



VIRTUAL CONFERENCE EXPERIENCE
FEBRUARY 23-25, 2021

LIVE SESSIONS

Concurrent Breakout #1

Tuesday, February 23 from 2:15 - 3:00 pm EST

Educational Session

Bridging the Gap – Using Technology and Collaboration to Increase Course Articulation Rules

Partnerships and Collaboration, Transition Programs and Services

With more than 3,000 new transfer students per year and over 10,000 active students with prior learning credit, the Undergraduate Admissions Office uses technology to bridge the gap between faculty and staff to establish course articulation rules. The presenter will discuss how Undergraduate Admissions facilitates course reviews using the implementation of the Course Substitution Request System (CSRS) in collaboration with the Prior Learning Assessment office.

Lindsay Bolt, *Assistant Director for Transfer Admission*
Michele Rice, *Director, Prior Learning Assessment*
The Pennsylvania State University

Educational Session

Agents of Change: How We Reached Transfer Students in the Midst of a Pandemic

Transition Programs and Services, Matriculation Trends and Issues

Amid the Covid-19 pandemic, the Transfer Student Success Center (TSSC) needed to reevaluate communication, engagement and online resources to support students in an everchanging new environment. During this interactive session, we will discuss our swift turnaround to improved communications, engagement strategies and online/virtual content to serve a diverse transfer student population.

Michael Quattro, *Director of Educational Outreach and Transfer Initiatives*
Ranae Hamama, *Transfer Student Success Manager*
Doug Peacock, *Academic Advisor, Wayne Advantage Coordinator*
Wayne State University

*Research Spotlight***Noting Our Differences: Transfers Report Diverse Experiences in Six Undergraduate Colleges at a Large University**

Matriculation Trends and Issues, Transition Programs and Services

This study aims to identify differences in transfer students' experiences across six undergraduate colleges within a large university. Across colleges, transfers reported differences in time spent studying, attending class, and interacting with faculty. Additional differences included participation in student organizations and comfort level on campus. These experiences were not always different from experiences gained at previous institutions. Despite the observed differences, respondents reported being overall satisfied with post-transfer experiences.

Jennifer Bundy, *Assistant Professor and Academic Advising Coordinator, Department of Animal Sciences*

Michael Retallick, *Professor and Department Chair of Agricultural Education and Studies*

Elizabeth Foreman, *Student Services Specialist, College of Agriculture and Life Sciences*

Kelsey Powell, *Transfer Student Coordinator, Department of Animal Science*

Jonathan Compton, *Senior Research Analyst, Office of the Assistant Vice President for Enrollment Management*

Iowa State University

*Educational Session***Symbiotic Operations – Creating Relationships Between Community Colleges and Universities at a Departmental Level**

Partnerships and Collaboration, Transition Programs and Services

Many institutions partner with one another through central units. As a member of an academic unit, it can often feel like you do not personally have the power to shift the needle. A 2-Year Community College Business Department and Public 4-Year University Business College discuss how they build and maintain a strong independent partnership through open communication, shared best practices, and support towards a common goal of quality transfer student experiences and outcomes.

Cassandra Ott-Kocon, *Assistant Director, Eller Undergraduate Programs*

Heather Martin, *Academic Advisor, Eller Undergraduate Programs*

University of Arizona

Vivian Knight, *Business Department Head*

Jane Hall, *Business Faculty*

Pima Community College

*Educational Session***Accelerating Progress for Equitable Transfer: Building Durable Cross-Institutional Will and Capacity for Effective Partnership Work**

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Tackling Transfer is a national initiative to improve equitable transfer student outcomes at scale through focused attention on institutional leadership, practice, and policy. The Tackling Transfer national partners will share actionable insights and tools to accelerate your work on transfer through institutional case-making and intentional transfer partnership development. Whether you sit within a transfer-sending or transfer-receiving institution, this session will provide pragmatic and evidence-based strategies for building urgency and momentum.

