STEM INSTITUTE FOR RETENTION
May 21 - 22, 2018
Orlando, FL
Develop a roadmap for retaining STEM students when their dropout risk is the highest.

OVERVIEW

Incoming STEM students continue to enter higher education underprepared to handle the rigor of the academic programs. Learn how you can address specific challenges facing STEM students when the dropout risk is the highest and implement solutions that work throughout the student lifecycle. Throughout this event we will discuss how you can identify pressing STEM student challenges and address those challenges with programs for success on campus.

New this year, we have included five breakout sessions to address the specific challenges that you are facing. During each breakout session you will have the opportunity to select one of two STEM topics. After participating, you will leave with a working STEM retention plan.

FIVE BREAK-OUT SESSIONS

Throughout this two-day training you will have the opportunity to participate in breakout sessions and choose the conference experience that will better address your needs. During each breakout session you will have the opportunity to choose from one of two options.

- **Breakout Session One:**
  - Case Study: Engineering Scholars Program
  - Case Study: STEM Student Support at UCF

- **Breakout Session Two:**
  - Models for Recruiting Underrepresented Groups
  - Proactively Preparing Incoming Students

- **Breakout Session Three:**
  - Case Study: Front Range Community College and Colorado State University B2B Program
  - Support and Retention Best Practices for STEM Graduate Students

- **Breakout Session Four:**
  - Student Support “Think-Tank” Session: Best Practices for STEM Support Programs
  - Addressing the Curriculum Bottleneck

- **Breakout Session Five:**
  - Strategic Planning for STEM Recruitment
  - Rethinking 2-Year/4-Year Partnerships

[VISIT EVENT PAGE](http://www.academicimpressions.com/stem-institute-for-retention/)
WHO SHOULD ATTEND

STEM academic administrators will benefit from strategies presented on developing and implementing initiatives that promote student success. This conference will also benefit faculty and academic support staff who interact directly with students and who aim to improve student persistence and success. Teams of academic administrators and support staff are encouraged to attend as a team to benefit from the shared training experience. Register two colleagues from your institution and a third can attend for 50% off!

LEARNING OUTCOME

After participating in this conference, you will be able to develop a roadmap for comprehensive retention programming for STEM students.
AGENDA

DAY ONE: MONDAY, MAY 21, 2018

8:00 - 8:30 a.m.
Conference Registration and Check-In and Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.
Welcome and Introductions

9:00 - 10:00 a.m.
**Identifying Your STEM Student Success Challenges**
If you are responsible for improving STEM retention rates, you know that data is important. Do you ever need guidance on how to understand patterns, tie data to programming objectives, and set realistic goals for improvement? This session will assist you in the early steps of retention planning through a more comprehensive look at current and future efforts.

10:00 10:15 a.m.
**Break**

10:15 - 11:15 a.m.
**Turning Retention Opportunities into Programs**
Now that you understand your retention patterns, you need to start examining current and potential programming options that will serve your comprehensive plan. Our faculty will share examples of new program models to help align current and new efforts.

11:15 - 11:45 a.m.
**Working/Coaching Time**
Our first working session will give you an opportunity to begin thinking about your current STEM challenges and prioritizing those that you will address during this conference.

11:45 - 12:45 p.m.
**Lunch (included in registration fee)**

12:45 - 1:45 p.m.
**BREAKOUT SESSIONS ROUND 1 OF 5**

**Option 1: Case Study: Engineering Scholars Program**
Anne Arundel Community College is in the 6th year of what was originally a 5-year NSF S-STEM grant that targets underrepresented students in engineering. The program provides financial assistance, mentoring, field trips to 4-year institutions, site visits to engineering companies, and access to additional resources. This lessons included will give you ideas for partnering with other institutions and industries, and ideas for providing resources to increase retention in STEM areas for underrepresented students.

