

NISTS | CONFERENCE PROGRAM

WORKING TOGETHER TO SIMPLIFY TRANSFER

#NISTS2019



FEBRUARY 13-15, 2019 • ATLANTA, GEORGIA

SCHEDULE AT A GLANCE

TIME	EVENT	LOCATION
WEDNESDAY, FEBRUARY 13, 2019		
8:00 a.m. - 6:00 p.m.	Registration Open	Windsor Pre-Function Area
9:00 a.m. - 12:00 p.m.	Pre-Conference Workshops	See page 14
11:00 a.m. - 12:00 p.m.	First-Time Attendees Welcome Session	Hope I and II
1:30 p.m. - 2:30 p.m.	Opening Session: Embracing Your Transfer Lenses	Windsor Ballroom
2:45 p.m. - 3:45 p.m.	Concurrent Session I	See page 21
3:45 p.m. - 4:00 p.m.	Beverage Break	Windsor Pre-Function Area
4:00 p.m. - 5:00 p.m.	Concurrent Session II	See page 25
5:00 p.m. - 7:00 p.m.	Opening Reception and Poster Presentations	Windsor Pre-Function Area & Ballroom
7:00 p.m.	Dinner on Your Own	
THURSDAY, FEBRUARY 14, 2019		
8:00 a.m. - 6:00 p.m.	Registration Open	Windsor Pre-Function Area
8:00 a.m. - 9:00 a.m.	Continental Breakfast	Windsor Pre-Function Area
9:00 a.m. - 10:00 a.m.	Keynote Session: Charting Our Path Forward: A Vision for Equity and Making Excellence Inclusive	Windsor Ballroom
10:15 a.m. - 11:15 a.m.	Concurrent Session III	See page 34
11:15 a.m.	Lunch on Your Own	
1:15 p.m. - 2:45 p.m.	Action-Focused Plenary Session: Turning Insights into Action: Amplifying Transfer Student Voices to Generate Campus Change	Windsor Ballroom
3:00 p.m. - 4:00 p.m.	Concurrent Session IV	See page 39
4:00 p.m. - 4:30 p.m.	Networking Break	Windsor Pre-Function Area
4:30 p.m. - 5:30 p.m.	Concurrent Session V	See page 43
5:30 p.m.	Dinner on Your Own	
FRIDAY, FEBRUARY 15, 2019		
8:00 a.m. - 12:00 p.m.	Registration Open	Windsor Pre-Function Area
8:00 a.m. - 9:00 a.m.	Buffet Breakfast	Windsor Pre-Function Area
9:00 a.m. - 10:00 a.m.	Concurrent Session VI	See page 47
10:00 a.m. - 10:15 a.m.	Beverage Break	Windsor Pre-Function Area
10:15 a.m. - 11:15 a.m.	Concurrent Session VII	See page 50
11:30 a.m. - 12:00 p.m.	Closing Session	Windsor Ballroom

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WAYS TO CONNECT

Check out these opportunities to connect with your colleagues:

- Lend your voice to the vibrant discussion by using **#NISTS2019**.
- If you didn't get a chance to RSVP for one of Thursday's networking lunches, visit the registration desk to check for last minute availability.
- Grab a badge ribbon in the registration area to show others your functional unit and areas of interest.

CONFERENCE WIFI

Network:
NISTS

Password:
nists2019



WELCOME

Welcome to the 17th Annual Conference of the National Institute for the Study of Transfer Students, our largest convening to date! Conferences are not only a collection of pre-conference, concurrent, and plenary sessions sandwiched between networking breaks; they are also opportunities for fundamental shifts in how we think about—and more importantly, what we *do* about—transfer student success. We have designed this conference to encourage you to be an active participant in your own learning and are excited to see where the conversation and contemplation take you.

Our conference theme, *Working Together to Simplify Transfer*, is timely because, if there is one thing we can all agree upon, it's that the process of transferring is too difficult. The complexities of moving between institutions are compounded by the unique situations of our students. Admittedly, these individual intricacies—coupled with federal, state, and institutional policies—can create situations beyond our control. Nevertheless, much of how the transfer student experience unfolds is within our control. We determine the depth of our understanding related to students' transfer experiences; we decide how we view our role in that experience; and we can embrace every interaction as an opportunity to influence student success.

Effectively serving transfer students cannot be done alone. No single individual, department, institution, or ecosystem has what it takes to ensure students get what they need. Thus, working together to simplify transfer is paramount. Working together is not just about partnership but is also a conscious effort to reach beyond the written responsibilities of our jobs to make a meaningful difference. Affecting true change requires learning about the entire transfer process, including the other individuals and functional areas contributing to it, and actively connecting the dots.

Whether you are a seasoned transfer professional or find yourself new to this work, this conference is your opportunity to dig deep, reach beyond your current understanding, and determine what else you should be doing to make a meaningful difference for transfer students. To facilitate this reflective learning process, we will introduce a framework to help you make the most of your conference experience and, more importantly, enhance your work with transfer students.

As we gear up for an exciting journey this week, I want to recognize those who have worked to bring you a rich program from which to learn and grow. Thank you to our conference session readers, our award selection committee, and the many on-site volunteers. My sincere appreciation as well to our educational partners and conference sponsors. I am most grateful to the pre-conference, concurrent, and poster session presenters who share their work so you can improve yours. Additionally, I am incredibly appreciative of our Advisory Board members who are never too busy for a quick email exchange or a prolonged brainstorming phone call. Similarly, we have many in our extended family that we call upon throughout the year to help guide our work. Their ideas and experiences enhance our efforts. Finally, the NISTS staff has put a lot of creative effort into preparing for this conference, and to them I offer my most heartfelt gratitude.

I am truly looking forward to the next few days and am confident that, by working together, we really can simplify transfer!



Janet L. Marling, Ph.D.
Executive Director, NISTS

STAFF, ADVISORY BOARD, AND AFFILIATES

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JAN HILLMAN
CAS Board of
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ABOUT NISTS

Through education, research, and advocacy, the National Institute for the Study of Transfer Students (NISTS) unites practitioners, researchers, faculty, policy-makers, and administrators to explore the pressing issues and obstacles related to transfer student success. We equip professionals with the knowledge and skills needed to actively advocate for transfer students, challenge the status quo, and reach beyond specific roles to develop holistic, inclusive, and seamless student experiences.

HISTORY

NISTS was founded in 2002 by Dr. Bonita C. Jacobs in response to a lack of professional development opportunities and research literature focused specifically on transfer students. In 2003, NISTS held our inaugural conference at the University of North Texas with over 300 attendees from over 30 higher education institutions and 32 states. Since then, the conference has grown to 500+ attendees from over 200 institutions representing 43 states and two provinces in Canada.

Since our first conference seventeen years ago, NISTS has encouraged the national conversation about transfer students in many ways. In 2006, NISTS began offering grants to support transfer-related research, and in 2010 we introduced and awarded the first Barbara K. Townsend Dissertation of the Year Award. In 2013, we introduced the inaugural Bonita C. Jacobs Transfer Champion Award, and in the years since, we've also added Catalyst and Rising Star categories to recognize champions with a shorter tenure, but whose impact is significant.

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INFORMATION & RESOURCES:

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 tinyurl.com/nistsvideos

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social media posts!

EDUCATIONAL PARTNERS



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AWARDS

BONITA C. JACOBS TRANSFER CHAMPION AWARDS

TRANSFER CHAMPION AWARD

The Bonita C. Jacobs Transfer Champion Award is the most prestigious award offered by the National Institute for the Study of Transfer Students. It is named in honor of the NISTS founder who has played a significant role in advancing the national transfer conversation. Transfer Champions have demonstrated exceptional advocacy and leadership on behalf of transfer students at the state or national level. Throughout their careers, they have significantly improved transfer student access, persistence, and success in areas such as policy, research, or advocacy.



Debra Bragg is Director of Community College Research Initiatives at the University of Washington in Seattle, and she is also the Founding Director of the Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign where she was also named an endowed university professor. Dr. Bragg's research focuses on transitions and transfer from K-12 education to community colleges and universities, as well as to employment. In recent years, Dr. Bragg led the study of Credit When It's Due (CWID) to assess changes in transfer policy to confer associate degrees through reverse transfer. She is currently leading a study of high-performing transfer partnerships with higher than predicted baccalaureate attainment rates for students of color and low-income students. Dr. Bragg's research portfolio also includes a national study of applied baccalaureate degrees conferred by community colleges nationwide. New America, the Washington State Board of Community and Technical Colleges (SBCTC), the Community College Baccalaureate Association (CCBA), and other groups are valued partners in this work. In April 2015, Dr. Bragg was recognized as a Fellow of the American Educational Research Association (AERA), and she received the Distinguished Career Award from the Association for the Study of Higher Education (ASHE) in November 2016.

AWARDS

TRANSFER CHAMPION-CATALYSTS

The Catalyst Award recognizes mid-career professionals who are game-changers in the transfer field and have worked over time to make a significant impact at the institutional, regional, and/or state level. Awardees demonstrate evidence of leadership, appropriate risk-taking and disrupting the status quo, along with using relevant research and theoretical frameworks to develop programs and services for transfer students. They ensure the sustainability of initiatives by developing staff and using data to make improvements.



Eboni M. Zamani-Gallaher

is the Associate Dean of the Graduate School at the University of Illinois at Urbana-Champaign, where she also serves as a Professor in Education Policy, Organization, and Leadership and the Director of the Office for Community College Research and Leadership (OCCRL). Balancing research and practice, Eboni is “one of the few woman of color scholars that examines the intersections between equity, diversity, community college transfer, and student affairs.” Through her numerous publications and presentations, along with her willingness to mentor others, she builds the capacity of emerging scholar-practitioners.

Balancing research and practice, Eboni is “one of the few woman of color scholars that examines the intersections between equity, diversity, community college transfer, and student affairs.” Through her numerous publications and presentations, along with her willingness to mentor others, she builds the capacity of emerging scholar-practitioners.



John Fink is the Senior Research Associate for the Community College Research Center (CCRC) at Teachers College in Columbia University. Since joining CCRC in 2014, John has authored a number of informative and influential publications that explore vertical transfer and degree completion rates. Focusing on two and four-year institutional partnerships, John’s work directly impacts transfer students nationwide, and his research is transforming how both practitioners and researchers view transfer.

Describing his work on the Transfer Playbook, one nominator writes, “... [it] has provided an opportunity for institutions to review effective strategies and change the services they offer for students in building a more effective transfer pathway.”



Paulina Palomino

is the Dean of Student Services at East Los Angeles College, where she is an essential part of increasing partnerships between two and four-year institutions in southern California. Paulina is passionate about student success. Her enthusiastic leadership and ability to form deep, collaborative relationships has led to increases in involvement among students, staff, faculty, and community members. According to one colleague, “Her dedication to making higher education accessible for historically underserved students is an integral part of who she is, and she has a strong commitment to increasing the number of underrepresented students who transfer to four-year universities.”

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Russell Baker is the Vice President for Academic Affairs at Ivy Tech Community College. During his long-standing tenure at Ivy Tech, Russ has transformed transfer pathways by emphasizing smooth transitions and expanding the number of Transfer Single Articulation Pathway (TSAP) degrees available to students. As one nominator states, “Russ serves as the anchor to all elements of our transfer work, which ranges from course-to-course transfer through guaranteed transfer programs all the way to reverse transfer.” Russ is a member of several statewide committees, where his advocacy and leadership have been integral in creating a transfer-friendly culture and improving the transfer experience for Indiana students.

As one nominator states, “Russ serves as the anchor to all elements of our transfer work, which ranges from course-to-course transfer through guaranteed transfer programs all the way to reverse transfer.” Russ is a member of several statewide committees, where his advocacy and leadership have been integral in creating a transfer-friendly culture and improving the transfer experience for Indiana students.

AWARDS

TRANSFER CHAMPION-RISING STARS

The Rising Star Award recognizes individuals who are making significant contributions in the early stages of their careers, creating or improving programming that is responsive to the specific transfer student population and shows evidence of success. These individuals are aware of best practices and theoretical frameworks, as well as the need to assess their efforts and use this data to improve programming. They use their strong communication and collaboration skills to educate others on their campus about transfer students and are not afraid to challenge the status quo.



Crystal Flowers is a Transfer Coordinator and Admissions Specialist at Florida A&M University where she is also an award-winning Student

Life Skills (SLS) instructor. "If I had to describe Ms. Flowers in two words," one nominator states, "perseverance and selflessness best epitomize Crystal's character." She has a "keen ability to communicate and collaborate effectively" and was instrumental in implementing IGNITE, a 2+2 completion program offered in partnership with Florida College System schools. Crystal serves on several university committees and has been "the driving force" behind campus efforts to promote and celebrate transfer student success, all while meeting key retention and graduation performance goals.



Jason Dodge is University of Central Florida's Director of Transfer and Transition Services (TTS). As one nominator states, Jason is "an extremely

creative and innovative leader" who is "committed to designing programs and initiatives that significantly improve the transfer student experience." Jason is an enthusiastic advocate for transfer students and "is always very thoughtful to ensure that the necessary partners and stakeholders are included in the conversations." Although relatively new to UCF, he has already pioneered several initiatives that support thousands of prospective and first year transfer students, including: STEP into UCF, Transfer Tuesdays, the Transfer Alliance, and a Transfer Readiness Course.



Robert Charlebois is a Transfer Coordinator for Academic Advising and Transfer Services at the University of South Alabama, where he launched

an academic advising and transition support program for prospective transfer students called Pathway USA. Affectionately known as "Pathway Bob," students have directly attributed their success to Bob's efforts to provide them with trustworthy and accurate transfer resources. As one nominator notes, "Bob is leading culture change at our institution. Transfer students have always been an expected part of our enrollment; now we are being intentional in advising, integrating, and supporting this important group of students. He is a fierce student advocate."

2019 BARBARA K. TOWNSEND DISSERTATION OF THE YEAR AWARD



Laura W. Yavitz, Ph.D.

Vertical Transfer and Baccalaureate Completion for Adult Community College Students: Milestones and Momentum Points that Matter

This study examined the impact of the academic momentum theoretical framework on adult community college students. The results show that academic momentum impacts adult success on the transfer pathway, but also suggest that the effects of momentum variables differ between adults and traditional-age students. Findings challenge widely accepted interventions that may need adjustments when considering adult community college students. For example, full-time enrollment was not shown to be essential for adult students, who may have other strategies to be successful. Finally, through the study's design, Yavitz developed a model that institutional researchers can use to better understand transfer outcomes in their student populations.

Dissertation Chair: Dr. Vicki J. Rosser, Professor of Higher Education, Department of Educational Psychology and Higher Education, University of Nevada, Las Vegas

AWARDS

NATIONAL TRANSFER STUDENT AMBASSADORS

These individuals were selected through a national competition intended to recognize outstanding students who represent the heart of our work. Nominees were asked to submit a letter of recommendation, resume, and a written and video response describing their transfer journey, advocacy efforts on behalf of transfers, and how their personal interests match this opportunity. All four winners demonstrated excellence in leadership, public speaking, and their potential for sharing meaningful information with higher education transfer professionals.



