



CONFERENCE

STRATEGIES FOR INCREASING TRANSFER STUDENT ENROLLMENT AND SUCCESS

December 5 - 7, 2018
New Orleans, LA



ai ACADEMIC
IMPRESSIONS



OVERVIEW

Join us to learn how you can cultivate partnerships between two- and four-year institutions, increase your transfer enrollment, and help transfer students persist to graduation. Throughout this three-day training we will focus on:

- Assessing your transfer program strengths and weaknesses
- Understanding current transfer trends and best practices
- Cultivating successful two- and four-year relationships
- Developing articulation agreements for specific programs
- Collaborating with faculty on transfer agreements
- Organizing pre-transfer advising, orientation, and peer mentor groups

Developing better transfer programs can be greatly beneficial for both two- and four-year institutions if executed properly. Two-year institutions can use their relationships with surrounding four-year institutions to market themselves to prospective students who intend to transfer. Four-year institutions benefit from having a sustained pool of students to recruit from feeder schools. As such, we have assembled experts from both two- and four-year institutions to deliver the unique perspectives of each institution type.

WHY THIS TRAINING IS CRITICALLY IMPORTANT

Transfer students represent a significant opportunity for both institutions and students. However, this is an opportunity that has not been leveraged to its fullest potential. The statistics below are an indicator that transfer student pathways remain an underdeveloped avenue for institutions and students.

- On average, students lose an estimated 43% of their credits when they transfer. (Government Accountability Office)
- Transfer students represent a growing percentage of the overall student body. (National Student Clearinghouse, 2012)
- Only 25% of those who start at a community college end up transferring to a 4-year institution. (CCRC)
- About four million community college students intend to transfer to four-year institutions, but don't. (EAB)

POST-CONFERENCE WORKSHOP: SUPPORT SYSTEMS FOR RETAINING TRANSFER STUDENTS

Take an in-depth look at how peer mentors, academic support groups, and informal social gatherings can help your transfer students overcome hurdles that often discourage transfer students from continuing their education.

[VISIT EVENT PAGE](#)

www.academicimpressions.com/strategies-for-increasing-transfer-student-enrollment-and-success/



BRING YOUR TEAM AND SAVE

This program was specifically designed to benefit those involved with:

- Transfer Student Success
- Transfer Enrollment
- 2-year/4-year Partnerships or 2+2 programs
- First-Year Experience programs, if they include serving transfer students

When you register three or more colleagues you can save over 15% on registration.

LEARNING OUTCOME

After participating in this conference, you will have initial steps for increasing your transfer enrollment and completion.



AGENDA

DAY ONE

12:30 - 1:00 p.m.

Registration

1:00 - 1:30 p.m.

Welcome and Introductions

We will begin with an introductory activity where you will be asked two key questions: What are your main challenges, and what are you doing well?

1:30 - 2:30 p.m.

Understanding Transfer Trends and Opportunities

This opening session is designed to provide you with data and trends, as well as help you understand the opportunities that exist around transfer more broadly in the market.

2:30 - 2:45 p.m.

Break

Strategies for Increasing and Facilitating Enrollment for Transfer Students

2:45 - 3:45 p.m.

Cultivating Relationships with Community Colleges

This session, co-presented by a two-year institutional representative and a four-year institutional representative, is aimed at helping you understand how to best go about cultivating relationships with community colleges.

3:45 - 4:30 p.m.

Working Session

You will participate in an activity to identify steps for cultivating relationships with your top-priority two- or four-year institutions.

4:30 - 5:30 p.m.

Networking Reception (included in registration fee)



AGENDA

DAY TWO

8:30 - 9:00 a.m.

Continental Breakfast (included in registration fee)

9:00 - 10:15 a.m.

Forming Effective Articulation Agreements

Here, you will learn how to go about approaching articulation agreements, who should oversee the process, what constitutes a strong articulation agreement, and how to maintain their momentum.

10:15 - 10:30 a.m.

Break

10:30 - 11:15 a.m.

Activity: Articulation Agreements

During this activity, you will have an opportunity to prioritize the programs for your articulation agreements, and identify key partners and initial steps you need to take to move forward.

11:15 a.m. - 12:15 p.m.

Collaborating Effectively with Faculty and Other Stakeholders in the Transfer Process

Many working in the transfer space at four-year institutions express challenges they face in gaining faculty buy-in and support for transfer agreements with two-year institutions. This hour will provide discussion and best practices for how to get the faculty “on the bus.” We will discuss how transfer personnel can facilitate two-year/four-year partnerships with faculty to ensure that students are successful.

