

DEVELOPING A COMPREHENSIVE SYSTEM OF SUPPORT FOR FIRST- GENERATION STUDENTS

September 18 - 20, 2019 | Orange County, CA



Higher education is the engine that drives upward mobility. Help first-generation college students succeed.

Many college campuses are finding that their first-generation (first-gen) student population has grown exponentially in the past five years with some reporting 24-30% of their student body identifying as first-gen. Unfortunately, only about 20% of this population graduate with a degree within 10 years. Because so many first-gen students are also low-income, this is especially disheartening as this means many students are taking on debt without obtaining their degree.

This conference is designed to give you a wide variety of tools to best address the challenges your first-gen population faces and to give them the best chance at success.

NOTE: We encourage participants to bring samples of your first-gen “swag” or other communications for a crowd-sourced idea table as we discuss how to identify and celebrate first-gen faculty and students on your campus.

PROGRAM FORMAT

Throughout these three days, we will examine comprehensive models of how institutions help their first-gen students succeed on campus and complete their degrees. The speakers bring a diverse set of perspectives from each of their unique institutions. You will learn what makes each program exceptional and successful, and you will have opportunities to begin creating or improving your own support system for first-gen students.

WHO SHOULD ATTEND

This program is ideal for professionals who offer academic support to first-gen students and/or lead student success initiatives. In addition, we recommend that leaders from the following areas attend:

- Academic Affairs
- Student Affairs
- Enrollment Management
- Admissions

AGENDA

DAY ONE

Conference Registration

12:30 - 1:00 p.m.

Welcome and Introductions

1:00 - 1:30 p.m.

In this introductory activity, you will have a chance to articulate the importance of first-gen success on your campus and how it supports your institution's overall mission.

Pre-Arrival: Setting the Stage for First-Generation Success

1:30 - 2:45 p.m.

Setting up first-gen students for success begins before they step foot on campus. In this session, you will learn how institutions have provided programs prior to the first semester that helped these students to connect to their new environment and prepare for the exciting journey ahead of them. Our experts will give you insights to the organizational structure of current first-gen support programs and how their alignment helps the program to be successful and efficient.

Break

2:45 - 3:00 p.m.

College Knowledge: Helping First-Gen Students Acclimate to Academia

3:00 - 4:15 p.m.

One of the more nuanced challenges that many first-gen students face is how to acclimate to college. Being the first in your family to go to college is an exciting and admirable accomplishment. However, many of these students find themselves missing a "hidden curriculum" that can include how to study and manage time, how to access resources, how to interpret college jargon, and how to be involved and get the most out of the college experience. This session will highlight successful programs that have shown a positive impact on first-gen students acclimating to college.

Working Session and Day 1 Close

4:15 - 5:00 p.m.

As we conclude our first day together, you will have an opportunity to prioritize your challenges with first-gen student success. We will identify themes that will be threaded into the remaining sessions of the conference. The speakers will be available for consulting and discussion. We will finish the day by sharing ideas and preparing for Day Two.

Networking Reception (included in registration fee)

5:00 - 6:00 p.m.

AGENDA

DAY TWO

Continental Breakfast (included in registration fee)

8:30 - 9:00 a.m.

Engaging and Celebrating First-Gen Students and Faculty

9:00 - 10:15 a.m.

Institutions often struggle to support first-gen students as many of them hide their status or are unaware that they may qualify as first-gen. By helping students to self-identify, your student support teams are better able to connect them with first-gen faculty, alumni, and other students. Hearing from others who have had similar experiences and learning how they coped and dealt with various difficult challenges can be the catalyst the first-gen student needs to feel valued and understood and to complete their degree successfully.

Break

10:15 - 10:30 a.m.

Providing Academic Support for First-Gen Students

10:30 - 11:45 a.m.

From providing provisional admission with support to reducing time to degree completion, institutions that are successful with first-gen students provide a myriad of resources that engage and support students. Our experts will share examples of successful programs that have provided academic support to help first-gen students overcome hurdles and obtain their degree.

Lunch (included in registration fee)

11:45 a.m. - 1:00 p.m.

Working Session: Engaging First-Gen Students and Providing Academic Support

1:00 - 1:45 p.m.

You will have an opportunity to workshop what you have learned during the morning sessions and consider how you might adopt or adapt similar practices. The speakers will be available for discussion and consultation.

Connecting Families of First-Gen Students to the Institution

1:45 - 3:00 p.m.