Juana H. Sánchez, *Senior Associate*
HCM Strategists

Alison Kadlec, *Founding Partner*
Sova

Tania (Nguyen) LaViolet, *Director*
Heather Adams, *Senior Program Manager, Transfer Initiatives - Moderator*
The Aspen Institute's College Excellence Program

*Educational Session***ALAS En Tu Camino - Clearing the Transfer Pathway**

Curricular Alignment or Degree Pathways, Diversity and Inclusion

Learn how one community came together to clear the regional transfer pathway for first-generation, Latinx, and other underrepresented college students transferring from a community college to a four-year institution. Through Project ALAS (Aligning Learning and Academic Success), CSU Channel Islands partnered with community colleges in the Ventura County region—including Oxnard College, Moorpark College, Ventura College, and Santa Barbara City College—to 'align to one degree' and build transfer student success in the region.

Veronica Montoya, *Transfer Student Success Activity Director*
Monica Rivas, *Associate Director of Academic Advising*
Tommee McMakin, *ASSET Scholars & Student Research Coordinator*
CSU Channel Islands

*Sponsored Session***Student Transfer on the Rise**

Matriculation Trends and Issues, Partnerships and Collaboration

Covid-19 brought campuses to a standstill in the Spring, and the impacts continue. Some students are transferring close to home instead of participating in distance learning or are taking a gap year. Institutions have a responsibility to help students stay on track and communicate transfer information, and there is an opportunity for recruitment in publicizing equivalencies. Transferology, the only nationwide network for students to see how their courses will transfer, can benefit your staff and institution.

Shelly Jackson, *Product Solutions Specialist*
CollegeSource

Concurrent Breakout #2

Tuesday, February 23 from 4:15 - 5:00 pm EST

Research Spotlight - BKT Dissertation Award Winner

Enhancing the Community College Transfer Pathway: Exploring Aspects of Transfer Receptivity at 4-Year Institutions in Engineering

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

Community college transfer pathways play a critical role in realizing broadened participation in engineering. The extent to which 4-year institutions are receptive to community college transfer as a viable pathway to engineering degrees may play a significant role in its efficacy. This dissertation explores a few aspects of transfer receptivity at 4-year institutions to understand how they relate to the efficacy of vertical transfer pathways in engineering disciplines.

Dustin Grote, *Postdoctoral Research Associate*
Virginia Tech

Research Spotlight

Excess at the End: Investigating Degree Audits of Bachelor's-Earning Transfer Students

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

Millions of students graduate with bachelor's degrees, many with excess credit hours (ECH) that do not apply to their degree requirements. Research has identified that transfer students accrue unused credits at a higher rate than their non-transfer peers. However, it fails to consider credit requirements by specific majors, explore patterns for excess courses, or distinguish accrual amongst transfer students from various institution types. This study addresses these gaps by examining ECH among transfer students who received bachelor-degrees from a large public research university.

Shanna S. Jaggars, *Assistant Vice Provost*
Marcos D. Rivera, *Postdoctoral Researcher*
The Ohio State University

Educational Session

Transfer Student Outreach Alliance: Building a Culture of Transfer Student Engagement & Excellence

Partnerships and Collaboration, Transition Programs and Services

Early, proactive communications to engage transfer students is critical to their retention. The Transfer Student Outreach Alliance (TSOA) was implemented to ease the transition of new transfer students. Participants will learn strategies to improve transfer student engagement and support through cross-divisional partnerships. More specifically, the presenters will share how TSOA's communication plan and cross-functional team engages students earlier into academic advising services, high-impact practices, the honors community, and peer/faculty/staff-led events.

