MINORITY SERVING INSTITUTION CONVENING

Minority Student Success: Using Data to Effect Change

October 18–19, 2019
2019 Minority Serving Institution Convening
Minority Student Success: Using Data to Effect Change

Friday, October 18, 2019

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

Keynote Address:
Lee Lambert, J.D., Chancellor,
Pima Community College District, Tucson, Arizona

Break – Coffee/Tea

Student Panel Discussion:
A Sense of Belonging: The MSI Student Perspective

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*
5:00 p.m. – 6:30 p.m.....MSI Student Fellows Seminar (for students only)
6:30 p.m. – 8:00 p.m.....Networking Reception (DoubleTree Hotel Richardson/Dallas)

Saturday, October 19, 2019

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 Session (Fannin Hall)

Plenary Address:
Melissa N. Gonzalez, Ph.D., President,
Houston Community College-Southeast, Houston, Texas

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 details.
## Breakout Sessions #1, 1:10 p.m. – 2:10 p.m.

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<td>Small Group Discussions: Advising and TRIO Programs</td>
<td>Facilitated by Richland College Advising and TRIO Program</td>
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<td>SH 118</td>
<td><strong>1A. Featured Session:</strong> The Utilities of Local Data in STEM Math Pathways: Exploring African American Student Placement, Course Taking, and Engagement at a PBI</td>
<td>Helen Burn, Ph.D., Highline College (Des Moines, WA), Chauntee Thrill, Ph.D., Spelman College (Atlanta, GA), Vilma Mesa, Ph.D., University of Michigan – Ann Arbor (Ann Arbor, MI), Eboni Zamani-Gallaher, Ph.D., Office of Community College Research and Leadership (OCCRL) at the University of Illinois Urbana-Champaign (Champaign, IL), and J. Luke Wood, Ph.D., San Diego State University (San Diego, CA)</td>
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<td>D 151</td>
<td><strong>1B. A Holistic Approach to Student Success Among 1st-Year African American Male Students</strong></td>
<td>Kariem-Abdul Salaam and Giavante Douglas, Southwest Tennessee Community College (Memphis, TN)</td>
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<td><strong>1C. Using Predictive Analytics to Improve MSI Persistence Efforts</strong></td>
<td>Rene Gutierrez, Coastline College (Fountain Valley, CA)</td>
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<td><strong>1D. Bridging the Gap: A Longitudinal Look at an Equitable Solution to Increased Student Success</strong></td>
<td>Lisa DiDonato, Mt. San Antonio College (Walnut, CA) and Amy Azul, Victor Valley College (Victorville, CA)</td>
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## Breakout Sessions #2, 2:20 p.m. – 3:20 p.m.

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<td>SH 118</td>
<td><strong>2A. Featured Session:</strong> Crossing the Bridge: Improving Student Success with Summer Programming</td>
<td>John Gardner, Prairie View A&amp;M University (Prairie View, TX)</td>
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<td>D 151</td>
<td><strong>2B. Collaborations to Broaden the Participation of Underrepresented Minorities in the Mathematical Sciences</strong></td>
<td>Tuncay Aktosun, Ph.D., University of Texas at Arlington (Arlington, TX)</td>
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<td>D 154</td>
<td><strong>2C. Moving Equity Beyond Data Inquiry</strong></td>
<td>Marci Rockey, Ph.D., Chaddrick James-Gallaway, Brandi Neal, and Eboni Zamani-Gallaher, Ph.D., Office of Community College Research and Leadership (OCCRL) at the University of Illinois Urbana-Champaign (Champaign, IL)</td>
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<td>D 155</td>
<td>Q&amp;A Table: Bring your Questions for “Ask the Expert” Presenter, Dr. Brathwaite</td>
<td>Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)</td>
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**Friday, October 18 - Large Group Program Discussions**