Jevaughney "Jay" Francis
Appalachian State University

After moving to the United States from the small island of Jamaica, Jay was taken aback by the American collegiate system. He had a very specific major in mind but was disappointed to learn he did not have the prerequisite skills required for the program.

Jay was forced to reevaluate his college options late in the enrollment cycle and ultimately began his journey at Wake Technical Community College. While there, he experienced significant academic and personal growth and eventually learned that the key to success is asking for and accepting help. Jay is now a Transfer Student Mentor at Appalachian State University, where he is known for his charisma and passion for helping others. He encourages new students to get out of their comfort zones and create meaningful connections to others. "Yes, transfer students are in a new, unfamiliar environment," Jay says, "but that doesn't mean they can't put their [best] foot forward."



Jennifer Hernandez
University of Illinois at Chicago

Jennifer plans to leverage her experience as a first-generation, Latina student to influence higher education policies, particularly those that govern the transition between community colleges and universities. In describing her transfer journey, Jennifer explained she felt

totally lost, confused, and disconnected until someone at Harper College took the time to help her chart key milestones in the transfer process. Jennifer is thriving at the University of Illinois at Chicago, and her determination and passion for transforming transfer shines through her undergraduate research and personal blog, CollegeCoward.com. Jennifer says, "Thousands of students face these barriers every single year, [so] I love the idea that policy influencers invite students into their professional circle. After all, it is the work of professionals that can make or break a student's education."



Bianca Hill
Baylor University

Bianca's college dream came true when she enrolled at Carnegie Mellon University. Unfortunately, the fit never felt right, and her transition struggles were exacerbated by a series of unexpected hospitalizations during her first year. Bianca returned to Texas

and took time to heal while earning her associate degree at Brookhaven Community College. When she transferred to Baylor University, everything finally fell into place, and she felt more connected to her academics and herself than ever before. As an ambassador and student intern for Baylor's Transfer Student Success Office, Bianca uses her personal experience to shed light on the transfer process and advocate on behalf of transfer students. "Every transfer student may struggle to adjust to their new school," Bianca explains, "but with the support they need, every transfer student can also experience great success and personal growth."



Taylor Smith
Spelman College

Although Taylor's college journey began at American University, it wasn't until she transferred to Spelman College that she found the welcoming and accepting sense of community she craved. The stark contrast between campus climates she experienced,

along with limited transfer-focused acclimation activities, propelled her into action, and she now holds several leadership roles that allow her to amplify transfer student concerns with campus administrators. With an emphasis on smooth transitions and inclusion, Taylor uses her story as a platform to expand others' views and tackle tough issues like credit articulation and affordable housing. She even hosts events such as "Tea with the Transfers" to promote engagement and connection. As Taylor explains, "Regardless of their reasoning, deciding to transfer is a life-altering shift that needs to be met with support and understanding from administrations and student bodies alike."

FINALISTS

Ashley Ku

University of California, Los Angeles

Cydney Caradonna

University of California, Merced

Kassandra Flores

University of California, Irvine

THANK YOU

AWARD AND PROPOSAL REVIEWERS

NISTS would like to thank the following individuals for their help in evaluating award nominations and/or session proposals:

Heather Adams
University of California, Los Angeles

Katherine Antonucci
Arizona State University

Raquel Aparicio
Point Loma Nazarene University

Brandy Carr
West Texas A&M University

Yu "April" Chen
Louisiana State University

Leigh Cherry
University of Tennessee

Saroya Cicero
University of Michigan

Mark A. Cortez
Ohio Department of Higher Education

Wendolyn Davis
Central Michigan University

Chandra Davis
University of South Florida

David De Sousa
Texas A&M University

Tanaya Dempsey
Arizona State University

Matias Domingo
Kennesaw State University

Abbey Erwin
Virginia Tech

Karen Etz Korn
University of Tennessee

Chelsea Martin Fancher
Western Kentucky University, Owensboro

Nathan Fanning
University of Maryland, Baltimore County

Rachel Fulton
*Indiana University-Purdue University
Indianapolis*

Katherine Giardello
Michigan Center for Student Success

Alexa Gordon
Rollins College

Artis Gordon
Virginia Commonwealth University

Tom Grites
Stockton University

Stephen Handel
The College Board

Catherine Hartman
University of Texas at Austin

Anthea Henderson
University of South Florida

Holly Herrera
Columbia College Chicago

April Dawn Hicks
Western Carolina University

Liz Iglesias
Nassau Community College

Diane Anoyi Igoche
Robert Morris University

Sarah Jewett
University of Maryland, Baltimore County

Liz LaFortune
University of Maryland

Barbara Lerner
Texas Woman's University

Jennifer Louten
Kennesaw State University

Kristin Mauro
Western Oregon University

Jeffrey Mayo
University of Texas at Austin

Nate McElroy
Penn State World Campus

Lisa McIntyre
Arizona State University

MaryJane McReynolds
Austin Community College District

Cathy Moore
Miami University

Joe Oliver
Baylor University

Stephannie Peters
*Southwest Vermont
Career Development Center*

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Lindsey Powers
Murray State University

Vincent Prior
University of North Georgia

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University of North Carolina, Charlotte

Jenny Sumner
University of Central Florida

Rosline Sumpter
South Carolina Technical College System

Andrea Swintal
University of North Carolina, Charlotte

Jason Taylor
University of Utah

Vincent Tepedino
Rutgers University, Newark

Barbara Tobolowsky
University of Texas at Arlington

Aaron Vaught
University of Kentucky

Vanessa Woods
University of California, Santa Barbara

Denise Young
Virginia Tech

Toya Younger
*American Association of State Colleges
and Universities*





DO YOU KNOW A TRANSFER CHAMPION?

Recommend a colleague for one of our NISTS Annual Awards. Nomination forms open summer 2019.

VISIT NISTS.ORG FOR MORE INFORMATION

MARK YOUR CALENDAR

NATIONAL TRANSFER STUDENT WEEK

10.21-25.2019

Join us to celebrate transfer students and the professionals who support them.

#TRANSFERSTUDENTWEEK

VENETIAN I

TRANSFER ESSENTIALS: TRENDS, BARRIERS, AND PROMISING PRACTICES

As the national college completion spotlight shines brightly on transfer student populations, the professionals who serve them are being asked to do more. Some of these individuals have worked in transfer for years, while others are being asked to navigate uncharted territory on campuses just beginning to take an interest. This workshop targets all levels of professionals who are interested in learning more about the many functional areas within transfer and the complexities associated with facilitating transfer student success. It serves as a comprehensive examination of current trends and how to facilitate transfer student success, while also providing time for meaningful dialogue.

This workshop is designed to help participants:

- Understand why transfer is important—from myths, demographics and trends to unpacking current research and best practices;
- Become transfer advocates with the ability to identify potential barriers in championing transfer work;
- Create a realistic vision for transfer student success and an initial action plan for next steps.

James D. Mantooh, Executive Director of Enrollment Services and Student Engagement
University of Tennessee at Martin
NISTS Advisory Board

Rachael Carranza Capua, Manager of Internal Communications, Office of the Chancellor
Tarrant County College District

VENETIAN II

IT TAKES A VILLAGE TO ENROLL A TRANSFER STUDENT

The presenters will discuss the transfer admission recruitment cycle from first contact all the way through the first week of school. We will spend time talking about building partnerships and alliances with other school partners as well as across campus. In addition, we will discuss transfer trends, articulation agreements, pathway programs, stealth shoppers, transfer specific visit programs, affordability/financial aid, orientation and more. Plan on engaging, sharing, learning and networking in this highly interactive workshop!

Kent Rinehart, Dean of Admission
Marist College

Chloe O'Sullivan, Director, Enrollment Services
Education Advisory Board (EAB)

Jaclyn Fitzgerald, Director of Transfer Admission
Marist College

Crystal Newby, Associate Director of Education and Training
National Association for College Admission Counseling (NACAC)

VENETIAN III

TOWARD BUILDING A TRANSFER CENTER

No single office or staff can ensure transfer student success—it takes the commitment of the entire campus community. Yet, increasingly, transfer centers are being asked to centralize supports and services while addressing the myriad of issues students face when transferring, including:

- **Preparing for transfer:** choosing and planning for a major, navigating admissions and financial aid processes, assessing their academic credits;
- **Transitioning:** getting oriented and acclimated to a new campus's culture, policies and procedures; minimizing transfer shock by finding resources, establishing new relationships, and building support networks;
- **Progressing toward graduation:** maintaining academic progress; finding engagement and involvement opportunities; reviewing, assessing, and preparing career plans for transition out of the university.

Based on model programs that address each of these critical junctures, we will examine the transfer center's role in fostering partnerships across campus sectors, creating clear pathways with sending institutions, and cultivating a sense of community and belonging for transfer students. For participants with existing transfer centers, presenters will help you consider ways to assess your current efforts and make improvements to better serve your transfer students.

This interactive workshop will walk participants through the basics of setting up a transfer center, including making the case to leadership and determining which staff and departments to include. It is designed to help participants:

- Determine whether and how a transfer center might address your transfer students' primary issues,
- Learn from specific examples of successful programs and best practices that create a supportive transfer environment, and
- Identify potential areas of improvement to promote transfer student satisfaction, retention, and graduation.

Charlene A. Stinard, Director of Transfer and Transition Services (retired)
University of Central Florida, Orlando

Heather Adams, Program Director, Transfer Student Center
University of California, Los Angeles

VENETIAN IV

PURPOSEFUL PATHWAYS AND PARTNERSHIPS IN SUPPORT OF TRANSFER SUCCESS

Effective collaboration among professionals at community colleges and four-year institutions is critical in providing effective transfer services to students. However, as more partnerships are formed and institutional goals increase, maintaining strong partner relationships can become challenging, especially with limited human and financial resources. Projects, services, and support tools have been developed for a variety of purposes under the umbrella of comprehensive transfer services. Join us in this interactive workshop as we review a variety of tools and strategies to help you:

- Develop, maintain, and selectively grow inter-institutional partnerships;
- Promote university transfer awareness;
- Support degree completion;
- Collect data for informed decision making and evaluation regarding partnerships and pathways; and
- Communicate expectations for effective partnerships.

Presenters from a community college and universities will share insights about how to maintain high standards in serving all of the various stakeholders: students, partnering institutions, institutional leadership, transfer advisors, and faculty. Attendees will leave the session with practical ideas to apply at their own institutions, including:

- examples of transfer partnership expectations, communication tools, transfer initiative and event support, and a framework for providing customized service to partnering institutions; and
- strategies on how to evaluate, strengthen, and enhance internal pathways and external partnerships to better support transfer students.

Eileen Stempel, Professor
University of Cincinnati
NISTS Advisory Board

Rose Rojas, District Director, Center for Curriculum and Transfer Articulation
Maricopa County Community College District
NISTS Advisory Board

Sarah Jewett, Director, Innovations in Transfer Research and Practice, Office of the Provost
University of Maryland, Baltimore County (UMBC)

VENETIAN V

**TRANSFORMING HIGHER EDUCATION
THROUGH A TRANSFER RECEPTIVE CULTURE**

Traditional approaches to the study of transfer places the responsibility of transferring on the student, not the institution, and often views community college students of color as academically inferior. In addition, the onus of transfer is often placed on the sending community college, not the receiving college or university. A more critical approach focuses on students of color as holders and creators of knowledge and examines the role of both the sending and receiving institution in the transfer process.

Aligned with this critical approach is the framework of a transfer receptive culture, which is an institutional commitment by a university to support transfer students. This includes assistance with navigating the community college, guidance with coursework, the application process, enrollment, and ultimately retention and graduation from the university. A transfer receptive culture has five elements and is informed by critical race theory in education that centers the experiences of race and racism in the vertical transfer process.

We examine the elements of a transfer receptive culture and discuss how to create, implement, and maintain this framework to both academic and student affairs. This session will be interactive as we discuss challenges and opportunities at both the community college and the university. The presenters will discuss research, best practices, and program review that explores how to best serve students in the transfer process.

This workshop is designed to help participants:

- Understand the five elements of a transfer receptive culture and its connection to critical race theory
- Identify specific strategies to assist underserved students in the transfer process
- Learn from best practices, research, and support programs geared toward strengthening transfer student communities

Santiago Bernal, Assistant Director, Center for Community College Partnerships, *University of California, Los Angeles*

Alfred Herrera, Assistant Vice Provost for Academic Partnerships, Director, Center for Community College Partnerships, *University of California, Los Angeles*;
NISTS Advisory Board

Dimpal Jain, Associate Professor, Educational Leadership and Policy Studies, *California State University, Northridge*;
NISTS Advisory Board

SPECIAL INVITATION

WEDNESDAY ■ FEBRUARY 13
11:00 AM-12:00 PM

HOPE 1-2

**FIRST-TIME ATTENDEES
WELCOME SESSION**

**Are you new to the NISTS Conference?
Then this session is for you!**

Join NISTS staff, Advisory Board members, and other first-time attendees to network and kick off your conference experience. We will share a little bit about the history of NISTS, our perspective on key trends and emerging issues in transfer, and provide a preview of the opening session. You will leave with tips for navigating the conference, connections with fellow attendees, and ideas for ways to continue learning with NISTS when you return home.

NACAC

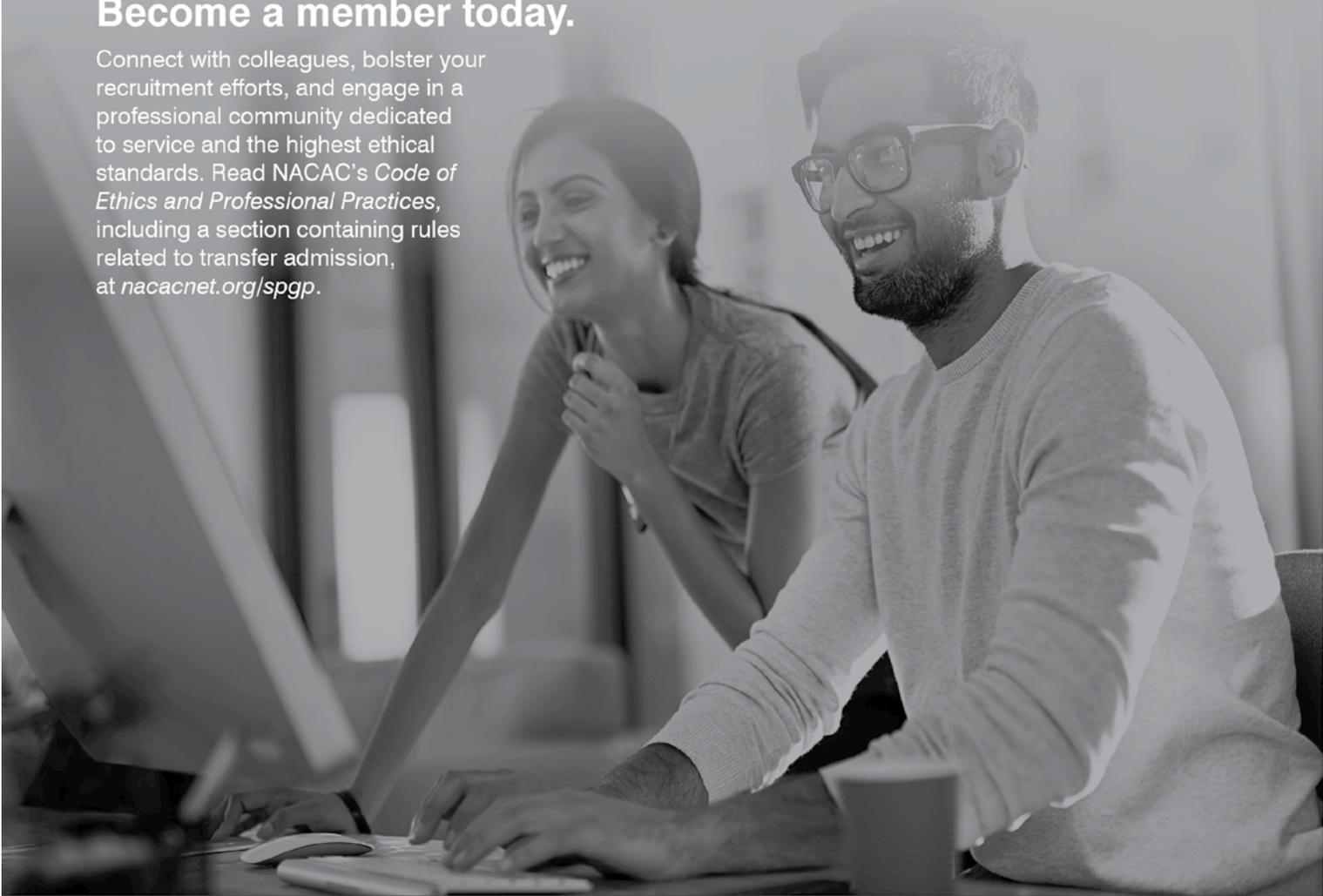
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2019 Programs

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nacacnet.org/gwi



Sept. 26 – 28 • Registration opens March 2019.

