



## DAILY SCHEDULE

### WEDNESDAY, February 2

**11:00am-12:00pm**  
1<sup>st</sup>-Time Attendees Welcome  
& Networking Session

**1:15pm-2:40pm**  
Opening Session & Keynote

**3:00pm-3:50pm**  
Concurrent Session 1

**4:10pm-5:00pm**  
Concurrent Session 2

**5:00pm-6:30pm**  
Opening Reception

### THURSDAY, February 3

**9:00am-11:30am**  
Action-Focused Plenary  
Workshop

**11:30am-1:30pm**  
Lunch (on your own)

**1:30pm-2:20pm**  
Concurrent Session 3

**2:40pm-3:40pm**  
Group Conversations

**3:40pm-4:10**  
Network with Exhibitors

**4:10pm-5:00pm**  
Concurrent Session 4

### FRIDAY, February 4

**9:00am-10:00am**  
Plenary Session

**10:20am-11:10am**  
Concurrent Session 5

**11:30am-12:45pm**  
Conference Takeaways  
& Closing Session

*Included Meals:  
Breakfast (Thursday, Friday)*

*\*Schedule subject to change. All times CST.*

# FEATURED PRESENTATIONS (St. Louis)

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## Opening Session & Keynote

Wednesday, February 2<sup>nd</sup> from 1:15pm – 2:40pm CST

### Transfer: Higher Education's Massive Equity Issue

For many years, higher education has had an attentive eye on issues related to diversity, equity and inclusion on campuses and in communities, and the topic has been magnified given the effects of the pandemic. In this keynote address, Dr. Bill Pink will unpack how sluggish and ineffective transfer processes can destroy student access to a bachelor's degree. Data will be shared indicating these disparities are worse among students of color. Dr. Pink will also speak to the importance of an equity-minded campus culture and shared vision of transfer as an equity imperative to moving the needle on access and completion for community college transfer students.

**Bill Pink**, *President*

Grand Rapids Community College

## Action-Focused Workshop

Thursday, February 3<sup>rd</sup> from 9:00am – 11:30am CST

### Mini-Transfer Student Success & Equity Intensive: Accelerating Transfer Reform

How can educators catalyze this transfer moment to generate transformational change in transfer student success and equity? In this Mini-Transfer Intensive, participants will engage with evidence-based practice reform tools that have immediate impact and lead to longer-term success outcomes for partnerships between community colleges and universities dedicated to improving the experience for students. Participants will leave the session with concrete strategy tools their teams can utilize to advance a better and more equitable transfer experience at their institutions.

The [Aspen-AASCU Transfer Student Success and Equity Intensive](#) is a one-year initiative consisting of monthly sessions designed to provide support to partnerships between community colleges and universities in accelerating transfer reform through the development of a strategic transfer impact plan consisting of a shared transfer vision, measurable long-term transfer, and equity goals, and priorities for practice reform.

**Heather Adams**, *Senior Program Manager, Transfer*

**Benjamin Fresquez**, *Program Manager*

The Aspen Institute's College Excellence Program

## Plenary Panel

Friday, February 4<sup>th</sup> from 9:00am – 10:00am CST

### Transfer Reflections and Teachable Moments with the National Transfer Student Ambassadors

Join us for a guided dialogue with the 2022 National Transfer Student Ambassadors and (re)discover how transfer student stories can be both informative and powerfully motivating. In sharing the unique struggles and triumphs of their transfer journeys, these outstanding students will help us examine the transfer process with fresh eyes. We'll explore the profound impact seemingly small “moments” can have and discuss how the students prepared themselves to share their stories and advocate on behalf of other transfer students.

#### Moderator:

**Christy Johnson**, *Assistant Director of Admissions*, Spelman College

#### Panelists:

- **Jan Paolo Canteras**, *University of California, Irvine*
- **Herman Luis Chavez**, *University of California, Los Angeles*
- **Noelle Dana**, *University of Notre Dame*
- **Katherine Ibsen**, *University of California, Berkeley*

# ST. LOUIS BREAKOUTS

## CONCURRENT SESSION 1

Wednesday, February 2<sup>nd</sup> from 3:00pm – 3:50pm CST

#### *Educational Session*

### 2327 - Creating & Maximizing a Transfer Student Advisory Council

Partnerships and Collaboration, Diversity and Inclusion

Student voices are critical for creating movement towards transfer inclusive cultures and understanding what is propelling and stalling transfer momentum. Transfer research highlights the need for increased and improved quality of services to support transfer success. Direct student feedback is critical for knowing if we are achieving these goals. Join our session to learn about creating a Transfer Student Advisory Council, engaging campus partners, and amplifying transfer student voices.

**Heather Dmonoske**, *Coordinator, Transfer Center*

California Polytechnic State University, San Luis Obispo

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#### *Research Spotlight*

### 2340 - Developing Community Interventions within PWI Advising Departments for Black, Indigenous, People of Color (BIPOC) Transfer Students

Diversity and Inclusion, Special Populations

With nationwide calls for racial justice, universities need to support BIPOC transfer students by examining practices that are steeped in White supremacy. We assessed how to enhance advising departments because of their crucial role in establishing a sense of belonging for BIPOC transfer students. Community college and university students participated in this mixed-method study. Our results give insight into how BIPOC transfer students can be further supported during the transfer process.

**Tsionah Novick**, *Undergraduate Researcher*

**Tiara Freeman**, *Post-Bacc Researcher*

Portland State University, Student Partners for Anti-Racist Advising (SPARA)

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*Educational Session*

### **2383 - The Transfer Student Center at Both Ends of the Bridge**

Transition Programs and Services, Matriculation Trends and Issues

We will cover how we created the Transfer Student Center, a physical center on campus for transfer students, and how we combine helping prospective transfers through the transfer process with transition and support services once they are on campus. We will focus on two of our initiatives: a peer mentorship program for prospective students and our community group for non-traditional transfer students to demonstrate how we serve students at both ends of the transfer bridge.

**Michael Hartman**, *Assistant Director*

**Justin Villanueva**, *Transfer Recruiting Coordinator*

**Darion Blalock**, *Transfer Recruiting Coordinator*

**Dallas McGhee-Henry**, *Transfer Student Ambassador*

University of Michigan, College of Literature, Science, and the Arts

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*Educational Session*

### **3010 - Fireside Chat with Patricia Parker: From Moment to Movement in Transfer Virginia**

Leadership and Strategic Planning, Partnerships and Collaboration

Join Patricia Parker, Director of Transfer Virginia, for this fireside chat conversation that will shine a light on how grassroots efforts and legislative transfer policy reform collectively rebuilt transfer in Virginia. Leave with concrete takeaways for institutional teams looking to more successfully partner and grassroots advocates interested in learning about affecting change at the state level. Transfer Virginia is a statewide collaboration between the State Council of Higher Education and the Virginia Community College System. Started in 2018 to reform and improve the transfer experience in the state to enable measurable progress on student success and equity, the project is now in its 3rd year.

**Heather Adams**, *Senior Program Manager, Transfer*

The Aspen Institute College Excellence Program

**Patricia Parker**, *Project Director, Transfer Virginia*

State Council of Higher Education for Virginia (SCHEV)/Virginia Community College System (VCCS)

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*Sponsored Session*

### **2380 - Collaborative Partnerships to Create Degree Pathways**

Credits and Degree Pathways, Partnerships and Collaboration

Transferring from a community college to a four-year institution can be challenging. Credits a student has already earned may not be applied to their four-year degree which then leads to increased costs and delayed completion of a degree. This session focuses on collaboration between community college programs and four-year programs to create a smooth transfer pathway that maximizes the credits a student is able to apply to their four-year program.

**Tricia Berry**, *Associate Dean and Director*

**Keith Smith**, *Dean and Vice-President*

Purdue University Global

## CONCURRENT SESSION 2

Wednesday, February 2<sup>nd</sup> from 4:10pm – 5:00pm CST

*Educational Session*

### **2307 - Engage Your Faculty & Staff for One Moment: How a Virtual Ally Training Creates a Movement of Transfer Advocates**

Diversity and Inclusion, Transition Programs and Services

How do we make a transfer success training that faculty and staff WANT to attend, even when they feel over-extended? Within this session, we will review how a university created a virtual, self-paced Transfer Ally Training. We will share how we incentivized participation and engagement which continued post-training, creating a movement of transfer advocates across campus. Participants will have the opportunity to brainstorm their own training experience, and create goals, learning outcomes, and assessment strategies.

**Jaclyn Duerr**, *Program Manager for Transfer Student Success*  
University of California, San Diego

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*Research Spotlight*

### **2372 - Improve Retention by Increasing Sense of Belonging in First-generation, Non-traditional Transfer Students**

Special Populations, Transition Programs and Services

Through qualitative phenomenological research, this study provided an understanding of how first-generation non-traditional transfer students developed a sense of belonging during the transition between two- and four-year colleges. The study was conducted to provide college administration, staff, and faculty, and first-generation non-traditional transfer students with an understanding of the collective lived-experiences which influenced a sense of belonging in college and provide plausible best practices for the higher education field.

**Dana Pentz**, *Guided Pathways Curriculum Director*  
Technical College of the Lowcountry

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*Educational Session*

### **2389 - Analyzing the Curriculum to Support Transfer Student Success**

Matriculation Trends and Issues, Credits and Degree Pathways

Post-secondary curriculum is designed to encompass the totality of the four-year experience, and transfer students often have difficulty entering their program of study and completing requirements in a timely fashion. This interactive session will give attendees the necessary tools to engage faculty and academic offices in a curricular audit in order to prioritize the transfer experience and move toward a more transfer receptive curriculum. There will be plenty of examples provided and attendees are encouraged to bring their own major or program of study to workshop.

