MINORITY SERVING INSTITUTION CONVENING

Minority Student Success: Using Data to Effect Change

October 19–20, 2018
2018 Minority Serving Institution Convening
Minority Student Success: Using Data to Effect Change

Friday, October 19, 2018

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 (Fannin Hall Lobby)
9:00 a.m. – 11:50 a.m.......Opening Session (Fannin Hall)

Welcome:
Kathryn K. Eggleston, Ph.D., President, Richland College
Bao Huynh, AANAPISI Project Director, Richland College

Keynote Address:
Tia Brown McNair, Ph.D., Vice President for Diversity, Equity, and Student Success, Association of American Colleges & Universities

Break – Coffee/Tea

Panel Discussion: Research on Minority Student Success
Moderator: Tia Brown McNair, Ph.D.
Panelists:
▪ Shirley Metcalf, Ed.D., President, Central Oregon Community College
▪ Robert Vela, Ed.D., President, San Antonio College
▪ Reynold Verret, Ph.D., President, Xavier University of Louisiana

12:00 p.m. – 1:00 p.m........Lunch (Guadalupe Hall)
1:10 p.m. – 2:10 p.m........Breakout Sessions #1*
2:20 p.m. – 3:20 p.m........Breakout Sessions #2*
3:30 p.m. – 4:50 p.m........MSI Large Group Program Discussions*
6:30 p.m. – 8:00 p.m........Networking Reception (DoubleTree Hotel Richardson/Dallas)

Saturday, October 20, 2018

8:30 a.m. – 10:00 a.m.......Information Table and Check-In (Fannin Hall Lobby)
8:30 a.m. – 9:30 a.m.......Continental Breakfast (Fannin Hall Lobby)
8:30 a.m. – 9:30 a.m.......Graduate Student Poster Session (Fannin Hall Lobby)
9:30 a.m. – 10:50 a.m.......Plenary Address: Elva LeBlanc, Ph.D., Executive Vice Chancellor and Provost, Tarrant County College (Fannin Hall)
11:00 a.m. – 12:00 p.m.......Breakout Sessions #3*
12:10 p.m. – 1:10 p.m.......MSI Program Discussion Convergence and Lunch (Sabine Hall, room SH 118)

*See following pages for breakout sessions schedule, locations, and session details.
### Friday, October 19
**Breakout Sessions #1, 1:10 p.m. – 2:10 p.m.**

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<th>Location</th>
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<td>SH 117</td>
<td>1A. <em>Ask the Expert:</em> Collecting Data to Understand Student Outcomes</td>
<td>Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University (<em>New York, NY</em>)</td>
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<tr>
<td>WH 103</td>
<td>1B. Developing Learning Power: Quantifying the Unquantifiable</td>
<td>Bao Huynh and Guyla Blaylock, Ph.D., Richland College (<em>Dallas, TX</em>)</td>
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<td>WH 116</td>
<td>1C. Through the Looking Glass: Using Assessment to Guide Advisement to Increase Opportunities for Student Success</td>
<td>Jasmine Hamilton, Ph.D., Akilah Francique, Ph.D. and Angela Branch-Vital, Ph.D., Prairie View A&amp;M University (<em>Prairie View, TX</em>)</td>
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<tr>
<td>WH 105</td>
<td>1D. Using Data to Affirm Communities of Color</td>
<td>Ticily Medley, Ph.D., Tramaine Anderson and Mayra Olivaes-Urueta, Ph.D., Tarrant County College (<em>Fort Worth, TX</em>)</td>
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<td>WH 111</td>
<td>1E. Building Resiliency: Learning Skills Needed to Persist Through Academic Struggles and Challenges</td>
<td>Pratna Kem, Sara Boxell, Karen Chi and Hieu Le, University of Massachusetts (<em>Boston, MA</em>)</td>
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### Breakout Sessions #2, 2:20 p.m. – 3:20 p.m.

