

REIMAGINING

THE TRANSFER STUDENT EXPERIENCE

February 5-7, 2020
Atlanta, Georgia



#NISTS2020



SCHEDULE AT A GLANCE

WEDNESDAY • FEBRUARY 5, 2020

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 13
11:00 a.m. - 12:00 p.m.	First-Time Attendees Welcome Session	Windsor Ballroom
1:30 p.m. - 2:30 p.m.	Opening Session: <i>Transfer, Free College, and an Evergreen Progressive Legacy</i>	Windsor Ballroom
2:45 p.m. - 3:45 p.m.	Concurrent Session 1	See page 21
3:45 p.m. - 4:00 p.m.	Beverage Break	Pre-Function Areas
4:00 p.m. - 5:00 p.m.	Concurrent Session 2	See page 25
5:00 p.m. - 7:00 p.m.	Opening Reception & Poster Presentations	Windsor Pre-Function Area
7:00 p.m.	Dinner on Your Own	

THURSDAY • FEBRUARY 6, 2020

8:00 a.m. - 6:00 p.m.	Registration Open	Windsor Pre-Function Area
8:00 a.m. - 9:00 a.m.	Continental Networking Breakfast	Windsor Pre-Function Area
9:00 a.m. - 10:00 a.m.	Keynote Session: <i>Innovating Together: Redesigning #HigherEd for the Success of Low-income, First Generation, and Students of Color</i>	Windsor Ballroom
10:15 a.m. - 11:15 a.m.	Concurrent Session 3	See page 37
11:15 a.m.	Lunch on Your Own	
1:15 p.m. - 2:45 pm	Action-Focused Plenary Session <i>Process Mapping for Transfer Success</i>	Windsor Ballroom
3:00 p.m. - 4:00 p.m.	Concurrent Session 4	See page 43
4:00 p.m. - 4:30 p.m.	Networking & Beverage Break	Pre-Function Areas
4:30 p.m. - 5:30 p.m.	Concurrent Session 5	See page 47
5:30 p.m.	Dinner on Your Own	

FRIDAY • FEBRUARY 7, 2020

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 6	See page 51
10:00 a.m. - 10:15 a.m.	Beverage Break	Pre-Function Areas
10:15 a.m. - 11:15 a.m.	Concurrent Session 7	See page 55
11:30 a.m. - 12:00 p.m.	Closing Session	Windsor Ballroom

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DON'T FORGET!

Be sure to complete your
SESSION EVALUATIONS



AVAILABLE IN THE MOBILE APP



WAYS TO CONNECT

There are many opportunities to connect with colleagues at NISTS2020:

- Lend your voice to the vibrant discussion on social media by using #NISTS2020.
- Download the conference app, and use the social wall to find attendees with similar interests.
- Attend Thursday's Continental Networking Breakfast to exchange ideas with others from similar functional areas and institution types.

DOWNLOAD THE CONFERENCE APP

SEARCH: NISTS 2020 CONFERENCE

Explore everything our mobile app has to offer! You'll find all the details you need to customize your conference experience, including the schedule, session descriptions, supplemental materials, and even evaluations.

To access app content: Once the app is installed, tap Sign Up to create your profile. You must use the same email address you used to register for the conference.



WELCOME TO #NISTS2020

NISTS is on a mission to challenge the status quo and make transfer less difficult. We need your help!

Creating meaningful change requires continuously thinking about how we can adapt and evolve; tapping into new ideas, influences, knowledge, and inspiration from multiple and perhaps seemingly unrelated sources to create what British designer John Thackara calls “smart recombinations.” Just like a mashup of your favorite songs that have been recombined into creative and catchy works of art, so too can approaches to transfer be altered to produce something wildly fantastic. These yet-to-be-discovered solutions may make all the difference for our students.

Reimagining the transfer student experience can feel like a Herculean task. Thankfully, the conference is an excellent source for ideas so there is no need to start from scratch. To be best positioned to drive change, we all must become comfortable with two incredibly powerful words with the potential to unlock a world of possibilities... **What if?**

What if we focus on curiosity over certainty? The pressure to appear knowledgeable at conferences is real, but not always helpful, and gets in the way of reimagining. We challenge you to focus on asking questions without fear of judgment and to replace knowing with wondering. Be curious and open-minded. Listen to what is being said on the surface and question what might be behind those words.

What if we quiet our overly-logical side and banish “we can’t” from our mental and spoken vocabulary? Expanding your mind to include the “what ifs” means avoiding jumping into solution mode, or prematurely taking an idea off the table. The conference will expose you to many transfer solutions. Push yourself to connect them to your current efforts, even if they first seem improbable.

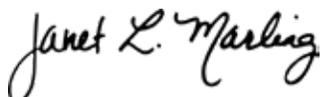
What if we intentionally contribute to conversations outside of our discipline or functional area? It can be easier to see new possibilities when you are not overly familiar with the subject matter and how it applies in your specific context. Your insight could be tremendously helpful to others. Invite these types of exchanges.

What if we take a step back, relax, and make room for new ways of thinking? NISTS typically advocates for action and implementation. Today, we suggest that you slow down, imagine the possibilities, and begin making connections between things. Our brains function best when we are relaxed and not anxious. The conference setting allows you to be present and enjoy not being pulled in (as many) multiple directions.

What if by following these prompts we discover a new way to make transfer easier for us, our students, and our colleagues?

As you experience the conference, I encourage you to select meaningful bits and pieces from each activity and interaction—workshops, educational sessions, the keynote or action-focused plenary session, a hallway conversation—and begin connecting ideas in unconventional ways. Ask not only “What if?” but “Why not?”, letting the ideas incubate, then sharing them with others to spark discussion.

I hope that by embracing the mantra of “**What if?**” you are ready to challenge and examine, evolve and experience, and do the hard work necessary to truly reimagine the transfer student experience this week and beyond!



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

MEET THE TEAM

NISTS STAFF



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CAS Board of Directors Liaison,
2019



GINA VELAZQUEZ
NISTS Marketing & Social Media Intern, 2019

SPECIAL THANKS

ABOUT NISTS

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 its 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 over 600+ participants from over 200 institutions representing 43 states and two provinces in Canada.

VISION

We envision a world where every higher education professional and institution provides a holistic and inclusive transfer student experience.

MISSION

We empower practitioners, faculty, and administrators to be transfer champions—agents, connectors, and advocates—who challenge the status quo to improve the transfer student experience.

CORE VALUES

We value the power of **education** to build the empathy, knowledge, and skills needed to confidently influence change and drive improvements to the transfer student experience.

We value the necessity of using **research** and evidence from a variety of sources to inspire our work and inform solutions around the complexities and challenges of transfer.

We value the critical role of **advocacy** in ensuring today's mobile learners, who possess unique backgrounds, needs, and identities, have access to the opportunities and resources they need to achieve their academic goals.

CORE COMMITMENTS

We are committed to providing credible and timely professional development that is:

1. Relevant, practical, and culturally responsive;
2. Easy to find and use; and
3. Designed to maximize learning and implementation in a variety of contexts.

We are committed to engaging in a systems approach to problem-solving that:

1. Brings together varied expertise;
2. Is grounded in true collaboration and equal investment; and
3. Results in intentional outcomes-driven partnerships.

We are committed to helping practitioners, faculty, and administrators:

1. Celebrate transfer students' diversity, experiences, and capabilities;
2. Leverage their roles to mitigate the complexities inherent to the transfer transition; and
3. Create, and propel students through, a holistic and inclusive transfer experience.

Visit our website for more information and resources:

>> **WWW.NISTS.ORG** <<

Connect with us!



tinyurl.com/nistsvideos



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facebook.com/nists

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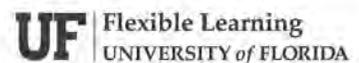
GOLD



SILVER



BRONZE



AWARDS

BONITA C. JACOBS TRANSFER CHAMPIONS

TRANSFER CHAMPIONS—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.



AMANDA QUINTERO, PH.D.

Associate Vice Provost for Student Success and Community Engagement
California State University, Channel Islands

As a first-generation college graduate and transfer student herself, Amanda is a powerful advocate of educational opportunity for historically underserved students, including transfers. She has held multiple leadership positions and has developed, administered, and evaluated transfer-focused programs at the campus, system, and state level. CSUCI is a transfer-majority HSI institution, and Amanda raised \$26 million in external funding to lead initiatives that build capacity for promoting educational equity and opportunity and increasing student success outcomes. Recently, she has been a key leader in a regional strategy aimed at streamlining the transfer process by aligning practices, curriculum, and policies between local institutions.



JANIE VALDÉS, ED.D.

Assistant Vice President in Enrollment Management and Services
Florida International University

Janie founded Transfer & Transition Services, a unit that today serves the fifth-largest transfer student enrollment in the nation, with over 9,000 new transfers annually. Together with her dedicated team, she implemented best practices around transfer credit evaluation and shaped some of the earliest support services for transfer students, including veterans. Most recently, she successfully evolved FIU Connect4Success, a nationally recognized guided transfer pathway and bridge advising program for Florida college students. Currently, Janie is working to accelerate FIU's prior learning assessment program, which will support adult learners in particular, most of whom are transfer students.



HEATHER ADAMS, ED.D.

Director, College Learning Communities
University of California, Los Angeles

As the director of College Learning Communities at UCLA, Heather works collaboratively with departments campus-wide to establish robust academic and community-building support for underserved students. In her current and previous role as director of the UCLA Transfer Student Center, she focuses her work on advancing institutionalized receptivity and restructuring policy for underserved communities through strategic partnership and practice. Heather is currently working with the Transfer Success Team to develop and implement a transfer-student learning outcomes model for UCLA. She is enthusiastic about developing the nationwide transfer support network as the founder of Transfer Nation, a forum for professionals working with transfers.



KERIN HILKER-BALKISSOON, M.S.

Director of Educational and Career Pathways
George Mason University

Kerin brings nearly twenty years of experience in the design and implementation of transfer-focused initiatives that bridge post-secondary equity and completion with guided and career pathways. She was the founding director and operational designer of Northern Virginia's Pathway to the Baccalaureate initiative, a pioneering and award-winning K-16 holistic transfer success model. At George Mason, Kerin collaborates with Virginia community colleges to design and implement STEM programs that blend curricular, navigational, and career pathways, providing students with the information and resources they need to be successful at Mason from their first campus visit through their first year on campus.

AWARDS

BONITA C. JACOBS TRANSFER CHAMPIONS

TRANSFER CHAMPIONS–RISING STARS

The **Rising Star Award** recognizes individuals who are making important contributions but are relatively new to the transfer field. Awardees create new programming or substantially improve programming that is responsive to the specific transfer student population and shows evidence of success. Rising Stars use best practices and theoretical frameworks to design, implement, and assess their efforts and use resulting data to guide future work. They use their strong communication and collaboration skills to educate others on their campus about transfer students, and they are not afraid to challenge the status quo.



JENNIFER BROWN

Transfer Specialist and Chair of the Mānoa Transfer Coordination Center, *University of Hawai'i at Mānoa*

Jenn splits her time between UH-Mānoa and Kapi'olani Community College, working with colleagues to support and advise students as they prepare for transfer. As a part of both the sending and receiving institutions, she bridges the gap between the two and has played a pivotal role in improving relationships and emphasizing shared goals. As one nominator noted, Jenn has “become the ‘go-to’ transfer problem solver” and has “helped everyone...embrace supporting transfer students.” Her leadership, scholarship, and advocacy have fueled a growing focus on transfer within the UH system, and her student-focused initiatives have measurably simplified and improved the transfer process.



SARA PRICE

Transfer Admissions Director, *University of Kentucky*

Sara is deeply committed to transfer success and “legitimately is the face of transfer students” at UK. An unwavering advocate, Sara leverages her busy calendar to keep transfer needs and challenges top-of-mind for her many campus partners. Under her leadership, transfer admissions has become a comprehensive service-center, ensuring that incoming students have access to transfer-affirming staff, resources, and programs. As one nominator noted, her exceptional team is a direct reflection of her leadership. According to her staff, Sara “inspires us daily to give our utmost,” and, “We do exactly that because she does it all, too, tirelessly, every single day.”



ALEXANDREA DEERR

Assistant Director of Academic Advising, *Ivy Tech Community College, Sellersburg*

As one nominator stated, Alex is “a force to be reckoned with.” She serves as the single transfer advocate for a student body of approximately 3,000, where she has demystified transfer and transformed a very hands-off transfer culture into a “community of allies and practitioners.” A “tireless advocate for transfer students and transfer initiatives,” Alex has fostered partnerships with multiple four-year institutions, including a successful reverse transfer agreement with one of the campus’s large neighboring institutions. In addition to this work, Alex serves on several statewide committees for transfer, where she is a crucial leader in developing advisor training materials.

2020 RESEARCH GRANT AWARD



JASON MASTROGIOVANNI (PI)

Executive Director, Office for Student Success, *Texas A&M University*

Collaboration in Transfer Student Work: A Cultural Historical Activity Theory Study at Four-Year Institutions

Practitioners’ ability to effectively collaborate with colleagues both inside and outside of the institution is critical to creating and sustaining transfer student programs and services. Despite a burgeoning field examining this issue, little is understood about how practitioners collaborate in transfer student work, particularly at four-year institutions. This study will examine two four-year institutions as contextual case studies of practitioner collaboration

in transfer student work. Qualitative methods and an Activity Systems Analysis (ASA) framework will be used to understand the individual and social interactions of these collaborations in greater detail. A deeper understanding of the practitioner perspective of transfer student work will help institutions in the execution of the transfer student experience.

Research Questions

1. How do different practitioners contribute toward collaborative activity in transfer student work?
 - a. What are the motives associated with those actions?
 - b. How do these motives differ based on the practitioner’s sub-culture in their institution?
2. How do practitioner actions impact the collaborative activity of the transfer student experience?

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.



KAYLEE CHENG

College of the Sequoias • California State University, Channel Islands

“ Being a transfer student is more than just a label to me—it’s a part of my identity. I’m determined to prove that transfer students can be just as accomplished and successful as any traditional university student. ”



JAHINE GRADY

Richard Bland Community College • Morehouse College

“ Through it all, I have never forgotten my transfer roots. I dedicate my time to mentoring other transfer students and hope to be the catalyst for change that Morehouse needs to improve the experience for my brothers. ”



TANIA NASROLLAHI

Moorpark College • University of California, Los Angeles

“ Sometimes I still doubt whether I deserve to be here, but then I remember that, if everyone feels this way, the problem isn’t entirely us. And that’s why I’m here: to share my story, pay it forward, and help other transfer students succeed. ”



MACIA OUTLAW

Hinds Community College • Mississippi College

“ I want to promote the idea that community colleges can help students explore their future careers. I learned to apply myself at Hinds. I had a vision, and I did what I could do to confirm my decision to practice medicine. ”

FINALISTS Dominique Cain (Winthrop University), Nicole Graham (CSU, Channel Islands), Kijun Jeun (UMBC), Kimberly Redding (University of Arizona), Camille Serrano (UCLA)

Read more about these amazing students on the NISTS blog!



