

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

VIRTUAL | FEBRUARY 1-3, 2023

PORTLAND, OR | FEBRUARY 21-23, 2023



NATIONAL INSTITUTE FOR THE STUDY OF TRANSFER STUDENTS



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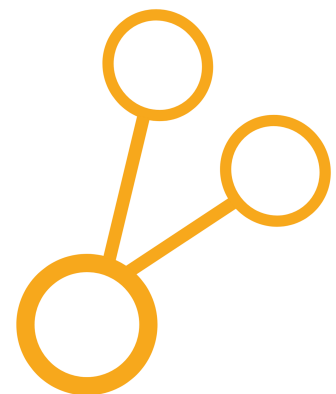
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CONFERENCE THEME

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

You’ve probably benefited from a connector - a person who went out of their way to introduce you to someone or something new and shifted your perspective to help you reach your goals. If so, then you know how powerful and potentially life-changing such developmental relationships can be. In the context of transfer, connectors go beyond quick referrals and instead take the time to validate students' strengths and needs, map action steps to outcomes, and suggest meaningful and timely resources. Simply stated, Connectors provide the fuel that propels transfer students’ momentum.

NISTS 2023 will explore this important role and the many ways we can leverage our knowledge and networks to support transfer students’ journeys. Your voice is crucial to the conversation, and we can’t wait to see you!



National Institute for the Study of Transfer Students
 University of North Georgia • www.nists.org • nists@ung.edu

SCHEDULES-AT-A-GLANCE

VIRTUAL

WEDNESDAY, FEBRUARY 1

10:00am - 11:45am	Exhibit Hall Open
10:30am - 11:45am	1st Time Attendees Welcome
12:00pm - 1:30pm	Opening Session & Keynote
1:45pm - 2:45pm	Collaboration Circles
2:45pm - 3:00pm	Recharge & Stretch Break
3:05pm - 3:55pm	Concurrent Breakout 1
4:10pm - 5:00pm	Concurrent Breakout 2

THURSDAY, FEBRUARY 2

10:00am - 11:00am	Exhibit Hall Open
11:00am - 12:15pm	Plenary: Student Panel
12:30pm - 1:30pm	Plenary: Practitioner Panel
1:30pm - 1:45pm	Yoga Stretching w/CollegeSource
2:00pm - 5:00pm	Action-Focused Workshop

FRIDAY, FEBRUARY 3

11:00am - 12:00pm	Exhibit Hall Open
12:00pm - 12:50pm	Concurrent Breakout 3
1:15pm - 2:15pm	Closing Keynote
2:30pm - 3:30pm	Conference Takeaways
3:30pm - 3:45pm	Closing Remarks

[On-Demand Videos](#)

[Poster Presentations](#)

**All times EST.*

PORTLAND

TUESDAY, FEBRUARY 21 *Spirit Day!*

10:00am - 11:00am	Find Your People, Learn Together
11:00am - 1:00pm	Exhibit Hall Open
11:00am - 12:00pm	1st Time Attendees Welcome
1:00pm - 2:40pm	Opening Session & Keynote
2:40pm - 3:00pm	Beverage Break
3:00pm - 4:00pm	Collaboration Circles
4:20pm - 5:10pm	Concurrent Breakout 1
5:15pm - 6:45pm	Opening Reception & Posters

WEDNESDAY, FEBRUARY 22

8:00am - 5:00pm	Registration/Help Open
7:45am - 8:45am	Breakfast
8:45am - 10:30am	Action-Focused Workshop
10:50am - 11:40am	Concurrent Breakout 2
11:40am - 1:40pm	Lunch on Your Own
1:40pm - 2:30pm	Concurrent Breakout 3
2:50pm - 3:40pm	Concurrent Breakout 4
3:40pm - 4:10pm	Network with Exhibitors
4:10pm - 5:00pm	Concurrent Breakout 5

THURSDAY, FEBRUARY 23

8:00am - 1:00pm	Registration/Help Open
7:30am - 8:30am	Breakfast
8:30am - 9:45am	Plenary: Student Panel
10:10am - 11:00am	Concurrent Breakout 6
11:00am - 11:15am	Beverage Break
11:15am - 12:15pm	Conference Takeaways
12:15pm - 12:30pm	Closing Remarks

**All times PST.*

SPONSORS & PARTNERS

PLATINUM



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*The Pennsylvania State
University*

Kimberly Snowden
The University of Akron

Comfort Sumida
University of Hawaii at Hilo

Tanya Wineland
*Virginia Commonwealth
University*

Amanda Zacur
Cleveland State University

Chris Ziemba-Tolbert
Gaston College

ANNUAL AWARD WINNERS

BONITA C. JACOBS TRANSFER CHAMPION AWARDS



CATALYSTS *(from left to right)*

- **Jessie Ryan**, *Executive Vice President*, The Campaign for College Opportunity
- **Darla M. Cooper**, *Executive Director*, The RP Group
- **Rita Snyder Furr**, *Asst. Director, ADVANCE Operations*, George Mason University and Northern Virginia Community College



RISING STARS *(from left to right)*

- **Jaclyn Duerr**, *Program Mgr for Transfer Student Success*, University of California, San Diego
- **Mayra Arroyo**, *Coordinator, Transfer Services*, Rowan University
- **Emily Tichenor**, *Director, University Transfer*, Tulsa Community College (past)
- **Jacqui Rogers-Frere**, *Interim Assistant Registrar*, College of Southern Maryland (not shown)

2023 NATIONAL TRANSFER STUDENT AMBASSADORS



(from left to right)

- **Atziri C. Regalado Juarez**, University of Utah
- **Jolynna Dang**, University of California, Irvine
- **Juan "Oso" Bran-Gudiel**, University of California, Santa Barbara
- **Emily Armlin**, Union College

BARBARA K. TOWNSEND DISSERTATION OF THE YEAR



- **Courtney S. Green**, University of North Carolina, Charlotte

Dissertation Title:

Persistence of Engineering Transfer Students: Identifying Student-Influenced and Institution-Influenced Academic Success

To learn more about these awards and each of our winners, visit the [NISTS Blog](#) on our website.

SESSION THEMES

At NISTS, we believe it takes all of us working together, beyond silos, to effectively support transfer students' diverse identities, needs, and pathways. All conference sessions prioritize evidence-based and culturally relevant practices and align with at least one of the following broad session themes. These themes intentionally blur traditional boundaries between functional areas and across 2-year, 4-year, and blended institutional types.

CREDITS AND DEGREE PATHWAYS

Complicated credit policies and unclear academic plans too often delay transfer students' progress and persistence, causing excess credit accumulation, multiple major changes, and/or reduced personal momentum. Presentations in this category explore ways to improve credit transferability and applicability and may include topics such as awarding various forms of academic credit (i.e., prior-learning, competency-based, etc.), the credit articulation process, curriculum alignment, degree maps, guided pathways, and reverse transfer.

DIVERSITY AND INCLUSION

Transfer offers students from a variety of backgrounds and experiences the opportunity to pursue higher education, while simultaneously bringing rich diversity to our campuses. These presentations focus on creating an equitable and inclusive transfer culture for students from groups that often experience marginalization. Topics address issues that directly affect these students, including assisting them as they move between institutions, easing their personal, social, financial, and academic adjustment, and facilitating student belonging, motivation, and self-efficacy.

LEADERSHIP AND STRATEGIC PLANNING

The support of institution and system leaders is critical to the success of transfer initiatives. Presentations in this category explore how individuals and groups leverage their influence to ensure that planning efforts include transfer and reflect the transfer student perspective. Of particular interest are conversations about: galvanizing leadership—both appointed and grassroots—to prioritize transfer; specific examples of incorporating transfer into the mission and goals of institutions and departments; working across institutions to create a shared transfer vision; and empowering students to influence institutional transfer culture.

MATRICULATION TRENDS AND ISSUES

As they contemplate and initiate transfer, students rely on timely, accurate, and clear information from a wide range of campus constituents, including academic departments,

admissions, advising, financial aid, orientation, registrar, and even residence life. Presentations in this category spotlight the planning and enrollment phases of the transfer student lifecycle, specifically the trends, issues, policies, and practices that transfer students may face from the initial point of interest through the first semester of attendance at their new institution.

PARTNERSHIPS AND COLLABORATION

Facilitating a holistic and inclusive transfer student experience requires identifying and involving key stakeholders that represent a variety of perspectives, disciplines, and functional areas. These sessions address the importance of forming intentional relationships within and between institutions, with an emphasis on relationship development and measurable outcomes. Of particular interest are projects that involve personnel at both sending and receiving institutions and/or collaborative efforts that combine academic and student affairs expertise.

SPECIAL POPULATIONS

Transfer students hold a variety of intersecting identities with needs that extend beyond their student types and demographics. Presentations in this category discuss these [new majority learners](#) in more detail and/or highlight programs and services tailored to facilitate a smooth and equitable transfer experience. Special populations include, but are not limited to: adult learners, parent/caregivers, LGBTQ+, military-affiliated, online-only, part-time, formerly incarcerated, those with a disability, and students who have experienced trauma.

TRANSITION PROGRAMS AND SUPPORTS

Transfer students have a wealth of knowledge and experiences, and they deserve purposeful and tailored support as they navigate their new institutions, particularly during the first year. Presentations in this category concentrate on helping students acclimate and build relationships as they 'find their fit' in the campus community and discover ways to engage in high-value personal, social, and academic activities. Of particular interest are sessions that explain how these programs and services contribute to student persistence, retention, and completion.



VIRTUAL WEDNESDAY, FEBRUARY 1

FIRST-TIME ATTENDEES WELCOME

10:30 - 11:45 am EST

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

Janet L. Marling, *Executive Director*

Judith T. Brauer, *Associate Director*

Emily Kittrell, *Assistant Director*

National Institute for the Study of Transfer Students (NISTS)

OPENING SESSION & KEYNOTE

12:00 - 1:30 pm EST



Christine Ortiz Guzman

Founder & CEO

Equity Meets Design

How do we *do* equity?

Conversations about systemic and institutional forms of racism and oppression are now mainstream. But what comes after the conversations? How do we actually do equity? Dr. Christine Ortiz Guzman believes that racism and inequity are fundamentally products of design. That is, our world got to its current state through a series of (design) decisions made by people (designers). Racism and inequity are neither preordained nor inevitable. If we have designed our way to where we are, we can design our way to something better.

The equityXdesign (“equity by design”) process is a framework with a set of principles, tools, and mindsets that equip us to approach everything we do (design) through the lens of equity. Dr. Ortiz Guzman will share the core tenets of the framework, how it came to be, and what it looks like in practice. The hope is that this process can offer a way for us to operationalize our equity values, creating a concrete path to what comes next in our collective work.

Following the keynote, NISTS staff will briefly introduce you to this year's Bonita C. Jacobs Transfer Champions, the Barbara K. Townsend Dissertation of the Year award winner, and our four amazing National Transfer Student Ambassadors.

COLLABORATION CIRCLES

1:45 - 2:45 pm EST

2808 - Raising One Another Up: Working Through the Pain Points of Transfer Support Together

Partnerships and Collaboration, Leadership and Strategic Planning

As rewarding as our profession can be, it also comes with its set of challenges. Join us as we provide a safe space to discuss our experiences as (sometimes the only) transfer advocate in our departments. Through this open forum we'll discuss challenges in our day-to-day work, and how we can develop a supportive inter-institution network/community while taking care of ourselves in the process.