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| SH 118   | Round Table Discussions -  
*Table A:* Advising and TRIO Programs and Initiatives  
*Table B:* STEM Programs and Initiatives                                        |                                                                                                                                           |
| SH 117   | 2A. *Featured Breakout Session:* Credential Attainment at Minority-Serving Institutions Based on Labor Markets and Career Fields | Diana Cruz-Zamora, Community College Research Center (CCRC) at Teachers College, Columbia University (*New York, NY*)                       |
| WH 116   | 2B. Creating New Higher Education Data Terrain: Accessing 60x30TX Goals Via Robust Online Data Tools | Luis Martinez, Texas Higher Education Coordinating Board (*Austin, TX*)                                                                      |
| WH 105   | 2C. Data Driven Decision Making in Action                                       | Audrey Yamagata-Noji, Ph.D., Lisa DiDonato and Aida Cuenza-Uvas, Mt. San Antonio College (*Walnut, CA*)                                     |
| WH 111   | 2D. T.E.A.M. work: Transforming remedial education through culturally sustaining pedagogies. | Asif Wilson, Ph.D., Harold Washington College (*Chicago, IL*) and Heather Fox, Ph.D. and Chaddrick Gallaway, University of Illinois OCCRL (*Champaign, IL*) |
**Friday, October 19**

**Large Group Program Discussions, 3:30 p.m. – 4:50 p.m.**

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<td>SH 118</td>
<td>Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISIs) and institutions with significant populations among these groups</td>
<td>May Toy Lukens, Interim Instructional Dean, Seattle Vocational Institute (Renton, WA)</td>
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<td>SH 117</td>
<td>Historically Black Colleges and Universities (HBCUs), Predominantly Black Institutions (PBIs) and institutions with significant populations of African American students</td>
<td>Christopher Dowdy, Ph.D., Chief of Staff, Paul Quinn College (Dallas, TX)</td>
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<td>WH 103</td>
<td>Hispanic Serving Institutions (HSIs) and institutions with significant populations of Hispanic, Latino, and Latina students</td>
<td>Rigoberto Rincones-Gomez, Ph.D., Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (Jacksonville, FL)</td>
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**Saturday, October 20**

**Breakout Sessions #3, 11:00 a.m. – 12:00 p.m.**

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<td>SH 118</td>
<td><strong>Round Table Discussions</strong> - <strong>Table C</strong>: Male Programs and Initiatives <strong>Table D</strong>: Mentoring and Tutoring Programs and Initiatives</td>
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<td>SH 117</td>
<td>3A. <strong>Featured Breakout Session</strong>: Data, Grants, APRs, Oh My!</td>
<td>Aida Cuenza-Uvas and Lisa DiDonato, Mt. San Antonio College (Walnut, CA) and May Lukens, Seattle Vocational Institute (Renton, WA)</td>
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<td>WH 116</td>
<td>3B. Leveraging Data on Primary Program of Study and Course Credits to Advise Students Towards Success and Completion in CTE</td>
<td>Christa Jones and Amber Raley, Eastfield College (Mesquite, TX)</td>
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<td>WH 105</td>
<td>3C. Nudging Students to NASA: Using Data to Send Personalized and Targeted Text Messages to Improve Student Outcomes</td>
<td>Andrew Kuhn, Signal Vine, Inc. (Alexandria, VA) and Alexander Gladney-Lemon, NASA STEM Pathway Activities – Consortium for Education (Houston, TX)</td>
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<td>WH 111</td>
<td>3D. The Richland College Student Project Study: A Replication of a Difference Education Experiment &amp; Report of the Progress</td>
<td>Harold Campbell, Ph.D., Trinity Limited, LLC (Oakland, CA) and Anita Jones, Richland College (Dallas, TX)</td>
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Keynote Speaker

Tia Brown McNair, Ph.D.

Vice President for Diversity, Equity, and Student Success, Association of American Colleges & Universities (Washington, D.C.)

The Opening Address will be led by Dr. Tia Brown McNair, Vice President for Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U’s continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U’s Network for Academic Renewal series of yearly working conferences. Dr. McNair also directs AAC&U’s Summer Institute on High-Impact Educational Practices and Student Success. She is the lead author of the book Becoming a Student-Ready College: A New Culture of Leadership for Student Success (July 2016). Dr. McNair is a co-author on the publication Assessing Underserved Students’ Engagement in High-Impact Practices. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC.