THANK YOU

AWARD & PROPOSAL REVIEWERS

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

Katherine Antonucci
Arizona State University

David Bralower
St. Edward's University

Brittani Braswell
*Indiana University-Purdue University
Indianapolis*

Jennifer Bravo
Florida International University

Kelsey Carew
University of Kentucky

Shannon Collins
Southern New Hampshire University

Carol Costell Corbin
SUNY Cortland

Nancy Davis
University of California, Davis

Jami Dawkins
University of North Carolina, Charlotte

Lupita De La Cruz
Mt. San Antonio College

Tanaya Dempsey
Arizona State University

Greg Diller
SUNY Cortland

Jason Emond
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Renee Esparza
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Chelsea A. Fancher
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City University of New York

Holly Herrera
Columbia College Chicago

Cory Hershberger
University of Kentucky

Dimpal Jain
California State University, Northridge

Meaghan James
University of Alabama

Sonia D. Jani
University of Cincinnati

Emily Jefferson
Stephen F. Austin State University

Kim Johnson
Cuyahoga Community College

Nicole Kaforski
University of Wisconsin-Madison

Kaley Kilpatrick
University of Pittsburgh

David Knight
Virginia Tech

Joseph Kulhanek
University of Texas at San Antonio

Cara LeCureux
Western Carolina University

Kristin Mauro
Western Oregon University

Jeffrey Mayo
University of Texas at Austin

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Penn State, World Campus

Lisa McIntyre
Arizona State University

M. J. McReynolds
Austin Community College District

Kim Morton
Appalachian State University

Yvette Munro
*Ontario Council on Articulation and
Transfer*

April Newland
Western Carolina University

Andy Novobilski
University of North Georgia

Katie Palmer
University of Colorado, Boulder

Crystal Parker
University of Alabama

Jennifer Pfortmiller
Kansas State University

Malaphone Phommasa
University of California, Santa Barbara

Patty Plantenga
Ivy Tech Community College, Monticello

Mark Allen Poisel
Higher Education Consultant

Heather Reyes
Washington State University

Cheryl Schlemmer
Indiana University Kokomo

Shauna Sibonga
University of Hawaii at Manoa

Evan Simmons
Georgia Institute of Technology

Brandi M. Stacey
University of Alabama

Eileen Stempel
University of California, Los Angeles

Melissa Swafford
*Cuyahoga Community College,
Metropolitan Campus*

Andrea Swintal
University of North Carolina, Charlotte

Adrienne Thompson
George Mason University

Barbara Tobolowsky
University of Texas at Arlington

Mary Von Kaenel
Clemson University

Ryan Wagoner
Virginia Tech

Shawn Waltz
University of Louisiana at Lafayette

Nicole Weeden
Georgia State University

Rachael Williams
University of North Georgia

Laura Yavitz
Touro University Nevada

Toya K. Younger
*American Association of State
Colleges and Universities*

MARK YOUR CALENDAR

NATIONAL TRANSFER STUDENT WEEK

NISTS organizes National Transfer Student Week to celebrate transfer students and the professionals who support them on their journey. Join us for this annual event, every third week of October, to challenge assumptions, build empathy, and instill transfer pride on your campus.

Visit www.nists.org/ntsw for more information and to jumpstart your creativity with transfer-focused programming and activities.

#TransferStudentWeek
October 19-23, 2020



DO YOU KNOW A TRANSFER CHAMPION?

Recommend a colleague for one of our NISTS 2021 Annual Awards.
Nomination forms open summer 2020.

VISIT WWW.NISTS.ORG FOR MORE INFORMATION.

PRECONFERENCE WORKSHOPS

VENETIAN 1

Advocating for Transfer Student Success

Practitioners and academics who want to advocate on behalf of transfer students are challenged by a culture in higher education that is slow-moving when it comes to making changes. In order to improve transfer processes and experiences, advocates at all levels are needed to develop partnerships and direct the required changes to reimagine the transfer student experience. An intentional emphasis on advocacy can lead to greater accountability for transfer student success and potentially increase transfer student recruitment and retention.

This workshop will help participants build their skills in reflective listening and empathy, relationship building, data gathering, and communicating key transfer-focused messages.

The presenters will:

- Discuss the key concept of advocacy and how faculty, staff, and administrators can work closely together to build a culture of collaboration that encourages institution-wide advocacy for transfer students and the complex experience they endure
- Teach participants how to advocate at various levels and what is needed to communicate systemic change to improve the transfer students' life cycle at the institution
- Share a framework for transfer student advocacy and illustrate how to advocate at various levels using case study examples and role-playing activities to build skill development
- Review specific advocacy competencies, including in-the-moment education, building relationship capital, and using data to support requests for dedicated transfer resources
- Assist participants in developing strategies to apply what they have learned to advocate for transfer students to colleagues, supervisors, faculty, and administrators

Mark Allen Poisel, Higher Education Consultant
NISTS Advisory Board Member

Toya Younger, Vice President for Leadership Development and Membership Services
American Association of State Colleges and Universities;
NISTS Advisory Board Member

VENETIAN 2

How might we use human-centered design to transform transfer on your campus?

Are you looking for a new or different way of approaching innovation and culture change on your campus? Join the members of the Education Design Lab in a session focused on helping you, and other members of your campus team in learning HOW to set up a design challenge on your campus. Drawing from lessons learned throughout the Seamless Transfer Pathways Project, participants and teams will come together to identify possible opportunity spaces for change on their campuses and then work together to create a design question and a plan for moving forward. Participants will learn and use design tools, such as journey and empathy maps, persona development, and other tools that will equip them with a plan of action, as well as a concept or idea to "test" with other NISTS presenters and participants throughout the conference. By the end of this session, participants will generate a Design Question and Engagement Roadmap to execute a design challenge on their campuses.

Session Topics:

- Introduction to human-centered design
- Setting up a design challenge on your campus
- Building a design team to break across silos on your campus
- Student-centered design tools and how they can be used in daily practice

Through this session, participants will learn:

- The four-phased student-centered process and how to incorporate student voice to design and build a new student-centered transfer initiative on campus
- How to effectively build a core team and engage stakeholders across campus
- Design tools such as Empathy Mapping, Journey Mapping, and Personas to gain insight on the transfer student population

Marta Urquilla, Chief Program Officer
Leslie Daugherty, Design Coach
Binh Thuy Do, Director of Projects

Education Design Lab

VENETIAN 3

Reimagining How We Conduct Our Transfer Practices: Utilizing Inquiry to Better Understand Transfer Equity

As the engine of access and opportunity to higher education, two-year colleges are the institution of choice for the growing Latinx community, first-generation college-goers, low-income students, and many more who have been deprived of educational opportunities that are taken for granted by economically-advantaged populations. Often, higher education practitioners turn to “best practices” in an attempt to increase transfer rates for all students and, specifically, racially minoritized students. At the Center for Urban Education, the importance of “best practitioners” rather than “best practices” are considered key to increasing transfer rates for racially minoritized students. Best practitioners develop context-dependent knowledge by conducting inquiry into their transfer practices and use this knowledge and their experiences to facilitate student success.

Inquiry is a systematic way to reflect on our practices and practices of our institutions to learn what is and is not working—specifically for racially minoritized students. Transfer inquiry is the process of trying to understand why transfer equity gaps are occurring and can take many forms. For example, inquiry into classroom practice might include the analysis of course-level data disaggregated by race or a document review of course syllabi and assignments from a transfer equity perspective. Inquiry into student services could consist of observations of the transfer center or a review of student orientation from a transfer equity perspective.

This workshop is designed to help participants:

- Learn about the critical elements of being an equity-minded transfer practitioner
- Understand different forms of equity-minded transfer inquiry (e.g., observations, document analysis)
- Practice specific inquiry methods using already established protocols
- Identify context-specific opportunities for transfer inquiry on individual campuses

Megan M. Chase, Research and Policy Specialist
Center for Urban Education, University of Southern California

VENETIAN 4

Reimagining the Prior Learning Assessment Experience at [Insert Institution Name Here]

One key to being transfer-friendly is awarding credit for what students already know. Discover how the University of West Georgia (UWG) converted a small grant into huge momentum for expanding prior learning assessment (PLA) options. Develop your strategy to repeat UWG’s success on your campus by identifying needs, implementing action steps to begin the transformation, and constructing an outline of milestones for the next academic year. Dare to reimagine the PLA experience at your institution!

This workshop helps participants develop a strategy tailored to expand PLA options on their campuses by taking into account their unique organizational structure, providing tools to navigate the political dynamics they must confront, and offering ideas to maximize resources. Participants will join in activities and facilitated discussion, learning to identify areas of need for PLA expansion at their institutions, implement simple action items that lead to improvement, and construct an outline of milestones that lead to reimagining PLA at their institutions within an academic year.

This workshop is designed to help participants create a plan to expand PLA options for students by the end of the next academic year by:

- Identifying areas of need for PLA expansion at your institution,
- Implementing simple action items that lead to improvement, and
- Constructing an outline of milestones

Jill Drake, Associate Vice President for Academic Affairs
Danny Gourley, Director of Center for Adult Learners and Veterans

Stefane Raulerson, Assistant Director of Center for Adult Learners and Veterans

University of West Georgia

PRECONFERENCE WORKSHOPS

VENETIAN 5

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 navigating 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 guide to promoting 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

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

VENETIAN 6

Transfer Success from Scratch: Developing a Transfer Academic Success or Transition Course

In this half-day session, participants will discuss the advantages of using credit-bearing transition courses to support transfer students' first-year success. The presenters will introduce a typology of transition courses (e.g., extended orientation, transfer writing/research seminar, and academic success) and will provide a framework for proposing such courses at one's home campus. Using curriculum design models tailored for non-traditional students, the participants will work in groups to brainstorm key phases of course development. New or veteran practitioners who have been tasked with developing formalized structures (credit or non-credit solutions) to mitigate the effects of transfer shock are invited to participate. Participants will leave with a packet of templates and materials to help facilitate the transition course development process.

This workshop is designed to help participants:

- Identify the specific steps to developing a course and utilize provided templates to begin a framework for course design for non-traditional populations.
- Identify their campus partners and stakeholders that should be included in a course planning process.
- Discuss cultural and contextual issues on their specific campuses that will influence development and implementation of a transfer student success course, including achieving buy-in from the academic community and marketing the course to students.
- Recognize the importance of developing and assessing the achievement of measurable objectives related to the program.
- Begin a dialogue and network with other transfer student professionals interested in this area.

Kimberly Burgess, Faculty, Transfer Student Services
Dawn Adolfson, Graduate Teaching Assistant, Transfer Student Services
Florida State University

NEW! College Admission Ethics in Action

nacacnet.org/ethics-elearning



This 35-minute online course provides practical guidance on ethical behavior in the student recruitment process.

Through online lessons and interactive activities, the course teaches staff, faculty, and others the legal and ethical boundaries that apply to college admission. The course features scenarios, animations, and more to illustrate what's appropriate and what's not.

Learners will discover how to avoid conflicts of interest and handle them; identify and safeguard private information; and use decision-neutral language and provide guidance without setting expectations.

The course is \$25 per person. For details on group discounts, visit nacacnet.org/ethics-elearning.

NACAC

National Association for
College Admission Counseling

SESSION INFORMATION

SESSION FORMATS

Educational sessions present strategies for effectively implementing innovative programs, 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 topic, 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 increase understanding or contribute to existing research and focus on new implications for policy, practice, and further study.

Educational Partner/Conference Sponsor sessions provide our educational partners and conference sponsors the opportunity to formally introduce conference participants to their organizations and, if applicable, the benefits and costs of their products or services.

campuses. These presentations focus on creating a transfer-receptive culture for students from groups that often experience marginalization. Topics address issues that directly affect these students, including assisting them as they move between institutions, easing their personal, social, financial, and academic adjustment, and facilitating student motivation and self-efficacy.

Matriculation Trends and Issues

As they contemplate and initiate transfer, students rely on timely, accurate, and clear information from a wide range of campus constituents, including admissions, advising, financial aid, orientation, registrar, and even residence life. Presentations in this category focus on enrollment and acclimation, specifically the trends, issues, policies, and practices that transfer students may face from the initial point of interest through the first semester of attendance at their new institution.

Partnerships and Collaboration

Facilitating a holistic and inclusive 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 relationships within and between institutions, with an emphasis on relationship development and measurable outcomes. Sessions might also highlight projects that involve personnel at both sending and receiving institutions and/or collaborative efforts that combine academic and student affairs expertise.

Special Populations

Transfer students hold a variety of intersecting identities with needs that extend beyond their student types and demographics. 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, LGBTQ+, military-affiliated, online-only, those with disability accommodations, and students who have experienced trauma.

Transition Programs and Services

Despite having previous college experience, navigating a new institution can feel overwhelming for transfer students, particularly during the first year. Presentations in this category focus on helping students adjust and build relationships as they 'find their fit' in the campus community and discover ways to participate in high-value personal, social, and academic activities. Sessions will focus on how these programs and services contribute to student persistence and retention.

SESSION THEMES

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 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

SPECIAL INVITATION

WEDNESDAY, FEBRUARY 5
11:00 AM-12:00 PM

WINDSOR BALLROOM

FIRST-TIME ATTENDEES WELCOME SESSION

Are you new to the NISTS Annual 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'll share a little bit about the history of NISTS, our perspectives on key trends and emerging issues in transfer, and provide a preview of featured conference sessions. 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.



TAU SIGMA
NATIONAL HONOR
SOCIETY

*“Recognizing and promoting the academic excellence
and involvement of transfer students.”*

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Together, TES and Transferology streamline the transfer process

by enabling Advisors and Staff to create evaluation tasks based on student interest.