**Holly Herrera**, *Associate Provost for Transfer Initiatives and Academic Partnerships*  
**Keri Walters**, *Registrar*

Columbia College Chicago

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*Sponsored Session*

### **2324 - Leveraging Technology to Recruit Transfer Students**

Matriculation Trends and Issues, 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 Akalonu**, *Director, Transfer*  
EAB

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*Sponsored Session*

### **3007 - Better Data, Better Decisions, Better Outcomes: Leveraging the Clearinghouse’s Postsecondary Data Partnership for Supporting Transfer Student Success**

Leadership and Strategic Planning, Diversity and Inclusion

The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and identify how best to support all students... including transfers. The PDP is dedicated to the idea that easier access to better data helps institutions develop actionable insights and make informed decisions for improving student success and equitable outcomes. With the PDP’s analytics and benchmarking, colleges are empowered to examine KPI visualizations around student enrollment, early momentum indicators, and even inbound & outbound transfer outcome measures through its Tableau Dashboards and all have the ability to quickly disaggregate the data through a range of insightful and intersectional characteristics.

**Ken McVeary**, *Senior Specialist, Data Partnerships*  
National Student Clearinghouse

## **CONCURRENT SESSION 3**

Thursday, February 3<sup>rd</sup> from 1:30pm – 2:20pm CST

*Educational Session*

### **2378 - A Statewide Transfer Agreement: The Illinois Articulation Initiative & Its Partner Institutions**

Partnerships and Collaboration, Credits and Degree Pathways

This session will provide an overview of a statewide transfer agreement called the Illinois Articulation Initiative which has been in place since 1998 and includes over 100 participating public and private colleges and universities throughout the state. Come learn about this faculty-driven innovative program which includes a general education core curriculum package as well as major course recommendations for students that are unsure about their intended transfer institution.

**Malinda Aiello**, *State Director of the Illinois Articulation Initiative*  
Illinois Articulation Initiative housed at Illinois State University

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*Educational Session*

### **2397 - Walk in Their Shoes, Hurt Your Feet: Understand What Prevents Students from Successfully Transferring to University**

Transition Programs and Services, Partnerships and Collaboration

As intermediaries between two institutions, our unique vantage point highlights the importance of faculty and staff playing an active role by becoming a part of the transfer process. We work with various departments to provide knowledge and tools that can be utilized to assist students in the classroom that have plans to transfer and/or complete a degree. Essentially, these individuals become the front line for a positive transfer culture.

**Le Quanda Cole**, *Director of UNLV/CSN Transfer Program*  
**Anam Qadir**, *Associate Director of UNLV/CSN Transfer Program*  
**Janet Hollinger**, *Assistant Director of UNLV/CSN Transfer Program*  
**Arosha Meegoda**, *Transition Advisor*

University of Nevada, Las Vegas

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*Educational Session*

### **2398 - Transformational Leadership, Advocacy & Building Institutional Knowledge with Transfer Student Leaders**

Partnerships and Collaboration, Leadership and Strategic Planning

The Transfer Triad, as we call ourselves, will discuss Transformational Leadership in action and how we utilize relationships between professional staff and transfer student leaders to create change & foster a more Transfer Receptive Culture across our institution. Participants will walk away with ideas for building open lines of communication with transfer leaders on their campus and how this relationship can lead to long-term positive change.

**Sarah Molitoris**, *Assistant Director, Transfer Student Center*  
**Carina Salazar**, *Director, Transfer Student Center*  
**Paolo Velasco**, *Director, Bruin Resource Center*  
**Zuleika Bravo**, *Graduate Student Intern, Bruin Resource Center - Students with Dependents*  
**Herman Chavez**, *Transfer Student Representative, Undergraduate Students Association Council*  
**Karina Arzate-Arenivaz**, *Assistant Resident Director, Residential Life*

University of California, Los Angeles

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*Educational Partner*

### **3006 - Academic Advising: Using Data to Support the Journey of Transfer Students**

Leadership and Strategic Planning, Matriculation Trends and Issues

Institutions use data to identify student success metrics. Many institutions are drowning in data, often with little thought or discussion about what the data reveals. This presentation, for both leaders and advisors, will look at how institutions can drill into their numbers to understand what is happening with their students, what information is relevant to advisors who often see more of what students experience, and administrators who are looking at the bigger picture.

**Karen Sullivan-Vance**, *Associate Director for Strategic Program Development*  
NACADA: The Global Community for Academic Advising

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*Sponsored Session*

### **3008 - Inspire Equivalency Confidence Using TES + Transferology**

Credits and Degree Pathways, Matriculation Trends and Issues

Building, maintaining, and publicizing equivalency information has never been easier with TES and Transferology. Only CollegeSource's TES, the Transfer Evaluation System, and Transferology, the nation-wide student network, are backed by a database of more than 135 million course descriptions, 165,000 catalogs, and 26 million user-created equivalencies. Integrating these tools into the transfer evaluation and recruiting functions has proven effective for countless institutions, small and large, including system-wide adoption in Minnesota, Illinois, Ohio, Nebraska, Kentucky, California, Wisconsin, Colorado, and more. See why millions of students are using Transferology, why institutions who have TES say they can't live without it, and hear about the usage and successes of institutions using these solutions.

**Eric Causley**, *Director of Sales*  
CollegeSource

## **GROUP CONVERSATIONS**

Thursday, February 3<sup>rd</sup> from 2:40pm – 3:40pm CST

### **3013 - The Transfer Experience Book Club**

If you love book clubs, we have a great option for you! Join us for an informal book club conversation. To prepare, read PART TWO: Pathways, Transitions, and Support (pages 87-195) of *The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System* (Edited by John N. Gardner, Michael J. Rosenberg, and Andrew K. Koch).

**Bernard Huggins**, *Associate Director, Transfer Center*  
University of Central Florida

**Susie DeMoss**, *Associate Director for Transfer Experience, Office of Admissions*  
Iowa State University

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### **3014 - Partnerships: To Articulate or Not to Articulate**

How many articulation agreements does your institution use? Do you actually USE them? How many students know about them? Join us for a discussion about what REALLY meets the needs of students.

**Angelia Smith**, *Director of Academic Support Services*  
University of Central Florida

**Rose Rojas**, *District Director for Curriculum and Transfer Articulation and NISTS Advisory Board Member*  
Maricopa Community Colleges

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### **3015 - Supporting Transfer Students**

Join us to talk about debunking the deficit perception of some transfer students. We'll brainstorm ways to expand messaging on how transfer students' life experiences add real value to their future successes -- both in college and in their careers. Explore how to help students build confidence through discovering their hidden skills.

**Dantrayl Smith**, *Coordinator of Intercultural Network and NISTS Advisory Board Member*  
Tarrant County College Trinity River

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### 3016 - Working Within Your Campus Community: Building a Transfer Center

Why build a transfer center? Is the timing right? What type of advocacy is needed? There is no right answer but attend this session to discuss what is needed at YOUR institution and explore what Transfer Centers look like at other four-year institutions.

**Brandon Rodriguez**, *Transfer Outreach Coordinator*  
Oregon Institute of Technology

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### 3017 - Sustained Transfer Advocacy

What's a transfer advocate and why are they important? Do you need special skills or a certain role on campus? Join us to explore these questions and hear what others are doing to promote and support transfer student success. We'll troubleshoot common challenges and brainstorm ways to influence positive change and build a transfer-inclusive campus climate.

**Mark Allen Poisel**, *Academic Program Coordinator, LEAD Scholars Academy and NISTS Advisory Board Member*  
University of Central Florida

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### 3018 - The Work/Life Balance Challenge

Join us for an honest conversation about how we're navigating the continuing impact of the pandemic. Some of us are continuing to work from home, while others are transitioning back to campus. Either way, it can be stressful. We'll discuss how we're doing and share tips for coping with this crazy, changing environment.

**Kara Hayes**, *Student Success Manager, Transfer and Returning Student Resource Center (TRSRC)*  
Portland State University

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### 3019 - New to Transfer?

Are you new to transfer? Then, this conversation is for you. We'll discuss helpful resources as you navigate the transfer landscape and become a transfer advocate on your campus. And, we'll brainstorm next steps to take action when you return to campus.

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

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## CONCURRENT SESSION 4

Thursday, February 3<sup>rd</sup> from 4:10pm – 5:00pm CST

*Educational Session*

### 2344 - Cultivating Transfer Student Confidence and Success Through e-Portfolios

Transition Programs and Services, Partnerships and Collaboration

This presentation describes how transfer programming, bridging community colleges and the university, incorporates e-Portfolios to help students reframe their experiences and cultivate and articulate appreciation, understanding, and expansion of their cultural capital; develop a sense of community and connection to faculty and staff; and bolster career readiness. This session will guide participants in considering how e-Portfolios might play a role in their support of and programming for transfer students, at two- and/or four-year schools.

**Micol Hutchison**, *Director of Transfer*  
**Kirstin Pantazis**, *Interim Director, Pathways to Arts & Humanities*  
Virginia Community College System

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*Educational Session*

### **2346 - Using Student Voice to Enhance Transfer**

Matriculation Trends and Issues, Transition Programs and Services

We'll dive into how institutions can incorporate student voice in transfer recruitment and transition activities. From talking with prospective students to mentoring and advocating for new transfers, current students are your biggest asset. Their ability to connect, share stories, and empathize with the transfer process cannot be replicated. We'll discuss the development and impact of our Transfer Ambassador Program and leave you with actionable items to implement on your campus.

**Henry Goeden**, *Assistant Director of Admissions*  
**Abbie Jueden**, *Project Coordinator, Admissions*

Wayne State College

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*Educational Session*

### **2365 - The Student Value Proposition: Engaging Transfer Students with Degree Pathways to Limit Friction**

Credits and Degree Pathways, Partnerships and Collaboration

Learn how four public institutions collaborate in a student-first mindset, establishing high-impact degree pathways to reduce the barriers of transfer students. The presenters will discuss successful strategies to coordinate student services and advising to degree pathways which customizes the process to individual student challenges. The presenters will discuss challenges to meet the student's needs while navigating institutional culture, policy, and procedure.