Dr. McNair will guide the Convening and inspire participants to share effective strategies and evidence-based research for evaluating programs and initiatives that support minority student success. Following her keynote address and a short break, Dr. McNair will also serve as our moderator for the discussion among a panel of college presidents from minority-serving institutions.
Panel Discussion: Research on Minority Student Success

Panelist

Shirley Metcalf, Ed.D.
President, Central Oregon Community College (Bend, OR)

Dr. Shirley Metcalf is the fifth President in Central Oregon Community College's nearly 70-year history. She assumed the position in September 2014.

Dr. Metcalf came to COCC in 2011 as Dean of Extended Learning, overseeing the college's non-credit instruction and the COCC campuses in Redmond, Madras and Prineville. This included the Small Business Development Center, Continuing Education, Professional Development and the College's programs at the Deer Ridge Correctional Institution. In 2013, from February through June, she served as interim vice president for instruction.

Prior to coming to COCC, she held the positions of Executive Vice President for Instruction and Vice President for Advancement at Lake Washington Technical College. At Hawaii Community College, she served as Dean of Instruction (Chief Academic Officer) and Dean of Outreach. Metcalf attained the rank of full professor in business and held a tenured position with the University of Hawaii System for 26 years.

Dr. Metcalf earned her bachelor's and master's degrees from the University of Hawaii and her doctorate in education from Northern Illinois University. In 2014, Dr. Metcalf was named one of the University of Hawaii Community College's "50 Finest" for her contributions to community college education in Hawaii. As part of their 50th anniversary celebration, the UHCC credited her with a lifetime commitment to the community college system and students.

In her first year as President of COCC, she was named "Woman of the Year" by The Source Weekly newspaper in Bend, and selected as one of Bend Chamber of Commerce's "Women of the Year" nominees.
Panel Discussion: Research on Minority Student Success

Panelist

Robert Vela, Ed.D.
President, San Antonio College
(San Antonio, TX)

Dr. Robert Vela currently serves as the 12th President of San Antonio College in San Antonio, Texas. One of the largest single-campus community colleges in Texas, and one of the biggest in the nation, San Antonio College is the flagship institution in the Alamo Colleges District, which is made up of five distinct colleges. Vela assumed the role of President in August 2014, after serving as the Dean of Student Affairs, Vice President of Student Affairs, and Vice President for Student and Academic Success for nearly six years.

With more than 20 years in higher education administration, Dr. Vela brings a wealth of experience and knowledge to the position as President. Before moving to San Antonio College, Vela held the position of Dean of Student Development at San Jacinto College - North Campus in Houston; Coordinator/Advisor at Coastal Bend College; and various positions at Texas A&M University – Kingsville.

Dr. Vela's personal philosophy is grounded in servant leadership, which is evident in his involvement with numerous professional organizations. Currently, Dr. Vela is President– Elect for the National Community College Hispanic Council (NCCHC), and will assume a post on the American Association of Community Colleges Board of Directors (AACC) in July 2018.

His honors include the 2015 Distinguished Alumni from Texas A&M University – Kingsville, 2008 National Community College Hispanic Council Leadership Fellows Program, the National Institute for Staff and Organizational Development Excellence Award in Teaching, Leadership and Learning in 2007, and the Javelina Emotional Intelligence Program Award by the American College Personnel Association in 2003. He maintains his certifications as a Licensed Professional Counselor and a National Certified Counselor, and he holds the Ed.D. in Educational Leadership from Texas A&M University - Kingsville and Corpus Christi, M.S. in Counseling and Guidance and a B.A. in Psychology from Texas A&M University – Kingsville.
Dr. Reynold Verret is the sixth President and second lay leader of Xavier University of Louisiana. Of the 107 historically black colleges and universities (HBCUs) and 262 Catholic colleges and universities in the United States, Xavier is the only Catholic HBCU in the nation. Prior to acceding to the presidency of Xavier, Dr. Verret has served as Provost at Savannah State University and at Wilkes University. As Chief Academic Officer, he led the university initiatives to build enrollment, enhance the quality and diversity of academic programs, develop the faculty, promote interdisciplinary efforts especially between the humanities and sciences and create cooperative relationships with neighboring institutions and with other partners at the K-12 and higher education levels.

Dr. Verret has served also as Dean of Arts and Sciences at University of the Sciences in Philadelphia, as faculty in Chemistry at Tulane University and at Clark Atlanta University, Dr. Verret took great pleasure and satisfaction in the education of students at the undergraduate and graduate level. For many years, he led the Department of Chemistry as its Chair at Clark Atlanta University.

