117</td>
<td>(2B) AANAPISI.net, Building Capacity for AANAPISIs and Increasing AAPI Awareness</td>
<td>Jeannette Soon-Ludes, Ph.D., Managing Director, Scholarships and Programs Asian &amp; Pacific Islander American Scholarship Fund (APIASF)</td>
<td>AANAPISI</td>
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<tr>
<td>WH 211</td>
<td>(2C) M.A.L.E.S: An Engagement Model for Retaining “Men of Color”</td>
<td>Courtney Brazile, Eastfield College (Mesquite, TX)</td>
<td>all MSI</td>
</tr>
<tr>
<td>WH 105</td>
<td>(2E) Faculty in Support of Advising</td>
<td>Sara Perez-Ramos, Ph.D., Jada Hill, Jessica Oxendine, and Zina Gardner, Richland College (Dallas, TX)</td>
<td>all MSI</td>
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<tr>
<td>WH 201</td>
<td>(2F) Critically Assessing Institutional Practices to Promote Student Success: A Pathway to Results</td>
<td>Edmund Graham and Marci Rockey, University of Illinois – OCCRL (Champaign, IL)</td>
<td>all MSI</td>
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<tr>
<td>WH 111</td>
<td>(2G) Inclusion of Underrepresented Minorities in the Mathematics Programs at the University of Texas at Arlington</td>
<td>Tuncay Aktosun, Ph.D., University of Texas at Arlington (Arlington, TX)</td>
<td>all MSI</td>
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<tr>
<td>C 246</td>
<td>(2H) Steps Taken to Create a STEM Boot Camp From Scratch</td>
<td>Osaro Airen, Ph.D., Natalie Williams, and Avery Hartwell, Cedar Valley College (Lancaster, TX)</td>
<td>HBCU/PBI</td>
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## BREAKOUT SESSIONS #3
Saturday, October 15, 10:40 a.m. – 12:00 p.m.

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<tr>
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<th>Workshop Title</th>
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<tbody>
<tr>
<td>SH 118</td>
<td>(3A) Historically Black Colleges and Universities (HBCU) and Predominantly Black Institutions (PBI) Large Group Program Discussion</td>
<td>Ivory Toldson, Ph.D., The Quality Education for Minorities (QEM) Network &amp; former Executive Director for the White House Initiative on Historically Black Colleges and Universities (Washington, D.C.)</td>
<td>HBCU/PBI</td>
</tr>
<tr>
<td>SH 117</td>
<td>(3B) Tribal Colleges and Universities (TCU) Large Group Program Discussion</td>
<td>Jack Soto, American Indian College Fund (Denver, CO)</td>
<td>TCU</td>
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<tr>
<td>WH 103</td>
<td>(3C) Data Decision Making: Where’s the Data?</td>
<td>Lisa DiDonato, Mt. San Antonio College (Walnut, CA)</td>
<td>all MSI</td>
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<tr>
<td>WH 109</td>
<td>(3D) Isn’t It Jubilant? Field Experiences as a Means of Building Background Knowledge and a Community of Support for English Language Learners in our Community Colleges</td>
<td>Denise Oen, Ph.D., and Karen Simion, College of Micronesia (Kolonia, Pohnpei)</td>
<td>AANAPISI</td>
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<tr>
<td>WH 105</td>
<td>(3E) The English Corner: Faculty-led Tutoring Increased Passing and Retention Rates of Minorities</td>
<td>Justine White, Toni Whalen, and Suzie Baker, Richland College (Dallas, TX)</td>
<td>all MSI</td>
</tr>
<tr>
<td>WH 111</td>
<td>(3F) Innovative Institutional Partnerships and Strategies for Serving Asian American and Pacific Islander Students in Hawai’i</td>
<td>Christine Quemuel, Ph.D., and Yang Zhang, Ph.D., University of Hawaii at Manoa (Honolulu, HI)</td>
<td>AANAPISI</td>
</tr>
<tr>
<td>WH 116</td>
<td>(3G) A Random Assignment Difference Education Intervention Evaluation</td>
<td>Edwin Tiongson and Lisa Wang, Irvine Valley College (Irvine, CA)</td>
<td>AANAPISI</td>
</tr>
</tbody>
</table>
Keynote Speaker:

Mark Mitsui
President, Portland Community College
and former Deputy Assistant Secretary for Community Colleges at the U.S. Department of Education

Mark Mitsui began his tenure as president of Portland Community College on September 1, 2016. President Mitsui previously served as Deputy Assistant Secretary for Community Colleges within the Office of Career, Technical and Adult Education for the U.S. Department of Education. In Washington he worked to advance President Obama’s community college agenda through partnerships with numerous federal agencies and national stakeholders. In this capacity he co-lead the My Brother's Keeper Postsecondary Completion interagency team working to improve college access and completion for the nation’s young men of color.

Before serving in the Obama administration, he was president of North Seattle College in Washington state from 2010 to 2013. While at North Seattle, President Mitsui was founding chair of the Asian Pacific Islander Association of Colleges and Universities, a member of the National Asian/Pacific Islander Council of the American Association of Community Colleges, and in 2013 was honored with the Rhonda Quash Coates Award for contributions to the Multicultural Student Services Directors Council of Washington state. From 2006 to 2010 he served as Vice President of student Services at South Seattle College and previously worked as a senior administrator and teacher at educational institutions across the Pacific Northwest, where he has deep roots.