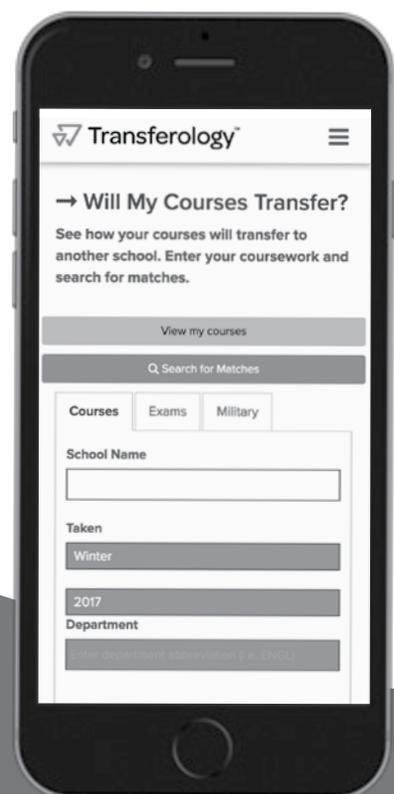
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- Send up to 10 evaluation tasks per request
- Request evaluations for individual or grouped courses
- Watch evaluation progress and give students faster and better transfer information

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TES® is an all-in-one solution for researching transfer credit, tracking evaluations, and managing equivalencies.

Transferology® is the nationwide network that provides students with personalized answers on how their college credits and other learning experiences transfer to higher education institutions within the network.



Register now for the 2020 CollegeSource Annual Conference!

Each year, hundreds of Advisors, Registrars, Admissions Officers, Enrollment Management experts, Transfer Specialists, IT professionals, and more gather at CollegeSource's user training conference for quality sessions to maximize skills in TES, Transferology, uAchieve, and Schedmule.

You're invited to the conference held June 22-25, 2020, in San Diego, CA. Together, let's clear the path to degree completion, workflow efficiency, and greater student success.

Learn More & Register:

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OPENING SESSION

**WEDNESDAY, FEBRUARY 5
1:30–2:30 PM**

WINDSOR BALLROOM

TRANSFER, FREE COLLEGE, AND AN EVERGREEN PROGRESSIVE LEGACY

The transfer function represents a 100-year legacy to open the doors of higher education to all individuals with the drive to complete a postsecondary credential. But today, U.S. higher education is at a critical inflection point, similar to what educational visionaries faced in the 19th century when they developed the transfer pathway as an egalitarian response to a nation needing a more educated citizenry. The issues we face are no less pressing. Pummeled in the press for low completion rates, threatened by staggering student loan debt, and probed mercilessly about its value to students and the nation, U.S. higher education must double-down on its transformative influence. Our opening session delineates an audacious national agenda—consistent with but far more comprehensive than—the “free college” movement that dominates today’s political rhetoric about postsecondary education and builds on the powerful legacy of the United States’ GI Bill for returning World War II veterans. Our goal is as simple as it is urgent: To galvanize higher education advocates to reorganize, reorient, and reignite the enduring transfer function for a new generation of students.

We look forward to opening the conference with you. We’ll also celebrate our amazing award winners. These professional and student transfer champions will inspire us as we reimagine the transfer student experience!



STEPHEN J. HANDEL

Executive Director, Strategic Higher Education Assessment Use
The College Board; NISTS Advisory Board Member



EILEEN STEMPEL

Inaugural Dean, Herb Alpert School of Music
University of California, Los Angeles; NISTS Advisory Board Member

CONCURRENT SESSION 1

HOPE 1-2

A Conversation with the 2020 National Transfer Student Ambassadors

Matriculation Trends and Issues, Transition Programs and Services

This session provides an opportunity for conference attendees to interact with the 2020 National Transfer Student Ambassadors. These exceptional students will discuss their experiences transferring between multiple institution types, providing valuable insight into the challenges, struggles, and successes inherent to the transfer process. Participants will be allowed to ask questions and discuss with our ambassadors any element of the transfer student experience.

Moderator:

Rachael Williams, Coordinator of Transfer Programs
University of North Georgia

Ambassadors:

Kaylee Cheng, *California State University, Channel Islands*
Jahine Grady, *Morehouse College*
Tania Nasrollahi, *University of California, Los Angeles*
Macia Outlaw, *Mississippi College*

HOPE 3

All Will, No Whys: Advising as an Active Process

Matriculation Trends and Issues, Transition Programs and Services

Operating a transfer center involves plenty of exercise: The mental gymnastics to make students' schedules work, budget stretching, and keeping pace with college updates will make you break a sweat. Join the University of Kentucky's transfer center as they review their Active Advising model, which relies on an updated office structure and online advising while proactively engaging students from first-contact to graduation. It takes will, but it doesn't take whys to bulk up a transfer center.

Sara Price, Director of Transfer Admission (Rising Star Winner)
Kelsey Carew, Transfer Advisor
Cory Hershberger, Transfer Advisor
University of Kentucky

Zachary Lewis, Associate Director of Transfer Students
Eastern Kentucky University

TRIPPE 1 **RESEARCH SPOTLIGHT**

Examining the Manifestation of Transfer Student Microaggressions and Stereotypes at a Research-Intensive University

Diversity and Inclusion, Transition Programs and Services

Literature on transfer students has documented the challenges these students encounter at receiving four-year institutions. However, less is known about the day-to-day interactions this population encounters at selective research-intensive universities. This study utilizes interview data (N = 33) from three transfer student cohorts at a large research university in California, which showed that participants encountered transfer student stereotypes and microaggressions from majority groups on campus (i.e., faculty, administrators, staff, graduate students, and traditional students).

Veronica Fematt, Policy & Practice Dissemination
Coordinator
California State University, Long Beach

TRIPPE 2

Tales from the Applied Zone: Lessons We've Learned from Beyond the Literature

Transition Programs and Services

Learn how UW-Madison used the transfer literature to identify components of a transfer-friendly culture and tried to address each of these elements through their transition program. The presenter will share components critical to her team's success—not highlighted in the literature—and lessons learned that keep their program on a successful track. Participants will be able to discuss the opportunities and challenges to creating a transfer-friendly culture or program on their own campuses.

Tracy Mores, Transfer Transition Program Director
University of Wisconsin-Madison

VENETIAN 1

PRACTITIONER PANEL

COLLABORATIVE TWO-YEAR & FOUR-YEAR PARTNERSHIPS

Partnerships and Collaboration, Matriculation Trends and Issues

Strategic partnerships between two and four-year institutions can have a very positive impact on students' transfer experiences, and there are multiple ways to enact these transfer partnerships. The panelists in this session will discuss their successful collaborations, including an academy for transfer student onboarding and engagement, working together to clarify academic pathways, and creating on-line transfer supports. Join us to discuss strategies for cultivating inter-institutional relationships and how intentional program design can transform your transfer students' journeys.

Moderator:

Lia Wetzstein, Associate Research Director
*Community College Research Initiatives,
University of Washington*

Panelists:

Kimberly Collins, Director of University Partnerships
Sinclair Community College

Julia Thompson, Associate Director of Admission and Financial Aid
University of Dayton

Kristin Mauro, Director, Transfer Pathways
Western Oregon University

Natasha Harris, Transfer Student Success Coordinator
California State University, Bakersfield

Marisa Marquez, Transfer Center Director
Bakersfield College

VENETIAN 2

Developing Culturally Relevant Bridge Programs for Black/African American Transfer Students

Diversity and Inclusion, Transition Programs and Services

The transfer path has become one of the main routes for Black students attaining bachelor's degrees in California. In this session, participants will learn about UCLA's Summer Transfer Program, a five day residential program, where students learn to navigate the community college system and successfully transfer to baccalaureate-granting institutions using a culturally relevant approach that focuses on the history, educational pipeline, and resources available to African American and Black students.

Claudia Salcedo, Administrative Coordinator
Jewel Bourne, Program Coordinator

UCLA Center for Community College Partnerships

VENETIAN 3

Reimagining Transfer in Michigan: A Voluntary Collaborative Approach to Streamlining Transfer Student Pathways

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

This session tells the story of Michigan's collaborative efforts in designing its newly launched transfer portal, www.mitransfer.org. Presenters will also describe unprecedented work by hundreds of faculty and staff members who engaged voluntarily to align associate and bachelor's degrees around the state. Participants will better understand how Michigan's project drew upon national research and collaborative leadership strategies to begin untangling the web of articulation toward more student-friendly statewide community college-to-university transfer pathways.

Katie Giardello, Project Consultant
Michigan Center for Student Success

Kevin Chandler, Dean of University Relations
Macomb Community College

CONCURRENT SESSION 1

VENETIAN 4 FACILITATED DISCUSSION

Supporting Student Mobility by Engaging System Partners & Faculty

Partnerships and Collaboration, Special Populations

This interactive presentation will highlight how Ontario Council of Articulation and Transfer (ONCAT) partnerships and committees have served as incubators for creative interventions and effective transfer activities for diverse groups (e.g. Francophone and Bilingual populations, Indigenous students, Northern/rural populations, and faculty). We will facilitate discussions about the possible complexities and challenges in developing relationships with varied stakeholders and share practical strategies ONCAT has implemented to sustain and leverage these partnerships to build innovative projects.

Carolyn Poplak, Manager, Sector Engagement
Ontario Council on Articulation and Transfer (ONCAT)

VENETIAN 5

Prioritizing Transfer Success through a Holistic Transfer Year Experience Program

Partnerships and Collaboration, Transition Programs and Services

Learn how a small Transfer and Transition Services office at a large research university challenged the notion that transfer success should only be the priority for transfer professionals at an institution. Through the implementation of a robust Transfer Year Experience program, they were able to position transfer success as the collective responsibility of all university personnel, while equipping them with the knowledge, tools, and data necessary to act.

Bernard Huggins, Coordinator, Transfer and Transition Services
University of Central Florida

VENETIAN 6 RESEARCH SPOTLIGHT

Putting Transfer Students First: An Audacious National Agenda

Diversity and Inclusion, Matriculation Trends and Issues

The authors of a forthcoming book will debut their findings from a two-year study of educational pathways in U.S. higher education. They will describe how transfer, in its growing and myriad manifestations, is the dominant characteristic of students' higher education engagements today, and outline how this transformation necessitates a comprehensive—even radical—strategy to reorganize, reorient, and reignite responsive and productive educational pathways for a new generation of students.

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

Eileen Strempel, Dean, Herb Alpert School of Music
University of California, Los Angeles; NISTS Advisory Board

BEVERAGE BREAK

3:45 PM – 4:00 PM

PRE-FUNCTION AREAS

Take a moment to hydrate and refresh before your next session.



PTK CONNECT

YOUR NEXT STEP STARTS HERE

PTKConnect.org

Explore an innovative online tool connecting transfer students, college recruiters, and business leaders for shared success.



STUDENTS

Connect to scholarships, find your best-fit college for transfer, and explore career pathways.



COLLEGE RECRUITERS

Find ideal transfers faster, promote your unique transfer pathways, and identify students truly interested in your institution.



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Engage with tomorrow's workforce and help them get the skills and experience needed to become assets to your company's future.

Questions? Visit us at the NISTS Conference or contact us at collegerelations@ptk.org.

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CONCURRENT SESSION 2

HOPE 1-2

A Student Centered Approach: D'Youville's Coordinated Care Model

Partnerships and Collaboration

This presentation will showcase how a nine-month self-study led to the creation of a team-based Transfer Services and Transfer Admissions approach. D'Youville has developed an effective plan for bridging the pre-advisement to matriculation gap. Our aim with this coordinated care model is to provide students with all the services needed to be successful and persist in their degree program, be career-ready upon graduation, and accumulate as little student loan debt as possible.

Ryan Miller, Associate Director of Transfer Services
Meghan Harmon, Director of Transfer Admissions
Carly Duszynski, Academic Advisor, Transfer Services
D'Youville College

TRIPPE 1

The Power of Collaborative Partnerships: Virginia's Institutions Join Forces to Reimagine Its Entire Transfer World

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Transfer Virginia is a collaborative partnership between the State Council of Higher Education and the Community College System with support from the Aspen Institute, HCM Strategists, and Sova. It embraces the increasing need for seamless transfer among the Commonwealth's institutions by engaging key stakeholders, improving communication and facilitating collaboration as they streamline course outcomes, program pathways, and transfer agreements. Our discussions will share how the partnerships among 60+ institutions and their collaboration are yielding results.

Patricia Parker, Director of Transfer
State Council of Higher Education Virginia (SCHEV) and Virginia Community College System (VCCS)

HOPE 3

Reimagining the Bridge: Recruiting and Advising Humanities and Social Science Transfer Students

Partnerships and Collaboration, Transition Programs and Services

The University of Michigan (U-M) and Henry Ford College (HFC) have partnered, with funding from the Mellon Foundation, to build a pathway for HFC students to transfer to U-M and study the humanities and social sciences. Recruitment and advising professionals from both institutions will discuss the planning, collaboration, student-facing intervention, and assessment efforts that have gone into constructing a mutually beneficial bridge program between an open-access community college campus and a highly-selective research university.

Nicholas Turinsky, Transfer Recruiting Coordinator
Jesse Carr, Project Coordinator, Transfer Bridges to the Humanities program
Laura Herbert, Academic Advisor
Tiffany Browne, Academic Advisor
University of Michigan

Lorraine Paffenroth, Advising and Student Success Manager
Bridget Smith-Botos, Academic Advisor
Sherry Clippert-DeVogel, Academic Advisor
Henry Ford College

TRIPPE 2

Relationships Matter: Supporting Transfer Students Through Relationship-Rich Experiences

Diversity and Inclusion, Matriculation Trends and Issues

Relationships are the primary factor in student success in college. Strong student-student and student-faculty/ staff relationships are central to learning, belonging, and meaning-making. This session draws on nearly 400 interviews with students, faculty, and staff at 28 colleges and universities across the country to demonstrate both how and why we should focus our work with transfer students—and all students—on creating relationship-rich programs, classrooms, and campus cultures.

Peter Felten, Executive Director, Center for Engaged Learning
Leo M. Lambert, President Emeritus and Professor of Education
Elon University

VENETIAN 2 FACILITATED DISCUSSION

Strengthening a Transfer Receptive Culture Across Two-Year & Four-Year Latinx Serving Institutions

Diversity and Inclusion, Partnerships and Collaboration

Among Latinx students who enroll in postsecondary education in California, 75% enroll in community college. However, underrepresented students are more likely to get certificates than to transfer to a four-year university. In this presentation, participants will learn how two institutions, UC Santa Cruz (UCSC) and San Jose City College (SJCC), have strengthened a Transfer Receptive Culture that allows for underrepresented SJCC students to see themselves as scholars and transfer to a four-year research university.