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SESSION FORMATS

Educational sessions present strategies for effectively implementing innovative programs, practices, policies, processes, initiatives, or technologies. Alternately, these sessions might provide a broad overview of important transfer-related trends, issues, or concepts and highlight the implications for transfer student success.

Facilitated Discussion sessions provide attendees the opportunity to take a collective deep dive into a specific theme, question, activity, or problem. These discussions can be coordinated around a particular institution type, specific student or professional population, or state/geographic region and are intended to promote brainstorming, networking, and an intentional exchange of ideas.

Research Spotlight sessions share transfer-related research findings from well-designed studies or analyses of the literature. Topics should increase understanding or contribute to existing research and focus on new implications for policy, practice, and further study.

Sponsor sessions provide conference sponsors the opportunity to formally introduce conference participants to their organizations and, if applicable, the benefits and costs of their products or services.

issues directly affecting these students, including assisting them as they move between institutions, easing students' personal and academic acclimation, and facilitating student self-efficacy.

Innovative Initiatives

Solving the challenges of transfer requires us to examine the issue from new and different perspectives. This track is dedicated to showcasing work that reaches beyond traditional approaches to assisting transfer students and/or provides a new philosophical framework and demonstrates evidence of meaningful change.

Matriculation Trends and Issues

As they contemplate and initiate transfer, students rely on accurate and clear information and engagement from a wide range of campus constituents, including admissions, advising, financial aid, and registrar to name a few. Presentations in this category should focus on the trends, issues, programs, and services that span from a transfer student's initial point of interest through the first semester of enrollment.

Partnerships and Collaboration

Facilitating an inclusive and holistic transfer student experience requires identifying and involving key stakeholders that represent a variety of perspectives, disciplines, and functional areas. These sessions will address the importance of forming intentional inter-institutional and trans-departmental relationships with emphasis on relationship development and measurable outcomes.

Special Populations

Transfer students have a variety of personas with needs that extend beyond their student types, demographics, and social identities. Presentations in this category will discuss these unique groups in more detail and/or highlight programs and services tailored to facilitate a smooth transition. Special populations include, but are not limited to: adult learners, military-affiliated, online-only, those with disability accommodations, and students who have experienced trauma.

Transition Programs and Services

Transitioning to a new institution can feel overwhelming for transfer students, with related challenges lasting well beyond orientation. Presentations in this category focus on academic and social adjustment as students navigate their first year and leverage previous experiences to excel in their new environments.

SESSION TRACKS

Curricular Alignment or Degree Pathways

Unclear academic plans too often delay transfer students' progress and persistence, causing excess credit accumulation, multiple major changes, and/or reduced personal momentum. Presentations in this category should address the creation and successful execution of aligned academic curriculum or degree programs that result in improved experiences for students moving between institutions and within academic disciplines.

Diversity and Inclusion

Transfer offers students from a variety of backgrounds and experiences the opportunity to pursue higher education, while simultaneously bringing rich diversity to our campuses. These presentations should focus on creating a receptive culture for students from groups that often experience marginalization. Topics may address

WINDSOR BALLROOM

EMBRACING YOUR TRANSFER LENSES

During the opening session, NISTS staff members will introduce the concept of “transfer lenses” and explore how our unique experiences, assumptions, and attitudes influence our perspectives on learning. We’ll also introduce a framework to help you organize everything you will hear, see, and do over the next few days. Using it will require some work—active engagement and self-reflection—but doing so will help you define what you want to get out of your conference experience and provide you with a tangible plan for improving your day-to-day work with transfer students. We’ll also celebrate our amazing award winners. These professional and student transfer champions will inspire us as we work together to simplify transfer!

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HOPE 1-2

RESEARCH SPOTLIGHT

MULTIPLE WAYS OF ENACTING PARTNERSHIPS FOR TRANSFER STUDENT SUCCESS: WHAT PROMOTES AND IMPEDES COLLABORATIONS

PARTNERSHIPS AND COLLABORATION, INNOVATIVE INITIATIVES

Attend this session to learn about research designed to understand the multiple ways partnerships are enacted and what policy, practice, and cultural norms promote or inhibit these collaborations. In this interactive session, we draw upon qualitative data from a larger multi-state, mixed-methods study of two and four-year institutional pairs that outperform others in their state at transfer and completion. We interviewed faculty, staff, and students and will present findings on the various factors that influenced their partnerships.

Lia Wetzstein, Research Scientist, Community College Research Initiatives (CCRI)
University of Washington

T. Ling Yeh, Research Scientist, CCRI
University of Washington

Debra Bragg, Director, CCRI
University of Washington

HOPE 3

BOTH THE CAUSE AND THE CURE: UNDERSTANDING RACIAL INEQUITY IN THE TRANSFER PROCESS

DIVERSITY AND INCLUSION

As community colleges are a prime vehicle for postsecondary education for racially minoritized students, the transfer function reflects promise and paradox relative to educational outcomes. There is inequity in transfer rates and differential degree conferral among racial groups. This session will discuss the transfer gap by race/ethnicity, the critical need to address this issue in bolstering completion, and action steps to foster transfer equity.

Eboni Zamani-Gallaher, Professor/Associate Head, Department of Education Policy, Organization and Leadership
University of Illinois

TRIPPE 1

RESEARCH SPOTLIGHT

MOMENTUM THAT MATTERS: TRANSFER AND DEGREE COMPLETION FOR ADULT COMMUNITY COLLEGE STUDENTS

SPECIAL POPULATIONS

BARBARA K. TOWNSEND DISSERTATION OF THE YEAR AWARD WINNER

How does academic momentum affect adult students' vertical transfer and baccalaureate completion outcomes? This session will present key findings from a longitudinal study of outcomes for first-time-in-college and returning adult community college students. In this study, a momentum point analytic framework that utilized readily available administrative and Clearinghouse data was proposed and tested. Findings from the study can inform research, policy, and practice in support of adult transfer students.

Laura Yavitz, Associate Vice President of Institutional Effectiveness
Touro University Nevada

TRIPPE 2

TRANSFER ADMISSION TO FOUR-YEAR INSTITUTIONS: AN OVERLOOKED BUT PIVOTAL ELEMENT OF A TRANSFER-AFFIRMING CULTURE

MATRICULATION TRENDS AND ISSUES,
CURRICULAR ALIGNMENT OR DEGREE PATHWAYS

This session will focus on the policy-related issues and transactional characteristics of the transfer admission process at four-year institutions. Presenters will discuss this emerging area of inquiry that is necessary to accommodate the needs of community college transfer students.

Stephen J. Handel, Executive Director, Strategic Higher Education Assessment Use and Opportunity
The College Board, NISTS Advisory Board

Alfred Herrera, Assistant Vice Provost for Academic Partnerships, Center for Community College Partnerships
University of California Los Angeles, NISTS Advisory Board

Eileen Stempel, Professor
University of Cincinnati, NISTS Advisory Board

VENETIAN 1

THE ALABAMA TRANSFERS PROJECT: UTILIZING TECHNOLOGY TO IMPROVE TRANSFER

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Learn about Alabama Transfers, an initiative to improve transfer student success at The University of Alabama, developed by faculty at the university's Education Policy Center, and commissioned by the Provost. Presenters will discuss how Alabama Transfers launched an online-based transfer and career advisement program aimed at improving transfer outcomes for students matriculating to UA from community colleges in the immediate service area.

Brandi Stacey, Project Manager
University of Alabama

Michael Malley, Project Coordinator
University of Alabama

Steve Katsinas, Professor of Higher Education Administration and Director of the Education Policy Center
University of Alabama

Frankie Laanan, Professor of Higher Education Administration
University of Alabama

VENETIAN 2

TRANSFERS ABROAD: INCORPORATING CURRENT AND PROSPECTIVE TRANSFER STUDENTS INTO A GLOBAL ENGINEERING PROGRAM

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

This session will provide an overview of the Rising Sophomore Abroad Program (RSAP) at Virginia Tech. Presenters will discuss how we collaborated with two Virginia Community Colleges to integrate transfer students into this global engineering study abroad program, which had previously been offered solely to first-time college students. Learn about the benefits of and best practices for developing shared courses and for integrating current and prospective transfer students into study abroad programs.

Abbey Rowe Erwin, Transitional Advisor
Virginia Tech

David Knight, Associate Professor of Engineering Education
Virginia Tech

VENETIAN 3

BRIDGING THE GAP: CREATING A HOLISTIC STUDENT EXPERIENCE FOR THE BRIDGE TO CLEMSON PROGRAM

TRANSITION PROGRAMS AND SERVICES, INNOVATIVE INITIATIVES

This session will provide context and strategy behind our recent transition of students to on-campus housing at Clemson University. Participants will learn about the history of the Bridge to Clemson program, and the strong partnerships between the local technical college, residential living, and academic support services. Attendees will also gain knowledge of the transition to campus, as well as a glimpse into future plans.

Mary Von Kaenel, Director of Bridge to Clemson and Transfer Programs
Clemson University

Ashley Miller, Associate Director of Transfer Academic Programs
Clemson University

Alexa Triantis, Community Director of Lightsey Bridge I and II
Clemson University

John Reynolds, Assistant Director of Residential Living
Clemson University

VENETIAN 4

THE SEAMLESS TRANSFER PATHWAYS PROJECT: A YEAR IN REVIEW

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Beginning in fall 2017, the Education Design Lab, with funding from the Michael and Susan Dell Foundation, led an intensive Design Challenge to re-design the student transfer experience. Four institutional pairs from across the country committed to the yearlong design process. Come hear from the teams and learn more about the insights gathered and the pilots that will launch in fall 2019.

Leslie Daugherty, Education Design Coach
Education Design Lab

Binh Do, Project Manager
Education Design Lab

Mark Mrozinski, Assistant Vice President of Workforce Development
Harper College

Bob Parzy, Director of Admissions and Outreach
Harper College

VENETIAN 5-6

FACILITATED DISCUSSION

MILITARY CREDIT EVALUATIONS: A DEEP DIVE DISCUSSION

SPECIAL POPULATIONS,
CURRICULAR ALIGNMENT OR DEGREE PATHWAYS

This session will offer an interactive deep-dive discussion on issues and strategies related to military credit evaluations. Rather than a formal lecture/presentation, this discussion-based session will open the floor to audience participation from the onset to answer burning questions, discuss complicating issues, facilitate dialogue on promising trends, and use digital tools to demonstrate relevant tangible resources for moving military credit evaluation strategies forward.

Katie Giardello, Doctoral Student; Project Consultant
Western Michigan University; Michigan Center for Student Success

Paula Compton, Associate Vice Chancellor of Articulation and Transfer
Ohio Department of Higher Education

BEVERAGE BREAK

3:45 – 4:00 PM
WINDSOR PRE-FUNCTION AREA



Academic Advising Core Competencies Guide identifies the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success.

ACADEMIC ADVISING CORE COMPETENCIES GUIDE



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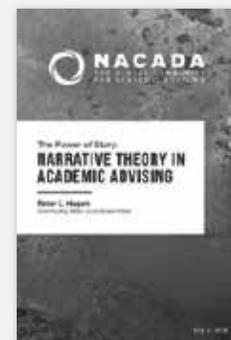
Lexington, Kentucky
— June 23-28, 2019 —

Little Rock, Arkansas
— July 21-26, 2019 —

**2019 SUMMER
INSTITUTES**

THE POWER OF STORY: NARRATIVE THEORY IN ACADEMIC ADVISING

The Power of Story: Narrative Theory in Academic Advising acknowledges the power of story in academic advising. The power of story is present in advising interactions, in the unfolding of students' educational stories, in the ways advisors' own stories guide them, and in the impact of narrative skills that advisors possess. Activities and suggested readings are provided to enhance advisors' ability to understand the power of story.





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Our Research Center regularly publishes **free national reports** on transfer student mobility, completion, time to degree, and other important student outcomes using student-level data provided exclusively to the Clearinghouse. **Read our 2018 Transfer and Mobility report including state level data at www.nscresearchcenter.org.**

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HOPE 1-2

PRACTITIONER PANEL: POLICIES AND PATHWAYS

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS

IT TAKES A VILLAGE: UTILIZING POLICY AND PARTNERSHIP TO BUILD PATHWAYS IN OHIO

With 40,000 of Ohio's students transferring among public higher education institutions annually, ensuring success and completion matters. This session will discuss the unique ways in which Ohio's transfer system has evolved to better serve students, with a focus on the new 2+2 Guaranteed Transfer Pathways. It will highlight both the opportunities and challenges of implementing statewide policy in a highly autonomous higher education landscape. Participants will learn best practices for building consensus and collaborative synergies.

Candice Grant, Director, Ohio Guaranteed Transfer Pathways
Ohio Department of Higher Education/Ohio Articulation and Transfer Network

Mark Cortez, Director, Articulation and Transfer Policy
Ohio Department of Higher Education/Ohio Articulation and Transfer Network

THE SAN ANTONIO/AUSTIN REGION TRANSFER COLLABORATIVE: LESSONS FROM THE FIELD

Learn about the San Antonio/Austin Region Transfer Collaborative, a multi-institutional partnership that successfully utilizes the guided pathways model to improve transfer for thousands of students in this large, Central Texas metroplex. This session will describe how the Alamo Colleges District and the Austin Community College District have joined forces with public and private universities in their respective cities to uniformly develop resources and procedures to increase transfer course applicability and decrease curricular complexities in the transfer process.