**Ted McKown II**, *Senior Associate Director of Admissions for Transfer Enrollment*  
**Jonathan Gates**, *Transfer Enrollment Specialist*

Kent State University

**Mary Whitt**, *Coordinator, Transfer and Articulation*  
Columbus State Community College

**Billie Sirn**, *Transfer Coordinator*  
Lorain County Community College

**Melanie DiCarlo**, *Director of Articulation & Transfer, Tech Prep Coordinator*  
Eastern Gateway Community College

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*Educational Session*

### **2376 - Building Transfer Students' Leadership and Transition with U-LEAD**

Transition Programs and Services, Special Populations

With an eye on greater accountability for retention, progression, and graduation for transfer students and an increased emphasis on enrollment, institutions are hoping to engage students and provide co-curricular opportunities to enhance success toward degree completion. The student leadership department at a large university has created an academic-based leadership program for transfer and upper division students to engage them in socially just service-learning to enhance engagement and ultimately graduation.

**Mark Allen Poisel**, *Academic Program Coordinator, LEAD Scholars Academy and NISTS Advisory Board Member*  
University of Central Florida

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*Sponsored Session*

### **2402 - Best Practices for Battling Enrollment Declines**

Diversity and Inclusion, Matriculation Trends and Issues

With community college enrollment declines across the country, learn how the use of micro-scholarships can help drive better recruitment results.

**Miles Hodge**, *Solutions Consultant*  
CampusLogic - RaiseMe

## **CONCURRENT SESSION 5**

Friday, February 4<sup>th</sup> from 10:20am – 11:10am CST

*Facilitated Discussion*

### **2323 - It's Not Rocket Science: Developing Cohort Programs to Foster Success for STEM Transfer Students**

Transition Programs and Services, Diversity and Inclusion

This interactive session will provide an opportunity for learners to discuss the unmet needs of STEM transfer students and brainstorm best practices tried and tested by session attendees. The needs and resulting transition programs of the University of California, Berkeley College of Engineering will be used as a case study. These programs support students' academic success, professional development, and personal wellness while fostering a strong sense of community within and across cohorts.

**Nicole McIntyre**, *Manager of Transfer Success Initiatives*  
**Tiffany Reardon**, *Associate Director for Engineering Excellence Programs*

University of California, Berkeley

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*Educational Session*

### **2358 - It Takes All Of Us: Creating Cross-Campus Partnerships to Support Transfer Student Success**

Partnerships and Collaboration, Leadership and Strategic Planning

Through intentional institutional partnerships, we have developed a campus culture that is eager to welcome and assist transfer students from application to graduation. Developing this culture has shaped the future of transfer, increasing our transfer enrollment to an all-time high. In this presentation, we will share the steps necessary to fostering collaboration between student affairs professionals and academic departments and provide insight into the challenges and celebrations we experienced along the way!

**Shelby Burroughs**, *Coordinator of Transfer Services*  
**Lara Swanson**, *Associate Director of Transfer & Adult Student Admissions*

Colorado Mesa University

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*Research Spotlight*

**2391 - Barriers to Transfer: Articulation Agreements and Partnerships Pave the Way for an Inclusive Transfer Culture**

Partnerships and Collaboration, Credits and Degree Pathways

Articulation agreements between two- and four-year institutions are one of the biggest enhancements needed to ease the transition for students moving between institutions and help students complete baccalaureate degrees by maximizing the transfer of credits in order to meet degree requirements. This session details an action research study that resulted in faculty at a four-year liberal arts institution collaborating to create a guide for creating and maintaining articulation agreements with two-year technical colleges.

**Kristin Brooks**, *Director of Student Success*  
Columbia College SC

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*Facilitated Discussion*

**2399 - Strategies Behind Re-recruiting Sidelined Students to Maximize Enrollment Success**

Matriculation Trends and Issues, Leadership and Strategic Planning

We will be exploring best practices for a student centric re-enrollment strategy to re-engage and re-recruit previous inquiry, applied, admitted and canceled students already in your funnel who are sidelined by unexpected life circumstances. We will discuss value-add experiences, authentic advising, early transfer planning opportunities, and fresh marketing, focused on serving student populations who will become your future transfers to benefit enrollment success.

**Angela Barragan**, *Associate Director of Transfer Admissions*  
**Esther Hwang**, *Assistant Director of Transfer Admissions*  
Biola University

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*Sponsored Session*

**3004 - Transfer Virginia Portal: Your Credits, Your Degree, Your Move**

Partnerships and Collaboration, Leadership and Strategic Planning

Transfer Virginia is a collaborative partnership that embraces the growing need for seamless transfer among the Commonwealth's institutions. It engages key stakeholders to improve communication, better align academic expectations, develop program maps from community college to university degree completion, streamline transfer agreements, improve guaranteed admission agreements, and develop an online transfer portal that closes the information equity gap for all students. Come learn how Transfer Virginia is creating more efficient, equitable, and relevant opportunities for Virginia's students through the state Transfer Virginia Portal.

**Patricia Parker**, *Project Director, Transfer Virginia*  
State Council of Higher Education for Virginia (SCHEV)/Virginia Community College System (VCCS)

**Rahul Bhatnagar**, *Chief Information Officer, Education and Career Compass*  
Indtai, Inc.



## DAILY SCHEDULE

### WEDNESDAY, February 23

**10:00am-11:30am**

Exhibit Hall Open

**10:00am-11:00am**

1<sup>st</sup> Time Attendees Welcome  
& Networking Session

**11:30am-12:45pm**

Opening Session & Plenary Panel

**1:00pm-1:50pm**

Concurrent Session 1

**1:50pm-2:05pm**

Recharge & Stretch Break

**2:10pm-3:00pm**

Concurrent Session 2

**3:15pm-4:15pm**

Group Conversations

### THURSDAY, February 24

**9:00am-10:00am**

Exhibit Hall Open

**10:00am-11:00am**

Plenary Panel: Ask the Experts!

**11:15am-12:05pm**

Concurrent Session 3

**12:05pm-12:20pm**

Recharge & Stretch Break

**12:25pm-1:25pm**

Plenary Lecture

**1:40pm-2:30pm**

Concurrent Session 4

**2:45pm-4:00pm**

Conference Takeaways  
& Closing Session

*\*Schedule subject to change. All times CST.*

# FEATURED PRESENTATIONS (Virtual)

## Opening Session & Plenary Panel

Wednesday, February 23<sup>rd</sup> from 11:30am – 12:45pm CST

### #TransferTalks: The National Transfer Reset

Join us for a #TransferTalk with a group of expert practitioners known as the [Tackling Transfer Policy Advisory Board \(PAB\)](#). In 2020-21, the PAB issued a set of strong and clear recommendations designed to challenge the status quo, dismantle inequitable transfer policies, and build a new approach designed to center transfer and the recognition of learning. Entitled [The Transfer Reset: Rethinking Equitable Policy for Today's Learners](#), the PAB's recommendations tackle how we think about student mobility, who we engage in the hard work of recognizing learning, and how to build a more holistic set of policy conditions focusing on areas such as financial incentives, student aid, disaggregated data, and accountability. Please join us for an opportunity to ask questions about their vision, explore their recommendations, and hear about what's next in their work.

#### Moderator:

**Cristen Moore**, *Director*, HCM Strategists

#### Panelists:

- **Ron Anderson**, *Senior Vice Chancellor, Academic and Student Affairs*, Minnesota State Colleges and Universities
- **Cheryl Hyman**, *Vice Provost*, Arizona State University
- **Elena Quiroz-Livanis**, *Assistant Commissioner for Academic Policy & Student Success and Chief of Staff*, Massachusetts Department of Higher Education
- **Shanna Smith-Jaggars**, *Assistant Vice Provost, Research*, Ohio State University

## Plenary Panel

Thursday, February 24<sup>th</sup> from 10:00am – 11:00am CST

### Ask the Experts!

Enjoy the opportunity to chat with four transfer experts about the intersection of institutional policy and practice. In this casual, informative session, our panelists will field questions on a variety of pressing topics, including using data to drive equity, incorporating alternative learning opportunities such as prior learning and microcredentials, prioritizing competing transfer initiatives, and building a career in higher ed during these challenging times. Have a seat (in your comfiest clothes!) and join the conversation!

#### Moderator:

**Michael Rosenberg**, *Director of Planning*, Penn State University

#### Panelists:

- **Dimpal Jain**, *Associate Professor, Educational Leadership & Policy Studies*, California State University, Northridge
- **Kimberly Lowry**, *Director of Leadership Initiatives*, The Aspen Institute's College Excellence Program
- **Rose Rojas**, *District Director for Curriculum and Transfer Articulation*, Maricopa Community Colleges
- **Stephanie Foote**, *Associate Vice President, Teaching, Learning, and Evidence-Based Practices*, John N. Gardner Institute for Excellence in Undergraduate Education

## Plenary Lecture

Thursday, February 24<sup>th</sup> from 12:25pm – 1:25pm CST

### Protecting Your Peace: Keys to Personal and Organizational Wellness

For many transfer professionals and advocates, living and working through a pandemic meant struggling to redefine, reorient, and refocus while attempting to keep-pace with increasing demands and decreasing resources. How does one maintain the momentum to push for access, equity, and the advancement of racially minoritized groups and under-resourced communities in the face of threats to personal and professional wellness such as burnout and compassion fatigue? This presentation will challenge attendees to proactively work toward developing and maintaining personal wellness practices and contribute to a multicultural organization.