Presented by:

Members of the NISTS 2023 Curriculum Planning Committee

Nancy Davis, *Assistant Director, Engineering Undergraduate Office*, University of California, Davis
Jackie Duerr, *Program Manager, Transfer Student Success*, University of California, San Diego
Lila Mendoza, *Assistant Director, Evaluation*, University of California, Los Angeles
Alison Scheide, *Senior Assistant Director for Transfer Recruitment*, University of South Carolina

CONCURRENT BREAKOUT 1

3:05 - 3:55 pm EST

Research Spotlight

2756 - The True-Life Story of Transfer Students' Credits: The Bad and the Good

Credits and Degree Pathways, Transition Programs and Supports

We tracked the degree applicability of vertical transfer students' credits over time using a daily archive of student course records. Only a small proportion of the non degree-applicable credits that students evidenced after transferring had acquired that status due to transfer. Detailed understanding of credits' degree applicability over time is needed in order to determine which advising and other strategies will best ensure that transfer students accumulate as few non degree-applicable credits as possible.

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

Nayeon Yoo, *Research Analyst II*
Kerstin Gentsch, *Senior Policy Analyst*
Colin Chellman, *University Dean*
 City University of New York (CUNY)

Educational Session

2769 - Connecting Faculty to Transfer Student Success: Managing a Transfer Pathway Development Process

Credits and Degree Pathways, Partnerships and Collaboration

As institutions increasingly look to transfer enrollment to meet recruitment goals, they must simultaneously consider how to ensure an efficient pathway to a baccalaureate degree, which requires departments to include transfer considerations in curriculum decisions at the discipline level. Cross-institutional partnerships amongst faculty and staff are vital to this goal. Participants will learn how an award-winning transfer partnership manages a faculty-engaged pathway development process, including key factors that have supported the success of these efforts.

Elizabeth Bartles, *Coordinator for Transfer Pathways and Prior Learning*
 George Mason University

Casey Lukszo, *Associate Director, Curriculum and Innovative Education*
 Northern Virginia Community College

*Educational Session***2779 - Retaining Transfer Students: Macro and Micro Approaches**

Transition Programs and Supports, Leadership and Strategic Planning

This session will briefly review the historical neglect of transfer students and offer strategies for reconciling discrepancies between how institutions provide transitional experiences for first-time-in-college students and transfer students. A specific transitional effort – the Transfer Seminar – will be described in detail, specifically via already existing courses. Participants will be able to determine how this approach could be adapted and will be shown the success outcomes of higher retention and graduation rates using this approach.

Thomas Grites, *Assistant Provost (Ret); Adjunct Faculty*
Stockton University

*Educational Session***2805 - The Power of Intention: Designing an Inclusive and Thriving Community College Transfer Center**

Partnerships and Collaboration, Transition Programs and Supports

In this session, we will discuss the building of a community college transfer center funded by a Title V grant. The central goal of the transfer center was to combat equity gaps in retention completion and transfer metrics at the college. We will cover the framework and theory used to design the center's programming, student resources, and policies. We will expand upon the center's timeline, impact on institutional transfer culture, early outcomes, and stakeholders engaged.

Nelly Marcial, *Assistant Dean for Academic Affairs,*
Arrupe College
Loyola University Chicago

Nancy Guzman, *Transfer Coordinator*
College of DuPage

*Research Spotlight***2821 - Transfer Intersectionality: A Student-Centered Approach to Transfer Transition Support**

Transition Programs and Supports, Matriculation Trends and Issues

If you sat down with your new transfer students, what would they tell you? Do you really know how incoming transfers are experiencing your institution? This session explores the impact of the campus environment on transfer students' sense of belonging. Findings highlight the uniqueness and compounding influence(s) of multiple social identities and roles, and the benefit of supportive relationships in students' sense of connection to the institution. Consider ways to strengthen transfer student integration by thinking beyond procedural efficiency toward individualized identity-based support.

Julia Butler-Mayes, *Director of Academic Advising*
Katie Burr, *Director of Assessment*
University of Georgia

*Educational Session***2839 - Creating Greater College Access and a Four-Year Experience Through Community College Partnerships**

Partnerships and Collaboration, Transition Programs and Supports

Through the advent of a national collaborative, a private university and a community college are creating greater opportunities for first-generation college students to attend and benefit from a high-quality, private university education. Participants will learn how creating a public-private transfer program can assist in easing the transition for transfer students. In particular, we will highlight features like holistic, built-in support across all 4-years, and student feedback and success.

Donnell Wiggins, *Associate Vice President for Strategic Enrollment Management and Dean of Admission*
Cody McMillen, *Executive Director of Recruitment and Admission for Transfer and Strategic Partnership Programs*
University of Dayton

*Educational Session***2847 - Planning Transfer Student Success: CSU Bakersfield's Program Pathways Mapper (PPM)**

Credits and Degree Pathways, Partnerships and Collaboration

Streamlining and publicizing pathways to degree completion for transfer students is critical in decreasing time to degree and preparing qualified candidates for California's workforce needs. CSU Bakersfield's Program Pathways Mapper (PPM) is one tool aimed to reduce excess unit accumulation, shorten time to degree completion, and eliminate equity gaps. Representatives from the campus will present current data on transfer success and discuss implementation of the PPM tool.

Kris Grappendorf, *Lecturer/Faculty Fellow Enrollment Management*

Debra Jackson, *Associate Vice President for Academic Affairs & Dean of Academic Programs*

Natasha Harris, *Senior Admissions Officer & Transfer Center Student Success Coordinator*

Monica Malhotra, *Associate Vice President, Institutional Research, Planning and Assessment*
California State University, Bakersfield

*Educational Session***2851 - Portraits of Success: Transfer Student Mentoring**

Transition Programs and Supports, Diversity and Inclusion

The Transfer Mentoring program began in 2012, which means we have 10 years of participant data to share. Our primary focus is to partner new transfer students with a paid, peer mentor during their first semester to assist the transfer student with their transition and goals. Transfer students at the university will record videos of their stories during NTSW to share with the public.

Katherine Lawlor, *Transfer Jacks Coordinator & Co-supervisor of the Transfer Jacks Mentoring Program*
Giselle Soto, *Graduate Assistant & Co-supervisor of the Transfer Jacks Mentoring Program*
Northern Arizona University

*Educational Session***2877 - Navigating the Social Bases of Power to Influence Change**

Leadership and Strategic Planning, Partnerships and Collaboration

Transfer Advisors, Specialists, and Administrators are commonly in positions that reveal areas needing improvement within higher education settings. While they are often capable of identifying solutions that will ultimately improve the student experience, they are not always the ones with the power to affect immediate change. To successfully navigate leading change from the middle, transfer professionals must understand both organizational change in the higher education setting and the theories surrounding the social bases of power and how to apply the power/interaction model for interpersonal influence to their benefit. This session will introduce these theories and explore mechanisms to translate them to practice. Attendees will learn to leverage the theories related to individual sources of power to influence positive change in the absence of formal leadership titles or decision-making ability. This session will discuss strategies for success in leading from their current roles.

Jennifer Brown, *Vice Chancellor for Student Affairs*
Windward Community College

*Educational Partner/Sponsor Session***2875a - Inspire Equivalency Confidence Using TES + Transferology**

Credits and Degree Pathways, Leadership and Strategic Planning

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 141 million course descriptions, 172,000 catalogs, and 29 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, *Client Solutions Specialist*
CollegeSource, Inc.

CONCURRENT BREAKOUT 2

4:10 - 5:00 pm EST

Facilitated Discussion

2749 - Effective Coalitions in Redesigning Teacher Education

Partnerships and Collaboration, Credits and Degree Pathways

This action research study documents the development of partnerships between academic advisors and faculty administrators, specifically of a program that requires transfer to a university. This study explores the process to build a new pre-elementary education program grounded in a partnership between academic advisors and faculty administration. The outcome was the creation of a program that transfers (2+2) to two neighboring universities.

Carolyn Casale, *Director of Pre-Education*
Sherry Clippert-Devogel, *Academic Advising Faculty*
 Henry Ford College

Research Spotlight

2791 - Faculty Views about Student Transfer from Community to Bachelor's-Granting Colleges

Leadership and Strategic Planning, Credits and Degree Pathways

The role of faculty views about vertical transfer from community to bachelor's-granting colleges is underrepresented in the empirical literature. In fall, 2021, 3,871 faculty members of a large urban public university participated in a survey of their transfer-related experiences and their knowledge and attitudes about vertical transfer. Results suggest that most faculty know relatively little about transfer, and some of what they think they know is wrong. Moreover, bachelor's and community college faculty have different views about vertical transfer students, policies and practices that could have implications for transfer student success.

Vita Rabinowitz, *Leadership Fellow, Heckscher Foundation; Professor Emerita, Hunter College of the City University of New York*
Yoshiko Oka, *Research Analyst*
 City University of New York (CUNY)

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

Educational Session

2793 - Ethical Transfer Practices: Competing Schools Shared Mission

Leadership and Strategic Planning, Partnerships and Collaboration

Over the past two decades, the landscape of higher education has descended into an arms race. This race to attract and enroll prospective transfer students has often resulted in haphazard recruiting practices utilizing existing first-year tactics for a student population that requires much more nuance. This presentation will look at the ways that ethical and holistic advising practices for prospective transfer students can advance the mission of enrollment management and the students we serve.

Daniel Wright, *Asst. Director, Transfer & Transition Advising Center*
 University of Cincinnati

Rachel Fulton, *Wright Path Program Manager*
 Wright State University

Educational Session

2803 - Transfer Tips for Success: A Transfer Student Video Series

Transition Programs and Supports, Partnerships and Collaboration

This presentation will share an innovative project developed in partnership with multiple educational institutions to create a video series for transfer student success. The videos included students, faculty, and advisors and topics were related to transfer readiness, such as preparing students for the academic experience, providing faculty engagement opportunities, and introducing students to success resources while also highlighting student involvement and peer coaching.

Kimberly Hardy, *Assistant Vice Provost*
 University of Central Florida

*Educational Session***2807 - Using A University-Wide Initiative to Fuel Transfer Reforms: Transfer Explorer At CUNY**

Credits and Degree Pathways, Partnerships and Collaboration

This session provides an overview of the continued development of Transfer Explorer, a tool introduced at the 2022 NISTS conference that aims to reduce loss of transfer credit, and its adoption at the City University of New York (CUNY) as part of a University-wide initiative to improve vertical transfer. Strategies and ideas will be presented on how attendees can advance transparent policies and procedures at their own institutions.

Christopher Buonocore, *Director of Student Success*
Lehman College, City University of New York

Christopher Vickery, *Emeritus Professor of Computer Science*

Queens College, City University of New York

Kara Heffernan, *University Assistant Dean for Student Success Initiatives and Deputy/Chief of Staff to the Associate Vice Chancellor for Academic Affairs*
City University of New York (CUNY)

Pooja Patel, *Analyst*
Ithaca S+R

*Educational Session***2817 - Online Education Vendors and ACE Recommendations: Educating a System for Greater Student Credit Attainment**

Credits and Degree Pathways, Partnerships and Collaboration

Today's students bring learning experiences, skills, and knowledge from many different sources, including those outside the college or university classroom. One source is online education vendors, many with programs that have been evaluated by the American Council on Education (ACE) for potential academic credit recommendations. This session will offer tools and strategies for increasing awareness of this option and best practice in application of these credits.

Mary Beth Lakin, *Director, Credit for Prior Learning Assessment Network (C-PLAN)*

Jessica Migler, *Assistant Director for Transfer*
Minnesota State Colleges and Universities

*Research Spotlight***2831 - Student Feedback on the Transfer Experience Prior to and Following the COVID19 Pandemic**

Transition Programs and Supports, Matriculation Trends and Issues

Some transfer students experience decreases in performance upon transitioning to a four-year institution. The COVID19 pandemic brought additional challenges for transfers. Surprisingly, the post-pandemic cohort of transfers academically outperformed the pre-COVID19 cohort. No differences between cohorts were found in usage of pre-transfer resources. Findings indicate resources provided to transfer students were not effectively utilized regardless of cohort. However, the circumstances of the pandemic changed the way transfers interacted with peers and instructors.