President Mitsui holds a Bachelor’s degree in Physical Education from Western Washington University, and completed a Master’s degree and Doctoral studies in Education at the University of Washington.
Juan Maldonado, Ph.D., Former President, Laredo Community College

Dr. Maldonado was associated with Laredo Community College since 1996, first serving as Vice-President for Human Resources and Student Development, then Vice President for Instruction and Student Development, and Executive Vice President, before becoming Laredo Community College’s sixth president. Dr. Maldonado served as President from 2007 until his retirement in September, 2016. During Dr. Maldonado’s presidency, Laredo Community College emerged as a leader in education and economic development in Laredo and the South Texas region, with a strong focus on team management and leadership. Institutional excellence and student success are the engines that have contributed to his accomplishments. These include continued restoration of the college’s historical buildings, the creation of a multi-million dollar facilities master plan for two Laredo Community College campuses to prepare for the technology of the future, and to expand educational programs that meet the growing needs of a diverse and global community. A 1967 graduate of Martin High School in Laredo, Texas, Maldonado attended Texas A&M University-College Station before transferring to the University of North Texas in Denton, where he received a Bachelor of Arts and Sciences with a major in sociology and a minor in psychology, and a Master of Education in counseling with a minor in sociology. Dr. Maldonado obtained a Ph.D. in child development with a minor in sociology from Texas Woman’s University in Denton.

Michael Sorrell, Ed.D., J.D., President, Paul Quinn College

Dr. Sorrell is the 34th President of Paul Quinn College. Under his leadership, the school has become one of the most innovative small colleges in America and is rapidly becoming a model for urban higher education by focusing on academic rigor, experiential learning, and entrepreneurship. Michael is very active in the community. Some of the entities for which he serves as a trustee or director are Duke University’s Sanford School of Public Policy, the College Board, Amegy Bank, Teach for America, Earth Day Texas, Dallas Regional Chamber, the Dallas Foundation, the Tate Distinguished Lecture Series, and the Department of Education Policy and Leadership for the Simmons School of Education at SMU. The Washington Monthly named President Sorrell one of America’s 10 Most Innovative College Presidents. He has also been awarded the 2016 Martin Luther King Jr. Justice Award from the Dallas Bar Association, 2016 Distinguished Alumni Award from the University of Pennsylvania’s Graduate School of Education, 2012 HBCU Male President of the Year by HBCU Digest, Excellence in Education Distinguished Alumni Award from his high school, St. Ignatius College Prep in Chicago, Illinois, and the A. Kenneth Pye Award for Excellence in Education from the Alumni Association of Duke University’s School of Law. President Sorrell earned his Ed.D. at the University of Pennsylvania and his J.D. and M.A. in Public Policy from Duke University. He graduated from Oberlin College with a B.A. in Government.
Plenary Address – Saturday, 9:00 a.m. – 10:20 a.m.
Fannin Hall

Plenary Speaker:

Robert Teranishi, Ph.D.
Professor, University of California Los Angeles

Robert Teranishi is Professor of Social Science and Comparative Education and the inaugural Morgan and Helen Chu Endowed Chair in Asian American Studies at the University of California, Los Angeles. He is also co-director for the Institute for Immigration, Globalization, and Education and a senior faculty fellow with the Steinhardt Institute for Higher Education Policy. Dr. Teranishi’s research has been influential to federal, state, and institution policy related to college access and completion. He has testified before Congress on the Higher Education Reauthorization Act, the College Cost Reduction and Affordability Act, and the Elementary and Secondary Education Act. His research has been referenced in U.S. Supreme Court cases on desegregation and affirmative action. He also recently served as a strategic planning and restructuring consultant for the Ford Foundation.

Dr. Teranishi is the recipient of the Martin Luther King, Jr. Faculty Award and Daniel E. Griffiths Research Award at New York University. He was also named one of the nation’s top “up-and-coming” leaders by Diverse Issues in Higher Education and ranked by Education Week as one of the nation’s most influential education scholars. In 2011, he was appointed by Secretary of Education Arne Duncan to the U.S. Department of Education’s Equity and Excellence Commission, and in 2014 he was appointed by President Barrack Obama to the National Board of Education Sciences.

Dr. Teranishi was a National Institute for Mental Health postdoctoral fellow at the University of Pennsylvania’s W.E.B. Du Bois Research Institute. He received his B.A. from the University of California Santa Cruz in Sociology and his M.A. and Ph.D. in Higher Education and Organizational Change from the University of California Los Angeles.
Jessica Brathwaite, Ph.D. conducts quantitative and qualitative research on the use of computer mediated technology in community college classrooms, as well as system and state-wide developmental education reform. Dr. Brathwaite holds a 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.

AANAPISI.net - Friday, October 14, 3:10 p.m. – 4:30 p.m.
Building Capacity for AANAPISIs and Increasing AAPI Awareness
Sabine Hall, SH 117

Jeannette Soon-Ludes, Ph.D.
Managing Director, Scholarships and Programs Asian & Pacific Islander American Scholarship Fund (APIASF)