As a biochemist and immunologist, Dr. Verret studied the functions of immune cells, especially the mechanisms of resistance to the lytic properties of cytotoxic T lymphocytes. Other areas of interest included fundamental properties of biological membranes and development and identifications of biosensors and biomarkers. Throughout his career, he has dedicated his efforts to increase the number of US students, especially from underrepresented groups, pursuing degrees in STEM disciplines and continuing to advanced study and to mitigate the shortage of qualified STEM teachers.

He has served on many professional organizations and advisory bodies, including those of the National Institutes of Health, the Board of the Pennsylvania Humanities Council and the Georgia Coastal Indicators Coalition. He has received awards and fellowships for teaching and scholarship.

Dr. Verret received his undergraduate degree cum laude in biochemistry from Columbia University and the Ph.D. in Biochemistry from the Massachusetts Institute of Technology in the laboratory of the late Har Gobind Khorana. To these degrees, were added postdoctoral experiences as fellow at the Howard Hughes Institute for Immunology at Yale and the Center for Cancer Research at MIT.
Plenary Session – Saturday, 9:30 a.m. – 10:50 a.m.
Fannin Hall

Plenary Speaker

Elva LeBlanc, Ph.D.

Executive Vice Chancellor and Provost, Tarrant County College (Fort Worth, TX)

The Plenary Address will be delivered by Dr. Elva LeBlanc, Executive Vice Chancellor and Provost for Tarrant County College District where she is responsible for the institution’s core areas of Academic Affairs and Student Services. She provides leadership to the six campus presidents and district student services in support of the Chancellor’s vision to ensure the college is student-ready.

Dr. LeBlanc has provided leadership in creating the first early college high school in Tarrant County, increasing collaboration with the public schools, expanding strategic partnerships with business and industry, developing workforce programs in response to the community needs and adding a satellite campus at Alliance Airport, Center of Excellence for Aviation, Transportation, and Logistics (CEATL).

Prior to joining TCC, Dr. LeBlanc served as President of Galveston College and Executive Vice President for Instructional Affairs at Austin Community College. As a community college administrator in three different systems, Dr. LeBlanc has taken each institution to new levels of excellence by working closely with partners from business and industry, public schools, other colleges and universities, community organizations and internal stakeholders to effectively meet the educational and workforce training needs of the community.

A former Tarrant County College student, Dr. LeBlanc earned a Bachelor of Science, Master of Education and Doctor of Philosophy degrees from the University of North Texas.
Large Group Program Discussions
Friday, 3:30 p.m. – 4:50 p.m.

Purpose
To allow participants from different MSI-designated institutions to gather and discuss key issues and topics affecting the academic success of students within that designation, and collectively to identify potential actions attendees and institutions can undertake to impact student success over the coming year.

Attendee Charge
Attend one of the Large Group Program Discussions on Friday afternoon and participate actively in the session. To help prepare for the conversation, please consider the following questions:

1. What do you believe are the biggest challenges your institution faces in using data to improve minority student success?
2. How does your institution evaluate the success of existing programs and initiatives?
3. How does your institution select/develop new programs and initiatives to improve minority student success? Do you look at what works or do you develop your own methods? Do you use data to determine what areas need help?

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

May Toy Lukens serves as an independent program evaluator for federally funded minority-serving institution projects. Her recent college position was 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 grant serving high numbers of diverse immigrant, low-income, and academically underprepared students.

Projects led by Ms. Lukens in working with Asian American and Pacific Islander (AAPI) student populations have included the National Commission on Asian American and Pacific Islander Research in Education (CARE), Culturally Engaging Campus Cultures (CECE), and the Asian & Pacific Islander American Scholarship Fund research, for which she serves on the AANAPISI Advisory Council and Scholar Institute Steering Committee. She served as a Department of Education Collaborative Lead for the AANAPISI/MSI Community of Practices and is a Qualified Administrator of the Intercultural Development Inventory. Publication includes AACRAO’s Recruiting and Retaining a Diverse Student Body chapter on AAPI Students. Ms. Lukens holds a Master’s in Business Administration (MBA) from the University of San Diego, and a Bachelor’s in Political Science from the University of Washington.
Large Group Program Discussions
Friday, 3:30 p.m. – 4:50 p.m.