**3:30 p.m. – 4:50 p.m.**

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<tr>
<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., Vice President of Academic Affairs, Paul Quinn College (Dallas, TX)</td>
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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, AANAPISI Project Director, Highline College (Des Moines, WA)</td>
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<tr>
<td>D 174</td>
<td>Hispanic Serving Institutions (HSIs) and institutions with significant populations of Hispanic, Latino, Latina, and/or Latinx students</td>
<td>Rigoberto Rincones-Gómez, Ph.D., Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (Jacksonville, FL)</td>
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**Saturday, October 19 - Breakout Sessions #3**

**11:00 a.m. – 12:00 p.m.**

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<td>SH 117</td>
<td><strong>Small Group Discussions: STEM Programs and Initiatives</strong></td>
<td>Facilitated by Richland College STEM Advising</td>
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<tr>
<td>SH 118</td>
<td>3A. <strong>Featured Session:</strong> Ask the Expert – Tips from a Higher Education Researcher</td>
<td>Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)</td>
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<td>C 246</td>
<td>3B. Supporting Men of Color in Community Colleges</td>
<td>Alex Vargas and Brentom Jackson, Tarrant County College NW (Fort Worth, TX)</td>
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<td>C 229</td>
<td>3C. A Little Data Can Go a Long Way: A Data-Minded Approach for Equitable Assessments</td>
<td>Ikuko Fujiwara-Jodlowski, Allan Bradshaw, Pamela Chui, and Matthew Johnston, Richland College (Dallas, TX)</td>
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Opening Session – Friday, 9:00 a.m. – 11:50 a.m.
Fannin Hall

Keynote Speaker

Lee Lambert, J.D.
Chancellor,
Pima Community College District,
Tucson, Arizona

The Opening Address will be led by Chancellor Lee D. Lambert who 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.

Lee Lambert has been chancellor of Pima Community College since July 2013. Chancellor Lambert has long championed community colleges as instruments in the fight for diversity, inclusion and equity. Chancellor Lambert is CEO of the National Asian Pacific Islanders Council. He has been recognized nationally by the Asian Pacific Americans in Higher Education for contributions to education and to the API community.

Lee has been honored by the University of Arizona Asian-American faculty, staff and alumni. In 2018, he received the League of United Latin American Citizens (LULAC) National Convention Humanitarian Award. He has been recognized by the Tucson Hispanic Chamber of Commerce, and the Victoria Foundation for exceptional service to the Hispanic community. Pima Community College is a proud Hispanic Serving Institution.

Chancellor Lambert is a U.S. Army veteran. He was born in Seoul, South Korea, and grew up on three continents. He received a bachelor’s degree in liberal arts from The Evergreen State College and a juris doctor degree from Seattle University School of Law. He likes for people to call him Lee.
Opening Session – Friday, 9:00 a.m. – 11:50 a.m.
Fannin Hall
Student Panel Discussion
“A Sense of Belonging: The MSI Student Perspective”

Student Panelists

Sumaiya Khan, 2018 MSI Student Fellow
Richland College
Dallas County Community College District

Malcolm Kuykendall, 2019 MSI Student Fellow
Cedar Valley College
Dallas County Community College District

Camryn Morrow, 2018 MSI Student Fellow
Richland College
Dallas County Community College District

Sergio Arturo Rodriguez, 2019 MSI Student Fellow
Mountain View College
Dallas County Community College District

Diana Uribe, 2018 MSI Student Fellow
North Lake College
Dallas County Community College District
Plenary Session – Saturday, 9:30 a.m. – 10:50 a.m.
Fannin Hall

Plenary Speaker

Melissa N. Gonzalez, Ph.D.
President,
Houston Community College-Southeast,
Houston, Texas

The Plenary Address will be delivered by Dr. Melissa Gonzalez, president of Houston Community College-Southeast. Dr. Gonzalez holds a bachelor’s degree in business administration, an MBA and a doctorate in international business management from the University of Texas-Pan American.

As a child growing up in Alamo, Texas, in the Rio Grande Valley, Dr. Gonzalez faced a cycle of poverty too often encountered by Hispanic females. The cycle was broken, however, by her parents’ decision to invest in her education. After earning a GED and graduating from P.S.J.A. High School, she found herself on the path to success.