Jeannette Soon-Ludes, Ph.D., joins APIASF after seven years teaching in higher education, three years diversifying curricular content to include Pacific Islanders, and two years outreach to Asian American and Pacific Islander students. Dr. Soon-Ludes has spoken extensively on issues of diversity in higher education and the specific needs that API students encounter while seeking their degrees. She has collaborated on team research projects, including engaged research to assess the needs of immigrant women and institutional research to shed light on the experiences of Asian American women employed in institutions of higher learning. Her individual research looks into Native Hawaiian multi-ethnic identity formation.
May Toy Lukens has served as the director for post-secondary Department of Education grant-funded institutional strengthening programs since 2000. These programs target high numbers of low-income, diverse, underserved, and academically underprepared students to close the gap in success and completion. Ms. Lukens oversaw the development and implementation of institution-wide, instructional and student support initiatives to increase student engagement, retention, progression, completion, and/or transfer. Areas impacted include English Second Language and Adult Basic Education transition to college-level coursework, developmental education, academic transfer, and professional-technical programs. Ms. Lukens provides AANAPISI (Asian American Native American Pacific Islander Serving Institutions) leadership, and has partnered with the White House Initiative on Asian American Pacific Islander Affairs (WHIAAPI), Department of Education, Washington State Commission for Asian Pacific American Affairs (CAPAA) Education Committee, and Partnership for Equity in Education through Research (PEER). She serves as a Department of Education Collaborative Lead for the AANAPISI/MSI Community of Practice, the Asian & Pacific Islander American Scholarship Fund (APIASF) AANAPISI Advisory Council. She is a Qualified Administrator of the Intercultural Development Inventory and serves as an external evaluator for minority serving institutions.

Ms. Lukens holds a Master’s in Business Administration from the University of San Diego, and a Bachelor’s in Political Science from the University of Washington.

Rigoberto Rincones-Gómez, Ph.D., brings more than two decades of national and international leadership experience in student success, inquiry, research, evaluation, and transformational change. He has designed and facilitated more than 100 workshops in 10+ countries, has co-authored several books, and has published his work in prestigious refereed journal articles. In addition, he has substantial teaching experience at the developmental, undergraduate, and graduate levels. His background includes working with national non-profit organizations, foundations, and single to multi-campus colleges and universities with enrollment ranging from 2,500 to 67,000 students, in urban, suburban, and rural areas.

Dr. Rincones-Gómez earned his 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 a Bachelor’s of Science in 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.
Large Group Program Discussions  
Saturday, October 15

10:40 a.m. – 12:00 p.m., Sabine Hall, SH 118  
Historically Black Colleges and Universities (HBCUs) and Predominantly Black Institutions (PBIs)  
*Facilitated by:* Ivory Toldson, Ph.D., The Quality Education for Minorities (QEM) Network & former Executive Director for the White House Initiative on Historically Black Colleges and Universities (Washington, D.C.)

Ivory A. Toldson, Ph.D., is the president and CEO of the QEM Network, a non-profit organization based in Washington, D.C., dedicated to improving the quality of education for underrepresented students. He is also a professor of counseling psychology at Howard University and editor-in-chief of The Journal of Negro Education. Dr. Toldson was previously appointed by President Barack Obama to devise national strategies to sustain and expand federal support to HBCUs, as the executive director of the White House Initiative on Historically Black Colleges and Universities. He has also served as senior research analyst for the Congressional Black Caucus Foundation and contributing education editor for The Root, where he debunked some of the most pervasive myths about African-Americans in his Show Me the Numbers column.

Dr. Toldson has more than 65 publications, including 4 books, and more than 150 research presentations in 36 U.S. states, Puerto Rico, Dominican Republic, Scotland, South Africa, Paris, and Barcelona. He has been featured on MSNBC, C-SPAN2 Books, NPR News, POTUS on XM Satellite Radio, and numerous local radio stations. His research has been featured in *The Washington Post, The New York Times, The Root, The National Journal, Essence Magazine,* and *Ebony Magazine.*

10:40 a.m. – 12:00 p.m., Sabine Hall, SH 117  
Tribal Colleges and Universities (TCUs)  
*Facilitated by:* Jack Soto, American Indian College Fund (Denver, 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, D.C., 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. Mr. Soto works to improve academic institutional support of Native students as a key lead in development for the National Coalition for the Advancement of Natives in Higher Education.
Session 1C

The Faces Behind the Numbers: Looking Beyond Quantitative Data

Presented by: Jill Dingman, Central Arizona College (Coolidge, AZ)

Program Description: The Faces Behind the Numbers: Looking Beyond Quantitative Data will provide a framework for using both quantitative and qualitative data to affect change in institutional policy and educational pedagogy and to learn who our students really are - their challenges, the barriers they face, and how to make sure they receive the services they need to reach their educational goals. A slide show presentation of data, including an in-depth persistence study, from the more than 2,500 students assisted by the Step Up to Success project, will be presented, along with the surprising results of a recent qualitative survey. The program’s peer tutor program will be highlighted. The presentation will include an in-depth discussion on how to improve data collection to affect change and grant sustainability.

About the Presenter: Jill Dingman holds a Master of Science degree in community education administration. She has worked as a fiscal and curricular long-range planner, a community and adult education administrator, and has taught pre-school through graduate level courses. She has worked for and administered grants for the past 16 years. Jill is one of the founders of regional distance learning consortium, at the time, one of the largest educational videoconference systems in the Southwest. In her capacity as consortium director and grant administrator, she installed millions of dollars of technology equipment for underfunded school districts, in cooperation with Central Arizona College, and coordinated an international enrichment program for K-12 students. As director of a 2.7 million-dollar Hispanic-serving Institutions Title V grant, Jill works to coordinate developmental education programs and increase retention and graduation rates. As the originator or the Central Arizona College Equity Task Force, she works to ensure equity is attained in all aspects of learning on campus.