Michelle Lopez, *Assistant Dean for Student Success*
Martha Enciso, *Associate Director, Weber Honors College*
San Diego State University

Educational Session

Power of Advisory Boards: Building Collaborative Guiding Coalitions with Multiple Entry Points into Post-Secondary Education Programs

Partnerships and Collaboration,

Since the 1970s, Central Washington University has partnered with two-year colleges to create regionally based bachelor and master degree pathways for time- and place-bound transfer students. With eight regional University Centers and Sites located across the state of Washington, this session will focus on one key community engagement strategy: successful and effective advisory boards. Participants will examine the role of a charter, vision, membership selection, engagement, and primary and secondary board outcomes.

Lauren Hibbs, *Executive Director of Extended Learning*

Megan McConnell, *Director of Transfer Center*

Ediz Kaykayoglu, *Interim Associate Provost of Extended Learning & Executive Director of International Studies and Programs*

Central Washington University

Educational Session

Becoming Transfer Friendly: Changing the Culture of a Four-Year Institution

Special Populations, Transition Programs and Services

Post-secondary institutions often focus on the 18-23-year-old residential student, but contemporary student populations (transfer students, student parents, adult learners, commuters, etc.) are growing across the county on college campuses. Still, not everyone has a holistic understanding of their needs and how to change the culture to represent the new normal. This session will focus on moving from "fitting in" transfer and contemporary students to transforming the university culture for transfer students.

Emilie Dubert, *Director, Contemporary Student Services*

Shyama Kuver, *Assistant Director for Contemporary Student Services*

Casey Machuga, *Assistant Director for Contemporary Student Services*

George Mason University

*Educational Session***Degree Pathway Partnership: Addressing Transfer Barriers through Collaboration and Advising**

Partnerships and Collaboration, Transition Programs and Services

As the transfer student population grows, transfer programs are increasingly important in establishing a smooth transfer process on college campuses. This session will focus on a degree pathway partnership program between a Research Intensive Public 4-year University and seven Community Colleges. The program was designed to address several common transfer barriers and includes transfer specialist advisors who support students through the transition while serving as transfer advocates on the 4-year campus.

Jennifer Brown, *Transfer Specialist*
Lauren-Prepose Forsen, *Transfer Specialist*
Kēhau Newhouse, *Transfer Specialist*
Amy McKee, *Transfer Specialist*
University of Hawaii at Manoa

*Sponsored Session***Bloom's Taxonomy as a DEI Learning Journey**

Diversity and Inclusion, Matriculation Trends and Issues

Since its introduction in 1956, Bloom's Taxonomy has helped learning professionals match the training they create to the outcomes they seek. But could Bloom's Taxonomy also be used as framework to help us build a culture of diversity, access and inclusion for transfer students at your institution? This presentation will look at the how organizations can use Bloom's learning approach to drive cultural change by starting simply and building to the complex. We will also discuss how to structure your DEI strategy to support everyone's learning journey and drive effective change management.

Crystal E. Newby, *Director of Diversity, Equity, and Inclusion*
Colleen O. VanDyke, *Director, Educational & Training*
National Association for College Admission Counseling

Concurrent Breakout #3

Wednesday, February 24 from 3:15 - 4:00 pm EST

Research Spotlight

Transfer Stories and Strategies: How Five Student Groups Experience the Transfer Journey

Diversity and Inclusion, Matriculation Trends and Issues

How do different student groups experience the transfer journey? What factors do groups historically marginalized by our higher education systems say impede their university readiness—even when they have made significant progress toward a transfer goal? Learn about the perspectives shared by focal student groups through the RP Group’s Through the Gate transfer study—including female, older, African-American/Black, Latina/o/x, and exited students—and discuss specific approaches for helping build their transfer capacity.

Darla Cooper, *Executive Director*

Alyssa Nguyen, *Director of Research and Evaluation*

The Research and Planning Group for California Community Colleges

Educational Session

Celebrating National Transfer Student Week: Lessons Learned for Transfer Student Engagement

Transition Programs and Services, Partnerships and Collaboration

Have you heard about National Transfer Student Week? Were you interested in participating but did not know where to start? In this session, the presenter will share the planning, implementation, and follow-up journey of a 4-year university that celebrated National Transfer Student Week for the first time with over 15 events. Join a transparent discussion about why it would have helped to heed the advice to “start small” the first year and what improved in year two.