While in graduate school, she began her teaching career as a GED instructor for a TEA Region VI program targeting single mothers in the Rio Grande Valley. Her passion for helping others to fulfill their dreams and to change their lives became a personal journey and mission.

While a professor, Dr. Gonzalez pursued basic and applied research in the areas of cross-cultural management, management education, maquiladoras in Mexico, and Hispanic career paths. Her articles have been accepted for presentation and/or publication at more than thirty regional, national, and international conferences. Dr. Gonzalez plays an active role in the community, serving on numerous boards and committees.
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?

**Christopher Dowdy, Ph.D.**

Vice President of Academic Affairs, Paul Quinn College  
(Dallas, TX)  
Session: HBCUs and PBIs - Sabine Hall, Room SH 117

Christopher Dowdy serves as vice president of academic affairs 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 Paul Quinn College as special assistant to the president in August of 2014. Dr. Dowdy’s 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. Chris and his wife Lauren live with their two boys in Old East Dallas.
May Toy Lukens  
AANAPISI Project Director, Highline College  
(Des Moines, WA)  
Session: AANAPISIs - Sabine Hall, Room SH 118  

May Toy Lukens serves dual roles as both an independent program evaluator for federally funded minority serving institution projects and AANAPISI project director at Highline College in Washington. 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. Publications include 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.

Rigoberto Rincones-Gómez, Ph.D.  
Vice President for Planning, Research and Institutional Effectiveness, Edward Waters College (Jacksonville, FL)  
Session: HSIs – Del Rio Hall, Room D 174  

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, designed and facilitated more than 100 workshops in 10+ countries, published work in prestigious refereed journal articles, served as keynote speaker in several countries and 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.

Dr. Rincones-Gómez 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. He 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.
Featured Speaker

“Ask the Expert”

Each year, Richland College’s MSI Convening includes an “Ask the Expert” breakout session presentation by an active researcher who shares basic research information, tips for analyzing data trends and methods to evaluate effectiveness of programs and initiatives at minority serving institutions. Jessica Brathwaite, Ph.D., has been presenting at Richland College’s MSI Convening as one of our invited expert researchers in each of the last four years. This year, in response to numerous requests and survey comments, we have added a Q&A table session, where attendees can bring their specific questions to Dr. Brathwaite and obtain advice about evaluating their programs and initiatives.

Jessica Brathwaite, Ph.D.
Senior Research Associate,
Community College Research Center (CCRC) at Teachers College,
Columbia University, New York, New York

Jessica Brathwaite is an active researcher at the Community College Research Center at Teacher’s College, Columbia University, Dr. 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, an M.A. in sociology from Temple University and a B.A. in sociology from CUNY Hunter College. Her dissertation focused on New York City high schools during former Mayor Bloomberg’s administration and addressed the research question: 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.
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. Graduate students with an interest in minority student success are able to network with educators and professionals from colleges and universities that are considered minority-serving institutions.

**Poster 1: Academic Success of Graduate Students that are Peer-Tutored in Statistics**

Gloria Okere and LaSheria Nance-Bush, Texas Southern University (Houston, TX)

**Abstract:** When it comes to the field of science, technology, engineering and mathematics (STEM), minority students are falling behind due to factors that range from gender to the quality of education one receives. The purpose of this study involved utilizing a correlation and simple regression test to run the research question of: Does the Graduate Assistance Peer Program (GAPP) have an effect on post-test scores of African American students? GAPP will be implemented at Texas Southern University during the acceptance stage of students. It will create an effective tool that leads to the success rates of graduate students that partake in statistic courses. The students are paired with a senior student in the program prior to enrollment in statistics. The research question in this study sought to analyze whether a difference existed regarding the performance of students who were peer-tutored compared to those who were not. The results illustrated that peer-tutoring had a positive impact on African American graduate students’ overall confidence level prior to enrollment in a statistics course and their level of understanding with the subject matter, thus improving retention rates.