Session 1D

STEM Transfer Guide and Articulation Website and Database

Presented by: Reginald Gray, Mountain View College (Dallas, TX)

Program Description: This presentation will provide a PowerPoint display that outlines a comparison of an advisor at a community college versus a four-year college. For example, the audience will be informed of how long it takes for an academic advisor at either institution to prepare a transfer degree audit for a student. A detailed description will outline how this audit will be prepared for a student with multiple degree and school options. During the presentation, methods for getting faculty members actively involved in Articulation Agreements will be discussed. Points include: what to expect, what to include, and how long the process takes. Finally, tracking transfer and reverse transfer students, information will be provided concerning current methods used by advisors, counselors, and consultants. The audience will be advised on how to put together student-friendly templates that display tracking information. The second portion of the presentation will focus on how to use both quantitative and qualitative data to affect change in institutional policy and educational pedagogy. Attendees will review the components of a non-core degree plan and be made aware of the benefits and the overall success rates.

About the Presenter: Reginald Gray, M.S., in Applied Economics. Economics Faculty/Coordinator and STEM Research Internal Evaluator and Articulation Specialist more than 10 years’ experience in Higher Education Research and Development. He has been involved in STEM and STEM education for more than four years, as internal research evaluator for U.S. Department of Education programs. During the last 10 years he has conducted research on outcome predictors where he has directed randomized trial studies and quasi-experimental trials focused on secondary student outcomes. Articulation Contract Specialist for Mountain View College. Responsibilities include formalizing program-to-program contractual agreements between Mountain View College and four-year university partners in STEM, Psychology, Education and Arts disciplines. Duties include providing clear pathways for students to transfer into their major and retaining their classification status.
Comprehensive Approach to Creating Pathways for Dual Credit Students

Presented by: Walt Tobin, Ph.D., and Donna Elmore, Orangeburg-Calhoun Technical College (Orangeburg, SC)

Program Description: Orangeburg-Calhoun Technical College’s (OCtech) Middle College Pathways project represents a comprehensive approach to partnering with local school districts to: promote college readiness, to assist high school students in thinking about career exploration, and to provide skills to K-12 guidance counselors to better equip students in making post-secondary decisions. The project is also designed to increase participation of women and minorities in STEM disciplines. This project is the culmination of a coordinated approach between OCtech, four school districts, and one private school.

About the Presenters: Dr. Walt Tobin is the President of Orangeburg-Calhoun Technical College. Dr. Tobin earned a bachelor’s degree in math teaching from Clemson University. He also earned a master’s degree, an Ed.S. degree and a doctorate in education administration from the University of South Carolina. He has nine years of experience in education at the post-secondary level and 10 years at the secondary level.

Donna Elmore, Vice President for Academic Affairs at Orangeburg-Calhoun Technical College in South Carolina, has more than 25 years of experience in education as an instructor, a college dean, a technology director, and a K-12 superintendent. She also worked for 15 years in leadership positions in the educational software industry, serving as Vice President for Education for both NetSchools Corporation and Plato Learning and as an education consultant for leading companies, such as IBM and Pearson Education.

Moving the Needle: Effectively Utilizing Data to Improve Student Success

Presented by: Terence Vinson, Ph.D., Southern University at Shreveport (Shreveport, LA)

Program Description: Southern University at Shreveport, Louisiana (SUSLA) serves a predominately African American student population. As a result of declining retention and graduation rates, SUSLA sought to identify the factors that impacted student persistence. Accordingly, a committee was formed to identify and shape a pathway forward. Data were collected and analyzed from Buffalo-Noel Levitz Student Satisfaction Inventory to provide an institutional breadth of data that revealed opportunities for improvement. According to Noel Levitz, student learning coupled with student engagement and satisfaction leads to increased student success, thereby impacting student retention. Assessing these various aspects of student life positioned Southern University at Shreveport to substantively assess its ability to meet students’ needs and then strategically target opportunities for improvement that students establish as important. The data analysis from the survey revealed a significant performance gap in the area of enrollment management (i.e., admissions, financial aid effectiveness, testing, and registration). The data provided a snapshot of students’ perceptions, and therefore additional data were needed to further explore students’ dissatisfaction with enrollment management services. Several student and faculty focus groups were conducted to collect further data. In addition, student behavior patterns were collected and analyzed such as registration and other related data. These data were holistically analyzed to develop an action plan designed to improve student success. Implementation of the action plan began summer 2016 and assessment of its effectiveness will follow.

About the Presenter: Dr. Terence Vinson is a respected, influential member of the higher education community. He is an experienced educator and is known for his thoughtful vision surrounding access and success programs in higher education. Terence has taught courses in the College of Education, Department of Language and Communications, and within the University College. Dr. Vinson has extensive professional experiences ranging from two- and four-year institutions of higher learning to legislative policy. Currently, he serves as the Assistant Vice Chancellor of Enrollment Management at Southern University at Shreveport Louisiana (SUSLA). Terence’s leadership, work ethic, and team building approach are vital components needed to improve the services provided to students and potential students of Southern University at Shreveport. With years of experience in dual enrollment and pre-freshman programs, Dr. Vinson has brought new insight to transition programs at SUSLA. “It is my mission and passion to champion Southern University at Shreveport as a student-centered institution so students can take advantage of SUSLA’s rich academic foundation,” Vinson stated. Some of Dr. Vinson’s research interests include minorities in higher education, African Americans in Louisiana Higher Education, at-risk and low-income students in higher education, and high school to college transition programs.
### Session 1G

**Illinois Minority Serving Community Colleges and STEM Transfer Pathways**

*Presented by:* Eboni Zamani-Gallaher, Ph.D., and Randi Congleton, University of Illinois at Urbana-Champaign (Champaign, IL) and Lorenzo Baber, Ph.D., Iowa State University (Ames, IA)

**Program Description:** Given the lack of literature on two-year MSIs, additional study that can illuminate the trajectories of nontraditional students, URMs that pursue STEM education within this context is needed. OCCRL researchers have begun preliminary work in this area and seek to continue attention on STEM pathways at public community colleges that are federally designated minority serving institutions (MSIs) hereafter referred to as minority serving community colleges (MSCCs). This session will share information from the minority serving community colleges STEM pathways pilot study of FY16 that the Office for Community College Research and Leadership team initiated to build the knowledge base on MSCC transfer pathways in the State of Illinois with particular attention to how the institutions enhance the transition of traditional and non-traditional high school students into and through STEM. The presenters will share findings of baseline data that consist of two parts: systematic environmental scan to identify and catalog MSI STEM Transfer pathways and programs throughout Illinois, and facilitation of dialogue that encourages participants to share regarding their contexts and glean improvements for programming, implications for future research and practice.