**Option 2: Case Study: STEM Student Support at UCF**
Research has identified a host of STEM-specific student support programs that improve student success and learning. Implementing and scaling these programs can be a challenge, specifically when searching for sustainable efforts. Using a series of mini case studies from the University of Central Florida, this session will expose you to a series of student support efforts and programs that find the balance between impact and sustainability.

1:45 - 2:00 p.m.
**Break**
AGENDA

DAY ONE (CONTINUED)

2:00 - 3:00 p.m.
BREAKOUT SESSIONS ROUND 2 OF 5

Option 1: Models for Recruiting Underrepresented Groups
One of the key factors in getting students to enroll in STEM programs is making certain that they can see themselves being academically and socially successful in these fields. This includes having faculty and peer-mentors from diverse backgrounds so that students feel connected to the program. In this hour, you will hear several models of how institutions have impacted recruiting and enrollment for underrepresented groups in STEM fields.

Option 2: Proactively Preparing Incoming Students
Underprepared students entering the rigor of post-secondary STEM education pose challenges for faculty, deans, and all student support staff. Waiting on these students to arrive and then trying to accommodate them will deflate both resources and student motivation. We will examine new approaches to secondary intervention and bridge programs to better prepare incoming STEM students.

3:00 - 3:15 p.m.
Passing Time

3:15 - 4:15 p.m.
BREAKOUT SESSIONS ROUND 3 OF 5

Option 1: Case Study: FRCC and CSU B2B Program
While discussing the Bridges to Baccalaureate (B2B) program between Front Range Community College and Colorado State University, you will learn how the two institutions work together to prepare students for a STEM degree, support admissions and financial aid efforts, and provide a familiar, welcome environment for transfer students.

Option 2: Support and Retention Best Practices for STEM Graduate Students
While a myriad of support services exist for undergraduates, many graduate STEM students find that they encounter their biggest hurdles during their second degree. In this session, you will learn how to provide support services specific to grad students, many of whom have families and other commitments.

4:15 - 4:45 p.m.
Regrouping Session
As Day One wraps up, you will have a chance to come together as a whole group. You will be given tools to use to begin identifying what you can adapt based on what you have learned in the breakout sessions.

4:45 - 5:45 p.m.
Networking Session (included in registration fee)
AGENDA

DAY TWO: TUESDAY, MAY 21, 2018

8:00 - 8:30 a.m.
Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.
Debrief Day 1
To start the day, you will have a chance to debrief Day One, ask questions to presenters, and prepare for Day Two.

9:00 - 10:00 a.m.
BREAKOUT SESSIONS ROUND 4 OF 5

Option 1: Student Support “Think-Tank” Session: Best Practices for STEM Support Programs
This interactive session, designed specifically for student support staff, is intended to build upon the morning’s conversations and help generate new STEM retention program ideas. Through a series of both small and large group discussions, we will review in detail what participants find is working and what is not working in the context of various types of STEM support programs. From this dialog, we will gain inspiration and ideas for new programs or new strategies that you could put in place to meet your specific retention challenges.

Option 2: Addressing the Curriculum Bottleneck
One of the biggest challenges in STEM retention is helping students succeed through first and second year bottleneck courses. Explore innovative models for redesigning STEM curriculum to remove the challenging course sequences that cause retention setbacks.

10:00 - 10:15 a.m.
Break

10:15 - 11:15 a.m.
BREAKOUT SESSIONS ROUND 5 OF 5

Option 1: Strategic Planning for STEM Recruitment
To build a successful STEM pipeline, you must understand your current enrollment yield in relation to your goals. This hour will allow you to evaluate your current STEM recruitment efforts, including how they compare to your resources, and establish priorities moving forward.

Option 2: Rethinking 2- year/4-year Partnerships
Both 2-year and 4-year institutions benefit when they have strong support systems in place for transferring students. By closely partnering with nearby institutions, STEM programs are able to develop tightly aligned articulation agreements as well as provide social/emotional support for transferring students. In this discussion, you will have a chance to explore how to build a STEM partnership between 2-year and 4-year institutions, mutually benefiting enrollment and completion rates.