Cori Cooper, *Graduate Research Assistant*
Jennifer Bundy, *Assistant Professor of Animal Science*
Michael Retallick, *Professor and Department Chair of Agricultural Education and Studies*
Elizabeth Foreman, *Associate Director of Student Recruitment, College of Human Sciences*
Kelsey Powell, *Academic Advisor, Department of Animal Science*
Iowa State University

*Educational Session***2852 - Transfer "Leader"-ologist: Forecasting with Nuanced Narratives for Responsive Pre-Transfer Advising**

Leadership and Strategic Planning, Matriculation Trends and Issues

This proposal argues that an effective pre-transfer advisor serves as a barometer for a campus, identifying the leading edge of patterns that shape the climate for transfer students. Transfer initiatives should evolve from synthesizing data and narratives to pinpoint unique needs and opportunities for strategic support. This session aims to unpack the potential of raw student administration data and anecdotal advisee data to shape a responsive transfer culture committed to equity and success.

Desiree Sterling, *Coordinator, Pre-Transfer Advising*
University of Maryland Baltimore County

*Educational Session***2862 - Transfer Career Capital: The Secret Sauce to Equitable Career Outcomes for Students Who Transfer**

Transition Programs and Supports, Diversity and Inclusion

In the last two decades, strengthened investment and reform has enhanced the community college transfer experience. However, these innovations have primarily focused on curricular pathways and navigational barriers, with less emphasis placed on concurrent, sector-based career development. This session highlights George Mason University's journey to enhance the career readiness of STEM transfer students. Explore Transfer Career Capital (TCC), a novel concept and approach to guide intervention design and address equity in sector-based professional preparation.

Kerin Hilker-Balkissoon, *Director of College Access and Career Pathways*
George Mason University

*Educational Session***2863 - Opening the Door to Transfer at Highly Selective Private Institutions**

Partnerships and Collaboration, Diversity and Inclusion

How many transfer students enrolled at selective colleges and universities in Fall 2017? Just three percent. In January 2021, the Aspen Institute College Excellence Program and Jack Kent Cooke Foundation piloted a new model to help open the door to the Ivy League and elite liberal arts colleges. Now, the Transfer Scholars Network is a collective of 24 community colleges and four-year institutions, working to identify and guide high-achieving students through the complex admissions process. During this session, we'll walk through the model and outcomes, elevate lessons from both sets of partners, and surface best practices that ensure student success.

Adam Rabinowitz, *Senior Manager*
Ben Fresquez, *Senior Manager*
Aspen Institute College Excellence Program

*Educational Partner/Sponsor Session***2867a - Connections Between Prior Learning and Purdue University Global Programs**

Credits and Degree Pathways, Leadership and Strategic Planning

Purdue University Global is committed to removing barriers that can prevent adults from completing their degree. Our online programs are designed to allow for maximum flexibility, allowing students to transfer up to 75% of their credits into most programs. This session will provide users an overview of Purdue University Global and the processes that are in place to create pathways that allow our transfer students to reach their goals as quickly as possible.

Allegra Fowler, *Executive Director of the Center for Prior Learning Recognition*
Purdue University Global

VIRTUAL

THURSDAY, FEBRUARY 2

PLENARY: STUDENT PANEL

11:00 am - 12:15 pm EST



NISTS 2023 Transfer Student Ambassadors

Amplifying Student Voices: Learning from Their Experiences to Improve Our Advocacy

Students are our most treasured sources of insight, and the very reason we want to be the most effective transfer advocates we can. This panel consists of transfer students, who will share their challenges, achievements, and wisdom. They will also offer suggestions and feedback which transfer advocates can use to assess and improve their own services and best practices. A primary goal of this panel is to provide concrete, student-centered, actionable ideas that you can immediately put into practice.

Moderators:

Susie Morales, *Program Manager-Leland Scholars*, Stanford University

Brandi Stacey, *Project Manager-Alabama Transfers*, University of Alabama

Panelists:

Atziri C. Regalado Juarez, University of Utah

Jolynna Dang, University of California, Irvine

Juan "Oso" Bran-Gudiel, University of California, Santa Barbara

Emily Armlin, Union College

PLENARY: PRACTITIONER PANEL

12:30 - 1:30 pm EST



Shannon Ingram
Director, Diversity, Equity, & Inclusion
Maryland Institute College of Art

Courageous Conversations: Exploring the Impact of Our Intersecting Identities

Join this panel session where professionals who support transfer students pre- and post- community college transfer (representing various identities), explore their own lived experiences and how these lived experiences inform their work. The goal of the session is for participants to explore their positionality and privilege as practitioners, and to provide participants with a tool kit of strategies and approaches to enhance their ability to build rapport and more effectively and equitably serve diverse students.

MC: Kerin Hilker-Balkissoon, *Director of Educational and Career Pathways*, George Mason University

Panelists:

Rommel Jose Aguilar Cardenas, *Assistant Director-First-Gen+ Center*, George Mason University

Yannick Ladson, *Director-Mental Health and Wellness Center*, Mercer County Community College

Jennifer Brown, *Vice Chancellor for Student Affairs*, Windward Community College

ACTION-FOCUSED WORKSHOP

2:00 - 5:00 pm EST



Christine Ortiz Guzman
 Founder & CEO
 Equity Meets Design

The 7 Problems with Problems: Using Equitable Problem Definition to Understand the Problems We Seek to Solve

Poorly defined problems are powerful agents of inequity. Sometimes we ignore the ways problems impact real people and even blame individuals for the inequities of systems.

Equitable Problem Definition requires us to contextualize problems, name their origins and manifestations, and identify the people who benefit from and perpetuate them. When we recognize the truth of inequity, we can begin to design for justice, liberation, and belonging.

At Equity Meets Design, we have developed a suite of equity tools. This workshop allows you to try one of our most powerful tools: the 7 Problems with Problems.

We ask you to briefly describe a current “problem” in your day-to-day work, whether an issue you’ve struggled with, a new task your team is handling, an internal organizational issue, or an external problem related to clients and partners. Our workshop will provide tools to help you improve and deepen your framing and articulation of the problem.

During the session, you will be part of a small group, and together you will pick one problem to use for the workshop as a space to practice equity-centered tools.

VIRTUAL

FRIDAY, FEBRUARY 3

CONCURRENT BREAKOUT 3

12:00 - 12:50 pm EST

Educational Session

2758 - Revamping a Statewide Articulation System in the Deep South

Credits and Degree Pathways, Partnerships and Collaboration

Nearly five years in the making, this session tells the story of how one state in the Deep South revised and rebranded its statewide transfer credit articulation system through a multi-institution partnership. The session will include a demo of the newly designed system website, as well as lessons learned while overhauling the system. Session attendees will take away with them ideas for cultivating inter-institutional partnerships to promote seamless transfer within their own states.

Brandi Stacey, *Project Manager, Alabama Transfers*
Michael Malley, *Program Coordinator, Alabama Transfers*
 University of Alabama

*Educational Session***2761 - Low-Cost, High-Impact Practices for STEM Transfer Success: Practical Solutions for All**

Transition Programs and Supports, Special Populations

Presenters will share simple, low-cost, and evidence-based practices for student success by engaging faculty and STEM students, with a focus on underrepresented groups and transfer students. In a higher education landscape that has physically and socially distanced students, faculty and support services, this presentation focuses on strategies that have brought these groups back together and enhanced community for students and faculty. Presenters will include strategies for scaling regardless of campus size or type.

Whitney Carswell, *Director, Transfer Center*
Elizabeth Heck, *STEM Transfer Coordinator*
Michal Coffey, *Director, Campus Learning Center*
 Virginia Commonwealth University

*Educational Session***2763 - Using Design Thinking Principles to Develop Transfer Pipeline Partnerships**

Credits and Degree Pathways, Partnerships and Collaboration

Transfer students with intended majors in business arrived missing prerequisites and struggled to adapt to the new environment and requirements. Learn how you can implement some of the design thinking strategies used by Baruch College to implement a multi-pronged solution that included: redesigned entry requirements, curricular coordination across CUNY Colleges, outreach to advise transfer students from our largest feeder institutions, and technology-enabled transparency of the transfer path from the two-year college through the four-year college.

Robert Kunicki, *Director of New Student & Family Programs*
Stephanie Gika, *Associate Director of Orientation*
Kannan Mohan, *Associate Dean for Academic Initiatives and Innovation*
 CUNY Baruch College

*Research Spotlight***2781 - Students, Faculty, and Staff Views on Transfer: Text Analysis of 34 Focus Groups and 35,000 Surveys**

Credits and Degree Pathways, Matriculation Trends and Issues

In 2019 and 2020, we surveyed 31,500 undergraduate students at The City University of New York and held sixteen focus groups on the topic of transfer. We analyzed text responses using a mixed methods approach including quantitative text analysis and qualitative coding. The results showed differences in word usage, sentiment, topics discussed, and perspectives based on students' academic and transfer histories. Issues related to credit transfer were among top concerns.

David Wutchiett, *Data Analyst/Scientist*
Kerstin Gentsch, *Senior Policy Analyst*
 CUNY Office of Applied Research, Evaluation, and Data Analytics

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

*Educational Session***2797 - Making Transfer a Priority: Articulation Supports and Programming**

Credits and Degree Pathways, Transition Programs and Supports

Governors State University is a small public university (<5,000) in south suburban Chicago where 90% of undergraduates are transfer students. Over the last 10 years, GSU has elevated its transfer pathways to include academic supports, co-curricular activities, and student success programming. Having these critical elements in place, when new initiatives call for more than just an articulation agreement, the question is not "How can we make this happen?" but rather "What MORE can be done?"

Jessica Specht, *Director of the Dual Degree Program*
Lisa Helm, *Director of Transfer and Persistence Initiatives*
 Governors State University

*Educational Session***2822 - Enhancing a Transfer Student's On-Campus Experience**

Transition Programs and Supports, Special Populations

Living-Learning Programs provide students with the opportunity to thrive both in and out of the classroom in a learning environment that becomes home. The Transfer Experience living-learning community is specifically designed to meet the needs of students who transfer to our institution from a community college or another four-year institution. This presentation will share how Transfer Experience came to be and how we continue to serve our transfer students living on campus.

Allison Silknetter, *Assistant Director, Transfer Student Initiatives*
Virginia Tech

*Educational Session***2833 - Starting With the End in Mind: Communicating with Incoming Transfers**

Partnerships and Collaboration, Diversity and Inclusion

Within this session, we will share how University Admissions and Transfer Center staff connected to build a more transfer receptive culture at their institution by focusing on transfer onboarding communications. We will share how we uncovered barriers and navigated institutional silos that resulted in missing or ineffective communication to incoming transfers. Participants will have time to reflect on how within any role in their institution they can work to support transfer specific and inclusive onboarding.

Heather Domonoske, *Transfer Center Coordinator*
Josh Michelsen, *Assistant Director of Admissions and Recruitment*
Cal Poly San Luis Obispo

*Educational Session***2834 - Transfer Transition: How 1-Credit Courses can be Utilized to Engage with First-Year Transfer Students**

Transition Programs and Supports, Partnerships and Collaboration

This session will describe the 8-week, Transfer Transition course at George Mason University. This session allows participants to have a better understanding of how this course can increase engagement to a new institution by learning about the evolution of the course, its successes, and its challenges. As transfer students continue to increase at institutions across the country, it is crucial for new transfer students to get information in a way that makes sense for them.

Caroline Simpson, *Coordinator for Contemporary Students*
George Mason University

*Educational Partner/Sponsor Session***2843 - Creating Equitable Pathways: Using Improvement Science to Guide Curricular Redesign for Transfer Students**

Credits and Degree Pathways, Leadership and Strategic Planning

This session will describe the outcomes of a national curricular analytics community focused on improving pathways for transfer students. Through a blend of synchronous meetings and online modules, community participants identified root problems in the curriculum related to transfer which they operationalized using a Plan, Do, Study, Act (PDSA) cycle. Session participants will leave with strategies to refine curricular and transfer systems, at their own institution, allowing more students to persist and graduate on-time.