12:15 - 1:15 p.m.

Lunch (included in registration fee)

1:15 - 2:15 p.m.

Breakout Sessions:

Option 1: Case Study of a Two-Year/Four-Year Partnership

In this session, two institutions with a distinct two-year/four-year partnership model will present a case study that will cover:

- How the partnership was formed
- An in-depth overview of what the model looks like and entails (e.g., staff, credit transfer, stakeholders involved, etc.)
- What kind of outcomes the partnership was yielded on both the two-year and the four-year institutional sides

Option 2: Best Practices in Pre-Transfer Advising

Pre-transfer advising is something that many institutions practice, but each takes on a slightly different approach. You will learn how one institution approaches pre-transfer advising, including advising communication strategies around credit articulation and tips for increasing engagement/success when interacting with potential transfer students.

2:15 - 2:30 p.m.

Break



AGENDA

DAY TWO (CONTINUED)

2:30 - 3:30 p.m.

Working Session

In this final session of the day, you will have a chance to work with small groups to begin identifying top priorities when you return to your campuses. We will share out your plans at the end of the day so that you can receive feedback from peers and the facilitators.

3:30 - 3:45 p.m.

Day 2 Wrap up

Strategies for Improving Transfer Student Success

DAY 3

8:30 - 9:00 a.m.

Continental Breakfast (included in registration fee)

9:00 - 10:00 a.m.

Designing Successful Transfer Student Orientations

A key step in getting transfer students enrolled and set up for success is creating a transfer-specific orientation specific to your transfer population. Our experts will provide examples of how other institutions have organized their transfer-specific orientations, particularly for non-traditional students such as veterans, adult learners, and international students. You will get ideas on timing, format, length, and content that you can modify for your needs.

10:00 - 10:30 a.m.

Working Time: Orientations

In this working session, you will have an opportunity to draft a plan for your transfer orientation session. Faculty will be on-hand for consulting.

10:30 - 10:45 a.m.

Break

10:45 - 11:45 a.m.

Creating Successful Transfer Peer Mentor Programs

Many institutions use peer mentor programs as a means of engaging transfer students once they are enrolled and on campus. In this session, one institution will provide an in-depth look at the peer mentor program they are currently running for transfer students. You will come away with ideas about how to go about creating or improving your own transfer peer mentor program. This model has been highlighted at several conferences due to its success.

11:45 a.m. - 12:00 p.m.

Final Questions and Wrap-Up

12:00 - 1:00 p.m.

Lunch for Post-Conference Attendees (include in workshop registration fee)

1:00 - 4:00 p.m.

Post-Conference Workshop: Support Systems for Retaining Transfer Students

This post-conference workshop will dive deeper into retaining transfer students. We will take an in-depth look at how peer mentors, academic support groups, and informal social gatherings can help your transfer students connect with others on campus, experience a sense of belonging, and overcome hurdles that often discourage transfer students from continuing their education.



INSTRUCTORS

Jonathan Fries, Assistant Director of First Year Programs, Lynchburg College

In his role as Assistant Director Jonathan oversees Transfer, Adult Learner, Commuter, and Second-Year student services. This includes overseeing the transfer peer mentoring program, Transfer Orientation, Adult Orientation, Second-Year Welcome Week, Tau Sigma: Transfer Honor Society, and the Commuter Student Association. He has 10 year experience working in higher education, with four of those years working directly with transfer and adult learners. Currently, he is serving as the co-chair for the Transfer Network for NODA the Association of Orientation, Transition, and Retention in Higher Education. He has presented at numerous conferences on Transfer, First-Year, Second-Year, and Commuter students. Some topics have included 'Creating an Innovating Transfer Student Experience', 'Creating Successful Transitions: The Transfer Orientation Experience', 'Lynchburg College Legacy: Blazing the Path to Staying Relevant in FYE', 'Drive-in and Stay: Transitioning Your Approach to Commuter Student Programming and, Climbing the Second Year Mountain to Success.' He has experience in developing guided pathway programs with Lynchburg College and the local community college in Lynchburg. Past leadership roles have included the NODA Region 8 Graduate Coordinator, Chair of the Staff Advisor Committee for Lynchburg College, and co-chair of Second-Year Success Committee. He has co-coordinated the Emerging Leader Retreat for first and second year students at Lynchburg College for the past two years.