11:15 a.m. - 12:15 p.m.
Lunch (included in registration fee)

12:15 - 12:45 p.m.
Working Session: Crafting Your Plan
After lunch, you will collaborate with your teams to put the finishing touches on the outline of your STEM retention plan. You will receive guided feedback from faculty on the feasibility of your planning models.
AGENDA

DAY TWO (CONTINUED)

12:45 - 1:30 p.m.
Debrief
During the debrief, you will have a chance to share your action plan and receive feedback from coaches and peers. You will also have a chance to give feedback to other attendees as they share.

1:30 - 1:45 p.m.
Break

1:45 - 3:00 p.m.
Evaluating Programmatic Success
This final conference session will focus on strategies for using data to help you evaluate the success of your current STEM retention programs in order to make decisions about which programs to scale up, make adjustments to, downsize, or cut altogether.

3:00 - 3:15 p.m.
Conference wrap-up and final Q&A
INSTRUCTORS

Melissa Dagley, EdD, Executive Director, Center for Initiatives in STEM, University of Central Florida
Dr. Melissa Dagley serves as Principal Investigator (PI) of the National Science Foundation (NSF)-funded STEP 1b program “Convincing Outstanding-Math-Potential Admits to Succeed in STEM (COMPASS).” Dr. Dagley also serves as Director for the formerly NSF-funded “EXCEL:UCF-STEP Pathways to STEM: From Promise to Prominence”. She is a Co-PI for the Girls EXCELling in Math and Science (GEMS) and WISE@UCF industry funded women’s mentoring initiatives. In addition to guiding undergraduates towards a successful path in STEM, Dr. Dagley directs the STEM K-12 outreach and teacher training initiatives for the Colleges of Science and Engineering & Computer Science; she also leads a fellows program for faculty interested in STEM education and education research. Through iSTEM, Dr. Dagley works to promote and enhance collaborative efforts on STEM education and research by bringing together colleges, centers, and institutes on campus, as well as other stakeholders with similar interest in STEM initiatives. Her research interests lie in the areas of student access to education, sense of community, retention, first-year experience, living-learning communities, and persistence to graduation for students in STEM programs.

Steven P. Girardot, Ph.D., Associate Vice Provost for Undergraduate Education, Georgia Institute of Technology
Steven P. Girardot has more than ten years of higher education experience. He earned both a BS in Chemical Engineering and a Master’s Degree in Chemistry from Georgia Tech before completing a doctorate in Chemistry and Environmental Health at Emory University and a Master of Public Health (MPH) degree in Epidemiology from the Emory University Rollins School of Public Health.

Dr. Girardot has extensive background in student transition, retention, and success. His experience includes serving as the founding director of Georgia Tech’s Center for Academic Success and co-chairing Georgia Tech’s Complete College Georgia Steering Committee. He also served as the Director of the Office of Success Programs (which included new student orientation, first-year seminars, sophomore programs, tutoring, and academic support programs); Assistant Director for TA and Graduate Student Programs at Tech’s Center for the Enhancement of Teaching and Learning (CETL); and Program Coordinator at Tech’s Center for Education Integrating Science, Mathematics, and Computing (CEISMC), where he managed tutoring programs that linked Tech students to local elementary schools. In addition to his administrative positions, he teaches Freshman Seminar (GT1000) and Freshman Chemistry.

Nathan Klingbeil, Dean, College of Engineering and Computer Science, Wright State University
In addition to his current position, Nathan Klingbeil is a professor of mechanical engineering. He is the lead PI for Wright State’s national model for engineering mathematics education, which has been supported by over $5.0M in grants from the National Science Foundation. He held the university title of Robert J. Kegerreis Distinguished Professor of Teaching from 2005-2008 and served as the college’s Director of Student Retention and Success from 2007-2009. Prior to his appointment as dean, he served as associate dean for academic affairs, where he established the CECS Student Success Center to support large-scale changes in the college’s recruitment and retention initiatives. He has received numerous awards for his work in engineering education, including the ASEE North Central Section Outstanding Teacher Award (2004) and the CASE Ohio Professor of the Year Award (2005).
INSTRUCTORS