**Poster 2: A Testimonio on How Service Learning Became a Lifeline at a Predominantly White Institution**

Burcu Pekcan and Patricia Olivas, Teachers College, Columbia University (New York, NY)

**Abstract:** An often overlooked indicator for college retention of historically impoverished individuals of color is service learning. Service learning enables students to see what impact their college education can have in the world. Students find motivation in the communities they serve to not only survive in their post-secondary programs, but thrive in an effort to instill change. The Fr. Woody Program was founded in the name of Fr. Charles Woodrich, whose life mission was to unconditionally serve the homeless and needy in Denver, Colorado. The program is held at Regis University in Denver, and students who qualify for work-study, benefit from real-world applications of their learning through the Fr. Woody Program. This organization is student-led; thus, students are able to grow in leadership positions while serving their communities. Service learning should now be taken more seriously as it is not only an opportunity for students of color to network and gain hard skills, but this learning is also an opportunity for healing and reflection. Though there are limitations to this study, service learning is growing as a topic that postsecondary institutions are claiming is transformative to students who undergo programs such as the Fr. Woody Program. Through a testimonio, the impact and agency of service learning will shed a new light to student retention for individuals of color.
Poster 3: The 9-Year Impact of the Project MALES Student Mentoring Program

Edgar Fidel Lopez, University of Southern California (Los Angeles, CA) and Victor Hugo Martin, University of Texas at Austin (Austin, TX)

Abstract: The presenters will provide an overview of Project MALES (Mentoring to Achieve Latino Educational Success) with the Division of Diversity and Community Engagement at UT Austin. Project MALES consists of three interconnected initiatives: a Research Institute, the Texas Education Consortium for Male Students of Color, and the Project MALES Student Mentoring Program. The presentation will showcase the growth of Project MALES since its founding in 2010 and how the Student Mentoring Program has worked proactively towards reframing the narrative associated with African American and Latino male students in Austin, TX by focusing on their cultural strengths and assets. The Student Mentoring Program assesses the impact of mentoring on these young men's academic and personal lives through the use of academic and nonacademic assessments. Five pillars guide our work: leadership, brotherhood, health & wellness, college & career-readiness, and identity. Our mentor curriculum is based on critical mentoring strategies and draws from principles and practices of Social Emotional Learning. The presenter will showcase the local, state and national level impact of Project MALES with our partnerships.

Poster 4: The Role of Student Voice in Bolstering Student Success: Equity-Driven Data Informed Considerations at Hispanic-Serving Community Colleges

Angel Velez and Hyejin Tina Yeo, Office of Community College Research and Leadership (OCCRL) at the University of Illinois Urbana-Champaign (Champaign, IL)

Abstract: Roughly one-fifth of all undergraduates attend minority-serving institutions (MSIs) (Gasman, Baez, & Turner, 2008; Gasman & Nguyen, 2014; Nunez, Hurtado, & Galdeano, 2015) and nearly half of all undergraduates attend community colleges (American Association of Community Colleges, 2017). The Office of Community College Research and Leadership (OCCRL) is engaged in studying transitions to and through Hispanic-serving community colleges (HSCCs) for underrepresented minoritized STEM students. The goal of the HSCC-STEM project is to understand the institutional factors at HSCCs that promote persistence of underrepresented minority students (URMs) in STEM, including transfer patterns and best practices for fostering STEM pathways to completion. This presentation will focus on three key areas. First, the research team will introduce the research study and the way we approached the selection of case study sites. Second, we will present preliminary findings from the student focus groups. Lastly, we will use four student case studies to illustrate how institutions can use student voice to improve or create programs that best serve their needs.
The Minority Serving Institution (MSI) Convening Student Fellows are undergraduate community college students in the Dallas County Community College District who were nominated and selected for their leadership qualities, hard work and dedication on their educational path by professors and program coordinators to participate in a student cohort experience. MSI Student Fellows attend the opening, breakout and plenary sessions alongside community college and other higher education professionals to learn more about MSIs, to understand the triumphs and the struggles involved in designing and implementing programs to help students like themselves successfully navigate college and to explore best data collection and research practices. This year, previous and current MSI Student Fellows will take center stage as participants in a panel discussion on belonging during the opening session.

