

IMPROVING RETENTION AND SUCCESS FOR SOPHOMORE STUDENTS

October 28 - 29, 2019 | San Diego, CA



Adopt strategies to support your sophomore-year students and ensure their success.

OVERVIEW

While many institutions have support systems to ensure the success of their first-year students, sophomores often find little support to help them navigate successfully to their junior year. Perhaps it isn't surprising that many institutions find most of their students dropping out, transferring, or experiencing financial, mental, and academic challenges during their sophomore year.

Join us in San Diego for this practical and comprehensive training to learn how to impact your overall retention rate by ensuring that your sophomore students receive the support they need for success and progression. You'll be armed with strategies that have the most impact with the least amount of resources required, that you can utilize without the budget, staffing, and resources that some First Year Experience initiatives enjoy.

You will hear institutional case studies and engage in interactive working sessions complete with consulting time to ensure you walk away with solutions and a clear action plan that you can put to use immediately after returning to campus.

WHO SHOULD ATTEND

This workshop will benefit those tasked with improving student retention, both on the decision-making and implementation levels.

Vice Presidents or Deans for Student Success, Directors of Retention & Student Success, and Orientation & Transitions staff will certainly find this program valuable.

Want to get your whole task force on the same page and work through a plan for retaining your sophomores collaboratively?

BRING YOUR TEAM AND SAVE

Save over 15% when you register three or more colleagues.

AGENDA

Day 1

Registration and Continental Breakfast (included in registration fee)

8:30 – 9:00 a.m.

Welcome and Introductions

9:00 – 9:30 a.m.

Defining “Sophomores” and Their Unique Needs

9:30 – 10:15 a.m.

In this opening session, we will discuss the many ways “sophomores” or “second-year students” can be defined. We will look at current trends and definitions, why this group continues to be a focus for retention, and data on the current state of sophomore programming in higher ed.

Break

10:15 – 10:30 a.m.

What Can We Replicate?

10:30 a.m. – 12:00 p.m.

You will discuss defining “retention” versus “success.” You will also learn how other institutions audited what was already being done on campus. We will not only focus on sophomore-specific programs, but also programs for overlapping groups such as Honors or Transfer students.

Lunch (included in registration fee)

12:00 – 1:00 p.m.

Working Session: Defining Goals and Considering Solutions to Replicate

1:00 – 1:45 p.m.

In this working session, you will have an opportunity to reflect and discuss the following: *What are our goals for sophomore student growth and success? What is currently being done on my campus to impact sophomore retention? Where are our biggest drop-offs with sophomore students? What has been tried that was successful? What has been unsuccessful? What can we replicate that we are already doing with other sub-populations?* You will break into like-institutions and have consulting time with the speakers.

AGENDA

Day 1 (CONTINUED)

Case Studies of Current Programs & Impact

1:45 – 3:00 p.m.

You will hear case studies of current comprehensive sophomore initiatives, lessons learned, and the impact they are currently having. Included in these case studies may be research opportunities, study abroad opportunities, and living learning communities.

Break

3:00 – 3:15 p.m.

Working Session: Identifying and Prioritizing Potential Solutions

3:15 – 4:15 p.m.

In this final working hour of the day, you will begin the process of considering ideas you have heard on Day 1 and what will be feasible to adopt, adapt, or incorporate on your campus. You will have an opportunity to begin prioritizing your ideas and getting feedback from peers and facilitators.

Day 1 Wrap Up

4:15 – 4:30 p.m.

Networking Reception (included in registration fee)

4:30 – 5:30 p.m.

Day 2

Continental Breakfast (included in registration fee)

8:30 – 9:00 a.m.

Expanding Programming for Sub-Populations

9:00 – 10:15 a.m.

In this session, you will consider how your sophomore sub-populations could benefit from programming focused specifically on their needs. Among others, we will discuss the needs and potential solutions for transfers, returning adults, and underserved groups.

Break

10:15 – 10:30 a.m.

AGENDA

Day 2 (CONTINUED)

Assessing Your Impact

10:30 – 11:15

Our experts will present on how other institutions are assessing the impact of their programs. You will have a final working session immediately after so that you can begin considering how you will define success and collect data as you implement your new ideas.

Final Working Session: Initial Action Steps and Defining Success

11:15 – 11:45 a.m.

In this final working session, you will decide upon your first action steps when you return to campus and design a plan for “who, what, where, when, and why” for your outreach efforts. This will be an opportunity to consider barriers, challenges, opportunities, and which levers of change on campus with which you can align. Facilitators will be on hand for feedback.

Conference Close and Evaluations

11:45 a.m. – 12:00 p.m.

INSTRUCTORS

Jimmie Gahagan

Director of VCU Lead, Virginia Commonwealth University

At VCU, Jimmie Gahagan facilitates students' integrative learning and leadership development to support their success and employability. He teaches leadership classes and encourages students' engagement in high-impact practices such as study abroad, internships, undergraduate research, peer leadership, and service-learning. He has presented and published widely on such topics as the Sophomore-Year Experience, Creating Learning Outcomes, Residential Learning Initiatives, Peer Leadership, the First-Year Experience, and Student Retention. He has a B.A in political science from the University of Richmond and received his M.A. in Higher Education and Student Affairs and Ph.D. in Education Administration both from the University of South Carolina.

Molly Schaller

Associate Professor—School of Education, Saint Louis University

Molly has conducted extensive research on students' sophomore-year challenges and successes. Prior to her faculty position, she worked for ten years in student affairs administration. Molly conducts research on college student development, specifically on sophomore students and the sophomore-year experience. In addition, her research has been to understand the relationship between learning space, learning, engagement, and pedagogy.

David Sneed

Director of the Growth & Purpose for Students Program, Belmont University

After spending 25 years in progressive roles within Student Life (DePauw University, Millsaps College and Davis & Elkins College) Dr. Sneed was asked to use the skills and experiences of those years to help Belmont implement its comprehensive SYE program. The direct service component of the SYE has come to be known as the GPS (Growth & Purpose for Students) Program. After the formation of the program in the summer of 2011 and learning from hundreds of Belmont students, David has focused on developing relationships with key campus resource providers and focusing on the developmental issues of "2-3-4 semester" students.

Dr. Sneed received his Ed.D. in Higher Education from the University of Memphis and his M.A. in Education and his B.S. in Agriculture Education from Western Kentucky University. He last served as Vice President for Student Life/Dean of Students and Special Counsel to the President of Davis and Elkins College in West Virginia. Prior to his work in West Virginia, he was Dean of Students at Millsaps College in Jackson, Mississippi.

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

October 28 - 29, 2019 | San Diego, CA

Hotel:

San Diego Marriott Mission Valley

8757 Rio San Diego

San Diego, CA 92108

619.692.3800

Room rate:

\$149 + tax

Room block dates:

The nights of October 27 and 28, 2019.

Room block cutoff date:

October 7, 2019.

Reserve Your Room: Please call 619.692.3800 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