**About the Presenters:** Eboni M. Zamani-Gallaher is a Professor of Higher Education/Community College Leadership in the Department of Education Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign. She holds a Ph.D. in Higher Education Administration with a specialization in Community College Leadership and Educational Evaluation from the University of Illinois at Urbana-Champaign. Her teaching, research, and consulting activities largely include women in leadership, psychosocial adjustment and transition of marginalized collegians, transfer, access policies, student development and services at community colleges.

Lorenzo D. Baber is an Associate Professor of Higher Education at Iowa State University and a Faculty Affiliate with the Office of Community College Research and Leadership at the University of Illinois, Urbana-Champaign. His research focuses on diversity and equity in postsecondary education including scholarship on College Readiness, STEM Diversity, and Community Colleges. Dr. Baber is particularly interested in examining outcomes related to the interaction between individual agency and institutional structures. Dr. Baber received his Ph.D. in 2007 from The Pennsylvania State University.

Randi Congleton, M.S., is ABD (All But Deposit) in Higher Education. She works on the Pathways to Results and Minority Serving Community Colleges projects. Her primary research interest includes issues of transition, access, equity, and mentoring relationships in graduate education and the experiences of Graduate Diversity Officers. Her dissertation work examines the role of a graduate preparation program on first-year transition and socialization to the Ph.D. role. She received her B.S. in Agricultural and Extension Education from The Pennsylvania State University and a M.S. in Community Services from Michigan State University.

### Session 1H

**The Science Corner: Faculty-led Tutoring Increased Passing and Retention Rates**

*Presented by:* Becki Williams, Richland College (Dallas, TX)

**Program Description:** Learning spaces matter! The Science Corner at Richland College hosts more than 3,000 student visits each semester. This session will reveal what happens in the Science Corner and how we make it happen. We’ll also show how we know it works using success and retention data disaggregated by subject, gender, and race for students who received tutoring and those who did not.

**About the Presenter:** Rebecca (Becki) Williams teaches Chemistry at Richland College in the Dallas County Community College District (DCCCD). In addition to leading learning in the chemistry classroom, Williams pursues learning for herself and her colleagues. She’s participated in numerous professional development experiences and conferences, and served leadership roles for both Richland College and the DCCCD. Williams shares and refines her learning as a leader of cooperative learning and ePortfolio workshops and the Richland College QEP Developing Learning Power professional development resources. She chaired the DCCCD district-wide committee to revise the core curriculum and led multiple initiatives from 2007 to the present to implement the tier-structured, outcome-based core. Williams also designed and coordinates the Science Corner, an open space for students to interact and learn with peers, tutors, and faculty.
Small Breakout Sessions #2
Friday, October 14, 3:10 p.m. – 4:30 p.m.

Session 2C
M.A.L.E.S: An Engagement Model for Retaining “Men of Color”

Presented by: Courtney Brazile, Eastfield College (Mesquite, TX)

Program Description: This presentation will introduce innovative ways to engage and retain men of color in the community college. The M.A.L.E.S. (Men’s Achievement, Leadership, Empowerment, & Service) Retention Model will be shared, while highlighting best practices to improve student success rates for men of color. This workshop is designed for students and professionals in higher education seeking to learn more about improving their institution’s male retention program. Program data will be shared to highlight the effectiveness of the minority male initiative at Eastfield College.

About the Presenter: Courtney Brazile teaches Speech Communication courses at Eastfield College, and he directs the Minority Male Initiative for the Dallas County Community College District and his college. He coordinates a variety of events and campus programs targeted at engaging and retaining men of color - such as workshops on résumé writing, business-professional etiquette, dress for success initiatives, and he coordinates an annual Men’s Leadership & Awards Luncheon at his college. He has presented the work he has performed at his college with the Male Initiative at a host of national conferences including the Black Male Summit, League for Innovation in the Community College, National Council on Student Development, and the Black Male Summit at the University of Akron. He has also connected his Male Initiative students with various community outreach opportunities with Sharing Life of Mesquite, the YMCA, the African-American Male Academic Bowl, and the Bridge. In spring 2016, he received the John & Suannne Roueche Excellence Medallion at the Innovations Conference in Chicago.

Session 2D

Presented by: Daniel Lovett, Halifax Community College (Weldon, NC)

Program Description: The Halifax Community College P.R.I.D.E. Male Mentoring Program focuses on increasing success indicators in six academic outcome areas. While PRIDE has made significant progress increasing hours earned, gpas, retention and graduation rates, low performers often shared challenges dealing with personal & environmental stressors. Our indicators revealed that as stressors increased, success outcomes decreased. This session focuses on PRIDE’s M.O.R.E. Pilot Program (Minimizing Obstacles that Reduce Empowerment), wellness, values clarification, life-skill counseling, and therapeutic intervention.