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

CLOSING KEYNOTE

1:15 - 2:15 pm EST



Gregory Washington
President
 George Mason University

Giving Credit Where It's Due: Serving the Nontraditional Transfer

Universities too often overlook – and undervalue – a large segment of potential students whose life experiences enrich our campuses and whose knowledge and skills could fill critical needs in the workforce.

CONFERENCE TAKEAWAYS

2:30 - 3:30 pm EST

Reflect. Get Set. Connect.: Conference Takeaways and Closing Remarks

This interactive session will provide an opportunity for you to reflect on your conference experience, get set to take action on your campus, and connect with colleagues for continued sharing and accountability beyond this space.

Sandra Dika, *Associate Professor*, University of North Carolina, Charlotte
Rachel Fulton, *Wright Path Program Manager*, Wright State University
Anthea Henderson, *Lead Academic Advocate*, University of South Florida
Janet L. Marling, *Executive Director*, NISTS

ON-DEMAND VIDEOS

(conference app)

Educational Session

2759 - Beyond Transfer Credit: Credit for Prior Learning Foundations

Credits and Degree Pathways, Leadership and Strategic Planning

Join this session to learn how to support transfer students in gaining recognition for all of the knowledge they bring when enrolling at your institution. This session will outline the framework that our university uses to capture various forms of prior learning in order to enhance student success outcomes. You will learn about the key types of credit for prior learning and how to use them to empower transfer students.

Allegra Fowler, *Executive Director, Center for Prior Learning Recognition*
 Purdue University Global

Educational Session

2765 - A Success Resource for Transfer Students

Transition Programs and Supports, Special Populations

The presenter's Success Resource Guide for transfer students is a compilation of several years of advising, co-coordinating a Transfer Learning Community, and conducting research on social and emotional adjustment for transfer students. Each chapter of the guide contains valuable questions that are useful for transfer students, advisors, and/or anyone teaching to transfer students. This guide is designed for transfer students, advisors, and/or anyone teaching a class to transfer students.

Elaine O'Reilly, *Lecturer in Psychology*
 University of North Carolina at Charlotte

*Research Spotlight***2777 - Surveying Transfer Students in British Columbia, Canada: Why They Move and with What Success?**

Credits and Degree Pathways, Leadership and Strategic Planning

With the assistance of 25 British Columbia's public post-secondary institutions and the BC Stats agency, BCCAT surveyed over 4500 students in Spring 2019 to explore their goals, decision-making, experiences, and levels of satisfaction with institutions and the overall transfer process. We compare the results with a similar study conducted in 2012 and reflect on the relevance of the 2019 findings in a post-COVID reality.

Anna Tikina, *Director, Research & Admissions*
Elle Ting, *Research and Projects Officer*
 BC Council on Admissions & Transfer

*Facilitated Discussion***2788 - Accreditation & Transfer Student Success: Connecting the Dots between Equity, Quality, and Outcomes**

Diversity and Inclusion, Credits and Degree Pathways

Accreditors have tremendous power over definitions of quality and success in postsecondary education, and play a critical role in ensuring institutions meet the needs of their students and demands of their missions. But accreditors have not historically been associated with leading or incentivizing systematic equity-driven change. Some accreditors are increasingly focused on using evidence/disaggregated analysis to center equity, and thus new opportunities are emerging for accreditation to serve as a lever for transfer improvement efforts.

Alison Kadlec, *Founding Partner*
Lara Couturier, *Principal*
 Sova

Jamienne Studley, *President*
 WASC Senior College & University Commission (WSCUC)

Maria Hesse, *Professor of Practice, Mary Lou Fulton Teachers College*
 Arizona State University

Shirleatha Lee, *Dean, Mary Black College of Nursing*
 University of South Carolina Upstate

*Educational Session***2792 - Beyond Belonging: Creating Spaces for First-Generation Transfer Students to Flourish**

Special Populations, Diversity and Inclusion

This session will focus on strategies and approaches that can be used to go beyond belonging to create inclusive academic experiences for transfer students who identify as first-generation. Participants will leave the session with ideas they can incorporate immediately into their own courses, and resources for continuous course improvement.

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

*Research Spotlight***2809 - Advantages of Humanities Transfer Students: Differences in GPA, Graduation, and Graduate Study**

Matriculation Trends and Issues, Credits and Degree Pathways

Enrollment and diversity in humanities disciplines are topics of concern in higher education. Some students do not see humanities as enabling career success. We will present results from a longitudinal analysis of 92,000 community college students examining patterns in humanities major selection, transfer, first-term bachelor's GPA, bachelor's degree attainment, graduate study, and wages. Majoring in humanities was found to be associated with several favorable student outcomes including transfer, first-term bachelor's GPA, graduation, and graduate study.

David Wutchiett, *Data Analyst/Scientist*
 CUNY Office of Applied Research, Evaluation, and Data Analytics

Vita Rabinowitz, *Professor Emerita*
 Hunter College of the City University of New York

POSTER PRESENTATIONS

(conference app)

Research Spotlight

2762 - Assessing the Impact of a Transfer Learning Community on Social Integration and Academic Success

Transition Programs and Supports, Diversity and Inclusion

Transfer students are a growing population of undergraduates who are academically at-risk but often underserved by 4-year institutions. We created a transfer learning community (TLC) for entering psychology transfer majors to enhance their social and academic integration and success. This study reports the positive impact of the TLC on the 170 transfer students who have participated in the program during its first two years.

Kim Buch, *Professor of Psychology*
University of North Carolina Charlotte

Elaine O'Reilly, *Academic Coach and Student Success Coordinator*
Champlain College

Research Spotlight

2766 - Faculty GAINS: Faculty Learning Communities to Promote STEM Transfer Student Success

Partnerships and Collaboration, Diversity and Inclusion

Faculty and faculty development are an often-overlooked aspect of the transfer process. An R1 institution developed faculty learning communities with a local technical college specially focused on promoting community between the institutions and improving courses for STEM transfer students. Initial findings and items for potential implementation at your institutions will be discussed.

Evelyn Boyd, *Graduate Research Assistant*
Bridget Trogden, *Associate Dean and Professor*
Clemson University

Research Spotlight

2812 - Factors Influencing Science Transfer Student Participation in Undergraduate Research

Special Populations, Credits and Degree Pathways

Transfer students majoring in science fields experience unique pathways into undergraduate research experiences compared to their non-transfer peers. The results of a survey sent to science majors at an R1 institution in the Southeastern United States about the factors that influence participation in undergraduate research experiences will be discussed with a focus on how the transfer experience often intersects with additional research opportunities and barriers.

Evelyn Boyd, *Graduate Research Assistant*
Kelly Lazar, *Assistant Professor*
Clemson University

Educational Poster

2845 - Developing a Resource-Inclusive Environment with Classroom Assignments for Cohort Transfer Students

Transition Programs and Supports, Diversity and Inclusion

Transfer students are often challenged with a lack of resource knowledge within their new environment, how to access those resources, how to use them in their academic careers, and how to use them in their professional career development. This poster addresses the need to connect students with useful resources and opportunities for skillset development in the classroom. Examples of how to fulfill those needs through classroom assignments will be discussed in this presentation.

LaToya McDonald, *Graduate Research Assistant, Graduate Teacher on Record*
Matthew Boyer, *Research Associate Professor*
Clemson University



PORTLAND

TUESDAY, FEBRUARY 21

FIRST-TIME ATTENDEES WELCOME

11:00 am - 12:00 pm PST

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

Janet L. Marling, *Executive Director*

Judith T. Brauer, *Associate Director*

Emily Kittrell, *Assistant Director*

National Institute for the Study of Transfer Students (NISTS)

OPENING SESSION & KEYNOTE

1:00 - 2:40 pm PST



Liza Talusan

Author and Associate Instructor
UMass Boston

Identity-Conscious Connections: Shaping Compassionate Communities for Transfer Students

Building authentic connections means that we must work from an [identity-conscious practice](#). In this approach, we learn to build compassionate, caring, and critical spaces for belonging. But, how does this happen? What habits and skills do we need in order to shape these experiences with and for transfer students? Join Dr. Liza Talusan as we explore key tools to integrate a more identity-conscious practice in higher education that centers the needs of transfer students and creates pathways for more meaningful relationships.

Following the keynote, we will briefly introduce you to this year's Bonita C. Jacobs Transfer Champions, the Barbara K. Townsend Dissertation of the Year award winner, and our four amazing National Transfer Student Ambassadors.

COLLABORATION CIRCLES

3:00 - 4:00 pm PST

2809 - Not a Monolith: Roundtable Discussions of our Transfer Students' Intersecting Identities

Diversity and Inclusion, Special Populations

As professionals, we understand our students come to our campus with a variety of lived experiences and identities. Some are visible, others are not. Join us as we discuss who these students are, where they come from, and how we remain mindful of their identities while working with them.

Presented by:

Members of the NISTS 2023 Curriculum Planning Committee

Nancy Davis, *Assistant Director, Engineering Undergraduate Office*, University of California, Davis
Jackie Duerr, *Program Manager, Transfer Student Success*, University of California, San Diego
Lila Mendoza, *Assistant Director, Evaluation*, University of California, Los Angeles
Alison Scheide, *Senior Assistant Director for Transfer Recruitment*, University of South Carolina

2796 - Examining the Transfer Choice Process: Strategies to Help Students Think about Transfer Fit

Matriculation Trends and Issues, Transition Programs and Supports

In this session, we will review our research on the factors that students used to choose a transfer college versus the factors that students indicated were important to their overall satisfaction at their transfer college. We will discuss implications and engage participants in a robust discussion on strategies institutions can employ to help students better understand their transfer college needs to select the college that is the best transfer fit for them.

Shannon Buenaflor, *Program Director*
 University of Maryland A. James Clark School of Engineering

Casey Lukszo, *Associate Director, Curriculum and Innovative Education*
 Northern Virginia Community College

2811 - Difficult Connections: Getting Decision-Makers Onboard for Transfer Success

Leadership and Strategic Planning, Matriculation Trends and Issues

Would you like to elevate the transfer experience at your institution and get decision-makers onboard to support your transfer student-focused initiatives? Has every argument you've tried failed? Or do you even know where to start to convince your administrators to see the awesomeness of transfer students? Join us to work together to create a multi-faceted plan to make those difficult connections for transfer success!

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

Keri Walters, *Assistant Provost for Transfer Initiatives*
 Methodist University

2849 - Evolution of Transfer Centers: A Future-Thinking Approach to Building Transfer Centers and Support Services

Partnerships and Collaboration, Transition Programs and Supports

Utilizing a futures-thinking mindset, we will explore the structure of two newly established Transfer Centers, and collectively discover how we can influence a preferred future for transfer centers and services to support equitable success of transfer students in the evolving landscape of higher education.

Randi Harris, *Director, Transfer & Returning Student Resource Center*

Kara Hayes, *Student Success Manager*
 Portland State University

Bernard Huggins, *Associate Director, Student Coaching*
 University of Central Florida

2860 - Changing the Landscape of Credit Mobility: Exploring Accomplishments and Pain Points Leading to National Impact

Credits and Degree Pathways, Partnerships and Collaboration

Arizona State University invites you to a focus session to discuss accomplishments and pain points with course evaluation, pathway building, and department staffing. While ASU does have a robust transfer system, the Transfer Guide, the transfer evaluation office continues to explore ways to leverage technology and data-driven solutions that could benefit ASU and institutions nationally. This session will be interactive, as feedback will be critical for success in the creation of innovative solutions.

Katherine Antonucci, *Director of Special Projects*
Tanaya Dempsey, *Director for Academic Transfer Credit Solutions*
 Arizona State University

2880 - Creating Your Educational History Map

Diversity and Inclusion, Leadership and Strategic Planning

The lenses we use when working with our students, creating policies, or designing programs are influenced by how we learned about and experienced education throughout our lives. As such, we need to be cognizant of how these experiences may be influencing our current thoughts and behaviors. Let's continue the conversation sparked by Dr. Talusan's keynote and explore how your educational history can lead to more authentic connections with our transfer students and one another.