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

HSIs – Wichita Hall, room WH 103
Facilitated by: Rigoberto Rincones-Gómez, Ph.D., Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (Jacksonville, 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 SACSCOC 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.
Jessica Brathwaite, Ph.D.
Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)

Session 1A: Ask the Expert: Collecting Data to Understand Student Outcomes

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.

Diana Cruz
Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)

Session 2A: Featured Breakout Session: Credential Attainment at Minority-Serving Institutions Based on Labor Markets and Career Fields

Diana E. Cruz conducts qualitative and quantitative research on system and statewide ESL reforms and on college persistence and students’ college enrollment success. Her research interests include socioeconomic and racial inequalities in higher education, first-generation students’ college attainment pathways, college advising mechanisms and student support services. After completing her undergraduate degree, Cruz worked as a college advisor for 10,000 Degrees in Sonoma County, California, a nonprofit organization that focuses on helping first-generation and low-income students attain access to higher education. Her work there motivated her to pursue a master’s degree as a means to increase resources for underrepresented students through mentoring, leadership and self-advocacy. Cruz earned an MA in Education Policy with a concentration in higher education from Teachers College in 2018 and holds a BA in Psychology and Spanish from Sonoma State University.
Graduate Student Poster Presentations
Saturday, 8:30 a.m. – 9:30 a.m.
Fannin Hall Lobby

The Graduate Student Poster Session provides an opportunity for master’s and doctoral students to showcase their research on existing programs and initiatives designed to improve minority student success, or current or innovative tools for quantitative evaluation of higher education programs. In addition, the Graduate Student Poster Session allows graduate students with an interest in minority student success to network with educators and professionals from colleges and universities that are considered minority-serving institutions.

2018 Graduate Student Poster Presentations:

Racial Profiling: Studying as a Person of Color
Texas Southern University (Houston, TX)
Presented by: Ms. Edidiong Mendie, Graduate Research & Teaching Assistant, and Ms. Ana Andino, Doctoral Student, Administration of Justice

The 5 Pillars of the Project MALES Student Mentoring Program
The University of Texas at Austin, Project MALES (Austin, TX)
Presented by: Mr. Edgar Lopez, Project MALES Lead Mentoring Site Coordinator

Student Engagement among English Language Learners at Hispanic-Serving Community Colleges
The University of Texas at Austin, Center for Community College Student Engagement (Austin, TX)
Presented by: Ms. Catherine Hartman, Graduate Research Assistant

The Impact of Faculty Advising on Student Engagement at the Community College
The University of Texas at Austin, Center for Community College Student Engagement (Austin, TX)
Presented by: Ms. Marisol Garza, Graduate Research Assistant
Session Details: Breakout Sessions #1  
Friday, 1:10 p.m. – 2:10 p.m.

**Session 1A: Ask the Expert: Collecting Data to Understand Student Outcomes**
Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University *(New York, NY)*

**Abstract:** Instructors and administrators may have access to course pass rates and other measures of student progress from administrative data. This data usually provides the *what* of student progress, but fails to explain the *how* and *why*. For example, administrative data may show that Black students are passing gatekeeper English at a lower rate than their peers. This data does not help us understand how or why Black students are failing. Better information on student and faculty perceptions can be useful when making changes to practice and policy. This session will discuss ways to use existing data and ways to strengthen analyses by collecting new data. This session will also discuss surveys, creating an analytic sample, integrating survey and administrative data and other ways to better understand faculty and student experiences to improve student outcomes.

**Location:** Sabine Hall, room SH 117

**Session 1B: Developing Learning Power: Quantifying the Unquantifiable**
Bao Huynh and Guyla Blaylock, Ph.D., Richland College *(Dallas, TX)*

**Abstract:** The greatest potential for change happens when we dare to propose big ideas or tackle lofty goals, but often audacious aims find us struggling to design research methods that foster straightforward data collection and analysis. For its Quality Enhancement Plan, Richland College set out to help students develop their learning power by increasing their ability to change and learn through the intentional practice of thinking. The study deployed the concept of Growth Mindset and the use of Thinking Routines in four key disciplines and used a mixed methods approach to assess effectiveness and student attainment of the learning outcome. Facilitators will share outcomes of the QEP as well as results by gender and race/ethnicity and discuss how proactive approaches for meaningful disaggregation can net useful information to improve minority student success.