Erick Ramirez Manriquez, Cultivamos Excelencia HSI Counselor
University of California, Santa Cruz

VENETIAN 1

PRACTITIONER PANEL

STEM TRANSITIONAL PROGRAMMING

Matriculation Trends & Issues, Transition Programs & Services

Learn what colleges and universities across the country are doing to become more STEM transfer-friendly institutions. The panelists of this session will showcase their successful pre- and post-matriculation programs and provide insight into the struggles and successes that come with redesigning the acclimation process for students pursuing these academically challenging and often highly selective majors. Speakers will provide examples of concrete onboarding tools, partnerships, and grant-funded initiatives that address some of the common issues faced by STEM transfer students today.

Moderator:

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

Panelists:

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

Jessica Hoffmann, Academic Advisor
Jessica Davis, Sciences Transfer Advisor
University of South Florida

Whitney Lovelady, Associate Director
Elizabeth Heck, Transfer Coordinator
Virginia Commonwealth University Transfer Center

CONCURRENT SESSION 2

VENETIAN 3 RESEARCH SPOTLIGHT

“It Just Shouldn’t Be This Hard to Transfer” What Students Say They Need to Make It Through the Transfer Gate

Diversity and Inclusion, Transition Programs and Services

When students make significant progress toward a transfer goal, why don’t they make it “through the gate” to a university? What do students say impacts their transfer decision-making and increases their success? Learn about new research highlighting student voices from the RP Group’s Through the Gate transfer study involving students who were close to transfer, but had not yet made it to a university. Discover how to bring student perspectives into your own transfer improvement efforts.

Darla Cooper, Executive Director
*The Research and Planning Group for California
Community Colleges*

VENETIAN 4 FACILITATED DISCUSSION

Reimagining the Curriculum for Transfer Student Success

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

Curriculum is most often designed with the first-time college student in mind – so, transfer students may not get the same experiences and this can even impact their time to degree. This session will take participants on a journey of reimagining the transfer student experience at Columbia College Chicago, beginning with curricular-analysis, general education re-development, and re-building of academic partnerships. Attendees will leave with tools to evaluate their academic programs with a transfer-centric focus.

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

VENETIAN 5 EDUCATIONAL PARTNER

Reimagining an Institution’s Approach to Transfer

Partnerships and Collaboration, Transition Programs and Services

The Foundations of Excellence Transfer provides a guided evidence-based process for institutions to evaluate their whole approach to transfer. Sixty-six institutions have engaged in this process to develop and implement a plan to improve their students’ transfer experience. We will discuss key elements and lessons learned from the process. Northeastern State University will share its findings and the challenges of implementing improvements with multiple partners at different stages of engagement.

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

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

VENETIAN 6 EDUCATIONAL PARTNER

Exploring the Future of Transfer Student Success: Barriers, Assessment, and Practice Informed Approaches

Partnerships and Collaboration, Transition Programs and Services

While current research suggests strategies for increasing retention and graduation (Talbert 2012), many practitioners may be unaware of the value of retaining transfer students. This collaborative session will explore ways to mitigate the barriers that transfer students experience. Participants will discuss a practical approach for improving their support of transfer students and brainstorm ways to address barriers. Attendees will share how they might improve student services, policies, and processes to benefit their transfer students.

Thomas Grites, Assistant Provost
Stockton University; NACADA Representative

Anthea Henderson, Academic Advocate
Andrew Mason, Academic Advocate
University of South Florida

Online Orientation:

The Tech Hub for Transfer Transitions

Friday, Feb. 7 | 9 AM | Session ID 1441

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DESIGN GROUP

Michaela Climer

Orientation & Transition Programs
Coordinator



Darcy M. Hayes

Orientation & Transition Programs
Director



OPENING RECEPTION & POSTER PRESENTATIONS

A Comparative Phenomenology of the Community College Transfer Student Experience at Selective Public Universities in California, Massachusetts, and North Carolina

Diversity and Inclusion, Special Populations

This poster highlights preliminary findings from a qualitative study on the lived experience of community college transfer students at selective public universities in California, Massachusetts, and North Carolina. Addressing the forty-year-old unsubstantiated contention of Harvard's William Neumann and David Riesman, that there is, no doubt, less stigma attached to attending one of the community colleges in California than there is to attending one in Massachusetts (1980, 54), the presenter explores to what extent, if at all, student characterizations include feeling attached with a stigma for having transferred from a community college.

Eric Michael, Doctoral Candidate
Claremont Graduate University

Terps Love Transfers: Unveiling the New UMD Virtual Transfer Center (transfer.umd.edu)

Partnerships and Collaboration, Transition Programs and Services

The Transfer Experience Network (TEN) is a group of colleagues on the University of Maryland campus who serve as advocates for transfer students and address issues related to transfer across campus. This past year, TEN created a new university-wide transfer website to centralize information and communication for transfer students. With this poster as a guide, NISTS participants can brainstorm ways they might create their own website and/or transfer student network on their own campuses.

Leah Howell, Assistant Director, Pre-Transfer Advising
Elizabeth LaFortune, Pre-Transfer Advisor
University of Maryland

Increasing Engineering Education Access Through Texas A&M-Concho Academy

Partnerships and Collaboration, Transition Programs and Services

The Texas A&M-Concho Engineering Academy at Midland College is unlike traditional transfer programs. Students are Texas A&M University and Midland College students from semester one. They enroll in math, science and core curriculum courses through Midland College and have the unique opportunity to enroll in Texas A&M courses taught by Texas A&M professor at Midland College. Students spend one to two years in Midland before transitioning to Texas A&M University to finish their degree.

David De Sousa, Associate Director
Paulo Oñate, Program Specialist
Texas A&M University

Motivation to Transfer: Results from a Student Survey at an Urban Hispanic-Serving Community College

Diversity and Inclusion

This poster shows quantitative analysis results from a student survey about any interest they may or may not have in transferring in order to obtain a bachelor's degree. Results indicate that students have a strong motivation to transfer, and are willing to wait until completing an associate degree first before transferring. Results also suggest that students face an "idealism vs realism" dilemma in choosing their majors, with differing resolutions for associate and bachelor's degrees.

Jing Li, Quantitative Analyst
City University of New York

Charles Jordan, Assistant Professor of Interdisciplinary Studies
Guttman Community College

WEDNESDAY, FEB. 5 5:00 PM - 7:00 PM
WINDSOR DE & PRE-FUNCTION AREA

Collaborate to Graduate: How a Transfer-Only Campus is Spelling Success for Maryland Students

Partnerships and Collaboration, Transition Programs and Services

This poster provides an overview of The Universities at Shady Grove (USG), a transfer-only campus where nine University System of Maryland institutions offer select degree programs. Further, we will illustrate USG's Transfer Access Programs (TAP), transfer-readiness programs offered to students while enrolled in community college. Participants will learn how USG benefits both students and the community, how TAP has created better-prepared students, and how this unique model may be replicated within other communities.

Marcie Povitsky, Transfer Access Coordinator
The Universities at Shady Grove

"But I'm a Transfer Student!" Reimagining Transitional Programming to Better Meet the Needs of Transfer Students

Diversity and Inclusion, Transition Programs and Services

The Poole College of Management at NC State University recently underwent a change in our new student population. Now more incoming students are entering as transfer students and not as first-year students from high school. This poster outlines how one business school's programming evolved to better serve the needs of transfer students. The poster will provide programming examples that conference attendees can seek to implement in their own institutions.

Megan Van Hook, Academic Advisor
DeWhitney Upchurch, Academic Advisor
North Carolina State University

Their future starts here

See how Common App is streamlining transfer pathways for 2-year and 4-year transfer applicants applying to more than 600 colleges and universities worldwide.

Access our new transfer applicant guide and advisor toolkit at commonapp.org/transfers.



"The University of Lynchburg is committed to the success of transfer students from the search process to their graduation and beyond. We were honored to work with the Common App team to launch an application to serve their specific needs. Common App provides a conduit for this critical student population to broaden their search to find the best fit college."

Rita Detwiler
Vice President for Enrollment Management,
University of Lynchburg (VA)

OPENING RECEPTION & POSTER PRESENTATIONS

Community Transfer Students in the Asian Higher Education Context

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Our preliminary quantitative and qualitative study results found that community college transfer (CCT) students had heavier study loads, less social support, lower self-efficacy, poorer adjustment, lower satisfaction with the university, and more mental health concerns, than freshmen entrants. There is a need to work collaboratively with different stakeholders such as the government, community colleges and universities to enhance curricular alignment between community college and university programs.

Kin Cheung, Associate Professor
Hing Man Ng, Project Coordinator
Lillian Zhang, Postdoctoral Fellow

The Hong Kong Polytechnic University, School of Nursing

Anne Lau, Head and Registrar, Qualifications Framework and Qualifications Register

Reace Wong, Assistant Registrar, Qualifications Framework and Qualifications Register

Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)

Effect of a Scholarship and Enrichment Program on Transfer Student Progression and Graduation

Matriculation Trends and Issues, Transition Programs and Services

This study investigated the effect of a scholarship and enrichment program on STEM transfer student progression. Students participated in a structured program consisting of academic advising, faculty mentorship, research opportunities, and career counseling. The program has successfully graduated 54.5% of participants. We found that initial student attitude and perseverance markers did not predict which students would complete their degree. Our results suggest methods of breaking through borders that inhibit transfer students from completing their degree.

Jennifer Louten, Associate Professor of Biology
Rajnish Singh, Associate Professor of Chemistry

Kennesaw State University

Test Drive: Oglethorpe University's Innovative Adult Student Recruitment Strategy

Special Populations, Partnerships and Collaboration

Adult students often postpone their return to the classroom due to financial constraints, conflicts in their personal lives, and fear of returning to the classroom. Learn how one small, private, liberal arts institution found an innovative solution to increase adult student enrollment in a very crowded market while addressing all three of these concerns—and learned a lot about itself in the process.

Debbie Aiken, Director of Extended Learning
Oglethorpe University

Crossing the Bridge: Ideas for Collaborative Success

Partnerships and Collaboration

This poster shows how one mid-sized public institution created collaborative programs and courses for transfer students that crossed department and divisional lines. Most notable partnerships included New Student Services, Academic Affairs, and Residential Community Life, plus many more.

Katherine McMichael, Assistant Director, New Student Services
SUNY Oneonta

University of Houston-Downtown's Accelerated Transfer Academy

Partnerships and Collaboration, Transition Programs and Services

This poster will focus on the implementation of a new program designed to improve outcomes for new transfer students to the UHD. Vital to the process were a willingness to collaborate across distinct university units, partnerships with community colleges, and utilizing best practices to form a cohesive program. The poster will also share lessons learned and obstacles encountered (and overcome). Preliminary findings from the pilot cohort of students will be shared during the presentation.

Krysti Turnquest, Project Director, Title V Grant
University of Houston-Downtown

WEDNESDAY, FEB. 5 5:00 PM - 7:00 PM

WINDSOR DE & PRE-FUNCTION AREA

Transfer Student Success on Professional Licensure Exams: Obstacles and Strategies

Diversity and Inclusion, Special Populations

This poster examines transfer students in a teacher education program and their comparative success on edTPA®, an assessment required for state licensure and program completion. Our discussion will focus on the unique challenges transfer students face when attempting licensure exams, as well as institutional practices or policies aimed at bolstering academic success. Implications for practice, policy, and/or further research will be shared.

Carlene Russell, Director of Candidate Program Progression
Rebecca Grunzke, Instructor/edTPA Coordinator
Mercer University

Temple Transitions: Exploring the Effectiveness of a Transfer Seminar Course

Transition Programs and Services

Temple University's Transfer Seminar course provides transfer students opportunities to explore campus resources and work on professional planning and development. It connects past experiences to academic majors and future career aspirations. Course design will be examined in depth and course reflections directly from student voices will be shared. The impact of the course is evidenced by the measure of GPA and persistence to the next semester.

Hailey King, Coordinator for Undergraduate Strategic Initiatives, Transfer
Temple University

The Transfer Credit Calculator: Issues and Impact on Transfer Recruitment

Curricular Alignment or Degree Pathways

Do you want to decrease confusion among students interested in transferring to your institution? Join us to learn more about one such resource: the Transfer Credit Calculator. The Transfer Credit Calculator (TCC) tool is being implemented by the University of Texas at San Antonio (UTSA), in partnership with EAB Services. This poster will discuss what the TCC is, how it was implemented and utilized, who was at the table, and what the benefits and challenges are.

Monica Ruiz, Senior Undergraduate Admissions Counselor
Evelyn Betancourt-Martinez, Associate Director of Admissions

University of Texas at San Antonio

Exploring the SciFYE Multiverse: Advising your Transfer Superhero to Triumph

Special Populations, Transition Programs and Services

This poster will showcase the Science First Year Experience (SciFYE) advising program at the University of South Florida; including an overview of the science population at the university. The SciFYE program has re-imagined how we support the science transfer population. Support strategies focus on pre-admission through the first semester with an emphasis on assisting students who are under-prepared for their desired major as well as transitional issues student may face. The program utilizes appreciative advising to support under-prepared students, while retaining access to the science majors and honoring students' future goals.

Jessica Davis, Science Transfer Academic Advisor Specialist
University of South Florida

OPENING RECEPTION & POSTER PRESENTATIONS

Pathway to a Four-Year STEM Program: Community College Students' Experiences in Pre- and Post-transfer Academic Advising

Special Populations, Transition Programs and Services

This proposed study focuses on community college transfer students who have successfully transferred to a STEM degree program at a large four-year research university. Through face-to-face interviews, the researchers will explore transfer students' pre- and post-transfer experiences with academic advising and investigate factors that promote and/or hinder their transfer process. The researchers will engage the audience in discussions regarding findings and implications for policy and practice in both community colleges and four-year universities.

Yi Zhang, Associate Professor
Barbara Tobolowsky, Associate Professor
University of Texas at Arlington

Center for the Junior Year - Supporting Student Transitions from Community College to Graduation

Partnerships and Collaboration, Transition Programs and Services

Traditional and non-traditional students alike seek seamless transitions from community colleges and general studies courses to upper-division courses and a clear pathway toward graduation. Center for the Junior Year helps to facilitate this process by providing professional and paraprofessional support for major and career exploration, addressing transition concerns to the major and four-year institution, and tackling barriers to degree completion that transcend academic and student supports.

David Rhea, Director, Center for the Junior Year, Honors, Undergraduate Research Programs; Professor
Governors State University

Academic Progression: Shifting the Transfer Paradigm

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Academic progression towards a seamless transfer experience in one's discipline can be a daunting task for students. This session will explore a transfer model used in a community college nursing department, created in response to the increasing need for Bachelor-prepared nurses in Maryland. Elements of this model include advising, information-sharing, and internal/external collaborations. This session will explore how an academic department can implement elements or the entire major-specific model in other academic disciplines.