Tom Gutto, Director of Transfer Enrollment Services, Loyola Marymount University

Tom is responsible for leading programs and initiatives within Enrollment Management, and collaborating across the institution, to create partnerships and systems that best support transfer students both as incoming students as well as during their time at LMU. Tom works very closely with each LMU college to ensure not only the matriculation and smooth transition of new students, but also the successful completion of their LMU academic experience. He continuously strives to strengthen relationships with local community college partners with the goal of achieving a more efficient and transparent transfer to LMU.

Tom was honored to receive the Bonita C. Jacobs Transfer Champion Rising Star Award from the National Institute for the Study of Transfer Students, which recognizes individuals who have demonstrated exceptional advocacy and leadership in the development and implementation of transfer-focused activities that have significantly improved transfer student access, persistence, and success.

Kim Morton, Associate Director, Office of Transfer Services, Appalachian State University

As Associate Director in the Office of Transfer Services (OTS), Kim works with new and current transfer students in engagement and retention initiatives. Kim collaborates with campus partners to coordinate orientation and welcome weekend events as well as plans and hosts numerous transfer specific programming throughout the semester to help transfer students connect both socially and with campus support services in their new environment. Working with both Transfer Student Mentors and Faculty Transfer Mentors, Kim provides transfer students the resources, support and advocacy they need for success at Appalachian. She chairs the Transfer Services Team which is a campuswide advisory board where faculty, staff and students identify and address transfer student needs; chairs the Leadership Team for the Transfer Residential Learning Community; and serves on retention committees including the Early Intervention Team and the Student Success Team. Kim has spent twenty years in higher education, including ten years at a community college where she first began working with students starting the transfer process.



INSTRUCTORS

Cynthia Mosqueda, Faculty Coordinator for First Year Experience Programs, El Camino College

Dr. Cynthia Mosqueda is the faculty coordinator for the First Year Experience Program at El Camino College located in Torrance, California. El Camino College's FYE program has received accolades for exemplary program status through the Academic Senate for California Community Colleges and through the California Community College Chancellor's Office for outstanding contributions toward student success, transfer, and retention. In 2012, Dr. Mosqueda received the First Year Advocate Award from the National Center for First Year Experience and Students in Transition from the University of South Carolina for her work in helping first-year students transition into college life.

Dr. Mosqueda holds a degree in counseling and earned a doctorate in Educational Leadership from UCLA. She has been a strong advocate for community college issues and is currently serving her second term as board member of the Faculty Association of California Community Colleges representing colleges in Southern California. In addition, Mosqueda chairs the professional development committee for FACCC and coordinates numerous conferences throughout the year such as the National California Great Teachers Seminar, Counseling & Inclusion, and Online Teaching. She also provided leadership in developing new technology and activities to improve campus student services, including the online New Student Orientation, Virtual Counseling, the first student portal service (MyECC), High School Senior Days, and the El Camino College Transfer Conference. Mosqueda leads the growing FYE program, which offers an innovative approach to traditional academic offerings by linking courses together through thematic content, by developing skills, and by combining instructional methods. Dr. Mosqueda is also a lecturer in the Rossier School of Education at the University of Southern California and works with graduate students pursuing a degree in counseling who are interested in working with community college students.



OTHERS	VS	ACADEMIC IMPRESSIONS
Typically large annual event		Intimate, workshop-style event with personalized attention
Many concurrent sessions; forcing choice		One focused learning track
Uneven sessions and less outcome-focused, driven by an open call for proposals		Needs-driven and meticulously planned with practical outcomes <ul style="list-style-type: none"> Action plans and next steps to use upon returning to campus Carefully-vetted expert instructors that are also practitioners in the field
Lecture-based		Learner-centric and designed for interaction and collaboration
Large networking events with vendors		Small-scale opportunity to truly connect with colleagues in the same position at other institutions
Some slide presentations posted online after the event		200+ page workbooks with references, worksheets, articles, templates, exercises, and planning documents

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

December 5 - 7, 2018 :: New Orleans, LA

HOTEL:

Hyatt Regency New Orleans
601 Loyola Ave
New Orleans, LA 70113
504.561.1234

Room Rate: \$189, plus applicable tax.

Room Block Dates: Nights of December 4, 5 and 6, 2018

Rate Available Until: November 14, 2018. Please make your reservations early - rooms and rates are subject to availability.

Reserve Your Room: Call 504.561.1234 to reserve your hotel room. Please indicate that you are with the Academic Impressions group to receive the group rate.