**Location:** Wichita Hall, room WH 103

**Session 1C: Through the Looking Glass: Using Assessment to Guide Advisement to Increase Opportunities for Student Success**
Jasmine Hamilton, Ph.D., Akilah Francique, Ph.D. and Angela Branch-Vital, Ph.D., Prairie View A&M University *(Prairie View, TX)*

**Abstract:** Prairie View A&M University is a four-year public institution, primarily servicing African-American students. Data was initially collected from key assessments in designated courses which were evaluated using assessment software. From the data analysis, the Department of Health and Kinesiology (HKINE) noted areas of improvement to be remedied through immediate redesign of current practices. The faculty and staff began developing strategies to enhance curricula, instruction and advisement. This workshop will be purposeful in outlining the strategies used to increase student success through advisement. Culturally relevant pedagogical practices and intrusive advising were used as a theoretical framework to be more deliberate in the advising approach. HKINE has incorporated events, created informational packets, restructured advisor roles, and enhanced the frequency of student contact. Although a direct evaluation has not been conducted, student retention and recruitment rates have continued to increase (i.e. 31.45% increase in enrollment from Fall 2015 to Fall 2016). In addition, verbal feedback from students has been positive and advisors are equipped better to serve their advisees.

**Location:** Wichita Hall, room WH 116
Session Details: Breakout Sessions #1
Friday, 1:10 p.m. – 2:10 p.m.

Session 1D: Using Data to Affirm Communities of Color
Ticily Medley, Ph.D., Tramaine Anderson and Mayra Olivares-Urueta, Ph.D., Tarrant County College (Fort Worth, TX)

Abstract: When marginalized groups are included as participants in research, often their unique experiences are overshadowed by ineffective, or even oppressive, methodologies traditionally used in westernized research. This workshop will highlight the value of qualitative research methods for collecting information on communities of color and will explore options for implementing quantitative research methods in ways that are less oppressive and overshadowing. The methods discussed can be applied to a range of communities of color and groups who experience oppression based on cultural identifiers other than race and ethnicity, as well. Facilitators will share their experiences with implementing culturally affirming methods of data collection within a higher education setting and will ask participants to contribute their experiences and ideas to the conversation. The workshop will be interactive, offering participants opportunities to share their creative examples and encouraging participants to brainstorm future research projects to which they can apply what they have learned.

Location: Wichita Hall, room WH 105

Session 1E: Building Resiliency: Learning Skills Needed to Persist Through Academic Struggles and Challenges
Pratna Kem, Sara Boxell, Karen Chi and Hieu Le, University of Massachusetts (Boston, MA)

Abstract: UMass Boston's AANAPISI-funded student support program called the Asian American Student Success Program (AASSP) is integrated into the University's Academic Support unit to build upon existing services to better support retention and academic success rates for low-income, first-generation Asian American and Pacific Islander students. This workshop will present findings on the ways that AASSP's activities and practices helped students gain skills needed to persist through school despite academic and personal challenges. Findings revealed four themes as the most meaning for aspect for students' continued persistence and completion of their undergraduate experiences despite academic challenges: (1) having a physical space for learning outside of the classroom, (2) building self-advocacy skill to navigate institutional systems, (3) receiving culturally relevant peer and staff support and (4) approaching students with holistic and proactive support. Data were collected through focus groups and interviews with twenty-one prospective, current or former UMass Boston students who have been involved in AASSP's programming.

Location: Wichita Hall, room WH 111
Session Details: Breakout Sessions #2
Friday, 2:20 p.m. – 3:20 p.m.

Round Table Discussions
Join educators in Sabine Hall, room SH 118 for a robust table discussion about data-informed program design, tips and ideas for evaluating success, and to share your struggles and successes with the following types of programs.