About the Presenter: Daniel J. Lovett is Special Assistant to the President and Director of Title III & the P.R.I.D.E. of Halifax Male Mentoring programs at Halifax Community College. P.R.I.D.E. stands for PReparing Men for Intellectual Academic & Educational Success. Mr. Lovett has worked in higher education for 28 years. P.R.I.D.E. provides a comprehensive array of hi-touch, wrap-around services that include learning, wellness, and success coaches, academic, personal, and social adjustment, tutoring, academic monitoring, transfer services, re-entry support, wellness counseling, financial/debt counseling, professional development, community outreach, laptop loans, clothes closet, and work internships. PRIDE sponsors an annual induction program and a male summit.
**Session 2E**

**Faculty in Support of Advising**

*Presented by:* Sara Perez-Ramos, Ph.D., Jada Hill, Jessica Oxendine, and Zina Gardner, Richland College (Dallas, TX)

**Program Description:** Richland College’s Faculty in Support of Advising consists of an enthusiastic and diverse group of faculty and administrators who want to create and promote connections between faculty, students, and advisors in order to increase student success. In our presentation, we will share how we became more proactive supporters of academic advising; discuss our techniques for connecting faculty, students, and advisors; and provide some of the data and research that demonstrate the influence both faculty and advisors can have on students’ pathways.

**About the Presenters:** Sara Perez-Ramos, Ph.D., has been teaching biology and chemistry at Richland College since 1989. For five years she was the biology representative to the Achieving the Dream project where she devised and measured the impact of strategies intended to increase student success and retention in BIOL 1406. As a consequence of those efforts, she became interested in how academic advising impacts the student experience.

Jada Hill has been teaching mathematics at Richland College since 2003. Since 2009, she and her mathematics colleagues have been working diligently reconstructing curriculum and implementing programs proposed to increase student success and retention rates in MATH 1314. With recent changes in testing policy pertaining to how students place into certain math courses, she understands the significance of academic advising as an extension of teaching responsibilities.

Jessica Oxendine began teaching English at Richland College in 2014. In her desire to take an active part in students’ lives, she volunteers to tutor students in Richland College’s English Corner and enjoys taking her Honors British Literature students to local productions of Shakespeare’s plays. In 2014, she attended a NACADA Summer Institute, which convinced her of the important role academic advisors have in students’ academic and career pathways.

Zina Gardner has served students and staff in higher education for more than four decades. A few areas of service are: Admissions, Academic Advising, Career and Technical Education, Financial Aid, School of Education, Test Center and as an adjunct faculty within the Dallas County Community College District. Zina is a graduate of Del Mar College where she earned an Associate in Arts degree. She earned a Bachelor of Business Administration degree from Texas A&M-CC (formerly Corpus Christi State University). She earned a Master of Arts degree from Southwestern Baptist Theological Seminary.

**Session 2F**

**Critically Assessing Institutional Practices to Promote Student Success: A Pathway to Results**

*Presented by:* Edmund Graham and Marci Rockey, University of Illinois – OCCRL (Champaign, IL)

**Program Description:** The purpose of this workshop is to share the Pathways to Results model, which is used to facilitate pathway improvement for students as they transition from secondary to postsecondary education and into the workforce. This is achieved through within and between institution collaboration, analysis and interpretation of disaggregated student data, critical assessment of institutional practices, and identification and measurement of improvement efforts. Attendees will learn about this systematic process, associated tools, and resources. We hope to learn about pathway improvement through the lens of Minority Serving Community Colleges.

**About the Presenters:** Edmund Graham, M.Ed., is a graduate research assistant working on the Pathways to Results and STEM Career and College Readiness projects at the Office of Community College Research and Leadership (OCCRL). Mr. Graham is a Ph.D. student in Higher Education at the University of Illinois at Urbana-Champaign. He received a B.S. in marketing from Grambling State University and Masters of Education in Work and Human Resource Education from the University of Minnesota, Twin Cities. Prior to working with OCCRL, Mr. Graham served as a student affairs administrator. His research interests include college student development, retention, and persistence.

Marci Rockey is a graduate research assistant working on the Pathways to Results project at the Office of Community College Research and Leadership (OCCRL). Ms. Rockey is currently a Ph.D. student in Higher Education at the University of Illinois at Urbana-Champaign. She holds a Master of Science in Education with a concentration in College Student Personnel Administration and a Bachelor of Arts in Communication from Illinois State University. Prior to working with OCCRL, Ms. Rockey served as a community college student services administrator with adjunct teaching experience in college success skills, leadership development, and public speaking. Her research interests include community college student transition and retention and rural student access and success in higher education.
### Session 2G

**Inclusion of Underrepresented Minorities in the Mathematics Programs at The University of Texas at Arlington**

**Presented by:** Tuncay Aktosun, Ph.D., The University of Texas at Arlington (Arlington, TX)

**Program Description:** GAANN (Graduate Assistance in Areas of National Need) fellowships have been provided by grants awarded to our department by the U.S. Education Department. In this presentation, I will describe the efforts to attract, retain, mentor, and graduate underrepresented minorities in the mathematics programs at The University of Texas at Arlington. I plan to present some concrete data from our GAANN doctoral fellowship program to present evidence of success (e.g. how many Ph.D. students we have graduated in the GAANN program and how many have been underrepresented minorities).

**About the Presenter:** Dr. Aktosun is a professor of mathematics at The University of Texas at Arlington. He has been involved in efforts to broaden participation by underrepresented groups in mathematics and other STEM fields in various ways. He actively collaborates with the National Math Alliance whose goal is to increase the number of doctoral recipients in the mathematical sciences. He works with colleagues in the Gulf States Math Alliance to help underrepresented groups in Mississippi, Louisiana, and Texas to know about further opportunities in the mathematical sciences. He served as the campus LSAMP Director during 2009-2014, and he served as the Graduate Director in his department. He has been involved directing the research of many minority undergraduate students and encouraging them to move on to doctoral studies.