**Dominique Hammonds**, Associate Professor & Program Director, Appalachian State University

## VIRTUAL BREAKOUTS

### CONCURRENT SESSION 1

Wednesday, February 23<sup>rd</sup> from 1:00pm – 1:50pm CST

*Research Spotlight - NISTS Award Winner*

#### 2309 - Collaboration in Transfer Student Work: A Cultural Historical Activity Theory Study at Four-Year Institutions

Partnerships and Collaboration, Leadership and Strategic Planning

Practitioner ability to effectively collaborate with colleagues inside and outside of the institution is a critical function of creating and sustaining transfer student programs and services. This session will share results from a research study on the practice of collaboration in transfer student work from the four-year institution perspective. Interviews and documents from practitioners engaged in transfer student work at two institutions will be analyzed using qualitative methods and an Activity Systems Analysis (ASA) framework.

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

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*Educational Session*

#### 2322 - How ASU Hopes to Solve the National Transfer Problem: A Model for Success

Partnerships and Collaboration, Credits and Degree Pathways

This session will introduce a large R1 university in the southwest's approach to solving the national transfer problem, as transfer students often lose academic credits, time and money when working to complete their associate and bachelor's degrees due to a lack of transfer resources. We will share insights into how our university is partnering with community colleges across the nation to ensure transfer student success with our state-of-the-art, home-grown transfer tools.

**Annique Petit**, Sr. Director, Community College Engagement  
**Amber Covington**, Sr. Director, Collaboration + Partnership Integration  
**Tanaya Dempsey**, Director, Academic Transfer Credit Solutions  
Arizona State University

*Educational Session*

**2347 - Telling the Student Story: Digital Media Kits, Video and More that Get the Word Out about Student Experience**

Partnerships and Collaboration, Transition Programs and Services

It's no secret that students' stories deliver the greatest power to your community relations, but many struggle with how to leverage them. Learn some of the best strategies to collect, craft, and tell transfer student success stories before, during and after transfer. Discover practical ways to do so within a busy workload.

**Ebony Horton**, *Communications Specialist*

Alabama Community College System

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*Research Spotlight*

**2361 - What's COVID Got To Do With Students' Transfer Trajectories?**

Credits and Degree Pathways, Transition Programs and Services

Drawing from the experiences of nearly 8,000 transfer-motivated community college students during the COVID-19 pandemic, this session will share the effects the pandemic has had on students' transfer trajectories and experiences. In addition, reflections from transfer professionals will spotlight some of the practices they implemented to support their transfer students during the pandemic.

**Darla Cooper**, *Executive Director*

**Katie Brohawn**, *Director of Research, Evaluation, and Development*

The RP Group for California Community Colleges

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*Educational Session*

**2367 - The Four Disciplines of Execution (4DX) Model: A Case of Transfer Student Retention and Success**

Leadership and Strategic Planning, Partnerships and Collaboration

This presentation will take participants on an innovative journey into strategic planning using the Four Disciplines of Execution (4DX) model, and will reveal both the simplicity and benefits of this creative method of strategic focus. Participants will then have an opportunity to work on specifically designed 4DX activities to conceptualize how this model may be utilized within their own teams.

**Kimberly Hardy**, *Assistant Vice Provost*

**Jennifer Sumner**, *Assistant Vice Provost*

University of Central Florida

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*Facilitated Discussion*

**2368 - Transfer Partners: Perspectives from Transition to Graduation**

Partnerships and Collaboration, Transition Programs and Services

In this panel discussion, participants explore both procedural and cultural aspects of transfer in a large urban university transfer partnership: a program with the highest graduation rates for transfer students in the university system. Program affiliates discuss their roles in sustaining the partnership between the 4-year baccalaureate degree granting college and seven community colleges in the university system to support students' seamless transition to baccalaureate degree programs and momentum to degree completion.

**Wynne Ferdinand**, *Director, General Education & Educational Partnerships*  
**Megan Massimiano**, *Associate Director, Transfer Advising*  
**Natasha Graf**, *Associate Director of Transfer Programs*  
**Elena Rivera-Himmelstein**, *CUNY Justice Academy Transfer Programs Specialist*  
**Elliott Liu**, *CUNY Justice Academy Research Assistant*

John Jay College of Criminal Justice/CUNY

**Carei Thomas**, *Director Academic Advising and Transfer Center*  
Borough of Manhattan Community College

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*Educational Session*

**2370 - Engaging the Some College No Degree Population: What is Working and Lessons Learned**

Transition Programs and Services, Special Populations

This session will examine the "some college no degree" (SCND) challenge to higher education. Participate in a discussion of the issues involved and lessons learned - what works and what doesn't - from the institution, system and statewide perspectives. The NSC Research Center 2019 report numbers this population at 35.5+ million nationally. This population reflects all student demographics, the most prominent being socio-economic status with students - primarily transfer - being from all educational sectors.

**Dena Lawrence**, *Illinois MyCredits Transfer Coordinator*  
University of Illinois System

**Shelley Lemons**, *Executive Director for the Office of Student Transitions*  
City Colleges of Chicago District

**Nancy Dietrich**, *Project Director of Statewide Initiatives*  
The University of Tennessee System

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*Educational Session*

**2379 - Bridging Silos: Pre-Transfer Advising Partnerships to Promote Transfer Student Success**

Partnerships and Collaboration, Matriculation Trends and Issues

How long will it take me to graduate? What classes can I take at my current school that will transfer to your institution? Our Pre-Transfer Advising team answers these questions and more for prospective/admitted transfer students to help them make informed decisions - ultimately saving them time and money. Learn how we've leveraged collaboration to develop a suite of Pre-Transfer advising services. Participants will review their current pre-transfer advising services and discuss opportunities for enhancement.

**Miki Brooks**, *Director, Transfer Success Initiatives*  
**Jessica Drelles**, *Pre-Transfer Advisor*

University of Colorado Boulder

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*Educational Session*

## **2387 - Engaging University Faculty as Transfer Equity Advocates: The Role of Applied Learning Experiences**

Partnerships and Collaboration, Leadership and Strategic Planning

Through the Transfer Equity Initiative, our collaborative team is leveraging an applied learning model as a way to connect prospective students from the community colleges with faculty advocates at the university. In this session, members of the team will describe their role within this model and facilitate a discussion with the audience about the importance and implications of these experiences.

**Sarah Jewett**, *Director, Innovations in Transfer Research and Practice*

**Nicholas Bonneau**, *Visiting Lecturer, History*

**Amy Froide**, *Professor and Chair, History*

**Denise Meringolo**, *Associate Professor, History*

**Kimberly Cease**, *Undergraduate Student*

University of Maryland, Baltimore County (UMBC)

**Jamie Gillan**, *Associate Professor, English and Reading*

**Danielle DaCosta**, *Undergraduate Student*

Montgomery College

**Maria Ahmed**, *Undergraduate Student*

**Pilar Thomas**, *Undergraduate Student*

Howard Community College

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*Educational Session*

## **2404 - Aiming for Completion: Creating a Transfer Sending Culture at the Community College**

Partnerships and Collaboration, Leadership and Strategic Planning

With transfer being considered a social justice intervention as it relates to pathways to equity in education, it is important that community colleges develop initiatives aimed to reduce informational and cultural barriers to cultivate a transfer-sending culture as an institutional priority. Participants will learn how Mt. San Antonio College has engaged faculty, staff, and administrators in transfer advocacy as Transfer Agents, supporting student completion and transfer success.

**Lupita Jimenez**, *Transfer Specialist & Adjunct Counselor*

**Alana Bachor**, *Counseling Faculty*

**Jesse Lopez**, *Counseling Faculty*

Mt. San Antonio College

## **CONCURRENT SESSION 2**

Wednesday, February 23<sup>rd</sup> from 2:10pm – 3:00pm CST

*Facilitated Discussion*

## **2312 - Aiming for Equity in Curricular Alignment Across Transfer in the Urban Academy**

Diversity and Inclusion, Credits and Degree Pathways

A community college and a 4-year college have formed a transfer partnership in Urban Studies called the Urban Academy. In this presentation we will share early lessons from the Urban Academy's Curricular Excavation Project, funded by the Way Forward, Bringing Theory to Practice grant which has employed Culturally Responsive Pedagogy (CRP) professional development to improve the success of community college students as they move through transfer toward a baccalaureate degree.

**Niesha Ziehmke**, *Associate Dean for Academic Affairs*  
Guttman Community College, CUNY

**Gladys Palma de Schrynemakers**, *Chief Academic Officer/Associate Dean*  
CUNY School of Labor and Urban Studies

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*Educational Session*

### **2318 - Listening to the Voices of our Transfer Students in order to Create Meaningful Initiatives**

Partnerships and Collaboration, Transition Programs and Services

For individuals that work primarily with transfer students, knowing who their transfer students are is essential to advocating for their needs and increasing their visibility to others on campus. This concurrent session will provide an overview of how academic advisors from a community college and a four-year institution in Hawaii partnered together and used qualitative data from their students to create and implement purposeful initiatives that targeted their transfer student population.

**Lauren Prepose-Forsen**, *Transfer Specialist*  
University of Hawaii, Manoa

**Nicole Mitani**, *Counselor*  
Honolulu Community College

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*Educational Session*

### **2336 - In A Virtual World, Let's Get Social! Using Social Media to Recruit Transfer Students**

Transition Programs and Services, Partnerships and Collaboration

Despite efforts to adapt recruitment strategies and re-imagine what it means to “meet students where they are” in the virtual world, we watched virtual recruitment programs fall flat and get less “social” over time. So, we shifted our efforts to where transfer students were already “socializing”- Social Media. Join us for insight into strategic social media content that is allowing us to use our social media presence as a wildly effective transfer recruitment tool.