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

Dimple Jain, *Professor, Educational Leadership & Policy Studies*
 California State University, Northridge

CONCURRENT BREAKOUT 1

4:20 - 5:10 pm PST

Educational Session

2782 - Boosting Equitable Transfer Outcomes: Strategies for Reverse and Vertical Transfer

Credits and Degree Pathways, Partnerships and Collaboration

To boost equitable transfer student outcomes, this presentation will discuss findings from two initiatives: Degrees When Due and TransferBOOST (Bachelor's Opportunity Options that are Straightforward and Transparent). Through presentations, polls, and small-group discussions, participants will learn about strategies and tools to support 1.) proactively identifying, locating, and communicating with potential reverse transfer students; and 2.) making vertical transfer pathways more affordable and helping institutional partners better communicate about these opportunities to students.

Amanda Janice Roberson, *Senior Director of Strategic Engagement, Planning, and Operations*
Janiel Santos, *Research Analyst*
 Institute for Higher Education Policy (IHEP)

Rachelle Sharpe, *Director of Postsecondary Finance & Affordability*
 HCM Strategists

Research Spotlight - NISTS Award Winner

2784 - Identifying Factors Impacting Upward Transfer Among African American/Black Community College Students

Credits and Degree Pathways, Diversity and Inclusion

Two-thirds of African Americans who attend college in California begin at a community college, yet, over 60% wind up leaving without any degree or certificate or without transferring to a university. Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. This research provides findings from a rigorous mixed-methods study designed to determine the factors that impact African American/Black students' likelihood of transferring.

Darla Cooper, *Executive Director*
Ashley Redix, *Consulting Researcher*
 The Research and Planning Group for California Community Colleges (RP Group)

*Educational Session***2783 - Creating Connections Across Campus: Facilitating the Transfer Student Life Cycle**

Transition Programs and Supports, Leadership and Strategic Planning

Private institutions have historically not been perceived as transfer inclusive to community college transfers. Over the past five years, through qualitative analysis of interviews with transfer students regarding the barriers they have encountered in transitioning to and being successful in a 4-year institution, this team of colleagues who represent five different areas of the university, have honed the practice of working with transfer students to ease that transition and that path to completion. This small, private institution in a metropolitan region has strengthened its connections to improve transfer initiatives all over campus. This support for transfer students is embraced by administration, academic affairs, enrollment management, admissions, student success, and the registrar to create a smooth transition for these students. The strategies outlined apply to all transfer students (those with AA and AAS degrees; those who are core complete; and those who only have some community college credit), address many of the barriers that students mentioned, and offer suggestions for all institutions, regardless of size or location.

Glenda Ballard, *Associate Vice President for Academic Affairs*

Tracy Canales, *Director of Transfer Admission*

Bryce Davis, *Assistant Director, Admissions for Graduate and Transfers*

Nicole Trevino, *Academic Support & Success*
St. Edward's University

*Facilitated Discussion***2789 - Building Transfer Pathways from Community Colleges to Private Liberal Arts Institutions**

Credits and Degree Pathways, Partnerships and Collaboration

There are multiple barriers to students successfully transferring credits from one institution to another. Seventeen community colleges and nine liberal arts institutions are collaborating on a grant funded project aimed at facilitating transfer and completion of baccalaureate degrees. We will share the project goals and lessons learned thus far, engaging the audience in a discussion about a consortial approach to working directly with faculty and staff to improve transfer student experiences and outcomes.

Linda Samek, *Project Director*

Brent Wilder, *President*

Oregon Alliance of Independent Colleges & Universities

*Educational Session***2826 - Getting on the Same Page: Creating a Collaborative Committee to Improve Transfer Student Onboarding**

Leadership and Strategic Planning, Partnerships and Collaboration

Do you want to energize colleagues across campus to reimagine the transfer student onboarding process at your school? Are you tired of surviving committee meetings that should have been an email? Join this session to learn about the multi-step process for developing an action-based, collaborative Transfer Student Onboarding Committee including the growing pains and beneficial outcomes already implemented. Attendees will explore strategies to strengthen an already existing committee or to create a brand new one.

Jasmine Howard, *Senior Academic Advisor, Office of Academic Advising*

Shannon Nammour, *Academic Advisor, Ying Wu College of Computing*

New Jersey Institute of Technology

*Educational Session***2844 - Aligning Mission Driven Enrollment Management Plans and Transfer Partnership Outcomes with Institutional DEI Goals**

Diversity and Inclusion, Matriculation Trends and Issues

As the largest, most diverse, university in Virginia, George Mason University (Mason) is well positioned to address the ensuing challenges related to ensuring equitable access to a bachelor's degree. Through the development of a co-admissions transfer program, Northern Virginia Community College and Mason moved beyond the traditional view of transfer as simply a vehicle for access. Attendees will learn how the ADVANCE transfer partnership supports broader institutional enrollment goals and DEI initiatives.

David Burge, *Vice President, Enrollment Management*
George Mason University

Jason Dodge, *Director, ADVANCE*

George Mason University and Northern Virginia Community College

*Educational Partner/Sponsor Session***2866 - Nudging Transfer Students to Application Success: Findings from Common App Pilot Initiatives**

Matriculation Trends and Issues, Credits and Degree Pathways

Much attention has been given to nudging interventions designed to encourage student success. Join Common App as we present findings from pilot initiatives aimed at nudging transfer and community college students to application submission. Share innovative strategies you have used to nudge students from application through enrollment. Learn how Common App is continuing to evolve to ensure all students are represented and supported in the application process.

Batanya M. Gipson, *Director, Community College and Transfer Student Engagement*

Trent Kajikawa, *Senior Manager, Data Analytics and Research*

Emily Blumenfeld, *Senior UX Researcher/ Designer*

Ariana Ortega, *Product Manager*
Common App

*Educational Partner/Sponsor Session***2842 - Education and Career Compass: Guiding Students as They Explore and Navigate Their Futures**

Credits and Degree Pathways, Partnerships and Collaboration

Navigating today's higher education and career opportunities can be overwhelming for students. Who will award credit for prior learning? What careers will a major lead me to? Can I afford to go to college? Students have lots of questions. This technology platform provides colleges a way to engage students in well informed decision making based on transparent and consistent information. Come learn how this tool can transform and support how you do transfer business.

Patricia Parker, *Deployment Specialist & College Support*

Eric Kovacs, *Director, Systems Development*

Education and Career Compass, Indtai, Inc.

*Educational Partner/Sponsor Session***2867b - Connections Between Prior Learning and Purdue University Global Programs**

Credits and Degree Pathways, Leadership and Strategic Planning

Purdue University Global is committed to removing barriers that can prevent adults from completing their degree. Our online programs are designed to allow for maximum flexibility, allowing students to transfer up to 75% of their credits into most programs. This session will provide users an overview of Purdue University Global and the processes that are in place to create pathways that allow our transfer students to reach their goals as quickly as possible.

Tricia Berry, *Associate Dean*

Allegra Fowler, *Executive Director of the Center for Prior Learning Recognition*

Purdue University Global

OPENING RECEPTION & POSTER PRESENTATIONS

5:15 - 6:45 pm PST

Research Spotlight

2766 - Faculty GAINS: Faculty Learning Communities to Promote STEM Transfer Student Success

Partnerships and Collaboration, Diversity and Inclusion

Faculty and faculty development are an often-overlooked aspect of the transfer process. An R1 institution developed faculty learning communities with a local technical college specially focused on promoting community between the institutions and improving courses for STEM transfer students. Initial findings and items for potential implementation at your institutions will be discussed.

Evelyn Boyd, *Graduate Research Assistant*
Bridget Trogden, *Associate Dean and Professor*
Clemson University

Research Poster

2778 - Connecting the Pipeline: Exploring Transfer Students' Aspirations for Graduate School

Transition Programs and Supports, Matriculation Trends and Issues

We will review our research on how community college transfer students develop aspirations for graduate school. Our research explores how community college students find out about graduate school and what influences their decision to attend graduate school. We will discuss implications of our research for community college and university practitioners, and provide recommendations on strategies to improve the community college to baccalaureate to graduate school pipeline.

Casey Lukszo, *Associate Director, Curriculum and Innovative Education*
Northern Virginia Community College

Catherine Hartman, *Post-Doctoral Research Associate*
National Resource Center for The First-Year Experience and Students in Transition

Maria Espino, *Research Analyst*
Center for the Transformation of Schools, University of California, Los Angeles

Educational Poster

2786 - Transfer Appreciation Day: Connecting an Idea to Serve your Transfer Culture

Partnerships and Collaboration, Transition Programs and Supports

Learn how a connection with an innovative transfer institution at last year's NISTS Conference inspired another university to build a more robust transfer culture on their campus! In Spring 2022, the institution launched its first Transfer Appreciation Day to celebrate and honor its transfer student community. Learn about the day's activities and programming, from giveaways to transfer champion recognitions, and the collaborations and partnerships that led to its implementation and success!

Kara Hayes, *Student Success Manager*
Randi Harris, *Director*
Portland State University

Educational Poster

2787 - Stay Local, Save Money: An Innovative Engineering Education Pathway

Partnerships and Collaboration, Transition Programs and Supports

The Engineering Academy program at Texas A&M University is the first engineering transition program of its kind in the United States. Unlike traditional transfer programs, students admitted into an Academy are admitted to the university and begin earning university transcribed credit from semester one. Students enroll in math, science and core curriculum courses through the partner college and have the unique opportunity to enroll in university engineering courses taught by the university faculty face-to-face on the community college campus.

David De Sousa, *Associate Director*
Edwin Bassett, *Director*
Texas A&M University

Paulo Oñate, *Assistant Director, Engineering Academy*
Dallas College

*Research Poster***2798 - Exploring Equity and Transfer Student Receptive Ecosystems: A Case Study from North Carolina**

Diversity and Inclusion, Transition Programs and Supports

We conducted a descriptive exploratory case study using publicly available information to characterize equity in transfer environment, enrollment, and outcomes at 15 institutions in the University of North Carolina (UNC) system. Participants will learn how to identify elements of transfer student receptive ecosystems, along with implications for promoting greater equity and inclusion in the vertical transfer process.

Sandra Dika, *Associate Professor*
University of North Carolina, Charlotte

*Educational Poster***2813 - Questions & Community: Enhancing Transfer Student Programs to Meet Transfer Students Where They Are**

Partnerships and Collaboration, Transition Programs and Supports

A small office at a large public institution sought to develop creative solutions to two common transfer student challenges: staying on track for graduation and finding a sense of belonging as a transfer student. This poster outlines how one department's programming evolved to give new transfer students streamlined opportunities to ask questions and create community. This poster will provide programming examples that conference attendees can seek to implement at their own institutions.

Mackenzie White, *Senior Coordinator for Student Transitions*
University of Georgia

*Educational Poster***2816 - Reverse Transfer: Students Thoughts and Observation**

Transition Programs and Supports, Matriculation Trends and Issues

A series of focus groups were done with transfer students to discuss their thoughts and feelings about reverse transfer agreements. This session will present the results of the focus groups and discuss observations and changes that resulted from the student feedback.

Lisa Helm, *Director of Transfer and Persistence Initiatives*
Governors State University

*Educational Poster***2827 - "May the Fourth" Be with You: Grad School Edition Connecting Transfers with Graduate Students Across Institutions**

Partnerships and Collaboration, Transition Programs and Supports

This session will cover a ninety-minute virtual program intended to bridge transfers with graduate students across institutions within the state. The program was a Zoom panel separated into two portions: introductions and general questions, then breakout rooms geared towards specific pathways. This session will highlight how the program connected students of different backgrounds to current graduate students across public institutions within the state and debunking the stigma that transfers are always playing "catch-up."