### Session 2H

**Steps Taken to Create a STEM Boot Camp From Scratch**

**Presented by:** Osaro Airen, Ph.D., Natalie Williams, and Avery Hartwell, Cedar Valley College (Lancaster, TX)

**Program Description:** Cedar Valley College has been awarded a $2.45 million grant by the U.S. Department of Education's Predominantly Black Institutions (PBI) program. The focus of the grant, referred to as the Pipelines and Pathways (P2) program, is to increase the academic success of African American males through increased access to STEM (Science, Technology, Engineering, and Math) programs at the College. The workshop will focus on the Pipelines and Pathways Program inaugural program, the Pipelines and Pathways STEM Boot Camp. Following each day of the week-long Boot Camp, students were given a mixed measure survey where they were asked to provide feedback about their overall experience, group participation, daily lecture, and STEM guest speaker. This data will be presented. Workshop participants will learn about the steps we took to develop the book which included recruitment of participants and employees and program development, execution, and assessment.

**About the Presenters:** Dr. Osaro E. Airen joined Cedar Valley College in February 2016 as the Dean of Student Retention and PBI Administrator. Dr. Airen is responsible for planning, managing, and directing administrative activities related to student retention programs and services. In addition, he is the administrator of a $2.45 million grant awarded to Cedar Valley College by the U.S. Department of Education’s Predominantly Black Institutions (PBI) program. Dr. Airen holds a doctorate in Counselor Education from Virginia Tech; a Master's in Marriage and Family Therapy from the University of Southern California; a Master's in Business Administration from Wayne State College; and a Bachelor's degree in Psychology from the University of California, Riverside. In addition, Dr. Airen is a licensed professional counselor and national certified counselor. Mrs. Natalie Williams joined Cedar Valley College in April 2016 as the Administrative Assistant to Dr. Osaro Airen, the Dean of Student Retention and PBI Administrator. Mrs. Williams is responsible for supporting the entire PBI staff, students, and faculty as well as assisting with planning and execution of administrative activities related to the grant. Mrs. Williams holds an Associate in Liberal Arts from Los Medanos College in Pittsburg, CA and minister license from Blessed Hope Church of the Living God International, Inc. Avery Hartwell joined Cedar Valley College in June 2016 as the Enrollment Specialist. Mr. Hartwell is responsible for advising the students enrolled in the Pipelines and Pathways program. He is also the advisor of the T-STEM Scholarship at Cedar Valley College. Mr. Hartwell received his B.A. in Film and minored in Business Administration at The University of Texas in Arlington.
Session 3C

Data Decision Making: Where’s the Data?

**Presented by:** Lisa DiDonato, Mt. San Antonio College (Walnut, CA)

**Program Description:** Data-driven decision making is the latest and greatest thing on the block these days. It’s not really a new idea, it’s just becoming more and more necessary to demonstrate the value of what we do in higher education. This is especially true for grant-funded activities such as Title V and Title III projects. The challenge is even greater when the activities or grants are not supported directly by a researcher. This purpose of this session is to help with these challenges. Attendees will learn about publicly available data that they can use for their decision making processes. They will also be offered simple ways of collecting, maintaining, and reporting on data for their programs. With more than 20 year’s experience in research, the presenter will provide examples of ways to measure the outcomes of your efforts. Finally, examples of successful data strategies and the decisions they prompted will also be provided. These examples will be relevant for MSIs as they will be drawn directly from Mt. San Antonio College’s HSI and AANAPISI grants.

**About the Presenter:** Lisa DiDonato has worked as a researcher at Mt. San Antonio College in Walnut, California, since 2007. During this time she served as the researcher on two HSI (Hispanic Serving Institutions) grants, one AANAPISI (Asian American and Native American Pacific Islander-Serving Institution) grant, as well as several other grants and projects (Perkins, Basic Skills, etc.). Lisa has also taught or conducted research at the following institutions, Rancho Santiago Community College, Los Angeles Valley College, DeVry Institution of Technology, Richland College, University of North Texas, Indiana University of Pennsylvania and the U.S. Forest Service. As the first in her family to earn a college degree, Lisa knows the value of education and appreciates the opportunity to help others achieve their academic goals through her work. Throughout her 20+ years in education the most rewarding experiences have been those that helped others to be successful.

Session 3D

Isn’t It Jubilant? Field Experiences as a Means of Building Background Knowledge and a Community of Support for English Language Learners in our Community Colleges

**Presented by:** Denise Oen, Ph.D., and Karen Simion, College of Micronesia (Kolonia, Pohnpei)

**Program Description:** Our presentation explores a practice we hoped would provide positive change for two concerns regarding serving our students at the College of Micronesia. After analyzing both internal and external data sources, we determined that one of the areas that could be improved was to add rigor to our courses and improve the relationship between our faculty and our students. Another equally important troubling factor was the disconnect between mainstream textbooks and our students who are English Language learners whose lived experiences are not often reflected in those textbooks. In an effort to create a positive change, some of our faculty are incorporating field experiences into their teaching. We will be presenting data from faculty in three departments (English, Education, and Science) who used field experiences to: 1) make connections between the content of the course and our students’ own lives and communities, 2) provide hands-on experience of new concepts, and 3) foster a stronger sense of community in the classroom, both between the students themselves as well as between the students and faculty. We are hoping that this presentation will encourage other community colleges also to expand their use of field experiences as part of their pedagogical practice.