Patricia A. Maher, Immediate Past President, National College Learning Center Association, Former Director, USF Academic Success Center
Dr. Patricia Maher is a Learning Specialist with 40 years of experience in education. She holds a PhD in Adult Education, an MA in Learning Disabilities/Educational Administration, and a BA in Special Education. Her professional roles have included classroom teaching, educational consulting, school administration, research, university instruction and higher education administration. In each setting, Dr. Maher’s professional practice and research have continuously centered on the enhancement of teaching, learning, and leadership in educational settings. Her publications include book chapters, journal articles, research and conference papers. Her most recent position involved learning assistance in higher education for both undergraduate and graduate level students. This has included facilitating programs and conducting research involving the Let Me Learn Process®, an advanced learning system which is utilized to enhance individual learning and leadership teamwork. Dr. Maher was the founding Director of the University of South Florida Academic Success Center, is currently the Immediate Past President of the National College Learning Center Association (NCLCA) and was the inaugural president of the first statewide learning assistance organization, the Florida College Learning Center Association.

Dr. Alycia Marshall, Associate Vice President for Learning and Academic Affairs and Professor of Mathematics, Anne Arundel Community College
Dr. Alycia Marshall holds a Ph.D. in Mathematics Education from the University of Maryland College Park, a Master of Arts degree in Teaching from Bowie State University and a Bachelor of Arts degree in Mathematics from the University of Maryland Baltimore County. Her teaching experience includes three years of high school mathematics, 18 years of college-level mathematics and five years as the Department Chair of Mathematics at AACC supervising up to 30 full-time and 90 part-time mathematics faculty. Marshall is one of the Charles A. Dana Center’s Mathematics Pathways Leadership Fellows and has been awarded the Verizon Community Innovator Award (2013), the 2015 INSIGHT Into Diversity Magazine’s “100 Inspiring Women in Stem Award”, a National Faculty Role Model Award presented by Minority Access Inc. (2015) and the John and Suanne Roueche Excellence Award from the League of Innovation (2017). She is the Principal Investigator for the Engineering Scholars Program (ESP). The ESP program is a $600,000 grant funded by the National Science Foundation (NSF) which provides scholarships, mentoring and support services to underrepresented students pursuing engineering. Most recently, she was appointed to the Strong Start to Finish Executive Advisory Board. The Strong Start to Finish project, in association with the Education Commission of the States, leverages philanthropic dollars to improve completion rates of math and English credit courses among low-income students, students of color and returning adult students across states, systems, regions and metro areas.

Heather Matthews, Program Coordinator for the Bridgeways to Baccalaureate (B2B) Program, Colorado State University
Heather has worked in several facets of secondary and post-secondary education since 2000, including college admissions, international student programming, ESL (in Germany), high school counseling and special needs, and college advising. She currently serves as the Program Coordinator and Transfer Advisor for Bridges to Baccalaureate at Colorado State University, in partnership with Front Range Community College. She works closely with FRCC staff and students to help ensure the smoothest possible transfer to the University and provides programming and experiences at CSU, customized to particular student groups in their first and second semesters.

Erin Pitts, Student Success Coach, Front Range Community College
Erin has worked for access and success in higher education for 12 years. She has experience with GEAR UP, TRiO, former foster youth, and degree mapping for completion. Erin currently serves as the Success Coach for Bridges to Baccalaureate (B2B) at Front Range Community College (FRCC) in Fort Collins, CO. B2B is designed to recruit and retain more diverse students in the biomedical and behavioral sciences, with a focus on transfer from FRCC to Colorado State University (CSU) and involvement in undergraduate research. Erin spends most of her time advising students 1-1, as well as collaborating with her CSU colleagues on deciphering curriculum, policies, and transfer admission.
The Conference Experience