Tisbet Anaya
Richland College

Elizabeth Benitez-Castillo
Brookhaven College

Katoya Friday
Richland College

Alberto Galindez
North Lake College

Malcolm Kuykendall
Cedar Valley College

Kimberly Le
Richland College

Sergio Arturo Rodriguez
Mountain View College

Perla Valle
Brookhaven College
Edidiong Mendie and Ana Andino, graduate students from Texas Southern University, will facilitate the MSI Student Fellows Seminar, a symposium and dinner for fellows and a small student cohort.* During the session they will share their educational journey, discuss research and graduate studies and answer questions about the overall college and MSI experience. Edidiong Mendie and Ana Andino participated in the 2018 MSI Graduate Student Poster Session where they presented their research, *Racial Profiling: Studying as a Person of Color.* They were invited back to share their unique perspectives as graduate students attending an MSI.

*The MSI Student Fellows Seminar and dinner are closed sessions for students only.*
Small Group Discussions: Advising and TRIO Programs

Join fellow educators for a robust discussion about data-informed program design, methods for evaluating effectiveness, and struggles or successes with advising and TRIO programs.

Location: Sabine Hall, Room SH 117

1A. Featured Session: The Utilities of Local Data in STEM Math Pathways: Exploring African American Student Placement, Course Taking, and Engagement at a PBI

Helen Burn, Ph.D., Highline College (Des Moines, WA), Chauntee Thrill, Ph.D., Spelman College (Atlanta, GA), Vilma Mesa, Ph.D., University of Michigan – Ann Arbor (Ann Arbor, MI), Eboni Zamani-Gallaher, Ph.D., Office of Community College Research and Leadership (OCCRL) at the University of Illinois Urbana-Champaign (Champaign, IL), and J. Luke Wood, Ph.D., San Diego State University (San Diego, CA)

Abstract: Racial disparities, whether in terms of student outcomes or faculty representation, are a persistent feature of the field of mathematics education (Battey & Leyva, 2016; Martin, 2009). Transitioning Learners to Calculus (TLC3, NSF IUSE 1625918) brings together an interdisciplinary research team to help mathematics programs identify and remove barriers in science, technology, engineering, and mathematics (STEM) math pathways. This session will present findings from a national survey of mathematics department chairs in associate degree-granting colleges, focusing on three factors that collectively affect students as they transition into the STEM math pathway. The data are disaggregated by quintiles based on the percentage of African American student enrollment with supplemental analysis that undergirds how mathematics placement, DPC2 courses and use of local data interacted in practice at a Predominately Black Institution (PBI). The findings reflect increasing access and completion for STEM-interested students with mathematics placement and developmental courses improvement efforts. However, more attention needs to be placed on using disaggregated student-level data to identify the impact.

Location: Sabine Hall, Room SH 118

1B. A Holistic Approach to Student Success Among 1st-Year African American Male Students

Kariem-Abdul Salaam and Giavante Douglas, Southwest Tennessee Community College (Memphis, TN)

Abstract: The study identifies intervention strategies that increase the retention and graduation rates of African American (AA) men in community colleges. Throughout the educational pipeline in the United States, many African American males lag behind both their African American female and White male counterparts (Ferguson, 2003; Hrabowski, Maton, & Grief, 1998; Polite & Davis, 1999). This study analyzes data from Project M.O.S.T., a grant-funded program at Southwest TN Community College in Memphis, funded by the U.S. Department of Education's PBI initiative. Though implemented March 1, 2012, this study includes four cohorts consisting of 420 AA male students who began their college experiences during the fall-to-fall years of 2014 - 2017. M.O.S.T. provides an opportunity for first-year AA male students to acquire excellent leadership skills, a powerful growth mindset, academic achievement, and limited financial support. The study utilizes an Explanatory Sequential Mixed Methods design with the intent to have the quantitative and qualitative data help explain the initial quantitative results. The results of the study revealed an average four-year retention rate of 75% and graduation rate of 56%.