Laurie Williams, Nursing Academic Progression Manager
Raquel Bertiz, Nursing Faculty
Montgomery College

Normalizing the Transfer Function of Community Colleges through Student Involvement: The Case of a Transfer Student Club

Diversity and Inclusion

Grounded in student development theory, the Transfer Club at Mt. San Antonio College serves as a psycho-educational support group for prospective transfer students. It provides information, guidance and support to pave students' journeys towards transferring to a university. This poster will detail how a Transfer Club serves the need for outreach, advising, and informing students about the transfer process while providing networking opportunities, facilitating peer mentoring, and encouraging academic excellence leading to their college success, persistence and retention.

Lupita De La Cruz, Transfer Specialist
Yvonne Ramirez, Transfer Club President
Samantha Munguia, Transfer Club Student Mentor
Mt. San Antonio College

WEDNESDAY, FEB. 5 5:00 PM - 7:00 PM
WINDSOR DE & PRE-FUNCTION AREA

Badge Project: Promoting Research Opportunity and Career Training for STEM Transfer Students

Transition Programs and Services

The Badge Project is a two-year series of workshops for transfer students that focus on assisting them with graduate school, research careers, or professional careers. This program helps us support the transfer community, with a strong focus on STEM students, and ultimately creating a transfer receptive culture at a four-year institution by addressing needs of STEM transfer students and introducing ways to approach these concerns from a critical perspective.

Veronica Villasenor, STEM Transfer Project Coordinator
Amber Bui, Community College Outreach and Recruitment Specialist

California State University, Northridge

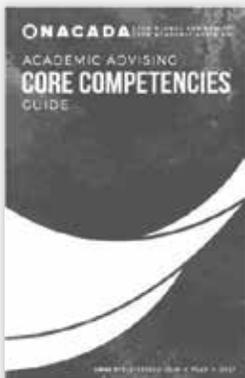
Promoting Success in Online and Blended Courses for Transfer Students

Curricular Alignment or Degree Pathways

Transfer students have indicated a clear interest in completing hybrid (blended) and fully online coursework. This poster will articulate and propose strategies for planning core online course requirements centered around course outcomes and Quality Matters standards to meet the needs of all students, but particularly the transfer student population. Increasing opportunities and strategies for teaching and learning in online courses for these students is critical as course delivery options and requirements are ever-evolving.

Jamie Gilbert, Assistant Professor
William Davis, Assistant Professor

Athens State University



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



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

nacada.ksu.edu



Check online for
event details!

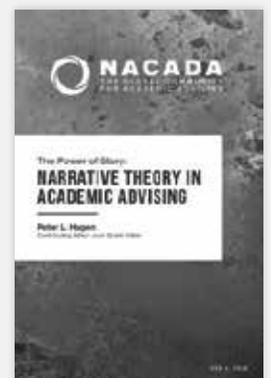
Erie Pennsylvania

— June 21-26, 2020 & July 26-31, 2020 —

2020 SUMMER INSTITUTES

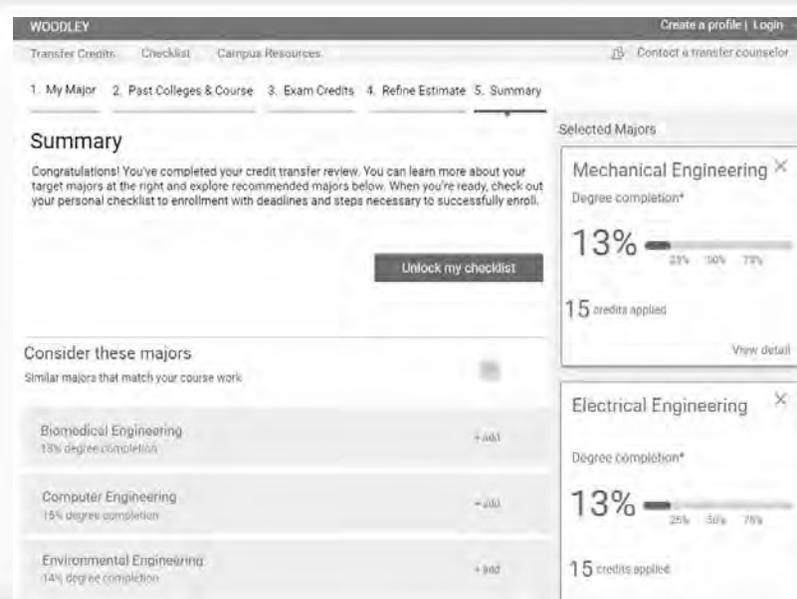
THE POWER OF STORY: NARRATIVE THEORY IN ACADEMIC ADVISING

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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NETWORKING BREAKFAST

8:00 AM – 9:00 AM

WINDSOR DE

The early bird gets good conversation!

Connect with colleagues before the keynote session. Tables have signs designating different functional areas and institution types, so grab some breakfast and find a group you'd like to chat with.

FEATURED KEYNOTE

THURSDAY, FEBRUARY 6

9:00 AM–10:00 AM

WINDSOR BALLROOM

INNOVATING TOGETHER: REDESIGNING #HIGHERED FOR THE SUCCESS OF LOW-INCOME, FIRST GENERATION, AND STUDENTS OF COLOR

Join Dr. Burns of the University Innovation Alliance as she provides practical and actionable advice to help you mobilize your colleagues and campus leadership to set your students, campus, and transfer partners up for success. Unpack the simple habits holding your campus back, and understand the most effective ways to advocate on behalf of transfer students to campus leaders overwhelmed by decision fatigue.

Five years ago, a group of universities banded together to close their achievement gaps through scaling proven innovations and holding each other accountable. In this keynote, Dr. Burns will share cutting edge learning and insights from the University Innovation Alliance's work, including what you can do—no matter your sphere of influence—to redesign the transfer experience around the needs of students. You will leave this session inspired with a clear direction to take action on your campus.



BRIDGET BURNS
Executive Director,
University Innovation Alliance

UNIVERSITY
INNOVATION
ALLIANCE

CONCURRENT SESSION 3

HOPE 1-2

Academic Affairs Swiped Right! Academic & Student Affairs Collabs for First-Gen Transfer Success

Partnerships and Collaboration, Transition Programs and Services

Academic and Student Affairs share responsibility in addressing challenges first-generation transfer students experience by creating spaces to connect, facilitating belonging, and supporting academic success. This interactive workshop will highlight the collaboration between the Educational Opportunity Program (SA) and Transfer Student Center (AA) at UC Santa Barbara and dive into details about our process of collaboration, program development, and evaluation. Participants will brainstorm collaboration and programming ideas to take back to their institutions.

Kari Weber, Student Activities Coordinator
Angelica Caudillo, Educational Opportunity Program Transfer Counselor
Malaphone Phommasa, Director of Academic Success Initiatives

University of California, Santa Barbara

HOPE 3 FACILITATED DISCUSSION

Engaging Faculty in the Transfer Student Experience

Partnerships and Collaboration, Transition Programs and Services

Engaging faculty in the transfer student experience invites this integral partner to understand, support, and advocate for our transfer student population. Appalachian State University engages faculty through our Faculty Transfer Mentor program, the Transfer Services Team, trainings and new faculty orientations, Transfer Symposiums, student transitional processes, and transfer-specific meetings with new department chairs. In this session, participants will learn how Appalachian's Office of Transfer Services engages faculty before breaking into group discussions with tangible takeaways.

Kim Morton, Associate Director, Engagement & Retention, Office of Transfer Services
Nate Weigl, Associate Director, Operations, Office of Transfer Services
Appalachian State University

TRIPPE 1

The STOMP Conference at UCLA: Applying a Holistic Approach to Transfer Recruitment

Diversity and Inclusion, Partnerships and Collaboration

STOMP at UCLA is a volunteer student organization with the goal of motivating and inspiring underrepresented community college students to see themselves within the University of California (UC) and in higher education. Learn about the annual STOMP Conference, and discover how STOMP empowers over 1,300 prospective community college students by incorporating a holistic model to planning, using students' voices and transfer stories, and collaborating with campus transfer allies and UC partners.

Paitzar Giourdjian, Assistant Director, Transfer Recruitment
UCLA Undergraduate Admission

Jewel Bourne, Program Coordinator
UCLA Center for Community College Partnerships

TRIPPE 2

Creating Pathways to Equity: Leveraging Existing Technology for Streamlined Transfer Review and Appeal

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

This session will explore how one state system leveraged their current technology to create a streamlined system for student transfer review and appeal at both the institution and the system level. Learn how you can scale these tools with your available technology to create streamlined equitable practices for your transfer students.

Jessica Migler, Assistant Director for Transfer
Marta Mohr, Interim System Director for Transfer and Degree Audit Support
Michael Olesen, Project Manager, Educational Innovations
Minnesota State Colleges and Universities

VENETIAN 1 FACILITATED DISCUSSION

Accessing Data for Transfer Advocacy: How to Build Cross-Campus Coalitions

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Data—whether student narratives or numerators/denominators—can be a powerful tool to advocate for transfer students, but what can be done when data are either scarce or if you are drowning in a data-deluge? In this open discussion, learn from transfer researchers and practitioners who have partnered on their campuses to share data in order to better advocate for transfer students (and share your triumphs and tribulations!).

John Fink, Senior Research Associate
Community College Research Center

Alexandra Logue, Research Professor
CUNY Graduate Center

Melissa Whatley, Postdoctoral Research Scholar
Belk Center for Community College Leadership and Research

Laura Bilbro-Berry, Director of Community College Partnerships
University of North Carolina System Office

VENETIAN 2

First Class: Lessons Learned from the First Post-Masters Certificate in Transfer Leadership and Practice Cohort

Matriculation Trends and Issues

A panel of graduates from the first cohort of the University of North Georgia/NISTS Post-Master's Certificate in Transfer Leadership and Practice will share their experience with the program. The group will discuss what they learned in each course, explain the benefits of participating in this program, and share how the program has impacted their respective institutions and their professional growth.

Renee Esparza, Transfer Resources Director
Austin Community College

Maggie Bishop, Academic Advisor
University of North Georgia

Ashlee Pollard, Assistant Director of Operations for Enrollment Services
University of West Georgia

Vincent Prior, Director of Undergraduate Orientation Programs
Ohio University

Katie Taylor, Curriculum Analyst
USG eCampus



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SESSION EVALUATIONS



OR VIA THE QR CODE ABOVE

CONCURRENT SESSION 3

VENETIAN 3

SPOTLIGHT ON

TRANSFER FAMILIES

Special Populations, Transition Programs and Services

Reimagining the (Complete) Transfer Student Experience with Families

While many institutions emphasize the role and relationship of families in the transition and success of first-year (freshman) students, rarely are the same/similar focus and attention given to the families of transfer students. This program will describe potential efforts to develop a holistic approach to the transition of transfer students into their new institutions by intentionally including families in the process.

Thomas Grites, Assistant Provost
Jennifer Radwanski, Director for Parent and Family Partnerships
Stockton University

Developing a Student-Parent Affirming Culture in Higher Education

This research evaluates the effectiveness of Parenting Student Summer Intensive Transfer Experience (PS SITE), a pre-transfer mentoring initiative designed for student parents. PS SITE was a result of a partnership between two-year and four-year colleges in developing a student-parent affirming culture on different campuses. The findings show that PS SITE was successful in providing interpersonal, academic, and institutional affirmations to student-parent participants who were often left out of the college narrative.

Cherry Lai, Program Coordinator
UCLA Center for Community College Partnerships

VENETIAN 4 RESEARCH SPOTLIGHT

Serving Those Who Served: Post-Transfer Sense of Belonging among Student Veterans

Special Populations, Transition Programs and Services

Prior research has indicated gaps in understanding how student veterans undergo transfer and acclimate academically and socially at their receiving institutions. In this qualitative case study, we sought to explore student veterans' academic and social experiences post transfer, notably how these students developed a sense of belonging on their new campuses. Results will be useful for researchers, practitioners, and policymakers interested in supporting student veterans throughout the transfer process.

Jeffrey Mayo, Assistant Director
University of Texas at Austin

Catherine Hartman, Postdoctoral Research Associate
National Resource Center for the First-Year Experience and Students in Transition

VENETIAN 5 RESEARCH SPOTLIGHT

Supporting High-Achieving Marginalized Students at Two-Year Institutions

Diversity and Inclusion, Transition Programs and Services

Learn about findings from a recent NISTS study focused on learning more about the ways two-year institutions support high-achieving students who are also low-income, first generation, and students of color, particularly as they prepare for transfer. We visited five community colleges across the U.S. and talked with students, faculty, staff, and administrators. Recommendations include ways to strengthen support for this student population.

Judith Brauer, Associate Director
Janet Marling, Executive Director
National Institute for the Study of Transfer Students

Wendell Hall, Senior Director, Higher Education
The College Board

THURSDAY, FEB. 6 10:15 AM - 11:15 AM

VENETIAN 6

CONFERENCE PARTNER

Navigating New Legal and Ethical Considerations in Transfer Admission

Matriculation Trends and Issues, Partnerships and Collaboration

Join us for a presentation on the changing legal landscape in college admission, and how it will affect the practice of transfer advising and admission. In the wake of numerous federal investigations and private lawsuits, transfer professionals need to be aware of new considerations for practice as it relates to marketing, recruitment, and informed student decision-making.

David Hawkins, Executive Director for Educational Content & Policy

Kim Johnston, Director of Member and Affiliate Relations

National Association for College Admission Counseling (NACAC)

LUNCH BREAK

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

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ACTION-FOCUSED PLENARY

THURSDAY, FEBRUARY 6
1:15 PM–2:45 PM

WINDSOR BALLROOM

PROCESS MAPPING FOR TRANSFER SUCCESS

In this interactive workshop, UIA leaders will provide an overview of process mapping as a tool to identify and address roadblocks to student success along the transfer experience. Process mapping is a framework that examines current practices and identifies ways to improve complex systems. The UIA has applied process mapping to student success challenges across the country; using this technique, we can redesign processes to make student transitions and institutional transfer experiences clearer and more seamless. After attending this session, participants will be able to create and analyze a process map to improve an example university process and apply process mapping techniques to projects in their departments and offices.



BRIDGET BURNS, EXECUTIVE DIRECTOR

Dr. Bridget Burns is the founding Executive Director of the University Innovation Alliance (UIA). Bridget has spent nearly two decades advising university presidents, system chancellors, and state and federal policy leaders on strategies to expand access to higher education, address costs, and promote completion for students of all backgrounds. Originally from rural Montana, Bridget first entered higher education through community college with a Pell Grant. She completed her Ed.D. in Higher Education, Leadership and Policy from Vanderbilt University.