<table>
<thead>
<tr>
<th>OTHERS</th>
<th>ACADEMIC IMPRESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically large annual event</td>
<td>Intimate, workshop-style event with personalized attention</td>
</tr>
<tr>
<td>Many concurrent sessions; forcing choice</td>
<td>One focused learning track</td>
</tr>
<tr>
<td>Uneven sessions and less outcome-focused, driven by an open call for proposals</td>
<td>Needs-driven and meticulously planned with practical outcomes</td>
</tr>
<tr>
<td>Lecture-based</td>
<td>Learner-centric and designed for interaction and collaboration</td>
</tr>
<tr>
<td>Large networking events with vendors</td>
<td>Small-scale opportunity to truly connect with colleagues in the same position at other institutions</td>
</tr>
<tr>
<td>Some slide presentations posted online after the event</td>
<td>200+ page workbooks with references, worksheets, articles, templates, exercises, and planning documents</td>
</tr>
</tbody>
</table>

96% of past attendees would recommend an AI conference to a colleague

250+ and growing of AI member institutions (AI Pro)

15,000+ higher ed professionals served

AI Conference Experiences

Academic Impressions provides valuable exploration of timely and pragmatic challenges to higher education institutions. The combination of impassioned subject matter experts as presenters and means of engaging conference attendees was potent.

- C. Tennent, Associate VP of Facilities Management, University of Saskatchewan

This conference was the complete package: relevant topics, philosophical and practical applications, fantastic speakers, fantastic location. One of the BEST conferences I’ve ever attended. It is what a conference should be! Full of collaboration, networking and solutions.

- M. Lowe, Associate Professor and General Reference Librarian University of Louisiana at Monroe
LOCATION

May 21 - 22, 2018 :: Orlando, Florida

HOTEL:
Wyndham Orlando International Drive
8001 International Dr
Orlando, Fl 32819

ROOM RATE:
$139 for single or double occupancy + tax.

ROOM BLOCK DATES:
The nights of May 20 - 21, 2018.

RATE AVAILABLE UNTIL:
April 30, 2018.
Please book early - rooms are limited and subject to availability.

RESERVE YOUR ROOM:
Please call 407.351.2420. Please indicate that you are with the Academic Impressions group to receive the group rate.

TRANSPORTATION:
From the Orlando International Airport (MCO) to the Rosen Shingle Creek:
SuperShuttle: Fare is approximately $18 one-way. Advanced reservations are required. Visit SuperShuttle's website or call 800-258-3826 to make your reservation.

Lyft: Fare is approximately $25 one-way. Rates will vary.
CONFERENCE

STEM INSTITUTE FOR RETENTION
May 21 - 22, 2018 :: Orlando, FL

PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

PRICING (CIRCLE ONE)

Your registration fee includes: Full access to all conference sessions and materials, breakfast, lunch, and access to the networking reception on Monday, breakfast and lunch on Tuesday, as well as refreshments and snacks throughout the conference.

Bring your team!
For every two people you register from your institution, receive a third registration at 50% off of the registration price.

EARLY BIRD PRICING
Postmarked on or before April 6, 2018. For registrations postmarked after April 6, 2018, an additional $100 fee per registrant applies.

REGISTER ONLINE or on the next page.
CONFERENCE REGISTRATION INFORMATION

Print Name | Job Title

Institution/Organization

What name do you prefer on your name badge? | Address

City | State/Province | Zip/Postal Code | Country

Telephone | Email

IF THIS CONFERENCE PARTICIPANT HAS ANY DIETARY OR ACCESSIBILITY NEEDS, PLEASE LIST THEM IN THE SPACE BELOW. WE WILL DO OUR BEST TO ACCOMMODATE THESE NEEDS.

How did you hear about this event? (email from AI, ACPA, colleague forwarded email, The Chronicle, etc.)