**Jami Dawkins**, *Assistant Director, Transfer Admissions*  
University of North Carolina at Charlotte

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*Facilitated Discussion*

### **2341 - Why Campus Collaboration is Crucial in Advocating for Transfer Students**

Partnerships and Collaboration, Leadership and Strategic Planning

Whether you are an office of one or twenty employees, to advocate and serve successfully a subpopulation of students like transfers you need campus partners. In this session, we will explore the benefits of collaboration, how anyone - regardless of their position - can initiate those relationships, and identify some of the must-have partners across campus. The presenter will provide examples of how collaboration resulted in a transfer residence hall, food at events, faculty mentors...!

**Kim Morton**, *Director of Transfer Recruitment & Retention*  
Appalachian State University

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*Research Spotlight*

## **2357 - Student Pathway Trends within the University System of Georgia**

Credits and Degree Pathways, Matriculation Trends and Issues

What degree did transfer out students earn and where? This session will showcase a new pathways app used by a state university system and created in partnership with our organization. The Pathways app presents Clearinghouse data in Qlik Sense data visualization software. Presenters will explain the innovative techniques used to clean the data to provide a system view of transfer patterns for 26 System institutions.

**Scott King**, *Scientific Computing Professional Associate*

**David Tanner**, *Associate Director*

**James Byars**, *Scientific Computing Professional Specialist*

**Sahar Voghoei**, *Scientific Computing Professional Associate*

Carl Vinson Institute of Government

**Angela Bell**, *Vice Chancellor of Research and Policy Analysis*

University System of Georgia

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*Educational Session*

## **2381 - Building Transfer Bridges: From Community College to a Selective Research University**

Partnerships and Collaboration, Transition Programs and Services

Even the most talented community college students sometimes assume attending a highly-selective university is not realistic. From higher tuition to imposter feelings, there are real and perceived barriers that make students discount the possibility of thriving at a research university. This session explores how community colleges and universities can collaborate to ensure that transfer students are able to see themselves at a selective institution - and be themselves once they arrive.

**Jesse Carr**, *Project Coordinator*

**Paige Baker**, *Community Partnerships Manager*

University of Michigan, Ann Arbor

**Chelsea Lonsdale**, *Faculty and Director of Writing Center*

**Sherry Clippert-DeVogel**, *Academic Advisor*

Henry Ford College

**Anna Maria Clark**, *Director of TRiO*

Grand Rapids Community College

**June Rayburn**, *Transfer Bridges Fellow*

Grand Rapids Community College and University of Michigan

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*Educational Session*

## **2392 - Developing an Equity-Informed Strategic Plan for Community College Transfer Partnerships**

Partnerships and Collaboration, Diversity and Inclusion

National data on equity within transfer indicates a need for intentional transfer support and inter-institutional partnership. This presentation will highlight national and institutional data on equity in transfer, the processes for developing an equity and data-informed vision and strategic plan for partnerships and supports, and future directions for improving transfer pathways. Participants will have the opportunity to learn more and discuss research on transfer equity and collaborate on ideas for developing impactful services and partnerships.

**Rebecca Siggelkoe**, *Coordinator of Enrollment*

Bunker Hill Community College

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*Educational Session*

**2393 - Getting to Know You: Best Practices for Serving Performing Arts Transfer Students**

Special Populations, Transition Programs and Services

In addition to the typical issues transfer students face in their transition to a four-year institution, performing arts transfer students are faced with unique challenges such as complex credit transfer and articulation, high expectations from studio instructors, employment goals not easily served by campus career centers, and more. Join an experienced music advisor and admissions officer to explore common obstacles faced by performing arts transfer students and solutions for student success.

**Emily Spitz**, *Associate Director of Admissions*  
The UCLA Herb Alpert School of Music

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*Research Spotlight*

**3001 - Outmigration No More: Building Transfer Pathways to Meet the Needs of Rural Students and Communities**

Credits and Degree Pathways, Partnerships and Collaboration

Drawing on new research, this session will share lessons for building transfer pathways from rural community colleges that connect students to careers needed in their hometowns. The lead researcher will share an overview of three rural transfer pathways identified in the report. Leaders who have built these transfer pathways will share lessons from their programs in a moderated conversation. The session will end with audience Q&A.

**Gelsey Mehl**, *Senior Program Manager*  
The Aspen Institute College Excellence Program

**Kate Mahar**, *Dean, Innovation and Strategic Initiatives*  
Shasta College

**Carla Stafford**, *Education Faculty*  
Johnston Community College

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*Sponsored Session*

**3003 - History has its Eyes on Transfer: National Perspectives on Current and Emerging Transfer Reform Efforts**

Leadership and Strategic Planning, Diversity and Inclusion

Ascendium Education Group and ECMC Foundation--both national philanthropies with strategic commitments to improving transfer and completion outcomes for low-income, Black, Latinx and Indigenous learners--will discuss the national landscape of transfer reform strategies from the unique vantage point of their diverse and varied portfolios. With context and insights from the National Student Clearinghouse Research Center, this conversation will zoom out to identify areas of progress, momentum and innovation, as well as credit mobility challenges yet unmet.

**Carolynn Lee**, *Senior Program Officer*  
Ascendium Education Group

**Saúl Valdez**, *Program Officer*  
ECMC Foundation

**Doug Shapiro**, *Executive Director*  
National Student Clearinghouse Research Center

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*Sponsored Session - Facilitated Discussion*

## **2382 - Transfer Trends at Common App**

Diversity and Inclusion, Matriculation Trends and Issues

Based on data submitted by transfer applicants, Common App will present a profile of transfer students over the three-year period since the Common Application for transfer was introduced. Special focus will be given to the effect of COVID-19 on underrepresented transfer student populations. Common App will provide recommendations on how institutions can address these issues in their application process.

**Batanya Gipson**, *Program Director, Transfer and Community College*

**Meredith Lombardi**, *Associate Director, Education and Outreach*

**Ariana Ortega**, *Product Manager*

**Trent Kajikawa**, *Data Scientist*

Common App

## **GROUP CONVERSATIONS**

Wednesday, February 23<sup>rd</sup> from 3:15pm – 4:15pm CST

### **3020 - Partnerships: To Articulate or Not to Articulate**

How many articulation agreements does your institution use? Do you actually USE them? How many students know about them? Join us for a discussion about what REALLY meets the needs of students.

**Kathy Silberman**, *Instructional Services Coordinator Senior*

Maricopa Community Colleges

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### **3021 - Supporting Transfer Students**

Join us to talk about debunking the deficit perception of some transfer students. We'll brainstorm ways to expand messaging on how transfer students' life experiences add real value to their future successes -- both in college and in their careers. Explore how to help students build confidence through discovering their hidden skills.

**Kimberly Lowry**, *Director of Leadership Initiatives*

The Aspen Institute College Excellence Program

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### **3022 - Working Within Your Campus Community: Building a Transfer Center**

Why build a transfer center? Is the timing right? What type of advocacy is needed? There is no right answer but attend this session to discuss what is needed at YOUR institution and explore what Transfer Centers look like at other four-year institutions.

**Heather Adams**, *Senior Program Manager, Transfer*

The Aspen Institute College Excellence Program

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### 3023 - Sustained Transfer Advocacy

What's a transfer advocate and why are they important? Do you need special skills or a certain role on campus? Join us to explore these questions and hear what others are doing to promote and support transfer student success. We'll troubleshoot common challenges and brainstorm ways to influence positive change and build a transfer-inclusive campus climate.

**Mark Allen Poisel**, *Academic Program Coordinator, LEAD Scholars Academy and NISTS Advisory Board Member*  
University of Central Florida

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### 3024 - The Work/Life Balance Challenge

Join us for an honest conversation about how we're navigating the continuing impact of the pandemic. Some of us are continuing to work from home, while others are transitioning back to campus. Either way, it can be stressful. We'll discuss how we're doing and share tips for coping with this crazy, changing environment.

**Renee Esparza**, *Transfer Resources Director, Student Experience and Outcomes*  
Austin Community College

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### 3025 - New to Transfer?

Are you new to transfer? Then, this conversation is for you. We'll discuss helpful resources as you navigate the transfer landscape and become a transfer advocate on your campus. And, we'll brainstorm next steps to take action when you return to campus.

**Janet Marling**, *Executive Director*  
National Institute for the Study of Transfer Students (NISTS)

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### 3026 - Planning for National Transfer Student Week

Whether you're new to celebrating or have engaged in #TransferStudentWeek programming for years, join us to discuss the ins and outs of creating a compelling yet manageable schedule of events for your campus. We'll share insights and lessons learned, as well as brainstorm new ways to Celebrate, Educate, and Reflect on all things transfer this October.

**Kelly Coke**, *Director of Off Campus Programs; Instructor of Leadership Studies; and Program Coordinator of Bachelor of General Studies*  
Texas A&M University-Texarkana at Northeast Texas Community College and Paris Junior College

## CONCURRENT SESSION 3

Thursday, February 24<sup>th</sup> from 11:15am – 12:05pm CST

*Educational Session*

### 2316 - Retaining Transfer Students: Rationale, Barriers, Strategies & Outcomes

Leadership and Strategic Planning, Transition Programs and Services

This session will provide an analysis of the reasons for the historical neglect of transfer students, identify the barriers that have contributed to this neglect, and offer strategies for reconciling the discrepancies between how institutions provide transitional experiences for first-time-in-college students and for transfer students. Participants will be able to identify ways to examine their transitional programs, identify barriers for transfer students, and develop plans for enhancing advocacy roles for their transfer students.

**Thomas Grites, Assistant Provost, Ret.**  
Stockton University

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*Educational Session*

### **2326 - The Power of Cross-Consortia Collaboration**

Partnerships and Collaboration, Leadership and Strategic Planning

The higher education consortium model is a strong model for cross-institutional collaboration, transfer mapping, and creating opportunities for shared innovation across member institutions. Cross-consortium collaboration multiplies the potential for shared innovation not only across institutions but across states and regions. This presentation features the cross-consortia collaboration between a time-tested consortium and a new consortium, and how their collaboration has unlocked new opportunities for innovation.