DERRICK TILLMAN-KELLY, DIRECTOR

UIA Fellows Program & Network Engagement

Dr. Derrick Tillman-Kelly is the Director of the UIA Fellows Program and Network Engagement. In this role, he works with the UIA leadership team to advance the UIA's mission by partnering with member institutions to identify and develop emerging higher education leaders ready to support institutional transformation with the goal of eliminating race/ethnicity, first-generation status, and socioeconomic status as predictors of student success and completion.

ABOUT THE UIA

The University Innovation Alliance is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the United States. The UIA launched in 2014 with a public commitment to graduating 68,000 additional students above baseline within 10 years, with at least half from low-income backgrounds. Just over five years later, the UIA is on track to exceed its 10-year goal by 90%, and UIA institutions have increased low-income graduates by 29%.

CONCURRENT SESSION 4

HOPE 1-2

SPOTLIGHT ON

RECRUITMENT & ADVISING

Partnerships & Collaborations, Transition Programs & Services

Why Collaboration is Key to the Transfer Experience

How can you improve the transfer onboarding experience and ensure that new students have a smooth academic and social transition? Presenters will share key initiatives implemented at St. Edward's University including the creation of transfer equivalency guides, development of articulation partnerships, adoption of a centralized advising model, and campus-wide collaboration. Presenters will discuss the positive impact of these changes, including increased credits awarded, academic performance, campus engagement, and retention.

David Bralower, Director of Graduate and Transfer Admission

Tracy Canales, Senior Associate Director of Admission

St. Edward's University

.....

Working Together with the Campus Community to Meet the Needs of Prospective Transfer Students

The Office of Admissions and Academic Colleges at Texas A&M University are working together to increase the number of transfer students enrolling at the university and improve recruitment and advising efforts. Come learn how Texas A&M University has used their Transfer Course Sheets to provide prospective transfer students with transparent admission requirements and improved opportunities for campus engagement.

David Tofel, Associate Director of Admissions
Elyssa Sanchez, Senior Regional Advisor

Texas A&M University

HOPE 3 **RESEARCH SPOTLIGHT**

Using Institutional Data about Engineering Students to Identify Transfer Receptive Institutions

Matriculation Trends and Issues, Transition Programs and Services

Fostering a transfer receptive culture at receiving institutions is an emerging topic of interest in scholarship. To date, studies are predominantly qualitative case studies and focus primarily on transfer stigma. We extend previous scholarship by attempting to operationalize transfer receptivity quantitatively, identifying institutions that enroll and graduate large percentages of transfer students in engineering, and explore for institutional and policy characteristics that may help them to sustain a transfer receptive culture.

Dustin Grote, Graduate Research Assistant
David Knight, Assistant Department Head & Associate Professor of Engineering Education

Virginia Tech

TRIPPE 1

Reimagining Transfer Advising and Orientation: Using Online Modules to Prepare Students Before Orientation

Partnerships and Collaboration, Transition Programs and Services

Through campus-wide collaboration, Auburn University reimagined how advising and registration work for entering transfer students. By separating course registration from the orientation day through home-grown, online pre-orientation modules, students were able to have more choice in the registration process, learn about the transfer articulation process, and communicate with their academic advisor prior to registration. We will discuss why and how we made this philosophical shift and key takeaways other universities can use when evaluating their processes.

Taylor Kamin, Program Coordinator
Ruthie Spiers, Director of University Advising

Auburn University

TRIPPE 2

Three Column Plans: A Tool to Align AAS, BAAS, and BS AAS Pathways to Increase Collaboration In/Between Institutions

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Three column plans show how AAS credits and BAAS focus areas align with BS major requirements. This simplifies choice-making by community college transfer students and advisors, and increases clear partnership between university departments to best meet the needs of each student. These plans can also lead to shared recruiting and advising efforts to increase overall university transfer enrollment and degree completion.

Peggy Shadduck, Associate Dean; Director of Applied Arts and Sciences
University of North Texas

VENETIAN 1 **RESEARCH SPOTLIGHT**

The Language of Transfer: Results from Website and Articulation Agreement Analyses at the City University of New York

Matriculation Trends and Issues

This session will discuss the results of two interrelated studies focused on how information related to transfer at the City University of New York (CUNY) is communicated to students, advisors, and families. The first study evaluated the websites of the 19 undergraduate CUNY colleges using a quantitative rubric with a range of metrics, designed to explore the ways transfer information was presented. The second study examined the quantity and quality of material available on campus websites detailing articulation agreements between the colleges. Overlapping themes from these two studies will be presented alongside policy proposals that can assist in streamlining transfer communication to students.

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

Matthew Townsell, Researcher
Queens College

Nicol Bellettiere, Project Manager, Student Persistence Initiative
CUNY Central

VENETIAN 2

Lessons Learned: Establishing a Truly Collaborative University Center at a Community College

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Learn about the University Center at Harper College and what makes it different. Presenters will discuss a different model that is a true collaboration between partners – from marketing to recruiting to advising. Harper College and its partners, DePaul University, Northern Illinois University and Roosevelt University, work together to make sure students get the education and services they are looking for.

Agnes Szemborski, Transfer Coordinator
Mark Mrozinski, Assistant VP of Workforce Development and Executive Dean of Community Education
Harper College

Nicole Tamayo, Assistant Director of Undergraduate Admissions
DePaul University

VENETIAN 3

Reimagining Inter-Institutional Faculty Engagement in Transfer

Partnerships and Collaboration

What happens when over 1,000 faculty members from across a state come together to work on transfer? That is the story of articulation and transfer in Ohio, and this session will examine how faculty are driving state transfer initiatives. We will discuss the challenges of engaging faculty and the synergies that can arise through inter-institutional faculty buy-in. Session participants will have the opportunity to reimagine their own strategies for faculty engagement in transfer.

Candice Grant, Senior Director, Ohio Guaranteed Transfer Pathways
Jessi Spencer, Director, Policy, Budget, & Constituent Relations
Ohio Department of Higher Education/Ohio Articulation & Transfer Network

CONCURRENT SESSION 4

VENETIAN 4 RESEARCH SPOTLIGHT

How Students Experience Transfer Partnerships

Partnerships and Collaboration

Presenters will share research focused on the ways institutional partnerships can shape the experiences of transfer students. Specifically, how do students see the partnerships enacted and how are their educational journeys influenced? In this interactive session, we draw on qualitative data from a larger multi-state, mixed-methods study of two and four-year institutional partners. We will describe aspects of the partnerships that students found to be most beneficial and also identify areas for further development or improvement.

Lia Wetzstein, Associate Research Director
Theresa Ling Yeh, Research Scientist

Community College Research Initiatives, University of Washington

VENETIAN 6 CONFERENCE PARTNER

Partnering with Higher Ed to Encourage and Empower Transfer Students

Partnerships and Collaboration, Transition Programs and Services

Tau Sigma has partnered with universities for 20 years to help them better serve their transfer populations. While transfers are thankfully getting more and better services regarding articulation, admissions, orientation, advising, etc., they still face unique challenges with academic recognition, leadership and scholarship opportunities, social connectivity, and assimilation into the student population. This session will introduce you to the benefits of having a Tau Sigma chapter on your campus and explain how simple it is to establish a chapter.

Lee Colquitt, Executive Director
Lori Carter, Director of Chapter Relations
Erin Colquitt, Director of Operations

Tau Sigma National Honor Society

VENETIAN 5 CONFERENCE PARTNER

More than Communication: Successfully Connecting with High-Achieving Transfer-Bound Students

Partnerships and Collaboration, Special Populations

We live in a world of immediate communication. Using a variety of different mediums, and with the click of a button, we can reach thousands of individuals at once. Communication has never been so easy, or is it? Your communication is only as good as your message. Phi Theta Kappa Honor Society will show you how to make meaningful connections with transfer-bound students by revealing what's truly important to them when exploring their transfer options.

Ron Filipowicz, Associate Director, College & Transfer Relations

Heather Yush, Associate Director, College & Transfer Relations

Phi Theta Kappa Honor Society

Paul Singh, Assistant Director for Transfer
Rowan University

Macia Outlaw, NISTS 2020 Transfer Student Ambassador
Mississippi College

NETWORKING BREAK

4:00 PM – 4:30 PM
PRE-FUNCTION AREAS

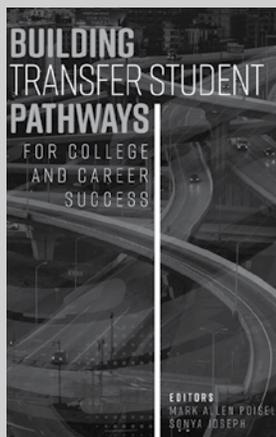
Grab a snack and connect with colleagues before session five.



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Building Transfer Student Pathways for College and Career Success

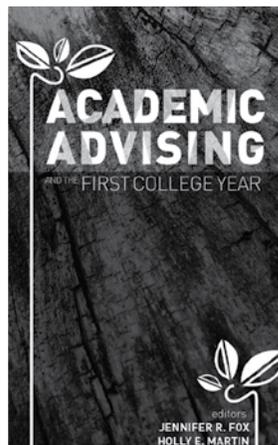
Published in partnership with *The National Institute for the Study of Transfer Students*

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. This edited collection highlights institutional and statewide partnerships that create clearly defined pathways to college students' graduation and career success.



Academic Advising and the First College Year

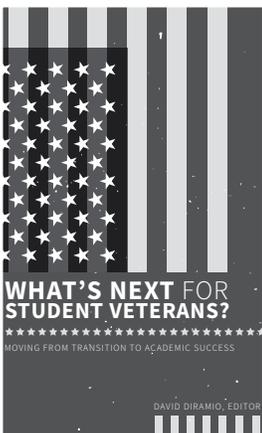
Published in partnership with *NACADA: The Global Community for Academic Advising*

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.



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 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.



From Disability to Diversity

College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder

Lynne C. Shea, Linda Hecker and Adam R. Lalor

ISBN: 978-1-942072-29-4.
144 pages. (2019) **\$30.00**

Approaching disability from the perspective of difference, the authors of this new volume offer guidance on creating more inclusive learning environments on campus so that all students—whether or not they have a recognized disability—have the opportunity to succeed. Strategies for supporting students

with specific learning disabilities, attention-deficit/hyperactivity disorder, autism spectrum disorder or who display learning and behavioral characteristics associated with these profiles are described.

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CONCURRENT SESSION 5

HOPE 1-2

RESEARCH SPOTLIGHT

Survey of Staff at 19 Colleges: Services That Help and Hinder Transfer Student Success

Partnerships and Collaboration, Transition Programs and Services

Over 600 staff, who work with associate-to-bachelor's degree transfer students at City University of New York's 19 colleges, responded to a survey about transfer student services. Staff who work with potential transfer students sometimes reported different views of transfer challenges than staff who work with students who have already transferred, and faculty views sometimes differed from those of non-faculty. These differing views may contribute to the challenges involved in supporting students' successful transfer.

Alexandra Logue, Research Professor
CUNY Graduate School and University Center

Kerstin Gentsch, Senior Policy Analyst
CUNY Office of Institutional Research and Assessment

HOPE 3

Framework for Success: Retooling Transfer Student Programs and Interactions with Learning Mindsets

Diversity and Inclusion, Transition Programs and Services

Transfer students often question their belonging and encounter transfer shock at their new institutions. Learning mindsets provide a framework to empower students to feel that they can thrive academically and socially, pre- or post-transfer. Staff from UT Austin's Transfer-Year Experience will introduce learning mindsets and how we used them to reimagine the work of professional and student staff members. Participants will learn about specific readings, videos, and lesson plans to strategize first steps to utilize this framework on their campuses.

Cristabella Trimble-Quiz, Student Development Specialist
Jeffrey Mayo, Assistant Director
University of Texas at Austin

TRIPPE 1

Reimagining the Transfer Advising Experience Using an Online Platform

Matriculation Trends and Issues, Transition Programs and Services

Learn how online academic advising can ensure a seamless transition for prospective transfer students from pre-admission to enrollment. Specifically, the presenter will share best practices on how the receiving transfer university can provide tailored academic advising to prospective transfer students using an online platform. 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

TRIPPE 2

The Pipeline: Bridging the Gap between Community Colleges and Selective Universities

Partnerships and Collaboration

The Community College Transfer Opportunity Program (CCTOP) at New York University is a scholarship and student support service program for students transferring from partnership community colleges into the university. This session will demonstrate how two-year and four-year institutions can collaborate while leveraging resources to promote transfer pathways into selective institutions. Attendees will be provided with a framework of best practices to identify opportunities to collaborate with institutional departments for student success.

Jacqueline Banegas-Abreu, Associate Director,
Community College Transfer Opportunity Program
New York University

Jennifer Cachola, Academic Advisor
Borough of Manhattan Community College

VENETIAN 1 FACILITATED DISCUSSION

Reimagining Indiana’s Statewide Transfer Pathways

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Indiana is trailblazing transfer student initiatives. We have created a statewide framework that facilitates course-to-course transfer, general education block transfer, and associate degree to baccalaureate degree transfer. Armed with new data and insights, Indiana is assessing the challenges we have encountered along the way, and identifying ways we can overcome those challenges. Come and join us to learn more about our successes, challenges, and to discover opportunities to reimagine your transfer students’ experience.

Susan Hawkins-Wilding, Assistant Vice President for Academic Advising

Russ Baker, Vice President for Academic Affairs

Patty Plantenga, Site Manager and Academic Advisor

Ivy Tech Community College

Julie Landaw, Director

Indiana University Purdue University Indianapolis

Dawn Clark, Director of Academic Affairs and Transfer

Indiana Commission for Higher Education

VENETIAN 2

To The Moon and Beyond: Taking Transfer to Another Level

Matriculation Trends and Issues, Partnerships and Collaboration

Providing a positive Prior Learning Assessment (PLA) experience for students and for our institutions creates a win-win situation. The Maricopa Community College District and Northern Arizona University are collaborating on PLA efforts to boost degree completion and successful student transfer. We invite you to come hear the story of our quest to enhance our efforts, and learn how you can be an action figure at your institution in implementing PLA to support transfer students.