MaryJane McReynolds, Director and Professor
Austin Community College District

Angela Guadian-Mendez, Director of Student Completion
Alamo Colleges District

HOPE 3

CURRICULUM ALIGNMENT FOR TRANSFER STUDENT SUCCESS: TOUGH CONVERSATIONS, POSITIVE RESULTS

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS,
PARTNERSHIPS AND COLLABORATION

Attend this session to learn how curriculum alignment impacts student success. Presenters will discuss Appalachian State University's one-day symposium that brought together faculty and staff from Appalachian and 13 community colleges. Participants shared syllabi, teaching methodologies, and learning outcomes with the goal of ensuring that transfer students continue to succeed academically once they transfer to Appalachian. Mathematics faculty from Appalachian and Catawba Valley Community College will share their experiences and transfer initiatives moving forward.

Jane Rex, Director, Office of Transfer Services
Appalachian State University

TRIPPE 1

RESEARCH SPOTLIGHT

"IT'S LIKE WEARING A T-SHIRT WITH HOLES": UNDERSTANDING TRANSFER TRANSITION AND IDENTITY DEVELOPMENT

DIVERSITY AND INCLUSION, SPECIAL POPULATIONS
2018 NISTS RESEARCH AWARD WINNER

Transfer students are a growing population on university campuses nationwide. However, little is known about how students construct identities related to being "transfer students" and how these identities affect their transitions. In this presentation, we present a case study of two four-year institutions in Texas, one private and one public. We use a mixed method approach to understand vertical and horizontal transfer students' experiences with their transitions and their identity development.

Catherine Hartman, Doctoral Candidate
The University of Texas at Austin

Jeff Mayo, Senior Program Coordinator
The University of Texas at Austin

TRIPPE 2

REVIEW OF COMMUNITY COLLEGE TRANSFER PRACTICES AT MEDIUM TO LARGE UNIVERSITIES

MATRICULATION TRENDS AND ISSUES, INNOVATIVE INITIATIVES

Practitioners will learn about community college transfer practices at a dozen of our nation's public universities, based on 1) presence of high-impact transfer practices, 2) similarity in enrollment size to the University of Colorado Boulder, and 3) transfer student retention and graduation rates that exceed the national average. A comparison matrix will be provided so that four-year institutions can recognize possible alignment for their own institutions and identify steps needed to improve their current transfer practices.

Janet Yowell, CAPS Project Director, NSF INCLUDES Project
University of Colorado Boulder

Katie Palmer, Pre-Transfer Advising Specialist
University of Colorado Boulder

Emily Good, Pre-Transfer Advising Specialist
University of Colorado Boulder

VENETIAN 1

RE-IMAGINING TRANSFER STUDENT ONBOARDING - CREATING A BROAD, MULTIDIMENSIONAL APPROACH

TRANSITION PROGRAMS AND SERVICES, INNOVATIVE INITIATIVES

Learn how the Admissions Office at UNC Charlotte and the Transfer Success Center at the University of Wyoming are leveraging their positions to offer a holistic onboarding experience for transfer students. In this session, our institutions will share how we have reimagined the timeline and focus of transfer student onboarding. Through pre-transfer advising, first-year seminars, transitional programming, and enhanced networking, students are provided with a more comprehensive onboarding experience rooted in empowerment.

Blake Johnson, Manager of Transfer Relations,
University of Wyoming

Jami Dawkins, Transfer Admissions Counselor,
University of North Carolina, Charlotte

Jordan Bullington, Assistant Director, Passport Program
Coordinator, *University of North Carolina, Charlotte*

VENETIAN 2

EFFECTIVE STRATEGIES FOR SERVING NONTRADITIONAL TRANSFER POPULATIONS

SPECIAL POPULATIONS, DIVERSITY AND INCLUSION

The Independent Student Programs (ISP) is a subcluster within the Centers for Educational Equity and Excellence at the University of California, Berkeley serving transfer students from historically underrepresented populations. ISP provides services to veterans, re-entry, student parents, and students who have experienced foster care or incarceration. In this panel discussion, attendees will learn about services tailored for specific populations, intersectionality of identities of students served by ISP and the importance of collaboration in delivering services.

Deborah Martinez, Director, Berkeley Hope Scholars
University of California, Berkeley

Ron Williams, Director, Re-entry Student and Veteran Services,
Director of Independent Student Programs
University of California, Berkeley

Tomie Lenear, Student Parent Success Counselor and Program
Lead, Student Parent Center
University of California, Berkeley

Zefora Ortiz, Berkeley Hope Scholars Community Outreach
Coordinator
University of California, Berkeley

Luis A. Hernandez, Veterans Academic Achievement Counselor
University of California, Berkeley

Cris Gomez, Re-entry Student Program Achievement Counselor
University of California, Berkeley

VENETIAN 3

RESEARCH SPOTLIGHT

CONFERENCE SPONSOR

CONTEXT AND CONNECTION: HOW DO THE CONSTELLATIONS OF FIRST-YEAR PROGRAMMING DIFFER BY INSTITUTIONAL TYPE

TRANSITION PROGRAMS AND SERVICES,
MATRICULATION TRENDS AND ISSUES

The first-year experience is defined as “an intentional combination of academic and cocurricular efforts within and across postsecondary institutions.” As such, it is important to understand how FYE is structured at all institutional types and the implications for transfer students as they navigate across and between campuses. This session features evidence from the 2017 National Survey of The First-Year Experience to examine common FYE initiatives at both two-year and four-year institutions and highlights how these structural and instructional features facilitate or inhibit the success of transfer students.

Jennifer Keup, Director
National Resource Center for The First-Year Experience and Students in Transition

VENETIAN 4

CONFERENCE SPONSOR

TRANSFER ADMISSION: IT TAKES A VILLAGE

MATRICULATION TRENDS AND ISSUES

Ensuring transfer students have a positive experience as they are recruited into and join the university community takes collaboration from all aspects of enrollment management. This session explores these important departmental connections through the eyes of members and professional staff affiliated with The National Association for College Admission Counseling (NACAC). Survey research from NACAC’s Counseling Trends and Admission Trends Surveys will be shared.

David A. Burge, Vice President for Enrollment Management
George Mason University

Ramon Blakley, Director of Admissions
Georgia College and State University

Crystal Elster, Assistant Registrar—Academic Services
Georgia Institute of Technology

Crystal Newby, Associate Director of Education and Training
NACAC

VENETIAN 5-6

ACHIEVING TRANSFER EQUITY: A CASE STUDY OF EAST LOS ANGELES COLLEGE’S EFFORTS IN CLOSING TRANSFER EQUITY GAPS FOR THEIR LATINX STUDENT POPULATION

DIVERSITY AND INCLUSION

Based on the Center for Urban Education’s Transfer Equity Scorecard, East Los Angeles College leaders will present steps that were taken by campus stake holders to identify racial equity gaps, examine institutional transfer practices and address the inequities identified in transfer data. Inquiry activities, findings, recommendations and Vision for Success transfer metrics/goals will be shared. This session will include opportunities for discussion and session participant evaluation of their respective campus transfer practices from a student equity perspective.

Marvin Martinez, President
East Los Angeles College

Julie Benavides, Vice President of Student Services
East Los Angeles College

Laura Cantu, Dean of Student Services
East Los Angeles College

Paulina P. Palomino, Dean of Student Services
East Los Angeles College

Kirby Dominguez, Transfer Center Director
East Los Angeles College

OPENING RECEPTION AND POSTER PRESENTATIONS

LOCATION: WINDSOR DE AND PRE-FUNCTION AREA

AN ANALYSIS AND RECONFIGURATION OF THEORETICAL MODELS PERTAINING TO THE STUDY OF TRANSFER

INNOVATIVE INITIATIVES, SPECIAL POPULATIONS

This poster will highlight prevailing theoretical and conceptual models that researchers have applied to the study of transfer practice and transfer student success across higher education. In addition to a critical analysis and synthesis of the relevant literature, this poster will propose new considerations for (a) researchers conducting scholarship in these areas and (b) practitioners interested in evaluating their programs and assessing outcomes.

Karen Etzkorn, Research and Special Projects Manager, *University of Tennessee System*

Leigh Cherry, Coordinator for Student Success Initiatives, *University of Tennessee System*

GEORGIA COURSE CREDIT TRANSFER TOOL

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Learn how the University System of Georgia is helping students, parents, and college and high school advisors find college credit transfer information more easily. Georgia Transfer Articulation Cooperative Services (GATRACS) offers a number of tools to meet this need, such as the College Credit Transfer Tool, Degree Audit, and Exam to College Credit Course Tool. This poster will illustrate the use of these resources and review future initiatives, including military credit.

Lisa Baldwin, Associate Director of Information Technology for GATRACS, *University System of Georgia*

Penelope Overcash, Communications Manager, *University System of Georgia*

REVERSE TRANSFER-BOOSTING BACCALAUREATE COMPLETION RATES

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Reverse Transfer only assists community college completion rates? Think again! In Arizona, we're seeing that reverse transfer students who are awarded associate degrees are more likely to also finish bachelor degrees. Reverse transfer is a win-win for both community college and university partners.

Theodore Bland, Reverse Transfer Coordinator, *Maricopa Community Colleges*

ASSESSING TRANSFER STUDENT LEARNING OUTCOMES VIA EPORTFOLIO

INNOVATIVE INITIATIVES, MATRICULATION TRENDS AND ISSUES

This poster will showcase how an ePortfolio can be used to assess student learning outcomes in a first year seminar course for transfer students. The intended audience includes those who teach transfer student seminars or those who are interested in using ePortfolios as an assessment tool for measuring course or program outcomes.

S. Nicole Jones, Transition Coach, *University of Tennessee, Knoxville*

Jason Mastrogiovanni, Director of First-Year Studies, *University of Tennessee, Knoxville*

FINDING THE FINAL HOUR IN THE FINAL HOUR: HELPING STUDENTS CROSS THE FINISH LINE WITH TRANSFER

CURRICULAR ALIGNMENT OR DEGREE PATHWAYS, INNOVATIVE INITIATIVES

The presenters regularly meet with students who have learned in their final semester that they are missing one or more credit hours that will prevent official degree conferral. This poster will illustrate four case studies that convey four key strategies they have identified to help students get back on track when time is of the essence.

April Hicks, Conferral and Transfer Support Specialist, *Western Carolina University*

Amelia Schlott, Senior Assistant Registrar for Technology and Graduation, *Western Carolina University*

THE STEM CORE INITIATIVE: AN INNOVATIVE MATH PREPARATION PROGRAM FOR COMMUNITY COLLEGE STUDENTS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

High-level math is a critical barrier to expanding and diversifying the STEM pipeline. Community colleges, which serve the nation's largest and most diverse population of post-secondary students, have the ability to close the achievement gap. The innovative STEM Core math preparation program helps students bridge this gap. STEM Core is an intensive math program that provides developmental students the math and science foundation for transfer to four-year institutions, ultimately earning STEM bachelor's degrees.

Janet Yowell, Project Director, *University of Colorado Boulder*

Sarah Miller, Assistant Dean for Inclusive Excellence, *University of Colorado Boulder*

David Gruber, Director, *Growth Sector*

IMPACTS OF TRANSFER CREDIT MOBILITY TOWARDS BACCALAUREATE DEGREE COMPLETION

CURRICULAR ALIGNMENT OR DEGREE PATHWAYS, PARTNERSHIPS AND COLLABORATION

To respond to transfer process efficiency, this study examines curriculum alignment among the associate degrees for transfer (ADTs) and how institutional practices enhance efficient baccalaureate degree completion. The study utilizes one-way ANOVA and multiple linear regression to investigate whether the curriculum alignment based on the ADTs' implementation contributes to transfer student's time to graduation at a California state university when controlling for influential factors, such as student demographic background.

Shelly Hsu, Articulation Analyst, *California State University Fullerton*

FROM MARKETING TO RETENTION: A SYSTEM DEPARTMENT'S SUPPLEMENTAL EFFORTS TO IMPACT ONLINE STUDENT SUCCESS

MATRICULATION TRENDS AND ISSUES, PARTNERSHIPS AND COLLABORATION

University System of Georgia eCampus supports online programs through a multifaceted approach. This poster will detail eCampus' innovative support, supplemental practices, and efforts provided to partner institutions and students, including marketing and recruitment, admission and enrollment, and student success and retention. Enrollment managers, recruiters, advisors, and success coaches will gain clear takeaways that can be replicated at the institution level.

Katie Taylor, Curriculum Analyst,
University System of Georgia eCampus

TRANSFERRING CREDITS AND ACCOMMODATIONS

PARTNERSHIPS AND COLLABORATION, SPECIAL POPULATIONS

As more and more students with accessibility needs attend college, there is a need to include information on how to transfer accommodations in the transfer process. This poster includes general information about the transfer process, how to transfer accommodations, and how the Advising and Transfer Center and The Office of Accessibility (TOA) are collaborating to disseminate this information in the transfer process.

Debora Bergen, Assistant Director, Advising and
Transfer Center, *Bucks County Community College*

Jennifer Osinski, Director, Accessibility Office,
Bucks County Community College

SINGLE PARENTS IN COMMUNITY COLLEGE: A DESCRIPTIVE STATISTICAL ANALYSIS

DIVERSITY AND INCLUSION, SPECIAL POPULATIONS

Over 50,000 students enrolled in the California community college system identify as single parents with dependent children. Still, little is known about the academic success rates of these students. This poster presents preliminary data on academic success of single parents in California community colleges and offers suggestions for how the data can inform transfer support practices for this special population.

J. Edward Stevenson, *California State
University, Los Angeles*

LOOKING AT TRANSFER STUDENTS FROM AN ADVISING PERSPECTIVE

CURRICULAR ALIGNMENT OR DEGREE PATHWAYS, INNOVATIVE INITIATIVES

The Transfer Center at Western Kentucky University (WKU) is centralized within the Academic Advising and Retention Center (AARC). Centralized transfer student services allow our transfer staff the opportunity to provide consistent and direct support to our transfer students. This poster will assist transfer departments at other institutions in implementing or refining ways to engage their transfer student population by transfer advisors looking at transfer students through an advising lens.

Julia Johnson, Senior Transfer Advisor,
Western Kentucky University

BRIDGING THE GAP: THE IMPORTANCE OF PROVIDING A SUPPORT PROGRAM FOR TRANSFERS

DIVERSITY AND INCLUSION, INNOVATIVE INITIATIVES

The Transfer Transition Program (TTP) at the University of California, Riverside provides a community of support for incoming transfer students through workshops and mentoring. This poster will discuss the importance of providing a support program for transfer students. Participants will learn about the structure of the program and be able to take relevant information back to their institutions.

Guadalupe Ruiz, Transfer Initiatives and
Professional Development Coordinator,
*University of California, Riverside / Marlan and
Rosemary Bourns College of Engineering*

SUPPORTING INCOMING TRANSFER STUDENTS IS A COLLABORATIVE EFFORT

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

This poster will provide an overview of the institutional challenges related to transfer students and transfer policies at a large, urban research University. The presenters, transfer professionals at the institution, will share what they are doing to overcome those hurdles, and how they are collaborating to support the transfer process. This poster will highlight strategies to integrate multiple silo-ed stakeholders into one cohesive voice to effect changes in university culture, policy and procedure.