**Christine Hubbard, President**  
North Texas Community College Consortium

**Laura Latta, Executive Director**  
Tulsa Higher Education Consortium

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*Research Spotlight*

### **2332 - Student Views: Information for Decreasing the Leaks in the Transfer Pipeline**

Credits and Degree Pathways, Matriculation Trends and Issues

The results from a survey of over 31,000 undergraduates in a single multi-college urban university system illustrate the many challenges involved in transferring colleges. These results suggest ways in which transfer student success may be increased. These success strategies relate to students' academic preparation, college engagement, financial needs, home/environment, information, and motivation.

**Alexandra Logue, Research Professor**  
CUNY Graduate School and University Center

**Kerstin Gentsch, Senior Policy Analyst**  
**Colin Chellman, University Dean**  
**David Wutchiett, Data Analyst/Scientist**

CUNY Office of Applied Research, Evaluation, and Data Analytics

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*Educational Session*

### **2338 - A Case Study on Creating Sustainable Transfer Pathways between a Public and Private Institution**

Credits and Degree Pathways, Partnerships and Collaboration

This session details a case study of creating transfer pathways between a mid-size public community college and a small four-year private liberal arts university. Presenters will share the impact on institutional relationships, enrollment, and student success. Participants will engage in facilitated discussions on barriers and strategies for creating and implementing such partnerships at their own institutions.

**Eva Baucom, Director of Graduate Admissions**  
**Travis Teague, Vice Provost of Academic Affairs**

Wingate University

**Carl Bishop, Vice President for Academic and Student Affairs/Chief Academic Officer**  
South Piedmont Community College

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## 2339 - Exploring Credit Loss for Engineering Transfer Students

Credits and Degree Pathways, Matriculation Trends and Issues

Credit loss can significantly impact transfer students enrolled in highly sequential degrees, such as engineering. Missing one crucial prerequisite course at the time of transfer can extend a student's time to degree by a year or more. Determining what credits transfer in engineering could help ease the transfer process, improve graduation rates, and broaden participation in engineering. This session will examine the multiple kinds of credit loss of engineering transfer students.

**Amy Richardson**, *Graduate Student*  
Virginia Tech

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### Educational Session

## 2348 - Reengineering Transfer: Developing Systematic Independent College Transfer Pathways in New England

Partnerships and Collaboration, Credits and Degree Pathways

Session facilitators will explore early lessons learned through the implementation of The New England College Transfer Guarantee (The Guarantee) including the critical importance of establishing state and institutional partnerships to promote buy-in, accelerate change and build long-term sustainability. Through the Guarantee, systematic transfer pathways have been developed for community college graduates into independent institutions in Connecticut, Massachusetts and Rhode Island.

**Emily Decatur**, *Senior Program Manager of Transfer Initiatives*  
**Stafford Peat**, *Senior Consultant*

New England Board of Higher Education (NEBHE)

**Steve Marcelynas**, *Connecticut State Colleges and Universities*  
Connecticut State Colleges and Universities

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### Educational Session

## 2362 - Leveraging Technology in the Next Generation of Advisement, Seamless Transfer and Baccalaureate Completion

Credits and Degree Pathways, Transition Programs and Services

This session focuses on a community college's new Interactive My Academic Planner (iMAP) tool for students, parents, and advisors to use as part of its seamless transfer and baccalaureate completion toolkit. Transfer and completion rates have increased through the seamless transfer toolkit, and the iMAP adds a more comprehensive course mapping and progress tracking component. Session attendees will apply the course mapping and progress tracking process to their own transfer student populations.

**Jacqueline Pena**, *Writer and Researcher*  
**Philip Giarrappa**, *Director of Articulation and Academic Programs*  
**Robert Teachenor**, *Grant Director*

Miami Dade College

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*Educational Session*

### **2371 - Creating a Transfer Student Advocate Training for Staff & Faculty**

Leadership and Strategic Planning, Partnerships and Collaboration

In this session, we will review how a large, four-year, public research university successfully created a Transfer Student Advocate training program for staff and faculty in order to promote awareness and support of transfer students. We will discuss how the program was created and implemented and review the program structure and materials. Attendees will have the opportunity to discuss how they might develop a similar training for their campus.

**Sarah Ihrig**, *Assistant Director of the Transfer Student Experience*  
University of Minnesota, Twin Cities

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*Educational Session*

### **2377 - Building Momentum with Applied Degree Pathways**

Credits and Degree Pathways, Partnerships and Collaboration

Despite significant enrollment in applied or technical associate degree programs, statewide associate-to-bachelor's transfer initiatives tend to overlook these programs due to a number of challenges associated with their transfer. This session will share how Ohio is tackling these challenges through statewide faculty collaboration to develop applied degree pathways. Participants will learn about the importance of these efforts as well as ideas for how they might improve applied degree transfer for their institution or state.

**Candice Grant**, *Senior Director, Ohio Guaranteed Transfer Pathways*  
Ohio Department of Higher Education

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*Educational Partner - Research Spotlight*

### **3005 - Examining the Landscape of Transfer Programs: Results from the National Survey of Transfer Student Initiatives**

Matriculation Trends and Issues, Transition Programs and Services

Promoting a smooth transition for transfer students requires an understanding of how transfer programs are structured and the implications these initiatives have for students' transitions. This session will feature evidence from the inaugural administration of the National Survey of Transfer Student Initiatives, which captured information about institutional priorities and practices related to supporting transfer/transfer-intending students and campus wide initiatives regarding transfer.

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

**Jeffrey Mayo**, *Assistant Director of First-Year Experience*  
The University of Texas at Austin

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*Sponsored Session*

### **3009 - Inspire Equivalency Confidence Using TES + Transferology**

Credits and Degree Pathways, Matriculation Trends and Issues

Building, maintaining, and publicizing equivalency information has never been easier with TES and Transferology. Only CollegeSource's TES, the Transfer Evaluation System, and Transferology, the nation-wide student network, are backed by a database of more than 135 million course descriptions, 165,000 catalogs, and 26 million user-created equivalencies. Integrating these tools into the transfer evaluation and recruiting functions has proven effective for countless institutions, small and large, including system-wide adoption in Minnesota,

Illinois, Ohio, Nebraska, Kentucky, California, Wisconsin, Colorado, and more. See why millions of students are using Transferology, why institutions who have TES say they can't live without it, and hear about the usage and successes of institutions using these solutions.

**John Panzica**, *Transfer Solutions Specialist*  
CollegeSource

## CONCURRENT SESSION 4

Thursday, February 24<sup>th</sup> from 1:40pm – 2:30pm CST

*Educational Session*

### 2313 - The PLA Revolution To Support Transfer Students

Matriculation Trends and Issues, Credits and Degree Pathways

The pandemic has made it more difficult for students to continue their educational pursuits. Institutions need to create flexible, customizable solutions that provide options to complete work - enter Prior Learning Assessment (PLA). PLA can help onboard students, fulfill missing credits, and accelerate completion and transfer. While PLA is not a new concept, it is essential that every institution make PLA happen to meet transfers where they are in their educational journey.

**Rose Rojas**, *District Director for Curriculum and Transfer Articulation and NISTS Advisory Board Member*  
**Kathy Silberman**, *Instructional Services Coordinator Senior*

Maricopa Community Colleges

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*Educational Session*

### 2345 - Train on Your Own Schedule: Developing a College-Wide On-Demand Transfer Training Program

Partnerships and Collaboration, Leadership and Strategic Planning

Students don't just turn to academic advisors for transfer advice; they go to any faculty & staff they trust. When focusing on just training professional advisors, we are missing a population of faculty & staff who also support our students. To meet this need, our institution developed an on-demand transfer advising training open to all faculty & staff. We will provide how the curriculum was developed and how to customize trainings based on your needs.

**Jacqui Rogers-Frere**, *Coordinator of Transfer and Articulation*  
College of Southern Maryland

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*Educational Session*

### 2350 - Re-imagining Transfer Recruitment: Individualized Advising as a Tool to Growing Enrollment

Leadership and Strategic Planning, Matriculation Trends and Issues

For too long transfer student recruitment and individualized academic advising have been two mutually exclusive ideas within higher education. This presentation will tell the story of a large public urban research institution that has taken steps to remove the barriers between transfer admissions and individualized advising, and in so doing, created an efficient transfer enrollment pipeline that mutually benefits prospective transfer applicants and the bottom line of enrollment management.

**Daniel Wright**, *Sr. Academic Advisor*  
**Jessica Brawand**, *Sr. Academic Advisor*

University of Cincinnati

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*Facilitated Discussion*

### **2355 - Designing a Mixed-Method Transfer Student Climate Study Using an Assets-based Framework**

Diversity and Inclusion, Partnerships and Collaboration

The research team from a public research university will share methods and processes for designing a Transfer Student Climate Study. The strengths of our approach are the use of mixed methods and an assets-based, multidisciplinary framework. The design of the study involved collaborative input from many voices: transfer student researchers, undergraduate/graduate students, and staff/faculty from various departments. Participants will discuss strategies to design a study that is appropriate for their institutional context.

**Vanessa Woods**, *Assistant Teaching Professor*

**Charlene Macharia**, *PhD Student, Gevirtz Graduate School of Education*

**Malaphone Phommasa**, *Director of Academic Success Initiatives*

**Nathaniel Ilo**, *Undergraduate Student, Psychological and Brain Sciences/ Sociology*

**Matthew Aghazarian**, *Undergraduate Student, Psychological and Brain Sciences*

University of California, Santa Barbara

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*Educational Session*

### **2363 - Three Secrets to a Successful Pathway Program**

Credits and Degree Pathways, Diversity and Inclusion

This session offers an introduction to the Urban Academy. The Urban Academy is a collaboration between a new college in a public university system and partnering community colleges. Presenters will share lessons learned in establishing multi-campus partnerships and strategies implemented to foster campus collaboration, as well as practices to support transfer students' career pathways and academic success.