Rose Rojas, District Director, Center for Curriculum and Transfer

Maricopa Community Colleges; NISTS Advisory Board

Kathy Yeager, Associate Vice President, Office of Educational Partnerships

Northern Arizona University

VENETIAN 3

SPOTLIGHT ON

TRANSFER YIELD PROGRAMS

Partnerships and Collaboration, Transition Programs and Services

Transitional Recruitment: Creating Yield Programs with a Transition Mindset

Learn how the University of Michigan, College of Literature, Science, and the Arts Student Recruitment Office has used the idea of yield programming to start the transitional process for students. Attendees will learn strategies to build yield events into opportunities to connect students with faculty and staff on campus before enrollment as well as building a current transfer student employment opportunity.

Kristin Heinrich, Transfer Recruiting Coordinator, College of Literature, Science, and the Arts University of Michigan

Helping Prospective Transfer Students Experience Life on Campus Before They Apply

Learn about the University of North Texas’s Eagle for a Day program. A hybrid of a campus tour and university preview day, this program provides students surface level exposure to the campus while also giving them a more thorough experience with the institution. Creating the proper collaborations with your campus partners allows an institution to offer a truly unique program for your prospective transfer student population with the goal of increasing enrollment.

Shawn Wilson, Transfer Center Coordinator University of North Texas

CONCURRENT SESSION 5

VENETIAN 4 FACILITATED DISCUSSION

TRANSFERmation: To Transform Your STEM Transfer Pathways, Start with the Student Experience

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Each year, 8,000 STEM students begin their academic journey at Miami Dade College (MDC) with hopes of transferring, most of them to Florida International University (FIU). Learn how transfer partners MDC and FIU applied a student-centered design process to create an outcomes-focused transfer solution. TRANSFERmation, a new seamless transfer pathway under development, aims to increase the number of “transfer-ready” students and reduce excess credits for STEM students in Florida.

Marta Urquilla, Chief Program Officer
Leslie Daugherty, Design Coach
Binh Thuy Do, Director of Projects

Education Design Lab

Philip Giaraffa, Director of Articulation and Academic Pathways
Miami Dade College

Janie Valdes, Associate Vice Provost
Tekla Niklas, Senior Statistical Researcher
Florida International University

VENETIAN 5 CONFERENCE PARTNER

Create Pivotal Moments for your Transfer Prospects

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

How often have you heard the question, “how will my credits transfer”? EAB has partnered with universities across the country to deploy the Transfer Portal technology to answer this critical question, while building the transfer pipeline and deploying best practices strategies that reduce transfer barriers. Attendees will learn how EAB members have strengthened their market position, connected with stealth shoppers, and improved the transfer experience with focused and research-informed, high-impact admissions team activity.

Allison Ray Akalonu, Consultant
Matt Sheldon, Client Development Executive
EAB

VENETIAN 6 EDUCATIONAL PARTNER

Supporting Transfer Transition: The Transfer Orientation Experience and Beyond

Transition Programs and Services

What are ways you can better engage with a growing and dynamic transfer population? 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 equip you with the necessary foundations to build a transfer orientation experience for your respective institution. Presenters will also provide tangible takeaways on how to create a transfer inclusive environment

Daniel Barkley, Senior Program Manager, First Year Programs; *Co-Chair, NODA Transfer Services Network University of Washington*

Tori Tanner, Program Coordinator for New Student Orientation; *Co-Chair, NODA Transfer Services Network University of Georgia*

**BUFFET
BREAKFAST**

FRIDAY, FEBRUARY 7

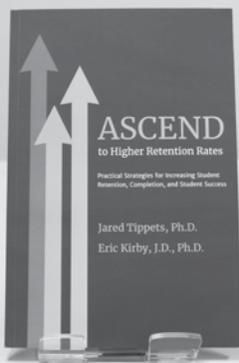
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2020 marks many monumental and historic moments in our nation and around the world. It will be more important than ever for us to be grounded and centered as we champion the work of OTR. The NODA 2020 Annual Conference welcomes you home to friendly Minneapolis as we help you to find your focus, gain clarity, and shape your vision for the future.



ASCEND to Higher Retention Rates

Practical Strategies for Increasing Student Retention, Completion, and Student Success

Published October 2019

nodaweb.org/ascend_retention



Building Successful Foundations

Best Practices in Orientation, Transition, and Retention

Published July 2019

nodaweb.org/BuildingSuccessful



JCOTR

Now open access!

Journal of College Orientation, Transition, and Retention

Published August 2019

nodaweb.org/JCOTR

NODA Consulting Services

NODA's Consulting Services are a cost-effective solution for higher ed institutions or departments looking to evaluate, enhance, or reimagine their current orientation, transition, or retention programs.

nodaweb.org/ConsultingServices

Orientation & Transition Consulting

Existing process and program review, facilitated focus groups, and recommendations for how to demonstrate organizational engagement in the orientation and transition processes.

Retention Consulting

Targeted training, interactive workshops, and practice tools to improve retention rates, graduation rates, and student success efforts on your campus.

CONCURRENT SESSION 6

HOPE 1-2 FACILITATED DISCUSSION

“People to People”: Activate Your Articulation Agreements to Support Transfer Student Success

Partnerships and Collaboration

Reading Area Community College (RACC) has operationalized articulation agreements through human networks at five colleges and universities in Berks County. A “bachelor’s degree in Berks” supports regional prosperity by providing affordable college pathways through inter-institutional collaboration. This session, co-facilitated by partner institutions Pennsylvania State University, Berks Campus, and RACC, will discuss collaborative strategies to ease student transfer, such as systematizing credit equates, writing people-centered articulation agreements, and co-recruiting dual enrollment students.

Jodi Corbett, Director of Academic Partnerships/Special Assistant to the President
Reading Area Community College

James McCarty, Assistant Director of Transfer Admissions
Penn State University

HOPE 3 FACILITATED DISCUSSION

Improving Minority Transfer Transitions with Integrated Student Support Services

Diversity and Inclusion, Partnerships and Collaboration

Minority transfer students often experience significantly more transitional challenges in the transfer process than their non-minority counterparts. Frustrations often mount in the “campus office shuffle,” decreasing accessibility and convenience to key information on academic, social, and cultural opportunities. In this session, presenters and participants engage in an interactive query of the effectiveness of integrated student support services to improve minority and underserved transfer students accessibility, awareness, and engagement within STEM-focused institutions.

Kim L. Page, Educational Outreach Manager
Evan D. Simmons, Senior Admission Counselor
Georgia Institute of Technology

TRIPPE 1 FACILITATED DISCUSSION

Preparing Your Institution for Adult Learners; Let’s Get This One Right!

Special Populations

Adult Learners are coming back to complete their education and earn their degree. Are you ready? It’s time to use your transfer champion network for a facilitated discussion on how we serve our adult learner student population. In this presentation, participants will take a dive into essential questions regarding current support practices and developing an action plan so that the answer to the question, “Are you ready?” is an astounding YES!

Nancy Dietrich, Director Statewide Academic Initiatives
University of Tennessee System

TRIPPE 2

Visualizing Transfer Outcome Data with the City University of New York’s Interactive Tableau Transfer Report

Matriculation Trends and Issues, Partnerships and Collaboration

In this session, we will demonstrate a novel interactive Tableau report on transfer outcomes for students who transfer from associate programs to baccalaureate programs within the 19 colleges of the City University of New York system. The report allows academic administrators to see trends, system-wide comparisons, and campus details for multiple outcome measures in order to make informed decisions about transfer policies and practices.

Travis Dale, Research Analyst
Zun Tang, Director of Institutional Research
Colin Chellman, University Dean for Institutional and Policy Research
City University of New York

VENETIAN 1

PRACTITIONER PANEL

BRIDGE PROGRAMS

Transition Programs & Services, Partnerships & Collaborations

Bridge programs between two-year colleges and four-year institutions provide transfer students with a broad range of dedicated services, programs, and resources. From the on-campus housing experience, to facilitating co-curricular programs designed to intentionally integrate and engage transfer students, panelists in this session share extensive knowledge on what works best when it comes to student success. Coming from three distinct Bridge programs, panelists will briefly outline unique features of their program, before engaging in discussions with attendees about (1) campus engagement via a residential curriculum model, (2) facilitating co-curricular integration through study abroad and undergraduate research experiences, and (3) how to use co-curricular engagement to streamline transfer processes. Featured programs include University of Michigan's optiMize, Virginia Tech's Engineering Transfer program, and Clemson University's Bridge to Clemson program.

Moderator:

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

Panelists:

Dustin Grote, Graduate Research Assistant
David Knight, Assistant Department Head & Associate Professor of Engineering Education
Virginia Tech

Katherine Avila, optiMize, Community Partnerships Manager
Colleen Towler, Coach, LSA Opportunity Hub
University of Michigan

Johnathon Reynolds, Assistant Director of Residential Living
Clemson University

VENETIAN 2

Implementing the NOVA/Mason ADVANCE Partnership: Transforming the Transfer Student Experience

Partnerships and Collaboration, Transition Programs and Services

Northern Virginia Community College (NOVA), one of the largest community colleges in the country, and George Mason University, the largest public institution in the Commonwealth of Virginia, have partnered to create the NOVA/Mason ADVANCE program to eliminate barriers, streamline the transfer experience, and increase degree completion. This session will discuss the overall purpose of ADVANCE, its implementation, and the current and anticipated student and institutional outcomes.

Rita Snyder Furr, Coordinator of Student Success, ADVANCE
George Mason University

Jennifer Nelson, Coordinator of University Transfer Initiatives
Northern Virginia Community College

VENETIAN 3

Interstate Passport®: A Learning Outcomes Solution to Transfer Credit Loss

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Interstate Passport re-imagines transfer by basing acceptance of a block of general education coursework on shared learning outcomes rather than on specific courses and credits. It promotes student success by preventing loss of credit in transfer. It is the only nationwide program smoothing transfer for students across state lines and can also help resolve in-state transfer. It has special relevance for military and veterans, and for low-income students, who more often begin at two-year colleges.

Anna Galas, Director, Academic Leadership Initiatives
Kate Springsteen, Member Services Coordinator
Western Interstate Commission for Higher Education

CONCURRENT SESSION 6

VENETIAN 4

Best Practices for a Successful Community College to Four-Year Institution ENG Transfer Pipeline

Diversity and Inclusion, Partnerships and Collaboration

Learn best practices for successful engineering/computer science (ENG) transfer based on nearly 20 years of experience. Although developed at Arizona State University (ASU) and nine community college (CC) partners, the methods presented are widely applicable and transferrable across STEM. Learn to increase recruitment, female and underrepresented-minority enrollment, retention, transfer, graduation and direct pursuit of graduate school. Learn how four-year institutions and CCs can best partner to address national needs, help students succeed, thrive, and flourish, and educate a globally competitive STEM workforce.

Armando Rodriguez, Executive Director of the SWIETE, Motivated Engineering Transfer Students (METS) Center, and Professor of Electrical Engineering
Arizona State University

Phil McBride, Dean of Instruction
Eastern Arizona College

Celia Jenkins, STEM Pathways Coordinator
Cochise College

VENETIAN 5

CONFERENCE PARTNER

Think Globally, Act Locally: The Transfer Experience is a Community Issue with a Larger Impact

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

Addressing credit loss and practicing transfer transparency is an economic and societal imperative. Building, maintaining, and publicizing equivalency data has never been easier with TES® + Transferology®. Only CollegeSource® solutions are backed by a database of more than 120 million course descriptions and 145,000 catalogs. See why millions of students are using the nationwide student network Transferology, and why institutions who have TES, the Transfer Evaluation System, say they can't live without it.

John Panzica, Products Solutions Specialist
CollegeSource, Inc.

VENETIAN 6

CONFERENCE PARTNER

Online Orientation: The Tech Hub for Transfer Transitions

Transition Programs and Services

Transfer students have already experienced college, so how can you ease their transition to your school? Hear from an orientation professional who is using an online orientation platform as the centerpiece between admission and on-campus orientation, giving transfer students a more relevant onboarding experience. You'll hear how they developed an online orientation and how data is used to continuously improve it. This session also features a virtual tour and time for questions and answers.

Darcy Hayes, Director, Orientation and Transition Programs

Michaela Climer, Coordinator, Orientation and Transfer Programs

University of North Georgia

Sam Swingle, Co-Founder
Advantage Design Group

BEVERAGE BREAK

10:00 AM – 10:15 AM PRE-FUNCTION AREAS

Take a quick moment to hydrate
before your next session.

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NISOD’s International Conference on Teaching and Leadership Excellence is the definitive gathering of community and technical college educators passionate about teaching and learning. Over the years, NISOD’s annual conference has provided faculty, administrators, and staff with the resources, ideas, and solutions that drive excellence in all areas of community and technical college campuses. With more than 300 sessions in a variety of focus areas and formats presented by your colleagues from across the world, you’ll walk away with dozens of ideas you can implement immediately.

General Session Speakers

Monday, May 25, 2020

DR. SARA GOLDRICK-RAB

Sara Goldrick-Rab is a Professor of Higher Education Policy and Sociology at Temple University, and Founding Director of the Hope Center for College, Community, and Justice. She is also the Chief Strategy Officer for Emergency Aid at Edquity, a student financial success and emergency aid company, and founded Believe in Students, a nonprofit distributing emergency aid.

Tuesday, May 26, 2020

ROB JENKINS

Rob Jenkins is a writer, keynote speaker, workshop facilitator, leadership coach, and consultant. He holds certifications from the Chair Academy and The Center for Teacher Effectiveness. Rob is also an award-winning professor at Georgia State University Perimeter College, a Senior Fellow at the Academy for Advancing Leadership, and a founding member of The Retention Project.

Administrator Series

Monday, May 25, 2020

The Administrator Series brings community and technical college leaders together to explore the issues, innovation, and insights of today as they deliberate about what’s needed to drive change for tomorrow. Participants can expect a full day of engaged and interactive learning designed to help them build out their skills of looking, learning, and leading at their institutions.

The Administrator Series is an invitation-only event and complimentary for upper-level administrators who are registered for the conference.

Faculty Scholarships

Are you a faculty member, or do you know a faculty member, who would like to attend our 2020 conference, but lack the financial means to do so? Apply or have him or her apply for a **Suanne Davis Roueche Faculty Scholarship**.

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NISOD is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.

CONCURRENT SESSION 7

HOPE 1-2

I Need to Start Now: Tips on How to Assist the 11th Hour Transfer Student

Partnerships and Collaboration

Collaboration is key to building a culture of student success. At Georgia Southern University, we host a START NOW program at the beginning of each term to address the needs of students that apply at the 11th hour. In this session, attendees will learn how intentional collaboration with campus partners can simplify the enrollment process for the 11th hour transfer student.