Location: Del Rio Hall, Room D 151
1C. Using Predictive Analytics to Improve MSI Persistence Efforts

Rene Gutierrez, Coastline College (Fountain Valley, CA)

Abstract: Predictive analytics* uses institutional data to determine what specific student behaviors are positively or negatively affecting persistence. As a decentralized community college, and mostly known for distance learning programs, Coastline College requires strategic interventions. A part of Coastline’s AANAPISI (Asian American Native American Pacific Islander Serving Institution) efforts, predictive analytics has been used as a tool to inform our practices and increase retention rates of our Asian American Pacific Islander students. The predictive analytics practices at Coastline go beyond gauging our students’ progress and experience but also informs our program development, trainings and stakeholder relationships. During the workshop, we will present how using predictive analytics helped us determine persistence factors to support intervention development, affect student behaviors and have led Coastline College to increasing our target population’s fall-to-fall persistence rate from 56% to 80% within four years. *“Predictive analytics is the use of large data sets to make detailed predictions about the future” (Denley, 2014).

Location: Del Rio Hall, Room D 154

1D. Bridging the Gap: A Longitudinal Look at an Equitable Solution to Increased Student Success

Lisa DiDonato, Mt. San Antonio College (Walnut, CA) and Amy Azul, Victor Valley College (Victorville, CA)

Abstract: After seven years of directed learning activities (DLAs) the research shows it works for all students despite systemic changes in assessment, placement and pedagogy. This workshop will provide attendees with an overview of directed learning activities, what they are, how they work and ideas of how to implement them. The collection and use of research data and the impact on the diversification and growth of the program will also be a topic of discussion. Participants will also learn simple ways to collect data in order to measure the effectiveness of this support program. In addition, the workshop will review the ways we have used this data to expand and diversify the use of DLAs.

Location: Del Rio Hall, Room D 155
## Small Group Discussions: Mentoring and Male Initiative Programs

Join fellow educators for a robust discussion about data-informed program design, methods for evaluating effectiveness, and struggles or successes with mentoring and male initiatives.

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

### 2A. Featured Session: Crossing the Bridge: Improving Student Success with Summer Programming

John Gardner, Prairie View A&M University (Prairie View, TX)

**Abstract:** Summer Bridge Programs in higher education settings can help impact student success, engagement and retention rates. With university buy-in and appropriate funding, institutions have implemented summer bridge programs to increase retention rates and promote student academic success. Prairie View A&M University (PVAMU) offers summer programming for nearly 800 incoming freshmen each summer. The programs can range from either 10 weeks or 5 weeks in length. The data for the summer bridge program were collected from PVAMU’s Office of Institutional Research and the Texas Higher Education Coordinating Board website. Prairie View’s summer bridge programs played a major role in increasing the institution’s first-year retention rates from 66% to 73% during the last three years. Furthermore, students who participated in the summer 2017 bridge programs had an 80% one-year retention rate as compared to 66% for non-participants. The summer programs consist of 95% African Americans and 5% Hispanic Americans. In addition, summer bridge programs played a vital role in improving African Americans first-year retention rates from 65.6% in 2015 to 75.8% in 2018.

**Location:** Sabine Hall, Room SH 118

### 2B. Collaborations to Broaden the Participation of Underrepresented Minorities in the Mathematical Sciences

Tuncay Aktosun, Ph.D., University of Texas at Arlington (Arlington, TX)

**Abstract:** This workshop presentation describes the involvement of the Mathematics Department at UT Arlington (University of Texas at Arlington) to broaden the participation of underrepresented minority (URM) students in the mathematical sciences. Systematic changes have taken place in the Mathematics Department at UT Arlington since 2005. When the efforts started in 2005, the numbers and percentages of URMs in the mathematics programs at UT Arlington were insignificant. The current numbers and percentages are drastically different. The Mathematics Department at UT Arlington has now been involved in collaborations to broaden the participation of URMs in the mathematical sciences, and this takes place at the local, regional, and national levels. The local efforts include collaborations with colleagues teaching mathematics on various campuses of the Tarrant County College District and the Dallas County Community College District. The regional efforts include collaborations within the Gulf States Math Alliance, a network of mathematics faculty at various institutions in Texas, Louisiana and Mississippi. The national efforts include collaborations with the National Math Alliance, as well as several other regional math alliances nationwide. The workshop presentation shares the efforts made, challenges encountered, lessons learned and strategies developed by presenting the data available and by interacting with the workshop audience.