**Sharon Hardy**, *Director of Enrollment Services*

**Gladys Palma de Schrynemakers**, *Chief Academic Officer/Associate Dean*

**Cherise Mullings**, *Assistant Director of Admissions*

CUNY School of Labor and Urban Studies

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*Research Spotlight*

### **2364 - Destination, Integration, and Navigation: How Students Engage in Transfer Mobility in North Carolina**

Matriculation Trends and Issues, Credits and Degree Pathways

How do students engage in transfer mobility? We will share findings from our comprehensive North Carolina transfer research project to highlight:;a) transfer destinations;;b) how sense of belonging and supports are related to students' intersecting identities, socio-academic integration, transfer capital, and institutional transfer culture;;c) and how students navigate pre- and post-transfer experiences. Our research captures enrollment trends and student voices to inform local and national conversations on transfer student engagement and success.

**Sandra Dika**, *Associate Professor, Educational Research*

**Mark D'Amico**, *Professor, Higher Education*

**Ryan Miller**, *Assistant Professor, Higher Education*

**Yi Wang**, *Graduate Assistant, Educational Research*

University of North Carolina at Charlotte

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*Educational Session*

### **2366 - A Place at the Table: Incorporating Transfer into Strategic Planning**

Leadership and Strategic Planning, Partnerships and Collaboration

While many successful transfer initiatives emerge from the grassroots work of transfer champions, broadening those efforts across an institution and making them more permanent can be a challenge. Every institution's strategic planning process lays out a roadmap for an institution's future. This session offers strategic planning basics, values clarification/goal setting, and suggestions on getting good ideas on the long term institutional agenda.

**Michael Rosenberg**, *Director of Planning*  
Penn State University

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*Educational Session*

### **2375 - Humanizing Data Through Student Stories**

Diversity and Inclusion, Leadership and Strategic Planning

Data-driven Decision-making: It's the higher education mantra. But how do you break down data to draw focus to the story of our transfer students? This session will examine how one large state system used qualitative and quantitative data to develop a sample student story to present and humanize their transfer and equity data.

**Jessica Migler**, *Assistant Director for Transfer*  
**Marta Mohr**, *System Director for Transfer and Degree Audit Support*  
**Teri Hinds**, *Senior Director of Strategic Initiatives – Equity 2030*  
**Carrie Schneider**, *Senior Research Associate*  
Minnesota State Colleges and Universities

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*Educational Session*

### **2396 - Transfer Agents Unite: Identifying, Creating, and Promoting a Transfer Receptive Culture (TRC)**

Diversity and Inclusion, Partnerships and Collaboration

Transfer Receptive Culture (TRC) is a growing conceptual framework in the transfer process (Jain et al., 2020). Based on the work of the UC Transfer Success Coalition (UCTSC), this presentation highlights the importance of applying TRC from a practitioner's perspective. Additionally, this presentation provides a template for identifying, creating, and promoting a Transfer Receptive Culture (TRC) that four-year institutions can model to be more equitable in supporting the diverse needs of transfer students.

**Erick Ramirez Manriquez**, *PhD Student, Department of Sociology*  
**Jaclyn Duerr**, *Program Manager for Transfer Student Success*  
University of California, San Diego

**Ernesto Esqueda**, *Assistant Director, Undergraduate Admissions*  
**Sarah Molitoris**, *Assistant Director of Transfer Student Center*  
University of California, Los Angeles

**Jannet Ceja**, *Program Coordinator for Services for Transfer and Re-entry Students*  
University of California, Santa Cruz

**Carina Salazar**, *Director of Transfer Student Center*  
University of California, Los Angeles

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*Educational Session*

### **2349--Rethinking Transfer in the COVID-19 Era and Beyond with Interstate Passport®**

Matriculation Trends and Issues, Partnerships and Collaboration

As the COVID-19 pandemic persists, faculty, staff, and administrators across the country have reimagined what higher education can do for students. Two institutions in the western region are prepared to share how they engaged faculty on their campus to rethink the student transfer experience by joining Interstate Passport®, a nationwide program that enables block transfer of lower-division general education coursework mapped by faculty to a common set of learning outcomes rather than on specific course and credit equivalencies. Panelists from Leeward Community College in Hawaii, Washington State University and the Interstate Passport program invite you to learn how Interstate Passport promotes student success by streamlining the transfer process!

**Sarah Leibrandt**, *Director of Academic Leadership Initiatives*

**Jenn Raby**, *Project Coordinator*

Western Interstate Commission for Higher Education

**Clif Stratton**, *Director of University Common Requirements and Associate Professor of History*

Washington State University

**James Goodman**, *Dean of Arts and Science*

University of Hawaii – Leeward Community College

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*Sponsored Session*

### **3013 - Equitable Program Design as a Catalyst for Retention**

Diversity and Inclusion, Matriculation Trends and Issues

Higher education struggles to provide adequate support and scaffolding for underserved populations to thrive. For learners holding minoritized identities, succeeding in higher education can be elusive, due to not only a lack of access to flexible and inclusive programs, but also to a lack of evidence-based support on the path to degree attainment. We highlight noncognitive skills as a foundation for resilience and reveal comparison data that clearly demonstrates the efficacy of this approach as a means to improve retention and boost ROI.

**Chelsea Barnett**, *Director Product and Program Innovation*

**Reshma Gouravajhala**, *Research Scientist*

Western Governors University

## **ON-DEMAND VIDEOS**



*Educational Session*

### **2319 - An Early College Journey to Higher Education Success**

Partnerships and Collaboration, Special Populations

Early College High School leadership will share how they developed this model, formalized partnerships with higher education partners, and have instilled a college-going culture at the Commonwealth's only wall-wall Early College High School with 51% of its graduating class earning an AA degree as high school students!

**Maria Fernandes**, *Director of Early College and Post-Secondary Partnerships*

**Paula Fontes**, *Transition Coordinator*

**Meagan Hatanaka**, *Dean of Early College Access*

**Sophia Stephney**, *Principal of Student Affairs*

New Heights Charter School of Brockton

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*Educational Session*

### **2328 - Instagram & Discord: Meeting Students Where They Are**

Transition Programs and Services, Special Populations

Wondering how to better engage with incoming and current transfers, share resources, and increase event attendance? Join us to learn about tips and tricks for creating an Instagram and Discord, why we've chosen and kept these platforms, what we've kept doing and what we've learned to not do again. Whether you are new to these apps or very experienced – this session will benefit you.

**Heather Domonoske**, *Coordinator, Transfer Center*  
California Polytechnic State University, San Luis Obispo

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*Research Spotlight*

### **2329 - Growing Transfer in the Humanities: Characteristics and Motivations Associated With Major Choice**

Matriculation Trends and Issues, Diversity and Inclusion

This mixed-methods research study focused on transfer and bachelor's-degree attainment of community college students with interests in the humanities within a multi-college, urban university system. The study reveals student characteristics associated with major selection, transfer, and bachelor's degree attainment, and suggests ways institutions can create or strengthen their

**Heather Domonoske**, *Coordinator, Transfer* humanities-focused degree pipelines in order to facilitate transfer student outcomes.

**Rhina Torres**, *Research Analyst*  
**David Wutchiett**, *Data Analyst/Scientist*

City University of New York (CUNY), Office of Applied Research, Evaluation, and Data Analytics

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*Educational Session*

### **2342 - Founding an Undergraduate Social Science Research Lab at a Community College**

Credits and Degree Pathways, Partnerships and Collaboration

Undergraduate social science research labs are drawing the attention of faculty and administrators across higher education. Community colleges, which serve the widest diversity of students, are increasingly considering how to "teach research" to better prepare students for the rigors and opportunities at their chosen 4-year university. This session will describe in detail the process of founding the Civil Grand Jury Lab at Cuyamaca Community College in east San Diego county, California.

**Josue Franco**, *Assistant Professor*  
Cuyamaca College

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*Educational Session*

### **2343 - Sunshine! Using System Data to Help Students, Advisors, and Leaders Improve Credit Articulation**

Credits and Degree Pathways, Partnerships and Collaboration

Students in the US lose 43% of their credits, on average, when they transfer. One challenge is that they--and often their sending and receiving institutions--don't know in advance how their courses will translate into program requirements at their destination. This session will share a set of novel strategies to unlock administrative data and put it into the hands of students, advisors, and leaders, which has helped improve credit articulation within a large higher education system.

**Martin Kurzweil**, *Director, Educational Transformation*  
**Pooja Vora**, *Analyst*  
Ithaka S+R

**Christopher Buonocore**, *Director, Student Success Initiatives*  
CUNY, Lehman College

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*Research Spotlight*

**2351 - Paving the Way for Greatness: Helping Transfer Students Thrive in a University Honors Program**

Transition Programs and Services, Special Populations

This session focuses on integrating research and practice to be responsive to and responsible for the transfer student experience. We will discuss how we used interviews, surveys, and advising to assess and support the transfer student experiences. Our goal is to present our findings in a way that will be informative for all institutions of higher education, community college through RI 4-year institutions.

**Bethany Ponte**, *Graduate Student*  
University of Nevada, Reno

**Kate Stephensen**, *Academic Advisor*  
University of California, Davis

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*Educational Session*

**2353 - A Phenomenological Study: Understanding the Barriers of Rural Texas Community College Transfer Students**

Partnerships and Collaboration, Special Populations

A phenomenological study took place to understand the barriers rural northeast Texas community college students experience in transferring to regional universities. The study explores the barriers that community college graduates face in transferring to four-year universities and examine possible solutions to these transfer barriers. The study occurred in rural northeast Texas and consisted of interviewing community college graduates regarding transfer obstacles and needed services to aid in the transfer process.