Caitlin Ng, *TSC Graduate Student Mentor*
University of California, Santa Barbara

*Research Poster***2836 - Transfer Student Expectations for Affordable Course Materials: A Focus Group Study**

Transition Programs and Supports, Diversity and Inclusion

This session shares the results of a fall 2022 focus group study determining the affordable course material needs of in-state transfer students to our large research university. The study highlights student expectations and material acquisition strategies based on their (generally) less expensive prior academic institutions and the increasing availability of affordable library resources. This examination of pre- and post-transition experiences guides collection development and other retention strategies, while underscoring outreach that remains to be done.

Zach Welhouse, *Online Learning Librarian*
Beth Filar Williams, *User Experience Research Librarian*
Stefanie Buck, *Director of Open Educational Resources*
Oregon State University

*Research Poster***2838 - Former High-Achieving, Transfer-Intending Community College Students Explain Their Reason for Not Transferring**

Matriculation Trends and Issues, Leadership and Strategic Planning

Preliminary research findings will be shared from a study which explored how former high-achieving, transfer-intending community college students explain their reasoning for not transferring from the community college to a four-year institution. This study analyzed participants' experiences and also investigated the former students' motivation for, and likelihood of, returning to higher education to complete their educational goal.

Cassie Bruner, PhD Student
University of Houston

*Research Poster***2840 - Defying Expectations: A Discussion of Transfer Students Who Outperformed Direct-Entry Students**

Transition Programs and Supports, Credits and Degree Pathways

Despite having lower grade point averages upon entering, the transfer students in our study defied expectations and graduated at higher rates than their direct-entry peers at a transfer-friendly university in Ontario. These findings suggest that transfer students, and particularly "vertical" transfer students, can be supported to succeed above and beyond in the right environment. Our presentation will discuss these findings and propose some hypotheses about how universities can help transfer students succeed.

Meryl Borato, Knowledge Mobilization Specialist
Henrique Hon, Quantitative Researcher
Ontario Council on Articulation and Transfer (ONCAT)

*Research Poster***2853 - Students' Experiences Applying to Transfer Credits**

Matriculation Trends and Issues, Transition Programs and Supports

In this session, we share results from a study of students' experiences applying to transfer credit between postsecondary institutions (in Ontario, Canada). The results are pertinent to researchers as there is relatively little research on this part of the transfer process. The results are pertinent to institutions as students' decisions about where to transfer can depend on their expectations of the amount of credit they will receive and of the ease of transferring credits.

Nicolas Boileau, Researcher
Meryl Borato, Knowledge Mobilization Specialist
Ontario Council on Articulation and Transfer (ONCAT)

*Research Poster***2855 - Understanding the Impact of Two-Year Graduation Timelines on Transfer Student Engagement**

Leadership and Strategic Planning, Transition Programs and Supports

Drawing from a larger study on campus climate for transfer students, this current study sought to understand how the promotion of a two-year graduation timeline impacts the experiences and engagement of transfer students at a large public four-year research institution. Preliminary findings suggest that transfer students greatly feel the impact of this timeline, purposely limit their engagement in certain university experiences, and feel there is limited opportunity to connect with professors and peers.

Malaphone Phommasa, Assistant Dean, Academic Success Initiatives
Vanessa Woods, Associate Teaching Professor, Psychological & Brain Sciences
Caitlin Ng, PhD Student, Education
University of California, Santa Barbara

PORTLAND

WEDNESDAY, FEBRUARY 22

ACTION-FOCUSED WORKSHOP

8:45 - 10:30 am PST



Antionette Carroll
 Founder & CEO
 Creative Reaction Lab

Equity-Centered Community Design

Oppressive, inequitable, and unequal systems are by design; therefore, we can redesign them. In this interactive presentation, Antionette will introduce each piece of Equity-Centered Community Design (ECCD) -- a creative problem-solving framework developed by Creative Reaction Lab that supports the development of equity-centered approaches that will dismantle oppressive systems. Every person is a designer because we each have the power to affect outcomes with the decisions that we make daily in all arenas of our lives. If we are striving to redesign for justice, it is essential that history, healing, power, identities, and narratives are consistently centered.

CONCURRENT BREAKOUT 2

10:50 - 11:40 am PST

Educational Session - NISTS Award Winner

2753 - The Power of Storytelling: How a Transfer Art Contest and Gallery Focused on Resilience Builds Belonging Across Campus

Partnerships and Collaboration, Diversity and Inclusion

How do we honor diversity while simultaneously educating the campus on the transfer experience? Within this session, we'll share the inception of the Transfer Storytellers Contest and Gallery - an art competition where students explored their resiliency and identity. We will share how we engaged faculty and staff as they acted as coaches, judges, and Gallery viewers. Participants will brainstorm ways of incorporating self-reflection practices to promote resiliency and identity exploration for their transfers.

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

Educational Session

2755 - Transfer Things: Starring CTE Pathways and Prior Learning Assessment (PLA)

Matriculation Trends and Issues, Transition Programs and Supports

Mike earns an employer certification while in high school. Will joins the army and earns credit through military training. Lucas does an apprenticeship in systems networking specialist and earns an industry credential. Dustin's manufacturing job is eliminated due to automation. These four friends want to return to school and transfer to a university. Enter EI, who works at Hawkins Community College and created a transfer/PLA program that onboards students and accelerates completion. Learn more on how PLA can help students in their transfer journey.

Rose Rojas, District Director for Curriculum and Transfer Articulation
 Maricopa Community Colleges

*Educational Session***2760 - Change Agent: Secrets to Designing Equitable Pathways While Guiding Institutional Culture, Policy, and Practices**

Credits and Degree Pathways, Partnerships and Collaboration

The most critical barriers to vertical transfer are the loss of credits and the lack of intuitive support students experience. To mitigate challenges, our approach started with developing pathways and continued by reexamining the transfer experience through a motivated, equity-focused lens. While innovative, the pathways provided the catalyst and instrument to address broad equity, policy, and practice challenges. Participants will learn how student-focused pathways (model) shaped fundamental changes in policy, advising, recruitment, and organization structure.

Michael Quattro, *Director of Educational Outreach and Transfer Initiatives*

Ranae Hamama, *Associate Director, Transfer Success*
Kelly Dormer, *Associate Director, Strategic Academic Initiatives*

Wayne State University

*Educational Session***2776 - Navigating and Exploring Options Through Transfer Guides**

Credits and Degree Pathways, Partnerships and Collaboration

Lack of information impacts students' ability to successfully navigate the transfer process, subsequently impacting baccalaureate completion. This session provides a model for transfer practitioners at state, system, and institutional levels to improve information sharing for students in a single location. Utilizing Transfer Guides, students can access and compare curricular paths for an array of majors at institutions throughout the state, and are able to explore academic, institutional, and career goals through this navigable, standardized template.

Micol Hutchison, *Director of Transfer*
Virginia Community College System

Paul Smith, *Senior Associate for Student Mobility Policy and Research*

State Council for Higher Education for Virginia

*Educational Session***2794 - Lessons Learned: Interstate Passport after Five Years of Implementation**

Leadership and Strategic Planning, Partnerships and Collaboration

Every year innovative programs are implemented at institutions, demanding enthusiasm, staff labor, and dedicated budgets, but what happens as a program ages? This presentation will reflect on the first five years of the Interstate Passport program and will discuss stakeholder turnover and the challenges of measuring and tracking impact. This presentation will encourage participants to reflect on assessing the success of ongoing programs and revising established programs in new cultural and policy landscapes.

Olivia Tufo, *Member Services Coordinator*
Western Interstate Commission for Higher Education

*Educational Session***2818 - Bridging The Gap: Supporting Transfer Students from Admitted to Orientation**

Transition Programs and Supports, Matriculation Trends and Issues

The transition for transfer students from admitted to enrolled is overwhelming. Transfer orientation programs are one-day experiences allowing for limited time between students and staff. Institutions focus on articulation, prerequisites, and engagement, but support is needed for the admitted to orientation phase. Initiatives focusing on early outreach are beneficial and allow students to work one-on-one with coaches on transition related tasks. It also encourages conversations regarding readiness, enrollment behavior and expectations of the one-day orientation.

Angelia Smith, *Director, UCF Connect*
Bernard Huggins, *Associate Director, Student Coaching*
University of Central Florida

*Educational Session***2848 - STEM Transfer Success: Building Community Through Cross-Institutional Recruitment Initiatives**

Partnerships and Collaboration, Transition Programs and Supports

Transfer-student recruitment events usually include opportunities to meet with advisors and representatives from student support services, but what if they could also provide a deeper connection to the campus community? The STEM Success Fair was designed to introduce transfer students to faculty, research, scholarships, and resources to make the transfer process easier. Learn how two institutions worked together to help build a community for STEM students, faculty, and staff through one event.

Allyson Rocks, *Academic Program Manager*
University of Utah

*Educational Partner/Sponsor Session***2865 - Tau Sigma: Partnering with Higher Ed to Recognize, Encourage, and Empower Transfer Students**

Leadership and Strategic Planning, Partnerships and Collaboration

This session will introduce Tau Sigma, a national honor society designed specifically to recognize and promote the academic excellence and involvement of transfer students. Tau Sigma was established in 1999 and at present we have over 120,000 members, have established 220 chapters nationwide, and have awarded over \$1,000,000 in scholarships to hundreds of deserving members. We will host our 12th Annual Leadership Conference in Washington, D.C. this fall.

Lee Colquitt, *Executive Director*
Tau Sigma National Honor Society

*Educational Partner/Sponsor Session***2872 - The Key to Promoting Academic Mobility? Tame the Transcript**

Credits and Degree Pathways, Matriculation Trends and Issues

The U.S. GAO found that students lose 43% of their credits on average when transferring, and transcript review takes on average 2-3 weeks to complete. Most concerning, The Hechinger Report reports that “two million students no longer in college have enough credits to get associate degrees or could get one with little additional work.” During this session, EduNav will discuss a better way to harmonize non-standard course data and automate the reverse transfer process.

Isaac Segal, *Founder and Board Member*
Jeff Relue, *Vice President of Business Development*
EduNav

CONCURRENT BREAKOUT 3

1:40 - 2:30 pm PST

Research Spotlight - NISTS Award Winner

2774 - Transfer Efficacy and Goal Orientation Among Potential Transfer Students: An Exploratory Study

Matriculation Trends and Issues, Transition Programs and Supports

Guided by Buenaflor's (2021) Transfer Efficacy model, this presentation explores the relationship between self-efficacy and goal orientation among community college students. Based on a sample of 1,810 students, results support the transfer efficacy model as a viable perspective of the factors shaping goal aspirations towards a four-year degree. Findings highlight the significance of clear transfer policies and faculty in shaping goal orientations towards transfer.

Shannon Buenaflor, *Program Director*
University of Maryland A. James Clark School of Engineering

Alberto Cabrera, *Professor Emeritus*
University of Maryland

Educational Session

2757 -- For Students by Students: The Impact of Student Leadership on Creating and Running Our Transfer Centers

Leadership and Strategic Planning, Diversity and Inclusion

How do you start a transfer center at your campus when you have minimal staff? Within this session, we will review how two different universities have created Transfer Centers within the last 4 years. We will share how we centered student voices and used transfer research to create high quality student-focused Transfer Centers. Participants will have the opportunity to assess how they can use student voices and leadership within transfer services on their campus.

Heather Domonoske, *Transfer Center Coordinator*
Cal Poly San Luis Obispo

Jaclyn Duerr, *Program Manager, Transfer Student Success*
UC San Diego

Educational Session

2772 - Advising Students Before They're Your Student: The Advantage of Prospective Advising

Transition Programs and Supports, Partnerships and Collaboration

Explore a unique program for advising prospective students. Learn the benefits and advantages of having advisors specifically for transfer students before they've applied for Admission. Gain ideas of implementing a new resource for students that you can take back to your university that will help students know what credits they need and save your Admissions/Advising team's valuable time.