Claudia Bereshnyi, Assistant Director of
Transfer, Veteran, and OBBA Recruitment, Fox
School of Business, *Temple University*

Nicole Conley, Assistant Director, Transfer
Services, College of Liberal Arts, *Temple University*

TRANSFER STUDENT ORIENTATION ON A BUDGET

INNOVATIVE INITIATIVES, SPECIAL POPULATIONS

Capitalizing on available dollars and resources, Peru State College developed orientation programs specific to online and on-campus transfer students. This motivation to better serve all transfer students has created new opportunities for this important population to succeed. Learn what obstacles were overcome, the strategies used to gain stakeholder buy-in, and what Peru State transfer students gained from differentiated student orientation experiences.

Jari Dunekacke, Assistant Director of
Admissions, *Peru State College*

Keri Wilhelm, Coordinator of Admission
Services, *Peru State College*

TRANSFER TASK FORCE: COLLABORATION, CONVERSATION, AND THE IMPORTANCE OF SHARING

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

This poster will illustrate how the Transfer Center at Murray State University is collaborating with regional campus partners, faculty, and staff to enhance the transfer experience. This task force was specifically created to ensure the University is designing programs and practices to better serve transfer students. Through collective efforts, we worked to create a safe space for conversations about improving programs and processes that benefit and improve the transfer student experience.

Lindsey Powers, Transfer Center Coordinator,
Murray State University

TRANSFER STUDENT SUCCESS: A COLLABORATION OF FIVE INSTITUTIONS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Since 2014, a multi-million dollar ED grant has supported the implementation and study of a unique advisement model between a college access and success organization and four regional colleges. Seven advisors work across five institutions bringing "politely intrusive" advisement to low-income, first generation students. A quasi-experimental design evaluation study is measuring advisor impact on student completion and transfer rates, and preliminary data show an increase in student retention and credit accumulation.

Karen Valentino, Assistant Provost,
State University of New York at Oswego

HOW CAN WE SUPPORT MAKING THEIR DREAMS COME TRUE?

CURRICULAR ALIGNMENT OR DEGREE PATHWAYS, MATRICULATION TRENDS AND ISSUES

What do community college transfer students need in order to successfully proceed along the transfer pathway and ultimately earn baccalaureate degrees? The findings of this IPA doctoral study indicate they need information, support and effective institutional practices. Institutions and policy-makers can and must do more to support community college transfer students in success to meet their goals.

Stephannie Peters, School Guidance
Coordinator, *SW VT Career Development Center*

MAJOR-READINESS: TOOLS AND PROGRAMMING TO SUPPORT TRANSFER SUCCESS

MATRICULATION TRENDS AND ISSUES, TRANSITION PROGRAMS AND SERVICES

When working with prospective students, transfer admission staff should be able to assist students in being strategic about the credits they are taking at the community college, as one of the most important concerns for transfer students is credit transferability and loss. This poster presentation will provide examples of tools and programming used to ensure strategic course selection and transfer student major-readiness.

Amanda Breslin, Recruiter and Prospective
Advisor, *University of Washington Tacoma*

Navia Winderling, Transfer Admissions Advisor,
University of Washington Tacoma

UNITING FOR TRANSFERS: USING A SWOT ANALYSIS TO IMPROVE THE TRANSFER PROCESS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

A SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis examines an organization's internal strengths and weaknesses, its opportunities for growth and improvement, and the threats the external environment presents to its survival. This poster will demonstrate FIU Bridge advisors' experiences at partner colleges, include data from transfer students, and solutions based on the SWOT Analysis.

Esther Archange, Bridge Advisor, Transfer and
Transition Services, *Florida International University*

Yanella Gilbert, Bridge Advisor, *Florida
International University*

Emmanuella Sainthilaire, Bridge Advisor,
Florida International University

ENHANCING THE TRANSFER STUDENT EXPERIENCE THROUGH COLLABORATIVE PARTNERSHIPS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

The transfer student experience begins the moment a college student considers transitioning institutions. This poster provides a holistic approach to utilizing collaboration and partnerships as the fuel to drive innovation and influence the way we engage, connect, and prepare transfer students within our institution and across the region.

Bernard Huggins, Coordinator, Transfer
Engagement and Success Initiatives, *University
of Central Florida*

Jason Dodge, Director, Transfer and Transition
Services, *University of Central Florida*

EXPANDING ENGINEERING EDUCATION ACCESS AT AUSTIN COMMUNITY COLLEGE DISTRICT AND TEXAS A&M UNIVERSITY THROUGH THE CHEVRON ENGINEERING ACADEMY PROGRAM

CURRICULAR ALIGNMENT OR DEGREE PATHWAYS, INNOVATIVE INITIATIVES

The Texas A&M-Chevron Engineering Academy pathway program with Austin Community College District was established in 2017. This poster will examine how a partnership between a land-grant university and a community college is expanding engineering education access in the state of Texas and reaching students from underrepresented populations. Specific emphasis will be placed on benefits of the program, admission requirements and the enrollment process.

David De Sousa, Associate Director,
Engineering Academies, *Texas A&M University*

Renee Esparza, Director, Transfer Resources,
Austin Community College

Jackie Perez, Director, Engineering Academies,
Texas A&M University

Jon Buchanan, Associate Director, Engineering
Academies, *Texas A&M University*

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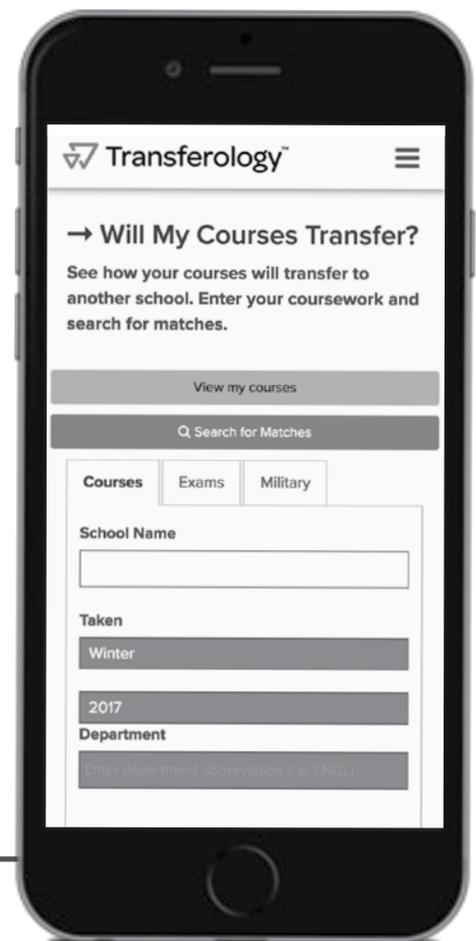


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CONTINENTAL BREAKFAST

8:00-9:00 AM, WINDSOR PRE-FUNCTION AREA

KEYNOTE

THURSDAY ■ FEBRUARY 14
9:00-10:00 AM

WINDSOR BALLROOM

CHARTING OUR PATH FORWARD: A VISION FOR EQUITY AND MAKING EXCELLENCE INCLUSIVE



Dr. Tia Brown McNair

Vice President, Office of Diversity, Equity, and Student Success
Association of American Colleges and Universities (AAC&U)

Imagine if the national conversation on college readiness and student success engaged in a reframing of the question “Are students college-ready?” to “Are our postsecondary institutions student-ready?” Becoming a Student-Ready College provides a new perspective on designing and leading student success efforts by asking the more pragmatic question of how are colleges and universities preparing for the students who are entering our institutions? What changes need to be made in an institution’s policies, practices, and culture to become student-ready and to make excellence inclusive for ALL students? Through a discussion of the key principles of what it means to be a student-ready institution and lessons learned from the Association of American College and Universities’ *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success* project, participants will explore the necessary leadership steps to chart a path forward to advance equity, inclusion, and student success.

HOPE 1-2 **RESEARCH SPOTLIGHT**

PRACTITIONER PANEL: TRANSLATING RESEARCH TO PRACTICE

**MATRICULATION TRENDS AND ISSUES,
PARTNERSHIPS AND COLLABORATION**

THE PERCEPTION, VALUE, AND INFLUENCE OF ASSOCIATE'S AND REVERSE TRANSFER DEGREES ON TRANSFER STUDENTS

An increased emphasis on policy and rhetoric regarding associate's and reverse transfer degrees warrants investigation of the impact they have on the postsecondary and labor market outcomes of the students who earn them. In Tennessee, a statewide Reverse Transfer program has significantly boosted completion and positively affected two- and four-year partnerships. Despite the program's success, little information is available regarding the student experience and perceived value of these degrees. This session will highlight the relevant literature on the value and influence of associate's degrees and reverse transfer associate's degrees, present new research in Tennessee and nationally, and will engage attendees in a discussion regarding implications and best practices for transfer.

Jason Taylor, Assistant Professor
University of Utah

Matt Giani, Research Scientist
University of Texas at Austin

Leigh Cherry, Coordinator for Student Success Initiatives
University of Tennessee

Karen Etzkorn, Research and Special Projects Manager
University of Tennessee

HOPE 3

CREATING A SOFT LANDING: ENHANCING THE TRANSFER STUDENT EXPERIENCE THROUGH ADVISING SERVICES

TRANSITION PROGRAMS AND SERVICES, INNOVATIVE INITIATIVES

This presentation will highlight expanded transfer advising services designed to enhance transfer course planning, orientation preparation, sense of belonging for international transfers, and student support in the first semester. We will share what we learned from transfer student assessment data, best practices in the field, and recommendations from our Associate Dean in developing our new initiatives. Participants will identify key concerns and be inspired to think about transfer advising practices at their own institutions.

Carmen Kurdziel, Transfer Student Coordinator
University of Minnesota Twin Cities

Margaret Rodgers, CLA Senior Transfer Advisor
University of Minnesota Twin Cities

TRIPPE 1

COLLABORATION IS KEY! MAKING THE MOST OF TRANSFER CREDIT

PARTNERSHIPS AND COLLABORATION, INNOVATIVE INITIATIVES

Collaboration can be the key to maximizing transfer credit while upholding the integrity of your curriculum. Understand how Appalachian State University's unique partnership between their Office of General Education and Office of Transfer Services has been able to identify some creative solutions to this common problem. Learn how seemingly small practices and policies can provide a big impact for your students and campus.

Kristin Hyle, Assistant Director of General Education
Appalachian State University

Jenna Reed, Transfer Credit Evaluator
Appalachian State University

TRIPPE 2 **RESEARCH SPOTLIGHT**

THE TRANSFER CAP AND GOWN PROJECT: POTENTIAL FACTORS RELATED TO TWO- TO FOUR-YEAR TRANSFER STUDENT RETENTION AND PERSISTENCE AT PRIVATE INSTITUTIONS

SPECIAL POPULATIONS, MATRICULATION TRENDS AND ISSUES

This session is a spotlight on preliminary findings learned from the presenter's dissertation research. With both quantitative and qualitative components, the study helps to identify success factors related to students who transfer from two-year community colleges to four-year private institutions. From interactive dialogue to tangible takeaways, participants will leave with relevant data and tools to implement best practices on their own campuses.

Rachael Carranza Capua, Manager of Internal Communications
Tarrant County College District | Office of the Chancellor

VENETIAN 1

CURRICULUM ALIGNMENT - IT'S HARD WORK, BUT SOMEONE HAS TO DO IT.

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS,
INNOVATIVE INITIATIVES

This session addresses the question: What does it take to honestly address curriculum alignment issues between two- and four-year institutions? This type of capacity building is hard work premised on solid data, identified needs, and the high potential for the aligned curriculum to have a positive impact on transfer students' academic success. This session will provide insights as well as a hands-on model to conduct alignment conversations at your respective campuses and build a sense of community.

Joseph Kulhanek, Assistant Vice President for The Institute for P-20 Initiatives
The University of Texas at San Antonio

Ravae Villafranca Shaeffer, Coordinator III, Strategic Partnerships and Innovation Education Service Center, Region 20 Director, Transformation Central STEM Center Chair
San Antonio STEM Council

Carmen Fies, Associate Professor, STEM Education and Instructional Technology, Chemistry Education
The University of Texas at San Antonio, COEHD-ILT

VENETIAN 2

#USINGSOCIALMEDIATOSUPPORT TRANSFERSTUDENTS

INNOVATIVE INITIATIVES, MATRICULATION TRENDS AND ISSUES

Social media has revolutionized the way the world communicates, including how we work with transfer students. Appalachian State University will demonstrate our successful use of social media to recruit, transition, and engage transfer students through Facebook Live, an active transfer Facebook group, a peer-to-peer Instagram advice campaign, event promotions, student spotlights, Twitter #transfertips, and our Transfer Student Mentor led Snapchat account.

Kim Morton, Associate Director of Transfer Services
Appalachian State University

Matt Huntanar, Jump Start Coordinator
Appalachian State University

VENETIAN 3

THE IMPORTANCE OF FIT IN TRANSFER ADMISSIONS: TARGETING TOP SCHOOLS TO MAXIMIZE COLLEGE COMPLETION

DIVERSITY AND INCLUSION, SPECIAL POPULATIONS

This session will discuss the importance of developing programming and support services for intentional transfer for high-achieving community college students. Community colleges face decreasing enrollment rates while four-year school admissions offices are tackling racial and income disparities in their incoming classes. Collaborative policies focusing on strengthening the culture of transfer, informed by the barriers community college students face, can help both parties meet their respective enrollment and DEI (diversity, equity, and inclusion) initiative goals.

Nancy Lee Sánchez, Executive Director
Kaplan Educational Foundation

VENETIAN 4

CONFERENCE SPONSOR

A GAME-CHANGER FOR TRANSFER PROSPECTS: HOW WICHITA STATE UNIVERSITY IS USING TECHNOLOGY TO REACH AND ENROLL MORE TRANSFERS

MATRICULATION TRENDS AND ISSUES,
PARTNERSHIPS AND COLLABORATION

EAB and Wichita State University (WSU) have partnered to deploy EAB's Transfer Portal technology to build and engage WSU's transfer pipeline by reaching prospects early, keeping them on track to apply and enroll, and increasing their team's effectiveness throughout. Attendees will learn how Wichita State has strengthened their market position, connected with hundreds of stealth shoppers, and doubled their application completion rate, all while improving the transfer experience with focused and high-impact admissions team activity.

Chloe O'Sullivan, Director of Enrollment Technologies
EAB

Bobby Gandu, Director of Admissions
Wichita State University

Scott Booth, Senior Director - Transfer Collaborative
EAB

VENETIAN 5-6

EDUCATIONAL PARTNER

INSTITUTIONAL COLLABORATION TO IMPROVE REGIONAL TRANSFER SUCCESS

PARTNERSHIPS AND COLLABORATION, INNOVATIVE INITIATIVES

The Tulsa Collaborative Transfer Project is designed to improve the transfer success of students in the region. Tulsa Community College and five of their baccalaureate partner institutions are each using the Foundations of Excellence Transfer self-study process. Come find out how they are all working together and their emerging plans to improve transfer within their institutions and across their region. The Tulsa Transfer Project is supported by the Charles and Lynn Schusterman Family Foundation.