ADDITIONAL CONTACT INFORMATION

If you would like us to send a copy of your registration confirmation or receipt to someone else, please complete this section

Additional Contact Name | Contact Phone

Additional Contact Email | Additional Contact Title

EMERGENCY CONTACT INFORMATION

Emergency Contact Name | Emergency Contact Phone
CONFERENCE

STEM INSTITUTE FOR RETENTION
May 21 - 22, 2018 :: Orlando, FL

PLEASE FAX ALL REGISTRATION PAGES TO: 303.221.2259

PAYMENT METHOD
We accept Visa, MasterCard, and American Express credit cards. To pay by check, include the check with this form or select the “invoice me” option. Fax form to 303.221.2259 or mail form along with payment to: Academic Impressions, 4601 DTC Blvd., Ste. 800, Denver, CO 80237

CREDIT CARD

Name on Card

Account Number

Billing Address

Billing City

Billing State

Billing Zip Code/Postal Code

Exp. Date

Security Code (last 3 digits on the back of Visa and MC or 4 digits on front of AmEx)

AMOUNT TO CHARGE:

CHECK/INVOICE

☐ My check is included and covers _______ registration(s) Check # ____________________________

☐ Please invoice me, Purchase Order #_________________________________________ (PO # not required to receive invoice)

HIGHER ED IMPACT
Delivered free to your inbox, Higher Ed Impact provides you with a full tool kit to help you monitor and assess the trends and strategic challenges likely to have an impact on your institution’s health and competitiveness. (Check the boxes for the editions you would like to sign up for)

☐ DAILY PULSE - Scan current events, timely research, and notable practices at other institutions.

☐ WEEKLY SCAN - Review the week’s most significant events and the most timely research in higher education, with key takeaways suggested by higher education’s leading experts.

☐ DIAGNOSTIC - Get an enterprise-wide and in-depth look at a current, strategic challenge; identify steps to take and critical questions to address.

List the names of the registrants you’d like to sign up: ____________________________________________

Learn more or sign up to receive Higher Ed Impact at: www.academicimpressions.com/news-sign-up

*Note if you do not provide any names in the above space, all attendees will be signed up for the options selected.
CANCELLATION AND REFUND POLICIES

SATISFACTION PROMISE
We want you to be satisfied with your Academic Impressions learning experience. If the program you purchased fails to meet your expectations, please contact us within 30 days and let us know. We'll credit the full amount you paid toward another AI program that may better fit your needs.

CONFERENCES
For in-person conferences, substitute registrants are welcome and may be named free of charge at any time. If you cancel 8 weeks or more prior to the first date of the conference, you will receive a full refund, less a $100.00 service charge per attendee.

If you cancel within 8 weeks of the first date of the conference, you are not entitled to a refund. However, as a courtesy, we will allow you to apply your payment, less the service charge, toward a future purchase within one year from the date you cancel. Your payment is transferable to another person from your institution if you wish.

Please note that if you do not attend and you do not contact us in advance to cancel as described above, you are responsible for the entire payment. In case this event is cancelled, Academic Impressions’ liability is limited to a refund of the registration fee only.

ONLINE TRAININGS CONSISTING OF AT LEAST ONE LIVE TRAINING DATE
You will receive a full refund (less a $75 service charge) if you cancel 8 weeks or more prior to the first live training date. If you cancel within 8 weeks of the first live training date, you are not entitled to a refund. But as a courtesy, we will apply your payment (less a $75 service charge) towards a future purchase within one year from the date you cancel. Your payment is transferable to another person from your institution if you wish. You may name a substitute primary participant free of charge at any time prior to the first live training date. If available, you may switch the live training format to a self-paced format (such as a CD-ROM Recording or On-Demand Download) free of charge. (Shipping charges will apply to CD-ROM Recording orders outside the U.S. or Canada.)

ONLINE TRAININGS WHICH ARE PURELY SELF-PACED
All sales are final. No cancellations or refunds are provided.

RECORDINGS, ON-DEMAND DOWNLOADS, MONOGRAPHS AND OTHER PUBLICATIONS
All sales are final. No cancellations or refunds provided.