Table A: Advising and TRIO Programs and Initiatives
Table B: STEM Programs and Initiatives

Session 2A: Featured Breakout Session: Credential Attainment at Minority-Serving Institutions Based on Labor Markets and Career Fields
Diana Cruz-Zamora, Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)

Abstract: The importance of Minority-Serving institutions (MSI) is well established, as they represent a broad range of support and critical role for underrepresented students in higher education. The designation of MSI brings federal financial support, but many of these institutions are helping students even if the financial designation is not enough. This descriptive analysis is centered on credential production by field of study across two- and four-year institutions and compares results between MSIs and non-MSIs. The data show that when examining certificates, associate degrees and bachelor degrees, MSIs and non-MSIs have similar credential attainment patterns by field. However, outcomes also revealed that credentials are set on particular fields. This led to an exploratory analysis focused in Alabama and California's alignment between credentials and employment. The results showed state-level differences among alignment of credentials in certain fields and pointed to over- and under-production depending on the field. The descriptive and exploratory analysis guided future potential research and policy implications that can build the institutional capacity of MSIs.

Location: Sabine Hall, room SH 117

Session 2B: Creating New Higher Education Data Terrain: Accessing 60x30TX Goals Via Robust Online Data Tools
Luis Martinez, Texas Higher Education Coordinating Board (Austin, TX)

Abstract: 60x30TX, the strategic plan for higher education in Texas, is ambitious. The question on most people’s mind is how are we going to achieve the goals? A key strategy is to use data to assess how the state, regions and institutions are progressing. In this session, participants will learn about the new user-friendly data tools available to track progress toward 60x30TX goals and targets. After receiving navigation training, participants will know how to access higher education data as it relates to higher education completion rates, student debt, degrees and curriculum areas plus many more items. Particular attention will be highlighted in our Target Populations: African-American, Hispanic, Economically-Disadvantaged, and Males. In addition, participants will learn how the data from the Accountability System can be used to create next-generation graphs and charts.

Location: Wichita Hall, room WH 116
Session Details: Breakout Sessions #2
Friday, 2:20 p.m. – 3:20 p.m.

Session 2C: Data Driven Decision Making in Action
Audrey Yamagata-Noji, Ph.D., Lisa DiDonato and Aida Cuenza-Uvas, Mt. San Antonio College (Walnut, CA)

Abstract: Implementing appropriate and effective strategies to advance the success of underserved Asian American and Pacific Islander American students has been the focus of Mt. San Antonio College's AANAPISI grant for the past seven years. Collecting both quantitative and qualitative data has enabled the college to both measure effectiveness and develop interventions to address achievement gaps. Often misunderstood as the “model minority” or the “scholars only on the football field,” the research findings and implications are critical in both understanding and meeting the educational needs of Asian American and Pacific Islander American students. To date, the program has served more than 1,300 students and has attained persistence and educational plan rates of 93% and 91%, respectively. This workshop will showcase the phenomenological research approaches used to obtain rich data from students’ lived experiences. Attendees will learn how outcomes have refined intervention strategies such as culturally relevant leadership development and have led to other college-wide reforms such as the Math Success Center and Digital Stories as a teaching tool.

Location: Wichita Hall, room WH 105

Session 2D: T.E.A.M. work: Transforming remedial education through culturally sustaining pedagogies
Asif Wilson, Ph.D., Harold Washington College (Chicago, IL) and Heather Fox, Ph.D. and Chaddrick Gallaway, University of Illinois OCCRL (Champaign, IL)

Abstract: Participants in this workshop will learn about the culturally sustaining (Paris, 2012, 2016; Parish and Alim, 2014) remedial education interventions taking place at Harold Washington College. The Office of Community College Research and Leadership (OCCRL) out of the University of Illinois will provide an overview of their work, the Pathways to Results (PTR) grant that supported this initiative and their consultative role in supporting equity-based praxis in Illinois community colleges. Harold Washington will review their PTR project – a professional development intervention for staff, faculty, and administration framed through Django Paris’s (2012, 2016) model for culturally sustaining pedagogies – and lead participants through a conceptualization of how this work might fit within their institutional settings.

Location: Wichita Hall, room WH 111
Round Table Discussions
Join educators in Sabine Hall, room SH 118 for a robust table discussion about data-informed program design, tips and ideas for evaluating success, and to share your struggles and successes with the following types of programs.