Betsy Griffin, Vice President and Resident Scholar
John N. Gardner Institute for Excellence in Undergraduate Education

Jennifer Ivie, Director, Institutional Research and Assessment
Tulsa Community College

Pamela Fly, Associate Vice President, Academic Affairs
Northeastern State University

Mary Millikin, Assistant Vice President for Accountability and Academics
Rogers State University

Michael DuPont, Program Officer
Charles and Lynn Schusterman Family Foundation

Susan Johnson, Assistant Vice President, Academic Affairs
Oklahoma State University-Tulsa

LUNCH BREAK

11:15 AM - 1:15 PM
ON YOUR OWN

WINDSOR BALLROOM

TURNING INSIGHTS INTO ACTION: AMPLIFYING TRANSFER STUDENT VOICES TO GENERATE CAMPUS CHANGE

Gathering student input is a critical part of assessing and improving the transfer student experience. While there are several student-centered research approaches available—including surveys, interviews, and focus groups—they don't always lead to actionable insights. Practitioners face common challenges, including: Am I asking the right questions? What should I do with all this data? How can I find and use the most compelling insights?

In this 90-minute session, experts from the Education Design Lab will share the principles of human-centered design and how they can help us keep students' motivation, needs, and behaviors at the forefront of our assessment efforts. Join us to learn how to harness key insights from students and share them in a way that invigorates the campus community and generates change.

Facilitators:



Leslie Daugherty

A former transfer coordinator at a medium-size regional university, with additional experience in advising and admissions, Leslie is Education Design Coach at the Lab, working with Seamless Transfer Pathways and other design challenges. Leslie is working on her doctorate in Higher Education Leadership focusing her research on student perception to reverse transfer initiatives.



Binh Thuy Do

Binh is Director of Projects at the Education Design Lab. She has done extensive work leading institutions in strategic master planning and is passionate about reimagining education from a student-focused approach. Her most current design challenges include Seamless Transfer Pathways and Single Moms Success. She received her MBA from the W.P. Carey School of Business at Arizona State University.



Marta Urquilla

Marta is Chief Program Officer at the Education Design Lab, directing the creation of new education models toward the future of work. Marta leads efforts to grow the Lab's focus areas and transform design insights into scalable solutions that promote equity and achieve impact for non-traditional learners. Marta brings 25 years of experience working across sectors to build community solutions and advance results-oriented policy approaches to improve lives.

About the Lab

The Education Design Lab is a leading national non-profit organization that helps design, test, and implement new post-secondary models that address the rapidly changing economy and emerging technology opportunities. We strive to demonstrate where technology, learning science, rigor and design can improve opportunity for learners and incumbent workers who are struggling in any way (affordability, access, relevance) to maximize their potential in the current post-secondary system.

Learn more: www.eddesignlab.org.

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Higher Ed Live is like spending an hour with the higher ed version of Yoda. "Informative...it will be. Learn...you will." It is great to sit in the comfort of my office, close my door, and have some professional development time! I get a chance to learn best practices as well as new ideas to implement in my office or on my campus. I truly appreciate the service you provide and the topics you cover. I learn something new with each viewing.

— **Drew Griffin, assistant vice provost for admissions and financial aid**
University of Missouri–St. Louis

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HOPE 1-2 RESEARCH SPOTLIGHT**THROUGH THE GATE: AN EXAMINATION OF FACTORS DETERMINING WHETHER STUDENTS ACHIEVE TRANSFER**

DIVERSITY AND INCLUSION, MATRICULATION TRENDS AND ISSUES

In this session, the RP Group will discuss new quantitative findings from our “Through the Gate” study. This research examines the most salient factors predicting whether students transfer to a university or get stuck at or near the gate. We will explore how student- and college-level factors differ by student sub-group and region. Participants will be invited to share the unique factors that may play a role for their students and region.

Darla Cooper, Executive Director
RP Group

TRIPPE 1 RESEARCH SPOTLIGHT**NEW RESEARCH ON TRANSFER ENROLLMENT TRENDS BY INSTITUTIONAL SELECTIVITY**

MATRICULATION TRENDS AND ISSUES, DIVERSITY AND INCLUSION

This session presents new research on the extent to which community college students transfer to and subsequently graduate from selective colleges and universities. Analyses of data from the National Student Clearinghouse show that at more selective colleges and universities, transfer students are equally likely to graduate as traditional students who enroll directly from high school. Implications are relevant for those advising high-performing community college students seeking to transfer and for admissions officers at four-year institutions.

Jennifer Glynn, Transfer to Selective Colleges and Universities
Jack Kent Cooke Foundation

HOPE 3 RESEARCH SPOTLIGHT**OVERCOMING CURRICULAR TOXICITY IN ENGINEERING TRANSFER: EXAMINING COURSE COMBINATIONS AS BARRIERS TO DEGREES**

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS, MATRICULATION TRENDS AND ISSUES

Transfer students encounter myriad barriers to successful transfer from community college to university. The path for transfer in engineering is particularly bumpy as students often face rigid, step-wise, and rigorous academic requirements not easily aligned across institutions, despite efforts to streamline them through articulation agreements. This research spotlight explores curricular pathways of community college transfer students to a university and finds students often must face, and overcome, “toxic” course combinations to achieve timely degree completion.

Dustin Grote, Graduate Research Assistant
Virginia Tech

Abbey Rowe Erwin, Transitional Advisor
Virginia Tech

David Knight, Associate Professor and Assistant Department Head for Graduate Programs, Engineering Education
Virginia Tech

Walter Lee, Assistant Professor, Engineering Education
Virginia Tech

TRIPPE 2

WORKING TOGETHER - WITH FACULTY - TO SIMPLIFY TRANSFER

PARTNERSHIPS AND COLLABORATION, CURRICULUM ALIGNMENT OR DEGREE PATHWAYS

Campuses need both staff and faculty transfer advocates to build a culture of transfer success. Building trust, communicating effectively, and collaborating on larger initiatives among faculty and staff are essential. Learn strategies that SUNY Cortland has intentionally implemented to build positive faculty/staff relationships. Participants will reflect on their own culture and create a plan to implement on their own campus.

Carol Costell Corbin, Associate Director for Transfer Credit and Degree Completion, *State University of New York (SUNY), Cortland*

Greg Diller, Transfer Mobility Advisor, *SUNY Cortland*

VENETIAN 1

GRADUATING THE UNGRADUATE-A-BULL STUDENT: A COMPREHENSIVE LOOK AT THE BACHELOR OF GENERAL STUDIES DEGREE COMPLETION PROGRAM AT THE UNIVERSITY OF SOUTH FLORIDA

SPECIAL POPULATIONS, PARTNERSHIPS AND COLLABORATION

Programs such as the Bachelor of General Studies are designed to support degree completion efforts by providing reentry opportunities to students, thus providing these students with a second chance to earn their bachelor's degree. This major also offers the traditional student an opportunity earn a degree quickly when their initial circumstances warrant completion of an alternative degree option. The program culminates with an online senior capstone course.

Chandra Davis, Program Manager, Office of Transfer Student Success
University of South Florida

Beth Taylor, Assistant Director, Academic Programs, Undergraduate Studies
University of South Florida

VENETIAN 2

EMBEDDED ACADEMIC ADVISING: BRIDGING THE GAP BETWEEN THE COMMUNITY COLLEGE AND UNIVERSITY

TRANSITION PROGRAMS AND SERVICES, MATRICULATION TRENDS AND ISSUES

The purpose of this session is to learn how academic advising collaboration between community colleges and universities ensure a seamless transition for transfer students. Specifically, we will share best practices on how university advisors can provide academic advising at the community college level to build a foundation for transfer success. Strategies, outcomes, and resources to support the transfer student population will be discussed. Administrators and advisors at both the community college and university level are encouraged to attend.

Quishaundra Harris, Academic Recruiter Advisor
University of South Florida

Justine Nandkishorelal, Academic Recruiter Advisor
University of South Florida

VENETIAN 3

EDUCATIONAL PARTNER

DEGREE ATTAINMENT STRATEGIES: TWO-YEAR COLLEGES AND TRANSFER

MATRICULATION TRENDS AND ISSUES, PARTNERSHIPS AND COLLABORATION

Despite state initiatives to support increased degree attainment, there are still not enough bachelor degree graduates to meet critical workforce needs. Focusing on degree attainment at the national level and the critical role transfer students play in it, staff from a private institution and two-year system will discuss specific initiatives to support degree completion, as well as address topics such as stackable credentials and degree attainment needs for workforce. Advisors, recruiters, admissions staff, transfer staff, and those who coordinate scholarship programs will benefit from the conversation.

Suzanne McGurk, Senior Director
College Board

Danielle Epps, Director of Outreach and Admissions
Rowan College at Burlington County

Derek Debrowiak, Executive Director, Student Affairs
Technical College System of Georgia

VENETIAN 4

CONFERENCE SPONSOR

IMPROVE TRANSFER STUDENT SUCCESS WITH THE NATIONAL STUDENT CLEARINGHOUSE'S RESEARCH AND SERVICES

MATRICULATION TRENDS AND ISSUES

Learn about recent trends for transfer students from the 2018 Transfer and Mobility Report, as well as the latest enhancements to our services to help you support transfer student success. Using our Student Tracker service, transfer student advocates at both two-year and four-year institutions can track transfer student success. The Reverse Transfer Process helps institutions send and receive student data to facilitate when awarding degrees retroactively.

V. Shelby Stanfield, Director, Service Innovation Networks
National Student Clearinghouse

VENETIAN 5-6

PRACTITIONER PANEL

TRANSITION PROGRAMS AND SERVICES

TRANSFER TRANSITION PROGRAMS

The transition from one institution to another can be a daunting and stressful experience, depending on the student's previous higher education experiences and the new institution's efforts to provide a welcoming and supportive environment for learning. The latter's efforts can range from a bare-bones, low cost, impersonal and/or ineffective approach to a smooth, helpful, friendly, and inclusive one. The panelists will provide examples of a wide variety of creative and successful programs that can often be adapted in some fashion at most institutions. Descriptions of these programs, the costs to implement them, and the data to support their effectiveness will be shared. Some of these efforts include variations and components of Orientation, Welcome Week, First-Term Engagement, and Second-Term Success.

Moderator:

Tom Grites, Assistant Provost
Stockton University

Adrienne Thompson, Associate Director for Student Success
George Mason University

Jennifer Radwanski, Director of New Student and Family Programs
Stockton University

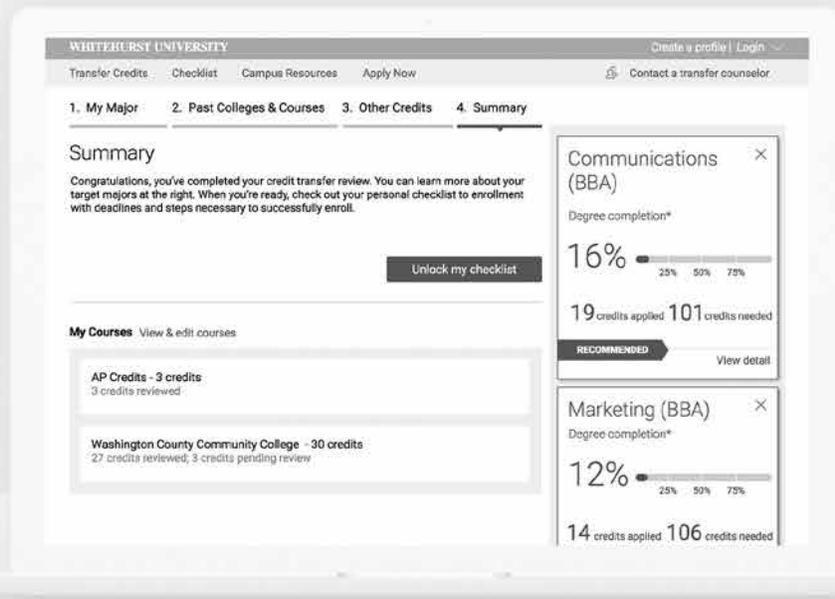
Jonathan Fries, Director of Second-Year, Transfer, and Non-Traditional Student Programs
University of Lynchburg

**NETWORKING
BREAK**

4:00 - 4:30 PM
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Chloe O'Sullivan
Director, Transfer Collaborative
cosullivan@eab.com | 202-568-7794

HOPE 1-2 FACILITATED DISCUSSION

SIMPLE STEPS FOR MAXIMUM IMPACT: A CASE MANAGEMENT APPROACH TO CONNECTING WITH TRANSFER STUDENTS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Proactive and specifically tailored outreach can help support transfer students when they are adjusting to four-year institutions. USF’s Office of Academic Advocacy Transfer Team will share best practices in refining a rubric intended to stratify risk based on urgency and severity of needs, and a corresponding differentiated care pathway or communication protocol. In this facilitated discussion, participants will explore opportunities for incorporating a rubric and standardized outreach protocol at their respective institutions.

Andrew Mason, Academic Advocate
University of South Florida

Carly Walters, Academic Advocate
University of South Florida

Anthea Henderson, Academic Advocate
University of South Florida

HOPE 3

FROM COMMUNITY COLLEGE TO SELECTIVE RESEARCH INSTITUTION: A HUMANITIES TRANSFER PATHWAY

PARTNERSHIPS AND COLLABORATION, INNOVATIVE INITIATIVES

This presentation will provide a brief history of the Cleveland Humanities Collaborative (CHC) as well as current successes and challenges. Attendees will leave this presentation with a blueprint for cultivating relationships at their own two- and four-year partner institutions, along with a guide of best practices for encouraging faculty engagement and buy-in. We will close with a discussion of case studies based on current CHC students.

Abigail Dohanos, Assistant Dean, Academic Affairs
Cuyahoga Community College

Melissa Swafford, Manager, Transfer Center
Cuyahoga Community College

Allison Morgan, Program Manager, Cleveland Humanities Collaborative
Case Western Reserve University

TRIPPE 1 RESEARCH SPOTLIGHT

DEFINING LONG-TERM STUDENT OUTCOMES: THE GUTTMAN COMMUNITY COLLEGE MODEL AND ITS IMPACT ON TRANSFER STUDENTS

DIVERSITY AND INCLUSION, SPECIAL POPULATIONS

This presentation will discuss issues related to the experimental Guttman Community College, CUNY educational model as students transfer to four-year institutions. While many of the celebrated best practices have served to increase graduation rates, there is still a gap between what Guttman offers and the academic requirements at many baccalaureate institutions. Results from a recent study will be discussed to offer solutions for enhancing experimental community college reforms with transfer in mind.