**Kelly Coke**, *Director of Off Campus Programs; Instructor of Leadership Studies; and Program Coordinator of Bachelor of General Studies*  
Texas A&M University-Texarkana at Northeast Texas Community College and Paris Junior College

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*Educational Session*

**2354 - Making Transfer Students a Priority Through Development of a Transfer-Focused Committee and FYE Course**

Transition Programs and Services, Matriculation Trends and Issues

Will discuss strategies that were implemented on campus to improve the transfer process, including the formation of a transfer committee and development of FYE 3001, a 1-credit hour FYE course for transfer students. As transfer students make up a larger percentage of students, creating a transfer culture was important to ensure that students successfully complete their degrees. Participants will understand the model developed at one university and advocate for a similar process at their institution.

**Robin Ploeger**, *Dean, Oxley College of Health Sciences*  
University of Tulsa

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*Research Spotlight*

### **2359 - Transfer Housing: Expanding Access to Underrepresented Transfer Students**

Diversity and Inclusion, Transition Programs and Services

Institutions of higher learning are looking to community college transfer students to increase diversity and retention statistics across their campuses. Unfortunately, university housing policies have lagged behind those related to credit transfer and financial assistance. This session will present homelessness and housing insecurity data related to community college students and explore areas of opportunity for four-year institutions to enact equitable practices to increase accessibility and success amongst this crucial student population.

**Cole Childers**, *Sr. Academic Advisor, Transfer & Transition Advising Center*  
University of Cincinnati

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*Educational Session*

### **2360 - Developing a Sustainable Peer Mentoring Structure for Today's Transfer Students**

Transition Programs and Services, Partnerships and Collaboration

The University of Texas at Dallas implemented a 1:1 peer mentoring program focused on helping new transfer students' institutional transition and providing deeper leadership connections for returning transfers. The presenters will provide an overview of strategies employed to empower current transfer students in mentoring, create an environment conducive to stronger academic outcomes, pivot from in-person to virtual programming in the time of Covid-19, harness university resources for sustainable program growth, provide personalized support, and create collaborative assessment practices.

**Hilary Roush Freeman**, *Assistant Director of Undergraduate Programs*  
**Hillary Beauchamp Campbell**, *Director of Undergraduate Education*

University of Texas at Dallas

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*Educational Session*

### **2369 - Transferring Credits and Accommodations**

Transition Programs and Services, Partnerships and Collaboration

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

**Jennifer Osinski**, *Director of the Accessibility Office*  
**Debora Bergen**, *Director of Advising and Transfer*

Bucks County Community College

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*Research Spotlight*

### **2374 - A Place for Me? African American Transfer Student Involvement at a PWI in the Midwest**

Matriculation Trends and Issues, Special Populations

The purpose of this session is to explore the experiences and sense of belonging of African American transfer students attending a predominantly White institution in the Midwest when resources tailored to this specific group were available. The study sought to explore the effect that support services (or lack of) and staff had on the lived experiences and student involvement of African American transfer students on a particular campus.

**Danielle McCall**, *Manager, Academic Operations*  
Lindenwood University

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*Educational Session*

### **2390 - Promoting Access, Equity, and Completion through the Programming of Equity-Focused Transfer University Tours**

Diversity and Inclusion, Leadership and Strategic Planning

In 2020, Mt. San Antonio College's Transfer Center received the College President's Excellence & Innovation in Teaching and Learning through Outcomes Assessment Award for successfully restructuring their annual Northern California University Tours aimed at achieving equitable student outcomes. Join this session to learn about how to structure university tours that can remove financial barriers to explore transfer options, develop a sense of belonging in higher education, and support transfer success among historically underrepresented students.

**Lupita Jimenez**, *Transfer Specialist & Adjunct Counselor*

**Alana Bachor**, *Counseling Faculty*

**Jesse Lopez**, *Counseling Faculty*

Mt. San Antonio College

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*Educational Session*

### **2403 - An International Lens on How to Service the Transfer Student Population**

Partnerships and Collaboration, Special Populations

International admission and transfer evaluation services are working with two special student populations: International transfer students and adult students with international transcripts. Interdepartmental collaboration is key to streamline the process of recruitment, admission, and enrollment of transfer students in a large, public, research 4-y university. We will share matriculation trends, data, and post-COVID issues we encountered during the last 2 years, and how we have addressed them.

**Elizabeth Carrillo**, *Associate Director, Transfer and Transition Services*

**Delver Retana**, *International Admissions Officer III, DSO*

Florida International University

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*Educational Session*

### **3002 - Virtual "Hokie" Corner: Expanded Transfer Connections and Engagement in the Time of COVID**

Transition Programs and Services, Partnerships and Collaboration

Join representatives from Virginia Tech Admissions and Advising to learn about the challenges of adapting a prospective transfer student engagement model to the virtual realm. Learn how we employed new tools and technologies to create synergy and facilitate comprehensive student support throughout the transfer process. We will also analyze the outcomes of the program, which include expanded geographic and demographic reach, increased student satisfaction, and measurable impacts on enrollment.

**Nasim Schwab**, *Assistant Director, Transfer Student Initiatives*

**Jarrid Dulaney**, *Transfer Coordinator and Senior Assistant Director of Undergraduate Admissions*

Virginia Tech

# POSTERS

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*Educational Session*

## **2306 - A Successful Criminal Justice Learning Community for Transfer Students**

Credits and Degree Pathways, Leadership and Strategic Planning

Upon entrance to a new educational institution, transfer students battle with many struggles, resulting in the creation of learning communities to provide these students with the necessary skill set to navigate the challenges of integration into a new university or college. Through this exploratory and descriptive cross-sectional study, this research's purpose was to assess how effective this learning community is in assisting transfer students.

**Charisse Coston**, *Associate professor*  
University of North Carolina at Charlotte

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*Research Spotlight*

## **2315 - Preparing Students for Transfer through Summer Research Opportunities**

Diversity and Inclusion, Transition Programs and Services

The Transfer-to-Excellence (TTE) Summer Research Program provides community college students with a valuable hands-on learning opportunity as they prepare for transfer. This presentation will detail the positive impacts of such a program on students' research skills, science identity, confidence to pursue further education, and transfer rates. Furthermore, audience members will learn about the importance of expanding research opportunities to community college students and will obtain information necessary to develop similar summer research programs on their campuses.

**Nicole Evans McIntyre**, *Manager of Transfer Success Initiatives*  
College of Engineering, University of California, Berkeley

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*Research Spotlight*

## **2333 - Longitudinal Analysis of Transfer Students**

Credits and Degree Pathways, Matriculation Trends and Issues

We followed a cohort of approximately 17,000 freshmen who entered community college in Fall 2013, as they moved through the various stages of transfer and enrollment in bachelor's programs. We quantified how many students did not progress or perform positively through the pipeline at four challenge points (lack of transfer application, transfer melt, lack of credit transfer, and transfer shock). We found substantial lack of progress in the pipeline at each of these points.

**Kerstin Gentsch**, *Senior Policy Analyst*  
**Nayeon Yoo**, *Quantitative Analyst*

City University of New York (CUNY)

**Alexandra Logue**, *Research Professor*  
CUNY Graduate School and University Center

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*Educational Session*

### **2395 - Improving The Perceptions of Transfers as Researchers**

Diversity and Inclusion, Leadership and Strategic Planning

Faculty often exclude transfer students from taking part in undergraduate research because they are afraid that these students' late entry into the university system will make it difficult to integrate them into research groups. Educating faculty about the benefits of working with transfer students can help integrate transfer students into the broader university community.

**Paola Portabales Mosquera de Barros**, *Undergraduate Student Researcher*

**Isaac Bouchard**, *Undergraduate Student Researcher*

**Daniel del Cid**, *Graduate Student Researcher*

**Jill Sharkey**, *Associate Dean / Professor*

University of California, Santa Barbara

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*Research Spotlight*

### **2400 - Protecting Transfers from Bias and Other Risk Factors in the University Setting**

Special Populations, Diversity and Inclusion

The purpose of the project was to identify ways to more comprehensively address pitfalls of university culture through prevention by investigating all aspects of substance use through a social-ecological model. To this aim, this project engaged a team of key stakeholders critical for the UCSB campus climate. This includes UCSB Alcohol and Drug Programs, Diversity, Equity & Inclusion; Academic & Staff Assistance Program; Health & Wellness; Institutional Research, Transfer Student Center and faculty and students.

**Isaac Bouchard**, *Undergraduate Student Researcher*

**Paola Portabales Mosquera de Barros**, *Undergraduate Student Researcher*

**Daniel del Cid**, *Graduate Student Researcher*

**Jill Sharkey**, *Associate Dean/ Professor*

University of California, Santa Barbara

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*Educational Session*

### **2401 - Paid Virtual Summer Research Experience: Belonging and Science Identity**

Diversity and Inclusion, Partnerships and Collaboration

A paid virtual summer research experience was developed to address the research-gaps created by the COVID-19 pandemic. Students' sense of belonging and science identity were compared pre- and post-participation. Results indicate that the virtual summer research experience did not uniformly bolster students' science identity, however, pre- and post-results indicated that the experience facilitated perceptions of belonging due to notable faculty-student and peer-to-peer relationships. This session will inform future virtual research experience development.

**Tai Do**, *Graduate Student*

**Yue Zhang**, *Graduate Student*

**Crystal Lee-Thao**, *Graduate Student*

**Keisha Varma**, *Associate Vice Provost, Office for Equity and Diversity*

**Megan Earnest**, *LS-NSSA Director*

University of Minnesota

**Jessica Bell**, *Faculty*

Century College

**Renu Kumar**, *Faculty*

Minneapolis College