Jennifer Bruner, *Academic Advisor II*
Kirk Petrash, *Academic Advisor II*
James Simpson, *Program Director 2*
University of Houston

Educational Session

2799 - Creating a Consortium to Support Transfer Student Success

Partnerships and Collaboration, Credits and Degree Pathways

Launching a higher education consortium is complex work. This presentation provides a reflective look at the formation of one regional higher education consortium (comprised of seven institutions) to create seamless transfer pathways for students. Presenters will share the origins of a transfer-focused, cross-institutional program, the development of cross-institutional transfer maps, the role of a citywide task force in forming the consortium, the investment from the local philanthropic community, and key learnings from the Consortium's development.

Laura Latta, *Executive Director*
Sarah Wyatt, *Director of Strategy and Operations*
Tulsa Higher Education Consortium

Robin Ploeger, *Vice President for Business Continuity and Sustainability*
University of Tulsa

*Educational Session***2820 - Using AI to Streamline Transfer Credit Assessment: PathwAI**

Credits and Degree Pathways, Leadership and Strategic Planning

The PathwAI Online Learning Outcomes Analysis System represents an innovative approach to assessing transfer credit. PathwAI automates the process of evaluating course equivalencies and facilitates institutional collaboration through the application of artificial intelligence (AI). This session explains the potential for incorporating AI into transfer credit assessment and provides a demonstration of PathwAI. Participants will have the opportunity to ask questions, provide feedback, and learn about potential future developments in this area.

Kaylin Kainulainen, *Project Coordinator*
Andrew Fisher, *Software Developer*
Vijay Mago, *Associate Professor and FSES Research Chair*
 Lakehead University

*Educational Session***2824 - Get Unstuck and SOAR into Your Next Transfer Project**

Leadership and Strategic Planning, Partnerships and Collaboration

Got a new transfer project or an issue to tackle but feel a little lost on how to make progress? Use the SOAR technique, as well as some other strategic planning tips and collegial collaboration, to bring your ideas closer to reality. This interactive session will help attendees clarify their ideas and focus on making a strong case for necessary transfer improvements. Bring one of your challenges or great ideas to work on!

Michael Rosenberg, *Senior Policy Analyst*
 Penn State Institutional Research

*Facilitated Discussion***2832 - Inter-institutional Curriculum Alignment of Gateway Courses: Engaging Faculty in Transfer Student Success**

Credits and Degree Pathways, Partnerships and Collaboration

This presentation will outline the history, provide an overview, and share recent data related to a faculty-driven, inter-institutional collaboration to align transfer courses shared between seven institutions. This effort resulted in improved transfer student success in gateway courses and expanded faculty collaborations. The success of this initiative, both qualitative and quantitative, can – and as our presenters will attempt to convince – should be experienced by any collection of institutions who share a student population.

Teresa Dorman, *Associate Dean, College of Sciences*
Harrison Oonge, *Assistant Dean, Academic Planning; College of Undergraduate Studies*
 University of Central Florida

*Educational Partner/Sponsor Session***2874 - Recruiting Transfer Students in a Changing Enrollment Landscape**

Credits and Degree Pathways, Matriculation Trends and Issues

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 Portal*
Matt Sheldon, *Associate Director, Business Development*
 EAB

*Educational Partner/Sponsor Session***2876 - Advancing Students and Their Learning: Transfer Policy Standards for Equitable Attainment**

Leadership and Strategic Planning, Credits and Degree Pathways

SHEEO, and The Gardner Institute, with support from the ECMC Foundation, are working with four states to develop and adopt state- and system-wide transfer standards that contribute to equitable transfer outcomes and degree attainment. The goal is to engage college and system leaders and policymakers to develop and implement analytical tools and action plans that facilitate transfer student progression, especially for students from underrepresented groups.

Stephen Handel, *Senior Program Officer*
ECMC Foundation

Drew Koch, *Chief Executive Officer*
John N. Gardner Institute for Excellence in Undergraduate Education

Christina Whitfield, *Senior Vice President and Chief of Staff*
State Higher Education Executive Officers (SHEEO)

CONCURRENT BREAKOUT 4

2:50 - 3:40 pm PST

*Research Spotlight***2770 - Structuring STEM Transfer Partnership Success**

Partnerships and Collaboration, Diversity and Inclusion

Though numerous interventions for transfer pathways have been designed and implemented, there remains a need for effective and sustainable models of transfer partnership that address the specific needs of STEM transfer students. This research describes the key components of a program to initiate a community of practice for STEM transfer that supports a cultural shift from siloed colleges and universities to an interconnected system that centers student success.

Lia Wetzstein, *Director, CCRI*
Katie Kovacich, *Research Project Manager*
Leandra Cate, *Research Scientist*
University of Washington

*Educational Session***2780 - Creating a Strategic Plan for the Transfer Student Experience**

Leadership and Strategic Planning, Matriculation Trends and Issues

Creating a Transfer Student Experience Strategic Plan provides direction to your transfer professionals, advisory teams, and the University's larger Strategic Plan. That was the impetus behind our Transfer Services Team's work. We analyzed surveys, SWOT analysis, and direct experience to create a plan that identified gaps in services and new initiatives to ensure transfer students' persistence and success. During this session you'll learn how we did it and how you can replicate this process.

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

*Research Spotlight - NISTS Award Winner***2804 - Integrating Data to Create Comprehensive Student Records Across a Large-Scale Transfer Partnership**

Matriculation Trends and Issues, Partnerships and Collaboration

This session utilizes a large-scale transfer partnership as a case study to demonstrate how a cross-institutional partnership can leverage data integration and technology in multiple student information systems towards the creation of a comprehensive student record across institutions from admission at the community college to graduation from the four-year. The session discusses creative data solutions across the student journey, challenges or barriers between and within institutional types, and recommendations towards next steps in the process.

Rita Snyder Furr, *Assistant Director, Operations*
George Mason University

Casey Lukszo, *Associate Director, Curriculum and Innovative Education*
Northern Virginia Community College

*Facilitated Discussion***2829 - Making Connections: Validating the LGBTQIA+ Experience in the Transfer Process**

Diversity and Inclusion, Matriculation Trends and Issues

Students often transfer when they don't feel a sense of belonging or connection to their current institution. This session will focus on what Transfer Advocates can do to support and validate the LGBTQIA+ experience from the first point of contact to alumni engagement. Attendees will have opportunities to consider their current practices and identify what adjustments can be made to support their LGBTQIA+ students.

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

Austin McGrath, *Associate Director for Transfer Admissions*
Columbia College Chicago

*Educational Session***2830 - For Transfers, By Transfers: Co-Creating Student-Led Programming**

Transition Programs and Supports, Partnerships and Collaboration

In 2018, Community Partnerships was created to build bridges between community colleges and 4-year institutions. We acknowledge the stigma transfer students face and believe higher education should be made accessible for all. Striving to share our resources to empower transfer students, we have expanded our social innovation initiatives to community colleges across the state. In this presentation, you will discover how we've co-created a student-led organization that serves over 350 transfer students annually.

Paige Horsburgh, *Community Partnerships Manager*
June Rayburn, *Graduate Student Assistant*
Alaa Shahin, *Graduate Student Assistant*
Stephany Mendez Ortega, *Graduate Student Assistant*
Jacqueline Lopez-Bravo, *Social Media Coordinator*
optiMize - University of Michigan

*Educational Session***2861 - Partnerships for Success: California Community Colleges & HBCUs**

Credits and Degree Pathways, Partnerships and Collaboration

Entering its seventh year, this session will examine the partnership between California Community Colleges and 39 Historically Black Colleges and Universities (HBCUs) which provide transfer pathways for students. The session will provide a historical context, explore identified best practices, student and program benefits, academic pathways, program data and student testimonials.

Arynn Auzout Settle, *Project Director*
Helen Young, *Assistant Project Director*
California Community Colleges Transfer Guarantee Agreement to Historically Black Colleges and Universities

*Educational Partner/Sponsor Session***2869 - Building Bridges between Academic Advisors and Faculty: Inspiring a Culture of Excellence in Faculty Advising**

Matriculation Trends and Issues, Transition Programs and Supports

Building bridges between advisors and faculty advisors is essential for student success by developing a culture of excellence in advising to move beyond competence and courtesy to compassion. This culture centers the work we do with and for faculty advisors, along with ensuring that equity is at the center of advising. Examples of topics covered include advising session observations, faculty advisor-to-professional advisor chat support, self-care and emotional labors, and community building.

Karen Sullivan-Vance, *Associate Director for Strategic Program Development*

NACADA The Global Community for Academic Advising

Katherine Schmidt, *Professor and Director of the Writing Center*

Western Oregon University

*Educational Partner/Sponsor Session***2870 - Holistic Credit Mobility: An Innovative Framework to Foster Credit and Learning Mobility**

Leadership and Strategic Planning, Special Populations

This session will define the concept of holistic credit mobility and propose a framework to understand how higher education can be responsive to the needs of today's mobile students. The session will include worked examples that allow participants to consider the necessary supports and challenges to holistic credit mobility.

Carolynn Lee, *Senior Program Officer*

Ascendium Education Group

Sarah Pingel, *Senior Researcher*

Ithaka S+R

*Educational Partner/Sponsor Session***2879 - The Transfer Experience: Creating A More Equitable and Successful Postsecondary System**

Leadership and Strategic Planning, Diversity and Inclusion

We will discuss a new conceptual definition of the transfer experience and reframe transfer as a social justice imperative. Looking at the unjust design of transfer and the impact on the foundational post-secondary experience. We will also consider the implications of gateway courses for transfer students and include recommendations for reimagining transfer at your institution.

Drew Koch, *Chief Executive Officer*

Katie Locke, *Director of Marketing, Communications and Engagement*

John N. Gardner Institute for Excellence in Undergraduate Education

CONCURRENT BREAKOUT 5

4:10 - 5:00 pm PST

Research Spotlight - NISTS Award Winner

2878 - Persistence of Engineering Transfer Students: Identifying Student-Influenced and Institution-Influenced Academic Success Factors

Matriculation Trends and Issues, Credits and Degree Pathways

This correlational study utilized secondary, longitudinal data to examine the extent to which student-influenced and institution-influenced factors predict the academic success and degree completion of engineering transfer students at public four-year institutions in North Carolina. Results indicated that first-term academic performance is impacted by student background, college/department of engineering characteristics, and attempted and earned hours in the first semester. Further, persistence was affected by age, the amount of transfer credit, college/department of engineering characteristics, and cumulative GPA and total earned hours at the receiving institution by the student. This study provides practical and actionable findings that will aid four-year engineering institutions in increasing the academic success and persistence of vertical transfer students pursuing baccalaureate engineering degrees.

Courtney Green, *Assistant Teaching Professor*
University of North Carolina at Charlotte

Educational Session

2800 - Introducing a Statewide Student-Centered Transfer Portal

Credits and Degree Pathways, Partnerships and Collaboration

The Transfer Portal offers a repository of statewide academic and transfer related data and content in a user-friendly design. High school counselors and college advisors can introduce students to myriad transfer options and assist students by guiding them through transfer questions and discovery in the portal. With a light advising touch, the portal encourages, enables, and empowers students to research and make their own transfer decisions using a site with over 60 colleges presenting information in a single standardized format.

Melody Crenshaw, *Transfer Portal Coordinator*
Micol Hutchison, *Director of Transfer*
Virginia Community College System

Research Spotlight

2814 - Expanding Health & IT Bachelor's Degree Capacity Through Transfer Pathways

Matriculation Trends and Issues, Credits and Degree Pathways

Research has shown that Health and IT fields demand a more diverse and skilled workforce who can appropriately fulfill the needs of the varied communities they serve. Currently, a small body of literature exists on community college students in Health and IT and even less on those who have transferred to a 4-year institution. This session aims to provide a more nuanced understanding of Health and IT transfer pathways and recommendations for supporting transfer success.