Charles Jordan, Assistant Professor of Interdisciplinary Studies
Guttman Community College, CUNY

TRIPPE 2

THE UNIVERSITY OF CALIFORNIA: DEVELOPING A CREATIVE AND COLLABORATIVE APPROACH TO RECRUITING TRANSFER STUDENTS

PARTNERSHIPS AND COLLABORATION, INNOVATIVE INITIATIVES

The University of California system consists of 10 campuses, nine of which serve undergraduate students. Each campus recruits, evaluates, admits, and yields students independently of one another. In an effort to increase transfer student enrollment to meet legislative mandates, all campuses agreed to work collaboratively and recruited students to attend statewide UC transfer recruitment events where all nine campuses were represented.

Kia Tan, Assistant Director of Transfer Initiatives, Recruitment, and Student Ambassadors
University of California, Merced

David Kamimoto, Associate Director of Transfer Prep
University of California, Santa Cruz

Melissa Chavez, Assistant Director of Transfer Services
University of California, Santa Barbara

Sheryl Blackshire, Associate Director of Recruiting and Marketing
University of California, Davis

Timothy Borch, Assistant Director of Transfer Student Services
University of California, San Diego

VENETIAN 1

PRACTITIONER PANEL

MATRICULATION TRENDS AND ISSUES

TRANSFER CREDIT ARTICULATION AND EFFICIENCY

This dynamic session will briefly consider the complicated 100-year history of articulation and transfer in the U.S. and move quickly to an in-depth discussion of current practices toward streamlining credit articulation processes and maximizing transfer student outcomes, both at the state and institutional levels. Practitioners from Michigan, Minnesota, Ohio, and North Carolina will discuss the use of technology in making transfer more efficient; the importance of functional inter- and intra-institutional relationships; and consideration of more efficient business processes in streamlining transfer articulation. Participants in this session will be asked to share their own cutting edge practices and forecast the future for transfer articulation alongside the panelists.

Moderator:

Katie Giardello, Doctoral Student; Project Consultant
Western Michigan University; Michigan Center for Student Success

Cara LeCureux, Transfer Coordinator
Western Carolina University

Diana Chilcott, Associate Director for Transfer Credit and Articulation Management
Ohio University

VENETIAN 2

TRANSFORMING THE TRANSFER EXPERIENCE WITH EXTENDED ORIENTATION

TRANSITION PROGRAMS AND SERVICES,
PARTNERSHIPS AND COLLABORATION

Join our presenters for a start to finish journey of creating a transfer specific extended orientation program at a mid-sized public liberal arts institution. After 12 years of successfully running a three-day, two-night adventure retreat for freshmen, we embarked upon creating a similar leadership experience for transfer students. Presentation topics will include program and learning outcome development, marketing, and assessment.

Jennifer Radwanski, Director for New Student and Family Programs
Stockton University

Brandon Cheatham, Graduate Assistant
University of South Florida, St. Petersburg

VENETIAN 3

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CURRICULUM ALIGNMENT OR DEGREE PATHWAYS,
PARTNERSHIPS AND COLLABORATION

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John Panzica, Transfer Solutions Specialist
CollegeSource

VENETIAN 4

CONFERENCE SPONSOR

EXPANDING ACCESS FOR TODAY'S EVOLVING TRANSFER STUDENT POPULATION

MATRICULATION TRENDS AND ISSUES, INNOVATIVE INITIATIVES

The Common Application, a not-for-profit membership organization of more than 800 colleges and universities, convened an advisory committee of two-year and four-year institutions, student advocates, and education policy leaders to better understand the diverse educational pathways and life experiences of today's transfer students. Hear what we learned and how institutions are re-imagining the transfer application process to lower barriers for students of all backgrounds.

Meredith Lombardi, Associate Director, Outreach & Education
The Common Application

Dale Bittinger, Assistant Vice Provost of Undergraduate Admissions, Orientation, and School Partnerships
University of Maryland, Baltimore County

VENETIAN 5-6

FACILITATED DISCUSSION

SIMPLIFYING INDIANA TRANSFER VIA PATHWAYS AND ADVISING INITIATIVES

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS,
PARTNERSHIPS AND COLLABORATION

Indiana has been intentional in creating a simplified transfer process that ultimately has been supported by Indiana legislation. From its evolution as a core transfer library to the current 15+ Transfer Single Articulation Pathways, community college transfer to the Indiana Public four-year institutions has never been more simple! Also learn how Ivy Tech Community College has created advising initiatives that support this simplified transfer process.

Susan Hawkins-Wilding, Assistant Vice President for Academic Advising
Ivy Tech Community College

Russell Baker, Vice President for Academic Affairs
Ivy Tech Community College

Dawn Clark, Assistant Director of Academic Affairs
Indiana Commission of Higher Education

Patricia Plantenga, Acting Site Director and Transfer Advocate
Ivy Tech Community College

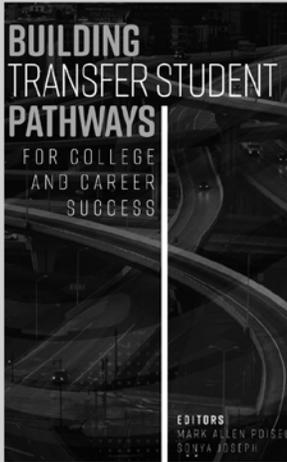


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Building Transfer Student Pathways for College and Career Success

Published in partnership with The National Institute for the Study of Transfer Students

Edited by Mark Allen Poisel and Sonya Joseph

ISBN: 978 1 942072 27 0.
172 pages. (2018). **\$30.00**

Research suggests that only about a third of college graduates attend one institution from start to finish. More than one quarter earn college credits from three or more schools before completing a degree. For most, this means increased costs and time-to-degree, and many simply drop

out. Ensuring college completion and success requires understanding transfer transitions and reaching beyond two-year and four-year institutions to include high school initiatives. A new edited collection highlights institutional and statewide partnerships that create clearly defined pathways to college students' graduation and career success.



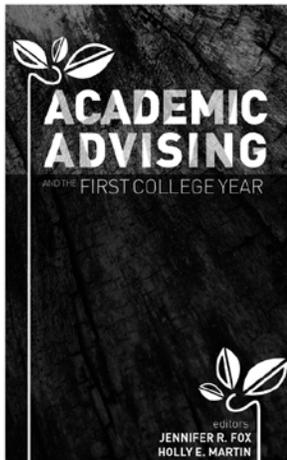
What's Next for Student Veterans?

Moving From Transition to Academic Success

Edited by David DiRamio
ISBN 978 1 942072 10 2.
235 pages. (2017). **\$30.00**

With the passage of the Post-9/11 GI Bill in 2008, more than 1.4 million servicemembers and their families became eligible for higher education benefits, and veterans from the wars in Iraq and Afghanistan enrolled in colleges and universities in record numbers. This new edited collection presents findings from the second wave of research on student veterans, with a focus on data-driven evidence of academic success factors, including

persistence, retention, degree completion, and employment after college. An invaluable resource for educators poised to enter the next phase of supporting military-connected college students.



Academic Advising and the First College Year

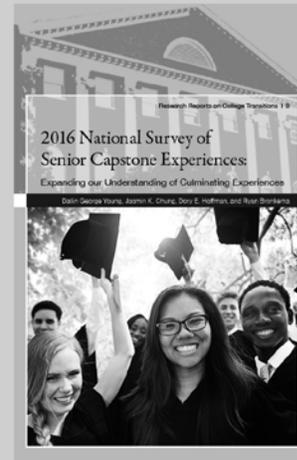
Published in partnership with NACADA: The Global Community for Academic Advising

Edited by Jennifer R. Fox and Holly E. Martin

ISBN 978 1 942072 00 3.
260 pages. (2017). **\$30.00**

Academic advisors help students learn to make the most of their college years, yet, many professional and faculty advisors are new to academic advising and may feel ill-equipped to do more than help students register for classes. This new edited collection provides an overview of the theory and best practice undergirding

advising today while exploring the transition challenges of a wide-range of first-year college students, including those attending two-year colleges, coming from underrepresented backgrounds, entering underprepared for college-level work, and/or experiencing academic failure.



2016 National Survey of Senior Capstone Experiences

Expanding our Understanding of Culminating Experiences

Dallin George Young, Jasmin K. Chung, Dory E. Hoffman and Ryan Bronkema

ISBN 978 1 942072 12 6.
133 pages. (2017). **\$25.00**

The 2016 National Survey of Senior Capstone Experiences is an institution-level study designed to gather a national profile of campus efforts to promote student success in the senior year. This research report presents findings related to institutional priorities for the senior year, the types of capstone experiences offered, and the organization and administration of select capstone experiences.



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SOPHOMORE STUDENT SUCCESS

BUFFET BREAKFAST8:00 - 9:00 AM
WINDSOR PRE-FUNCTION AREA

TRIPPE 1

RESEARCH SPOTLIGHT

TRANSFER TRENDS: ARIZONA STATE UNIVERSITY'S DATA DRIVEN INITIATIVES

INNOVATIVE INITIATIVES, MATRICULATION TRENDS AND ISSUES

Arizona State University has created a student-centric transfer experience with multiple strategies that ease the transfer process for students. In this session, researchers will discuss the findings of key transfer student characteristics associated with retention. This session will also showcase data driven decisions that have resulted in leveraging technology to increase transparency for prospective transfer students. A demonstration of innovative online tools and resources for transfer students will be featured in the presentation.

Katherine Antonucci, Director, Academic Transfer Credit Solutions
Arizona State University

Lisa McIntyre, Executive Director, Student Success Innovations
Arizona State University

Tanaya Dempsey, Assistant Director, Academic Transfer Credit Solutions
Arizona State University

Larry Schneider, Planning Analyst, Provost University Center
Arizona State University

Jenna Kahl, Director, Community College Relations
Arizona State University

HOPE 1-2

FRENEMIES: RECRUITING WITH, NOT AGAINST, YOUR COMPETITORS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

College rivalries can be intense, on and off the field, but what would happen if we worked with, instead of against, our in-state competitors? In this session, we will discuss what four-year institutions in the state of Alabama are doing to work together in the recruitment of transfer students. Creating innovative visits, finding the best fit for every student, and increasing transfer possibilities are among the topics to be addressed.

Brittnay McMillian, Assistant Director for In-state and Transfer Recruitment
University of Alabama

Jessie Shealey, Transfer Advisor
Auburn University

Jake Gipson, Transfer Recruiter
University of Alabama

HOPE 3

UTILIZING STUDENTS' FUNDS OF KNOWLEDGE TO REMOVE BARRIERS AND PROMOTE TRANSFER READINESS AND SUCCESS

DIVERSITY AND INCLUSION, PARTNERSHIPS AND COLLABORATION

The University of Michigan's Community College and transfer based initiatives demonstrate how organizations utilize institutional agents, such as faculty, who possess human, cultural, and social capital, to create organizational change and empower transfer students to utilize their own self agency and funds of knowledge to be successful at a four-year institution. Institutions will learn how to change the processes transfer students must navigate as they transfer to a research institution.

Michelle Ferrez, Director, Undergraduate Research Opportunity Program (UROP)
University of Michigan

Devon Keen, Assistant Director for Outreach and Transfer Student Initiatives
University of Michigan School of Information (UMSI)

TRIPPE 2

RESEARCH SPOTLIGHT

UNDERSTANDING THE EXPERIENCE OF WOMEN COMMUNITY COLLEGE TRANSFER STUDENTS OVER THE AGE OF 25 AT A FOUR-YEAR RESEARCH UNIVERSITY

SPECIAL POPULATIONS, DIVERSITY AND INCLUSION

The individual context and life course of women returning to higher education places them on a unique student development arc—one that does not necessarily align with the residential, youth-culture tradition of large public research universities. With this in mind, the aim of this session is to better understand the personal experiences and needs of women transfer students over the age of 25 as they pursue a degree at a large public research university.

Heather Adams, UCLA Transfer Center Program Director
University of California, Los Angeles

VENETIAN 1

MYTHBUSTERS: ASSOCIATE OF APPLIED SCIENCE DEGREES CAN TRANSFER TO A BACHELOR'S DEGREE AT A FOUR-YEAR UNIVERSITY

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS, PARTNERSHIPS AND COLLABORATION

Customarily, it was believed that the Associate of Applied Science (AAS) degree only helped graduates move quickly into the workforce and was not transferable to a four-year university program. Learn what Kansas institutions are doing to help citizens earn higher wages and eligibility for promotion at work because of the transferability of AAS degrees into bachelor's degree programs.

Jennifer Pfortmiller, Academic Program Coordinator
Kansas State University Global Campus

Greg Belcher, Director, Kansas Center for Career and Technical Education
Pittsburg State University

Joseph Chretien, Associate Professor and Technology Leadership Program Coordinator
Fort Hays State University

VENETIAN 2

ENHANCING THE STUDENT TRANSITION IN THE CLASSROOM: A TRULY INTERACTIVE TRANSFER SEMINAR EXPERIENCE

TRANSITION PROGRAMS AND SERVICES, INNOVATIVE INITIATIVES

Discover how UNC Charlotte created a Transition Seminar course designed to immerse incoming students in the campus community. Presenters will share the experience of developing the course as they strive to promote student success and engage transfer students in a variety of topics including: academic skill development, career exploration, and connection to the university. In this interactive session, presenters will facilitate classroom experiences, discuss assignments, and share concrete instructional strategies rooted in empowerment and engagement.

Jami Dawkins, Assistant Director, Transfer Outreach
University of North Carolina, Charlotte

Jordan Bullington, Passport Program Coordinator
University of North Carolina, Charlotte

VENETIAN 3

EDUCATIONAL PARTNER

CREATING SUCCESSFUL TRANSITIONS: THE TRANSFER ORIENTATION EXPERIENCE

TRANSITION PROGRAMS AND SERVICES, MATRICULATION TRENDS AND ISSUES

Transfers come to college with an array of interests, needs, life experiences, and motives. A supportive and specialized orientation experience is the foundation for their ongoing success and persistence. This presentation will highlight current research and best practices to enable you to take away the necessary foundations to build a transfer orientation experience for your respective institution.

Jonathan Fries, Co-Chair: NODA Transfer Services Network
NODA: Association for Orientation, Transition, and Retention

Kaitlyn Shepard, Co-Chair: NODA Transfer Services Network
NODA: Association for Orientation, Transition, and Retention

VENETIAN 4

FOR TRANSFER STUDENTS, BY TRANSFER STUDENTS: LEVERAGING STUDENT LEADERSHIP TO MAXIMIZE TRANSFER SUCCESS

INNOVATIVE INITIATIVES, MATRICULATION TRENDS AND ISSUES

Baylor University uses a three-stage model to guide the development of transfer student services: 1) Preparation, 2) Transition, and 3) Progression. We recently added Leadership as a fourth stage, creating a cyclical process that reinforces transfer leaders' sense of belonging while helping them take an active role in helping new transfers succeed. This session will provide an overview of our conceptual framework and provide first-hand insight from Bianca Hill, a Baylor leader and 2019 NISTS Transfer Student Ambassador.