Tobe Frierson, Associate Director of Admissions
Bryan McDaniel, Assistant Director of Transfer Admissions
Georgia Southern University

HOPE 3

Evolution of Transfer Support: Creating Centers, Removing Barriers, and Implementing Best Practices

Partnerships and Collaboration, Transition Programs and Services

This session will review a community college's journey to create and implement transfer center best practices to support students' goals to transfer successfully into the community college (transfer receiving) or to a four-year school (transfer-sending). The best practice guide created was informed through a college-wide committee focused on eliminating barriers for transfer students and national best practice recommendations. The best practice guide will be reviewed and shared. Challenges and limitations will also be discussed.

Marisa Cargill, Transfer Specialist
Katy Marshall Braford, Transfer Specialist
Cuyahoga Community College

TRIPPE 1 **RESEARCH SPOTLIGHT**

SUNY Seamless Transfer Assessment: A Quantitative Cohort Study of Transfer Student Outcomes

Curricular Alignment or Degree Pathways

This session will present the data, methods, and findings of the State University of New York's assessment of its university-wide Seamless Transfer Policy. The study is the largest assessment of student outcomes undertaken by SUNY to date. The presentation will be of interest to participants tasked with developing the data infrastructure and methods needed to study the complexity of transfer student success at scale across multiple institutions and sectors.

Daniel J. Knox, Assistant Provost for Academic Planning & Student Success
Paul Wilner, Associate for University Planning & Analytics
SUNY System Administration

TRIPPE 2

Apples and Oranges: How a Private, Residential Four-Year and a Public Community College Make Fruit Salad Together

Partnerships and Collaboration

Ivy Tech Community College and Grace College (IN) accepted a challenge from the presidents of Ivy Tech and the Independent Colleges of Indiana to develop a truly innovative partnership. This partnership was created in 2018-19 and launched in fall 2019. It provides students pursuing liberal arts degrees a pathway to supplement that degree with a workforce-oriented certificate. Come and see how colleges with greatly different missions can work together creatively to benefit students.

Russell Baker, Vice President for Academic Affairs
Allyn Decker, Vice Chancellor
Sue Ellspermann, President
Ivy Tech Community College

Tim Ziebarth, Dean, School of Professional & Online Education
Grace College

VENETIAN 1

Exposure to Connection: Collaborative Partnerships and Re-imagining Cross-Institutional Transfer Relationships

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

How do you reach inside and outside of your institution to ensure student success priorities are in alignment with prospective partnership opportunities? This session will explore innovative partnerships that integrate curricular alignment, cross-institutional buy-in, and early student engagement as tools to “breathe life” into static relationships. Attendees will explore concrete points of connection in partnership development, including re-imagining transfer fairs, leveraging dual credit agreements, implementing micro-scholarships, and designating transfer champions within institutions.

Brian Bacon, Transfer Coordinator
Oakton Community College

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

Tara Zirkel, Senior Manager, Community College Partnerships
RaiseMe

VENETIAN 2

Supporting Transfer Students through Dual Degrees and Beyond

Transition Programs and Services

Governors State University has committed to two innovative programs to provide students with wraparound services for a seamless transition from the two to four-year experience. The Dual Degree Program and the Center for the Junior Year work together to break down institutional barriers, and bring academic and student affairs together to ensure students have the support necessary to persist and graduate with a bachelor’s degree (and beyond!)

Jessica Specht, Director of the Dual Degree Program
David Rhea, Director of the Center for the Junior Year, Honors Program, and Undergraduate Research Program; Professor
Governors State University

VENETIAN 3

Student Voices are Missing in the Transfer Student Success Conversation

Diversity and Inclusion, Transition Programs and Services

College and university staff and administrators spend considerable time crafting and revising shared definitions of student success, but student voices are missing from the dialogue. Participants will learn about a methodology to identify pain points from transfer students at three different types of colleges. The process and results led the three colleges to use the data to better serve transfer students, particularly first-generation and low-income students.

Mustafa Wahid, CEO
TransitioningU

VENETIAN 4

Reverse Transfer: An Overview, Insights, and Best Practices

Partnerships and Collaboration, Matriculation Trends and Issues

The National Student Clearinghouse offers the only nationwide service to facilitate course data exchange for the purpose of Reverse Transfer. This session will focus on the data that supports the need for Reverse Transfer programs and demonstrates the positive impact they have on student completion at both the associate and baccalaureate level. Best practices of successful reverse transfer programs will be discussed as well as a functional overview of the data exchange process.

Tara Conrad, Senior Specialist, Service Innovation Networks
National Student Clearinghouse

CONCURRENT SESSION 7

VENETIAN 5

EDUCATIONAL PARTNER

Promoting Transfer Student Success: A Guide to Creating an Integrated Network of Support

Transition Programs and Services

Promoting a smooth transition for transfers requires developing and implementing high-quality, integrated programs that advance student engagement and learning. Using survey data from the National Resource Center for The First-Year Experience and Students in Transition, this session highlights common first- and second-year programs created for transfer students. Attendees will learn about the structural features and characteristics of these programs and explore the connections between them in order to create an integrated system of transfer support.

Catherine Hartman, Postdoctoral Research Associate
National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

VENETIAN 6

CONFERENCE PARTNER

Southern New Hampshire University: It's a Trap! Avoiding Assumptions in the Online Classroom that Impact Student Success

Matriculation Trends and Issues, Transition Programs and Services

We often teach and write online classes from our own lens, but that can result in built-in assumptions regarding student abilities, behaviors, and prior experiences. In this session, we will explore some common assumptions and how we can best avoid them to impact the student learning experience. This session is intended to assist attendees in critically examining their teaching practices so that they can adjust to meet student needs. Through session activities and content, attendees will be able to identify some common assumptions teaching practices and the practical solutions to avoid them in the future.

Jamie Holcomb, Associate Dean, First Year Experience and Education
Southern New Hampshire University

CLOSING SESSION

FRIDAY, FEBRUARY 7
11:30 AM - 12:00 PM

WINDSOR BALLROOM

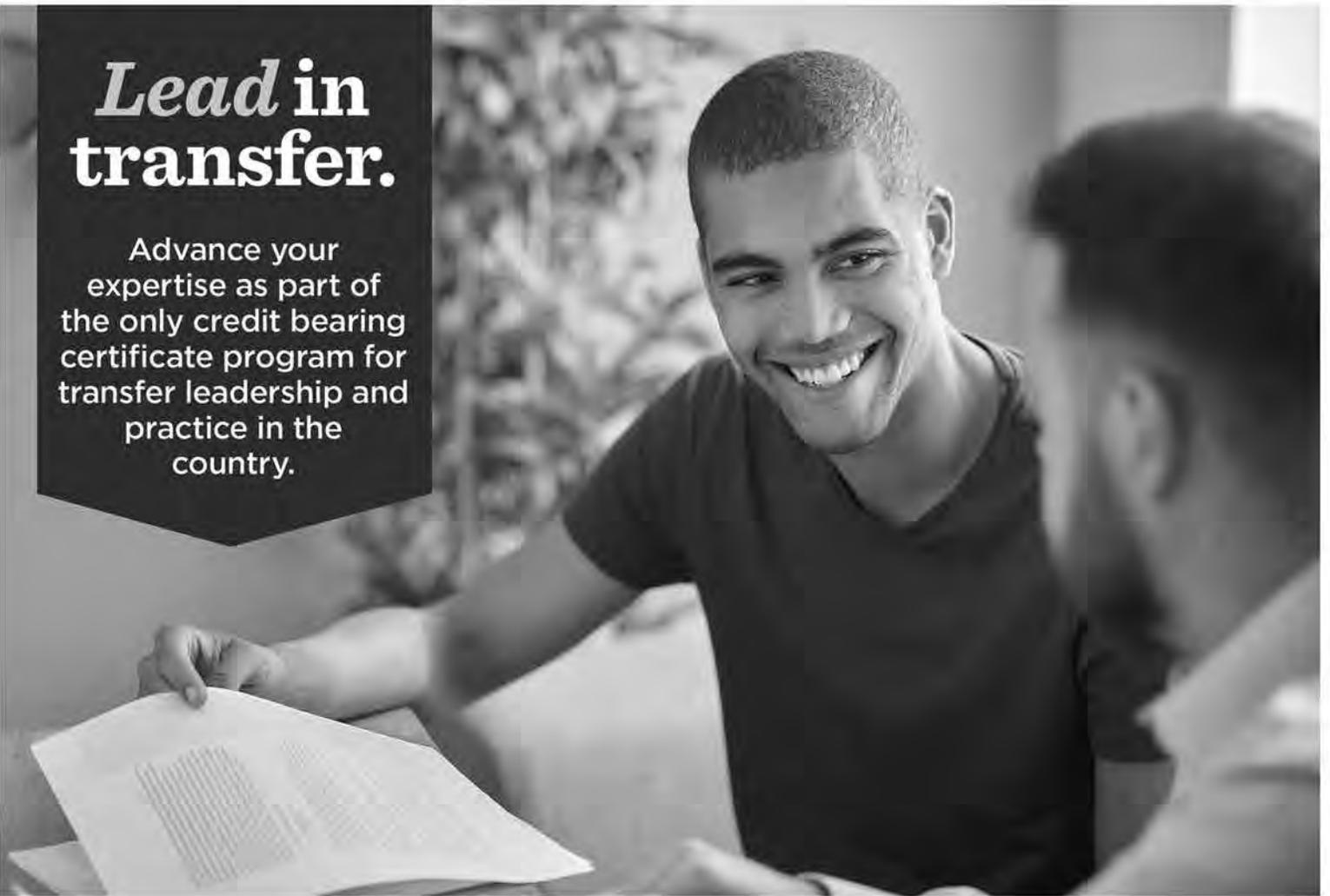
Lightbulbs to the Profound: Reimagining Revisited

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

Examining the everyday in new ways can be both exhilarating and exhausting. For the past few days, you have engaged in a full conference schedule while also stepping back to contemplate new possibilities for our work. Whether this involved a quick light bulb moment or a more profound epiphany, we want your “what ifs” to linger well beyond the conference. In the closing session, we will capitalize on the shared passion and momentum gained this week to move from insight to action, identify your spheres of influence, and explore ways to bring others into your vision. We believe in collective power to bring about change and cannot wait to see how your efforts truly reimagine the transfer student experience.

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Advance your expertise as part of the only credit bearing certificate program for transfer leadership and practice in the country.



PROGRAM HIGHLIGHTS

- 12 credit hour program that can be completed as a part of UNG's Doctor of Education program or as a stand-alone certificate
- Curriculum includes:
 - Historical and Contemporary Contexts of Community Colleges
 - Transfer Student Communities
 - Dimensions of Transfer: Pathways, Policies, and Practices
 - Program Assessment and Planning

PREREQUISITES

Completion of Master's degree with a cumulative grade point average of at least 3.25 (on a 4.0 scale) prior to beginning certificate coursework.

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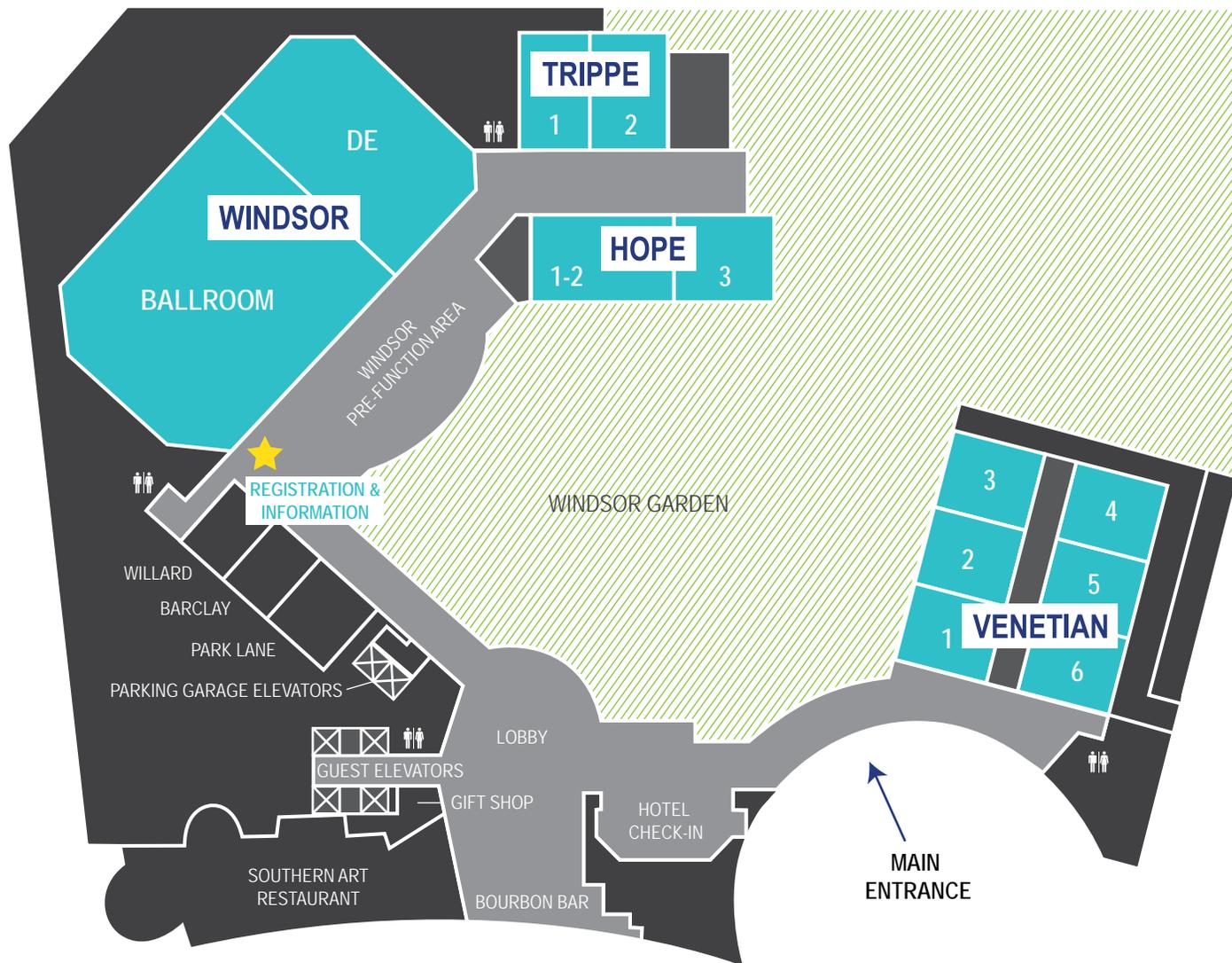
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