Rebecca Cepeda, *Graduate Research Assistant*
Igdalia Covarrubias, *Graduate Research Assistant*
Shanna S. Jaggars, *Assistant Vice Provost and Director of Student Success Research Lab*
The Ohio State University, Student Success Research Lab

Melissa Buelow, *Professor*
The Ohio State University, College of Arts and Sciences,
Department of Psychology

Educational Session

2825 - Building TEAMS: Partnering to Impact Transfer Excellence, Achievement, Mindset, and Success

Leadership and Strategic Planning, Partnerships and Collaboration

Using a modified version of Covey's "4DX Model," teams representing 100 professionals from a university and six transfer sending institutions partnered together to address critical transfer barriers impacting transfer success. Through the Transfer Excellence, Achievement, Mindset, and Success (TEAMS) project, each group designed, built, and launched an innovative partner-based solution. This session will examine the research around the barriers impacting transfer success and showcase the creative TEAMS project as a model for replication.

Pam Cavanaugh, *Associate Vice Provost*
Jenny Sumner, *Assistant Vice Provost, Division of Digital Learning*
Kimberly Hardy, *Assistant Vice Provost, UCF Connect*
University of Central Florida

*Educational Session***2828 - Gaining Access to and Collecting Post-Secondary Transfer Data When It Is Not Publicly Available**

Leadership and Strategic Planning, Partnerships and Collaboration

In this session, we describe our efforts, over the past 3 years, to develop comprehensive baseline data on transfer in a jurisdiction with strict data protection policies (Ontario, Canada). The presentation will focus on the strategies we employed to develop 'data workarounds' and the challenges we faced. While the aforementioned policies are particular to our jurisdiction, we expect that the challenges will be relatable and the solutions (workarounds) customizable to many attendees' local contexts.

Nicolas Boileau, *Researcher***Melinda Cheng**, *Research Data Analyst***Tina Liu**, *Data Analyst***Henrique Hon**, *Quantitative Researcher*

Ontario Council on Articulation and Transfer (ONCAT)

*Educational Session***2835 - It Takes a Village to Recruit a Transfer Student**

Credits and Degree Pathways, Credits and Degree Pathways

This interactive session will focus on how you can build cross-departmental transfer champions, create efficiencies in administrative systems and processes, and use best practices to market your institution to transfer students.

Through a combination of expert speakers, peer-to-peer networking, and facilitated activities, participants leave the session with a better answer to the question, how do I make my institution more transfer-friendly?

Ted McKown, *Associate Director for Transfer Enrollment*
Kent State University**Matthew Sheldon**, *Associate Director Transfer***Allison Akalonu**, *Director, Transfer*

EAB

*Educational Session***2854 - Transferability and a Shorter Path to Graduation through Enrollment and Academic Collaboration**

Leadership and Strategic Planning, Partnerships and Collaboration

In this session we will discuss the importance of creating partnerships between the transfer team in Enrollment Management and members of Academic Affairs to ensure students receive the most transfer credit possible. We will demonstrate how these partnerships were leveraged to build processes for creating and maintaining articulation agreements, Prior Learning Assessment credit, and other processes. We will focus on how these processes benefit the students and the University.

Frank Malinowski, *Registrar***ReQail Ashbury**, *Transfer Support Specialist***Kristi Jones**, *Assistant Registrar*

Albany State University

*Educational Partner/Sponsor Session***2837 - Build a Better Transfer Strategy: Peer Mentors to Increase Resource Utilization & Belonging**

Transition Programs and Supports, Partnerships and Collaboration

Concentration on transfer student recruitment has gained momentum with the decline of first-year enrollment. The need to retain these students is paramount with a plateau of transfer enrollment at Community Colleges. In this session, we will discuss what student success looks like for our institution's diverse cohort, why working collaboratively with two-year institutions is critical, and the role of peer mentoring in improving retention, sense of belonging, self-efficacy, and help-seeking skills.

Samantha Raynor, *Asst. Vice Provost for Strategic Student Success Initiatives*

University of North Carolina, Greensboro

Robert Montgomery, *Vice President of Partnership Mentor Collective*

*Educational Partner/Sponsor Session***2875b - Inspire Equivalency Confidence Using TES + Transferology**

Credits and Degree Pathways, Leadership and Strategic Planning

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 141 million course descriptions, 172,000 catalogs, and 29 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, *Client Solutions Specialist*
CollegeSource, Inc.

PORTLAND

THURSDAY, FEBRUARY 23**PLENARY: STUDENT PANEL**

8:30 - 9:45 am PST



NISTS 2023 Transfer Student Ambassadors

Amplifying Student Voices: Learning from Their Experiences to Improve Our Advocacy

Students are our most treasured sources of insight, and the very reason we want to be the most effective transfer advocates we can. This panel consists of transfer students, who will share their challenges, achievements, and wisdom. They will also offer suggestions and feedback which transfer advocates can use to assess and improve their own services and best practices. A primary goal of this panel is to provide concrete, student-centered, actionable ideas that you can immediately put into practice.

Moderator:

Eric Beckstrom, *Senior Academic Advisor-Center for Students in Transition*
Indiana University Bloomington

Student Panelists:

Atziri C. Regalado Juarez, University of Utah

Jolynna Dang, University of California, Irvine

Juan "Oso" Bran-Gudiel, University of California, Santa Barbara

Emily Armlin, Union College

CONCURRENT BREAKOUT 6

10:10 - 11:00 am PST

Research Spotlight - NISTS Award Winner

2806 - Developing a Theory of Curricular Complexity for Transfer Students: Establishing Content and Construct Validity

Credits and Degree Pathways, Partnerships and Collaboration

Challenges in coursework transfer for vertical transfer students are well documented. Less attention has been paid to how transfer students must navigate sequences of courses in academic plans at two- and four-year institutions whose sequences may not align well for timely degree completion. Funded by NISTS, we share progress on our continued development of a novel metric and visualization tool—Transfer Student Curricular Complexity (TSCC)—that quantifies complexities transfer students encounter with course sequencing.

Dustin Grote, *Assistant Professor*
Weber State University

David Reeping, *Assistant Professor, Engineering Education*

Jiafu Niu, *Graduate Research Assistant*
University of Cincinnati

Corinne Bigler, *Assistant Registrar for Student Transition Services*

Wake Tech Community College, Southern Wake Campus

Educational Session

2764 - Enhancing the Transfer Process: Partnerships Between Community Colleges and Universities Through a Dual Transfer Advisor

Partnerships and Collaboration, Credits and Degree Pathways

The dual transfer advisor works with prospective and current community college students to create a smooth academic progression. By creating degree plans, distributing transfer tools and connecting community colleges with university requirements prepares students to be major ready. Inequitable barriers are removed and student needs are prioritized, resulting in customizable pathways that emphasize student success.

Lindsey Kealoha, *Graduate Academic Advisor*

John Langston, *Assistant Director of Transfer Admissions*
University of Washington Tacoma

Educational Session

2795 - We've Got Lots in Common: Innovative Strategies for Making the Most of Common Course Numbers

Credits and Degree Pathways, Matriculation Trends and Issues

Across the nation, equivalency evaluators have experienced a noticeable increase in departmental requests for pre-approval of transfer credits, and it is becoming more evident that transfer students are “shopping around” for the highest rate of transfer credit applicability. This interactive workshop will highlight efforts made by Texas Woman’s University to maximize visibility and access to the state’s common course numbering system. Participants will brainstorm ideas for sharing course equivalency data in a consumer friendly format.

Rachelle Land, *Director, Transfer & Compliance*
Jorge Figueroa, *Vice Provost, Curriculum & Strategic Initiatives*
Texas Woman's University

Educational Session

2819 - Now What? A Transfer Re-Set for Post Pandemic America

Matriculation Trends and Issues, Leadership and Strategic Planning

Since the pandemic, higher education has suffered declining enrollments, digital divides that isolate students, and serious questioning about the value of the college degree. Yet, the pandemic has also forced higher education to accelerate its progress on transfer-friendly initiatives like prior-learning credit and competency-based education. Are we backsliding in our efforts to establish seamless transfer pathways or enjoying a once-in-a-generation opportunity to advance transfer student success? Come to this session to help map transfer’s future.

Stephen Handel, *Senior Program Officer*
ECMC Foundation

Rose Rojas, *District Director--Curriculum and Transfer*
Maricopa Community Colleges

Eileen Stempel, *Inaugural Dean*
University of California, Los Angeles

*Research Spotlight***2841 - A Closer Look: Transfer Credit Degree Applicability and How It Informs Policy**

Credits and Degree Pathways, Partnerships and Collaboration

Effective transfer articulation directly impacts the cost of a degree, time to degree, degree completion, and institutional partnerships. The University of Illinois System conducted two studies (2020 and 2013) to examine not only transferability of course credit, but importantly how those courses applied to a student's degree. We will review how the research was conducted, present the findings and discuss conclusions drawn from the data that led to policy considerations.

Dena Lawrence, *Senior Project Coordinator, Illinois MyCreditsTransfer*

Holly Pflum, *Transfer Initiative Coordinator*

Gina Modica, *Project Coordinator*
University of Illinois System

*Educational Partner/Sponsor Session***2773 - Transforming Your Institutional Strategy Toward a New Era of Student Success**

Transition Programs and Supports, Transition Programs and Supports

This presentation is focused on lessons learned as orientation, transition, and retention professionals have adjusted programming due to the pandemic. We will highlight the unique needs of students during this time and discuss the importance of tailoring programming to various student populations.

Evan Razor, *Executive Director New Student Programs*
The University of Oklahoma

Lauren Bridges, *Associate Director for Transition Programs, The Center for Student Success*
Southern Miss

*Educational Partner/Sponsor Session***2871 - Equity-Driven Practices for Transfer Student Success: Evidence from the National Study of Transfer Student Initiatives**

Diversity and Inclusion, Transition Programs and Supports

Supporting transfer students requires an understanding of equity and its associated implications for student success. This session will feature data from the National Study of Transfer Student Initiatives, a mixed methods project that gathered information about institutional priorities and practices related to transfer planning, services, and initiatives. We will share evidence of how transfer professionals work to sustain a transfer receptive culture on their campuses and strategies participants can use to make equity-driven change.

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

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

*Educational Partner/Sponsor Session***2873 - How Lower Columbia College's University Center Promotes 2-year to 4-year Transfer**

Partnerships and Collaboration, Transition Programs and Supports

Lower Columbia College's University Center helps LCC's graduates discover transfer options by providing direct access to 4-year university representatives. There are currently four University's with representatives at LCC's University Center offices, in addition to LCC's BAS programs. This session will highlight Western Governors University and Lower Columbia College's partnership and successes within the University Center and WGU's Onward With Learning (OWL) partnership within LCC.

Andrew Moore, *Senior Transfer Pathways Manager, NW Region*
Western Governors University

Michaela Jackson, *Director of BAS Programs*
Lower Columbia College

CONFERENCE TAKEAWAYS & CLOSING REMARKS

11:15 am - 12:15 pm PST

Reflect. Get Set. Connect.

This interactive session will provide an opportunity for you to reflect on your conference experience, get set to take action on your campus, and connect with colleagues for continued sharing and accountability beyond this space.

Sandra Dika, *Associate Professor*, University of North Carolina, Charlotte
Rachel Fulton, *Wright Path Program Manager*, Wright State University

Closing Remarks:

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



ABOUT NISTS

Through education, research, and advocacy, the National Institute for the Study of Transfer Students (NISTS) unites practitioners, researchers, faculty, policy-makers, and administrators to explore and improve transfer student success. We bridge knowledge, policies, and practice equipping professionals with the skills to challenge the status quo and reach beyond specific roles to develop equitable and inclusive transfer student experiences for today's diverse, mobile learners.

For more information, please visit our website: www.nists.org