**About the Presenters:** Dr. Denise Oen, who teaches at the College of Micronesia, began her career in an Early Childhood Center in San Francisco’s Chinatown and continues to work in contexts which support bilingual/bicultural learners. She has taught at the University of Wisconsin-Madison and the University of Georgia.

Karen Simion earned a Bachelor’s Degree in Education from the University of Kansas in 1980 and entered the workforce. In 1988, she moved to the Federated States of Micronesia (FSM) and attended the University of Guam where she achieved a Master’s Degree in Education with emphasis in reading. Ms. Simion then returned to FSM in 1993 and began teaching primarily developmental English at the College of Micronesia-FSM. In 2006, she became the Dean of Academic Programs and in November 2015 the Vice-President for Instructional Affairs.
The English Corner: Faculty-led Tutoring Increased Passing and Retention Rates of Minorities

Presented by: Justine White, Toni Whalen, and Suzie Baker, Richland College (Dallas, TX)

Program Description: Participants will learn how faculty-led tutoring in the English department at Richland College has increased passing and retention rates of students who participate in tutoring. Participants will learn how to create their own “English Corner” in any discipline with any (or no) budget. We will also share how we gained faculty buy-in. Furthermore, our student tracking data have proved that tutoring in the English Corner increases passing rates 29% in English 1301, which has moved us from a completely volunteer-based initiative to a fully-funded center that has support from our senior administration.

About the Presenters: Justine White teaches English composition and literature classes at Richland College in Dallas, where she has been teaching for six years. Justine helped to establish the English Corner, an Achieving the Dream initiative, at Richland College and is the former coordinator. Justine earned her Master’s in Literary Studies from the University of Texas at Dallas.

Toni Whalen teaches English composition and literature at Richland College. Whalen also serves as the lab coordinator for Richland’s English Corner, a writing tutoring center on campus. Whalen is a graduate of the University of Dallas and Southern Methodist University.

Suzie Baker teaches English composition and literature at Richland College and North Central Texas College. She also serves as the tutor coordinator for the English Corner, an English composition-specific tutoring center at Richland College. Suzie Baker graduated from the University of North Texas with a Master’s in English.

Innovative Institutional Partnerships and Strategies for Serving Asian American and Pacific Islander Students in Hawai‘i

Presented by: Christine Quemuel, Ph.D., and Yang Zhang, Ph.D., University of Hawaii at Manoa (Honolulu, HI)

Program Description: This workshop will address how the collaborative efforts among key institutional units can result in identifying intersections of student academic success and student development. We will present how the partnership among an institutional research office, a student affairs unit, and an academic program has the potential to disaggregate and identify data on AANAPI students and to determine and address their unique academic and student development needs. Participants will see how custom data reports can be generated to identify AANAPI student academic needs and strengths related to enrollment, persistence, and degree attainment.

About the Presenters: Dr. Christine Quemuel is the Interim Assistant Vice Chancellor for Diversity and Director of Student Equity, Excellence, and Diversity (SEED), at the University of Hawai‘i at Mānoa. In this role, she is responsible for the recruitment and retention of under-represented ethnic groups, provides support for students with disabilities, women, academically meritorious, and academically under-prepared students, and oversees various merit- and need-based scholarships and financial aid programs. Dr. Quemuel is currently the co-chair of NASPA Hawai‘i and was the national co-chair of the Asian Pacific Islander Knowledge Community, for NASPA, the nation’s leading student affairs professional organization.

Yang currently serves as the director of institutional research at the University of Hawai‘i at Manoa. Yang provides and executes leadership, vision, and strategic directions to build a cohesive, standardized, and reliable data and reporting system at UHM, and transformed the IR office to be a highly reliable and respected on-campus think tank and decision support hub through promoting evidence-based and research-informed decision-making. Yang has given dozens of talk, workshops, and seminars internationally on a wide range of IR related topics. She was the keynote speaker at the Chinese Association of Institutional Research’s 2015 annual conference and an invited speaker at the 6th International Conference on World-Class Universities (WCU-6).
A Random Assignment Difference Education Intervention Evaluation

Presented by: Edwin Tiongson and Lisa Wang, Irvine Valley College (Irvine, CA)

Program Description: This will be an interactive session which focuses on how to implement a difference education intervention with randomized assignment evaluation including strong multivariate controls in the impact analysis. Attendees will learn about Irvine Valley College’s research design, including the timing of randomized assignment, effective messaging, control for attrition, and statistical analysis. The manipulation check instrument will be demonstrated, and a small group discussion will address the pros and cons of the research design and the logic theory of the intervention.

About the Presenters: Edwin Tiongson is Irvine Valley College’s Project Director for ELEVATE AAPI, the federally funded AANAPISI program. He has 15 years of teaching and coaching experience in the California community college system in Communication Studies and intercollegiate speech and debate. Particular interests include organizational, intercultural, and interpersonal communication, public address, conflict resolution, rhetoric, and public relations. He received his M.A. in Communication Studies at California State University, Northridge and a B.A. in Communication at the University of the Pacific. He aims to complete an Ed.D. in Educational Leadership from California State University, Fullerton.

Lisa Wang is the Senior Research and Planning Analyst at Irvine Valley College, located in Irvine, California. Her six years of experience in the California community college system include providing advice and guidance on how to conduct research and utilize findings to drive planning activities. Particular interests include data governance, online education, student equity planning, and evaluation research. She received her Master’s degree in Demographic and Social Analysis and a Bachelor’s degree in Sociology, both from University of California, Irvine.
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