Joe Oliver, Transfer Student Success Program Director
Baylor University

Bianca Hill, 2019 NISTS Transfer Student Ambassador
Baylor University

BEVERAGE BREAK

10:00-10:15 AM
WINDSOR PRE-FUNCTION AREA



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HOPE 1-2

RESEARCH SPOTLIGHT

PROVIDING ACADEMIC AND SOCIAL PATHWAYS THROUGH TRANSFER ORIENTATION PROGRAMS AND SEMINARS

TRANSITION PROGRAMS AND SERVICES,
MATRICULATION TRENDS AND ISSUES

While orientation programs and seminars for transfer students have become increasingly common in American higher education, the extent to which these programs are crafted with consideration to the academic and social needs of this student population varies. This session will highlight research for a forthcoming book that makes a case for developing and/or enhancing transitional programs for transfer students.

Stephanie Foote, Assistant Vice President for Teaching, Learning, and Evidence-Based Practices
John N. Gardner Institute for Excellence in Undergraduate Education

Thomas Grites, Assistant Provost
Stockton University

HOPE 3

RESEARCH SPOTLIGHT

CONCURRENT ENROLLMENT PROGRAMS: HOW WORKING TOGETHER CAN IMPACT STUDENT ACADEMIC AND SOCIAL ADJUSTMENT AFTER TRANSFER

MATRICULATION TRENDS AND ISSUES,
PARTNERSHIPS AND COLLABORATION

At face value, the Parkland Pathway to Illinois program seems to introduce participants to the University of Illinois through concurrent enrollment, dual advising, and the option to live in university housing. But how did participants feel about their social and academic adjustment once they completed the program and transferred to the University? This interactive session will describe the program, discuss the study results, and provide attendees the opportunity to discuss programmatic changes to benefit participants.

Holly Herrera, Associate Provost for Transfer Initiatives and Academic Partnerships
Columbia College Chicago

TRIPPE 1

RESEARCH SPOTLIGHT

EXPLORING TRANSFER PATHWAYS AND PATTERNS IN MICHIGAN

CURRICULUM ALIGNMENT OR DEGREE PATHWAYS,
MATRICULATION TRENDS AND ISSUES

In order to improve curriculum alignment and transfer pathways, better information is needed about how students use the community college to access four-year degrees and how these pathways vary by program of study and student demographics. This session will share results from a research project that uses Michigan's statewide longitudinal dataset to examine how students use transfer to facilitate their bachelor's degree completion.

Jason Taylor, Assistant Professor
University of Utah

TRIPPE 2

CULTURALLY RELEVANT CURRICULUM AND BEST PRACTICES FROM THE PUENTE PROJECT

DIVERSITY AND INCLUSION, SPECIAL POPULATIONS

For over 37 years, Puente has maintained that a student's home culture leads to increased transfer and retention rates while developing professional, college, and academic mind-sets. Building on the cultural assets that students of color bring to the classroom, this session will share strategies that incorporate students' home culture within an academic context. By adopting a pedagogy focused on cultural relevance, instructors nurture and strengthen an empowered cultural identity for students to continue their pathway.

Grace Ebron, Associate Director, Puente Project
UC Berkeley Center for Educational Partnership

VENETIAN 1

SIMPLIFYING TRANSFER VIA STARTING POINT MENTORSHIP PROGRAM

SPECIAL POPULATIONS, PARTNERSHIPS AND COLLABORATION

The Starting Point Mentorship Program (SPMP) at UC Berkeley was created to simplify the transfer process for non-traditional student populations. The program is driven by a cohort of current UC Berkeley transfer student mentors. Our program forms a network of support to make the transferring process smoother and to empower students to pursue higher education. We hope to inspire you to implement a mentorship program at your home institution to increase access for non-traditional students.

Steven Nguyen, Academic Counselor
University of California, Berkeley

Andrew Henry, Academic Counselor
University of California, Berkeley

Lorena Valdez, Director, Transfer Student Center
University of California, Berkeley

VENETIAN 2

INNOVATING FOR RETENTION: A TALE OF ONE CAMPUS

INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION

Increasing retention is not easy! This presentation will provide an overview of how Indiana University–Purdue University Indianapolis (IUPUI) was able to increase the one year retention rate of transfer students by 4%. The presentation will focus on the process and factors that set the stage for the increase in retention. Ultimately, it will provide a framework that highlights how IUPUI was able to achieve this increase.

Matthew Wade, Director, Office of Transfer Student Services
Indiana University-Purdue University Indianapolis

Juanita Ariza, Assistant Director, Office of Transfer Student Services
Indiana University-Purdue University Indianapolis

VENETIAN 3

ADVISORS ASSEMBLE: CROSS-INSTITUTIONAL COLLABORATION AND THE TRANSFER PATHWAY

PARTNERSHIPS AND COLLABORATION, CURRICULAR ALIGNMENT OR DEGREE PATHWAYS

Transfer pathways have been the life-blood of transfer programs. However, the most effective method of guiding transfer students involves a coordinated effort between document and advisor. Pathways provide prescriptive knowledge for the student and allow for holistic advising in a limited time frame. Pathways also have systemic effects of spurring initiatives and growing transfer programs. This presentation will explore effective pathway components, methods of incorporation into advising sessions, and identify how pathways lead to increased collaboration.

Sara Price, Director of Transfer Admission
University of Kentucky

Zac Lewis, Transfer Advisor
University of Kentucky

Kelsey Carew, Transfer Advisor
University of Kentucky

Cory Hershberger, Transfer Advisor
University of Kentucky

VENETIAN 4

**COMMUNICATING ABOUT TRANSFER:
HOW THE SPEECH TEAM WON
AT PROMOTING TRANSFER****INNOVATIVE INITIATIVES, PARTNERSHIPS AND COLLABORATION**

The East Los Angeles College (ELAC) Speech Team is a co-curricular activity in which students engage in competitive speaking tournaments regionally and nationally. Recently, the team has been recruited to use their skills to present in class on the topic of the university transfer process and related resources. This session presents the strategies and results behind the partnership between Transfer Center staff and the Communication Studies faculty who coordinate this collaboration.

J. Edward Stevenson, Dean
Los Angeles Southwest College

VENETIAN 5-6

BIG TEN FEUD**MATRICULATION TRENDS AND ISSUES, INNOVATIVE INITIATIVES**

Collectively, universities within the Big Ten Conference enroll thousands of transfer students each year from all over the world. What strategies do they use to do it? Participate in this interactive session to learn how admissions officers from all 14 Big Ten schools collaborate to recruit, engage, and pre-advise transfer students. Volunteer to be a contestant in the Big Ten Feud and try to reveal the top answers on the board. Prizes will be awarded!

Kim Bryant, Assistant Director of Undergraduate Admissions
University of Michigan

Karina Reid, Assistant Director of Transfer Admissions
University of Maryland College Park

Marcie Rosas, Assistant Director, U.S. Recruitment and Outreach
Rutgers University-New Brunswick

Jennifer Timmons, Associate Director, Transfer Relations
The University of Iowa

CLOSING SESSION

FRIDAY ■ FEBRUARY 15
11:30 AM-12:00 PM

WINDSOR BALLROOM

**UNLEASHING YOUR
TRANSFER CHAMPION**

Janet L. Marling, Ph.D.
Executive Director, NISTS

Becoming a transfer champion begins with deciding you will be the one to influence transfer student success and that you can make a difference. We trust that wearing your transfer lenses for the last three days has unleashed your inner transfer champion, renewed your passion and purpose, enabled you to learn in new ways, and prepared you to return to your institution or organization feeling confident, capable, and ready to act. In closing, we will leave you with the voices of this year's National Transfer Student Ambassadors. May their struggles and triumphs be our fuel as we continue working together to simplify transfer!

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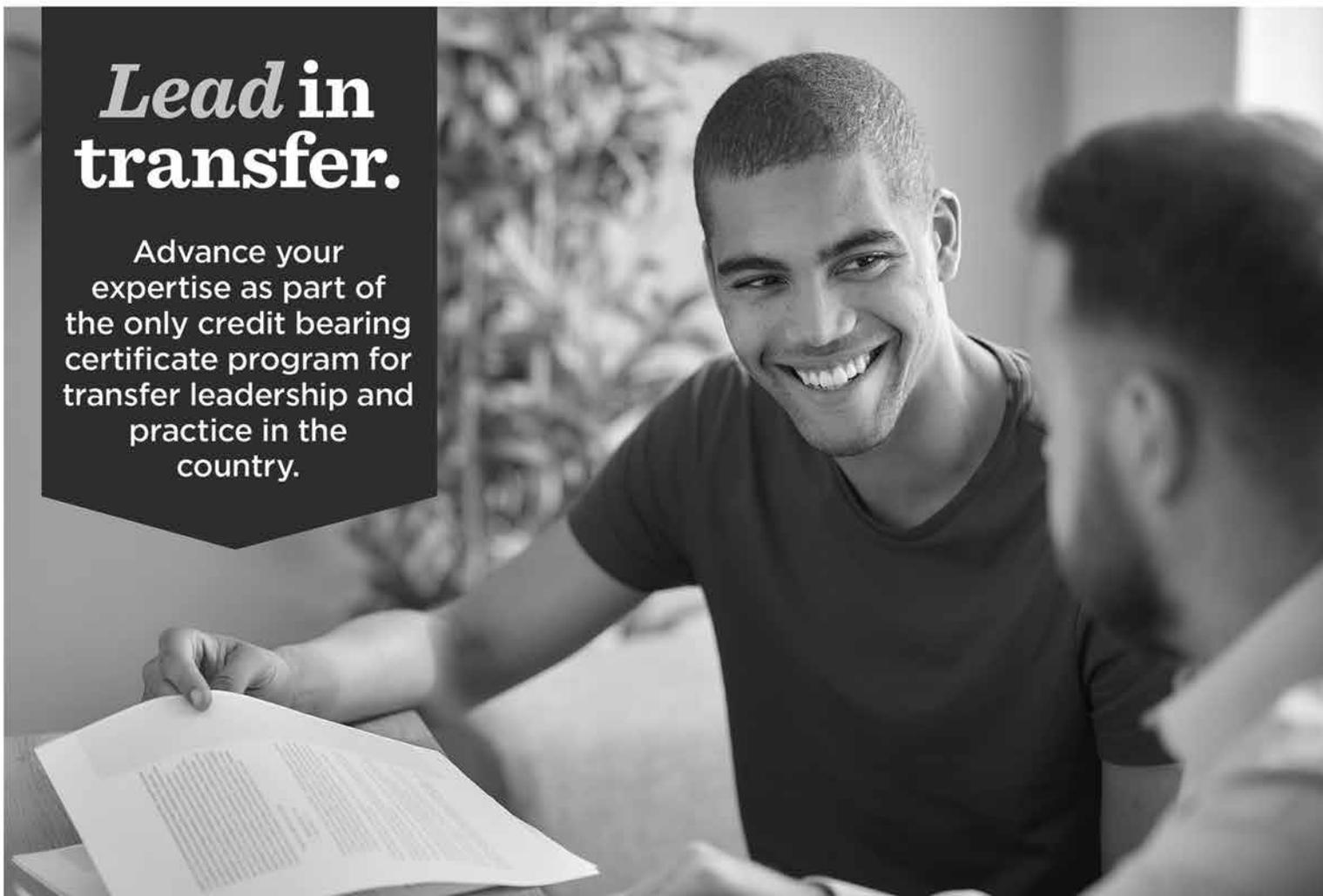
Dr. Saundra Yancy McGuire
Director Emerita,
Louisiana State University



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 - Transfer Student Communities
 - Dimensions of Transfer: Pathways, Policies, and Practices
 - Program Assessment and Planning

PREREQUISITES

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FOR MORE INFORMATION

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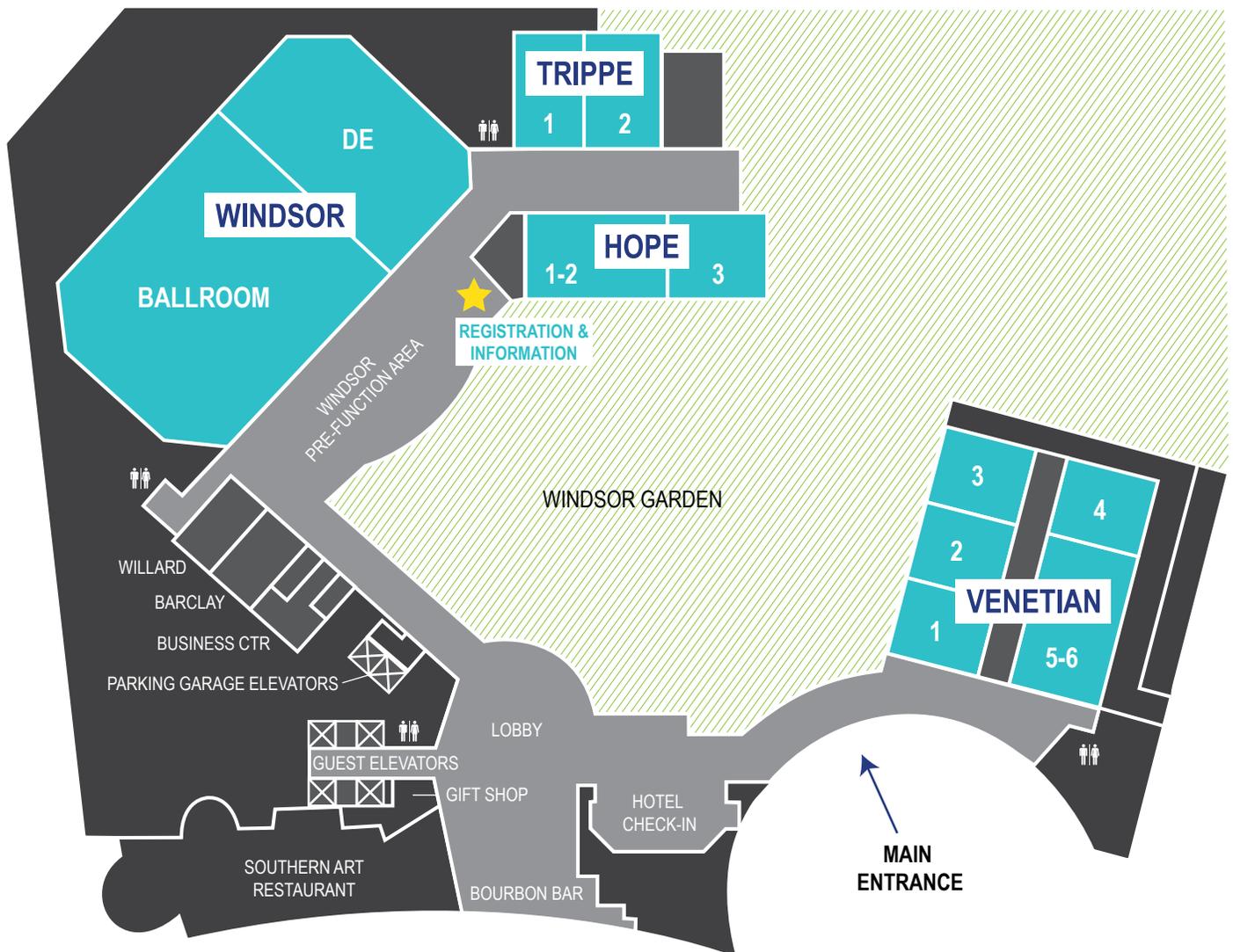
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