**Table C:** Male Programs and Initiatives

**Table D:** Mentoring and Tutoring Programs and Initiatives

**Session 3A: Featured Breakout Session: Data, Grants, APRs, Oh My!**
Aida Cuenza-Uvas and Lisa DiDonato, Mt. San Antonio College (Walnut, CA) and May Lukens, Seattle Vocational Institute (Renton, WA)

**Abstract:** Using data to tell the story of your grant is the focus of this workshop. Every story has a beginning, middle and end. Whether you currently have an MSI federal grant or are interested in applying for one, this workshop will explore data considerations for all phases of a grant — what data are needed to apply, preparing and collecting data as evidence of progress and data used as justification for the goal of institutionalization. In this workshop, you will learn some hands-on data collection techniques for telling your grant’s story.

**Location:** Sabine Hall, room SH 117

**Session 3B: Leveraging Data on Primary Program of Study and Course Credits to Advise Students Towards Success and Completion in CTE**
Christa Jones and Amber Raley, Eastfield College (Mesquite, TX)

**Abstract:** Recent research by Civitas (2018) reports that only around 30 percent of students at community colleges manage to complete their Associate degrees within three years. Even more troubling, nearly one in five of the students who do not persist are “near completers” meaning they have earned 75 percent or more of the credits needed for a degree. At Eastfield College (a Hispanic-Serving Institution) we collected student data made available in the new district warehouse and employed SAS and SQL programming. Hispanic students in CTE fields were identified based on their completed coursework, specifically targeting students who had taken three or more CTE courses. These student data were combined with past work mapping completion pathways to identify “near completers” and provide high-precision outreach through advisors to align program of study and emphasize completion. Pilot results show improved program of study alignment and offer encouragement around completion trends.

**Location:** Wichita Hall, room WH 116
### Session 3C: Nudging Students to NASA: Using Data to Send Personalized and Targeted Text Messages to Improve Student Outcomes

Andrew Kuhn, Signal Vine, Inc. (Alexandria, VA) and Alexander Gladney-Lemon, NASA STEM Pathway Activities – Consortium for Education (Houston, TX)

**Abstract:** The NASA Community College Aerospace Scholars program offers under-represented STEM community college students across the country an authentic NASA experience during their college career. The NASA STEM Pathways Activities Consortium for Education (NSPACE) agreement at Oklahoma State University works rigorously with students throughout the NCAS application process, but it is no secret engaging and nudging students throughout application processes can be a difficult task. In this workshop, we will walk through a new initiative the NSPACE at OSU has taken on to combat this issue: the use of intelligent two-way text messaging. The NSPACE office texts registered NCAS students to nudge them and help them navigate their way through the application process. The NSPACE uses the intelligence of the two-way texting platform, Signal Vine, to ensure the right students receive the right messages at the right time, dependent on where they are in the application process. Through the use of this new technology, the percentage of completed applications rose from approximately 50% to 80% in this past winter application cycle.

**Location:** Wichita Hall, room WH 105

### Session 3D: The Richland College Student Project Study: A Replication of a Difference Education Experiment & Report of the Progress

Harold Campbell, Ph.D., Trinity Limited, LLC (Oakland, CA) and Anita Jones, Richland College (Dallas, TX)

**Abstract:** The Richland College Student Project is a promising research effort of the Student Support Services TRIO program at Richland College, funded by the United States Department of Education. The goal of the project is to confirm, through randomized trial, the efficacy of a non-cognitive approach to enhance student success. Richland College is working with Trinity Limited, a California LLC, consulting firm to produce this replication. The Student Project, a Difference Education replication, is a study of first- and continuing-generation college students with implications for policy and program development. This Difference Education intervention eliminates the social class achievement gap by increasing first-generation students’ tendency to seek out college resources and improves their end-of-year grade point average (Stephens, Hamedani and Destin, 2014). This presentation will provide a preliminary report on the progress of Richland College’s efforts to replicate the Difference Education experiment to expand their quantitative data pool and to confirm efficacy of the approach. The Difference Education intervention is a research program involving incoming Richland College students who are randomly placed into treatment- and control-group panel presentations. The students receiving the treatment intervention explore how their diverse backgrounds can shape what they experience in college. Data collected includes a series of surveys and academic success measures comparing the two groups.

**Location:** Wichita Hall, room WH 111
2018 Minority Serving Institution Convening
Minority Student Success: Using Data to Effect Change

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