**Location:** Del Rio Hall, Room D 151
**2C. Moving Equity Beyond Data Inquiry**

Marci Rockey, Ph.D., Chaddrick James-Gallaway, Brandi Neal, and Eboni Zamani-Gallaher, Ph.D., Office of Community College Research and Leadership (OCCRL) at the University of Illinois Urbana-Champaign (Champaign, IL)

**Abstract:** A study was conducted to understand the process by which community college practitioners engaging in an outcomes-focused, equity-guided process utilized disaggregated data to advance equity-guided change at their institutions. The process requires teams to engage stakeholders, analyze disaggregated data to identify equity gaps, explore related institutional processes and practices and identify solutions for improvement and evaluation. Participation is identified as cultivating equity-mindedness for those directly engaged with the process. Despite limitations to institutionalization, the establishment of collaborative partnerships provided opportunities for meaningful change.

**Location:** Del Rio Hall, Room D 154

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**Q&A Table: Bring your Questions for “Ask the Expert” Presenter, Dr. Brathwaite**

Facilitated by Jessica Brathwaite, Ph.D., Community College Research Center (CCRC) at Teachers College, Columbia University (New York, NY)

**Location:** Del Rio Hall, Room D 155
### Small Group Discussions: STEM Programs and Initiatives

Join fellow educators for a robust discussion about data-informed program design, methods for evaluating effectiveness, and struggles or successes with STEM programs and initiatives.

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

### 3A. Featured Session: Ask the Expert – Tips from a Higher Education Researcher

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. These data usually provide 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 118
3B. Supporting Men of Color in Community Colleges
Alex Vargas and Brentom Jackson, Tarrant County College NW (Fort Worth, TX)

Abstract: An average of 5,000 degree-seeking FTIC students register at Tarrant County College each fall semester, with men representing almost 50%. However more than 38% of Black/African American males and 29.9% of Hispanic/Latino males end up on probation after their first term. Fall-to-fall retention averages to only 38% for Black/African American males and 52.3% for Hispanic/Latino males (Reynolds & Stovall, 2008). Nationally and regionally, too few men of color are making it into and through higher education and earning a post-secondary credential. Tarrant County College recognized this fact and moved in a direction to support our Men of Color students by creating the Intercultural Network to provide all the necessary resources, coaching, guidance, mentoring and support in the pathways to retention, graduation and success. We will discuss the data prior to the creation of the program in the fall 2017, and provide updated data during the first two years of the program's existence.

Location: Crockett Hall, Room C 246

3C. A Little Data Can Go a Long Way: A Data-Minded Approach for Equitable Assessments
Ikuko Fujiwara-Jodlowski, Allan Bradshaw, Pamela Chui, and Matthew Johnston, Richland College (Dallas, TX)

Abstract: Exams, quizzes and projects are key contributors to whether a learner passes or fails a course. However, discussions of equity, access and inclusion lack a focus on assessments. In the American English and Culture Institute (AECI) program at Richland College, four instructors are promoting a culture of assessment to emphasize an equity-minded approach towards testing. Through test-analysis data, instructors evaluate and improve their assessments as they consider equity and accessibility. Although the AECI serves international students, assessing for equity can be applied across disciplines and benefits all learners. The instructors reviewed assessment literature and gathered best practices from conference presentations to develop an approach that would fit their program. They also advanced their own knowledge of assessments by studying concepts such as test reliability, construct validity, authenticity, interactiveness, impact and practicality. This workshop will emphasize the importance of equity and data through an assessment paradigm. Attendees will experience equitable testing practices, learn about the instructors’ journey and evaluate an assessment with the use of data.

Location: Crockett Hall, Room C 229
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