One of the keys to retaining first-gen students is to also make the family feel welcome on campus. We will discuss how to engage parents as partners in student success and how to help both the student and the family through this transition, including: creating activities that help to bridge cultural gaps, including parents in on-campus activities, and giving students tools for communicating about their college lives.

Break

3:00 - 3:15 p.m.

Assessing the Impact of Your First-Gen Support Program

3:15 - 4:15 p.m.

In this session, you will see how institutions have gathered data on the impact of their first-gen support programs. You will also learn how these data-points are used to articulate needs for additional programming and resources.

AGENDA

DAY TWO (CONTINUED)

Day Two Wrap Up

4:15 – 4:30 p.m.

DAY THREE

Continental Breakfast (included in registration fee)

8:30 – 9:00 a.m.

Broadening Career Considerations for First-Gen Students

9:00 – 10:30 a.m.

Many first-gen students may not have a broad understanding of the variety of industries or job options available upon graduation. In this session, you will hear how other universities have helped first-gen students explore the many possibilities for careers and make informed decisions about their degrees. You will also learn how students can tap into their existing strengths in order to be prepared for an uncertain future.

Break

10:30 – 10:45 a.m.

Final Working Session

10:45 – 11:30 a.m.

This final working session will allow you time to plan your first action steps upon returning to campus. You will share and receive feedback from your peers and the conference speakers. We will also tie these action steps back to the priorities you identified in the introductory session.

Final Questions, Conference Wrap Up, and Evaluations

11:30 a.m. – 12:00 p.m.

INSTRUCTORS

Tom Gutto

Director, Transfer Admission and 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.

Cynthia Mosqueda

Faculty Coordinator for the First Year Experience Program, 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.

INSTRUCTORS

Julie Nash

Vice Provost for Student Success, University of Massachusetts – Lowell

Julie oversees retention and student success, curriculum, and accreditation. Prior to serving as vice provost, Dr. Nash served as Associate Dean for Undergraduate Studies in the College of Fine Arts, Humanities and Social Sciences, as Honors Director, and as Gender Studies Director.

Daphne Rankin

Associate Vice Provost for Strategic Enrollment Management, Virginia Commonwealth University

Daphne has more than twenty-five years of higher education experience. She received her undergraduate degree from the University of North Carolina at Greensboro, and her M.S. in Sociology and Ph.D. in Public Policy and Administration from VCU.

An innovative and enthusiastic educator, administrator, and communicator, Daphne has extensive experience in student transition, retention, and success. Since joining the university's administration in 2004, she has assumed progressive leadership responsibilities in curriculum development, student retention, first-generation student and family programs, enrollment management, and summer studies. Dr. Rankin served as VCU's first Director of Student Engagement and helped develop the University College. Recognizing that one-third of the students in VCU's first-year class are first-generation students who often bring a unique set of needs with them to campus, she developed You First at VCU, a network of programs and initiatives for first-generation students that addresses academic success, social integration, and family support.

ACADEMIC IMPRESSIONS STAFF

Elizabeth Ross Hubbell

Senior Program Manager, Academic Impressions

Elizabeth Ross Hubbell is an educator, author, and speaker with more than 20 years' experience across many levels of education. She serves as Program Manager for Student Affairs where she conducts market research on current trends and issues impacting Higher Education, collaborates with subject matter experts, and designs professional learning experiences. Her primary topics of interest include women in higher ed leadership and new innovations in advising and career services. Prior to joining Academic Impressions, Elizabeth served as a K12 consultant, focusing on instructional strategies and technologies. She has presented at ASCD, ISTE, Colorado TIE, Learning Forward, SREB, NSBA's T+L, and EARCOS conferences. Elizabeth is a former Montessori teacher.

LOCATION

September 18 - 20, 2019 | Orange County, CA

Hotel:

Hyatt Regency Orange County
11999 Harbor Drive
Garden Grove, CA 92840
714.750.1234

Room rate:

\$175 + tax

Room block dates:

The nights of September 17, 18 and 19, 2019.

Room block cutoff date:

August 27, 2019.

Reserve Your Room: Please call 714.750.1234 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

The Academic Impressions Experience



Intimate, workshop-style trainings with personalized attention



Trainings are practical and action oriented so you can hit the ground running



Carefully-vetted expert instructors who are also practitioners in the field



Learner-centric and designed for interaction and collaboration



Highly recommended:
9 out of 10 participants recommend our trainings to colleagues