Jasmine Howard, *Transfer Coordinator, Office of Academic Advising*

New Jersey Institute of Technology

Educational Session

Forward March: How Ohio is Awarding More Academic Credit for Military Training, Experience, and Coursework

Curricular Alignment or Degree Pathways, Special Populations

Discover how three grant-funded projects in the state of Ohio led to further credit awards for military training, experience, and coursework. Join us to discuss the three projects: Medic to Nursing, General Education Military Credit, and the Defense Language Institute Foreign Language Center Credit Alignment Project. Session participants will have the opportunity to reflect on several ways of aligning credit or waiving specific requirements, all while creating a military-friendly transfer-receptive culture.

Jared Shank, *Senior Director of Military and Apprenticeship Initiatives and Special Projects*

Ohio Dept. of Higher Education

*Facilitated Discussion***Taking Advising Out of the Office: Mutually Beneficial Programming and Partnerships**

Partnerships and Collaboration, Curricular Alignment and Degree Pathways

Transfer specific advising is not a luxury but a necessity that positively contributes to the transfer experience. This session will discuss the impact of supporting transfers through integrated advising within a Transfer Student Center, highlighting the versatile approaches UCSB advisors have developed to access and engage students. Participants will learn strategies to expand the touch-points and support services beyond the standard one-on-one advising along with establishing strong partnership to expand the reach of transfer support.

Kari Weber, *Student Activities Coordinator***Malaphone Phommasa**, *Director, Academic Success Initiatives***Jami Chavez**, *Academic Advisor***Maggie Cazares**, *Academic Advisor***Sarah Ocampo**, *Academic Advisor*

University of California Santa Barbara

*Research Spotlight***(Dis)Connection and Stigma: Transfer Students' Sense of Belonging**

Transition Programs and Services

Sense of belonging is a complex and significant factor associated with student success. Yet, there have been few inquiries into sense of belonging among the transfer student population. In this session, we will share findings from a qualitative case study that explored sense of belonging among vertical and horizontal transfer students at two four-year institutions. Results will be useful for researchers and practitioners interested in supporting transfer student development and success.

Jeffrey Mayo, *Assistant Director*

The University of Texas at Austin

Catherine Hartman, *Postdoctoral Research Associate*

National Resource Center for the First-Year Experience and Students in Transition

*Educational Session***Always Better When We're Together: Cultivating Partnerships Between 2- and 4-Year Institutions**

Partnerships and Collaboration, Transition Programs and Services

This is a presentation for enrollment management personnel from 2- and 4-year institutions on finding ways to create better partnerships and assist bachelor-bound transfer students. This educational forum given by the University of Arkansas Transfer Central will focus on how opportunities, such as Transfer Connections & the Arkansas Transfer Achievement Scholarship, have created successful partnerships with Transfer Champions at 2-year institutions that benefit both parties in a transfer partnership.

Christopher Robinson, *Senior Admissions Counselor***Chad Cox**, *Associate Director of Transfer Central***Olga Murcia**, *Admissions Counselor***Teresa Simpson**, *Admissions Counselor*

University of Arkansas

Facilitated Discussion

Faculty Supports for Transfer Students: Planting Seeds for Success

Partnerships and Collaboration, Diversity and Inclusion

Transfer is an equity issue, and we must provide the supports necessary for our students to succeed. Full-time and part-time faculty are essential to transfer students' success since the classroom (physical or virtual) is a primary site of student learning and belonging, and since positive faculty-student and student-student interactions are a major factor in success. This session will provide a sneak preview of a new NISTS resource that supports faculty as important transfer agents throughout the entire transfer student journey. We will share five key principles and related strategies and invite session participants for feedback via chat, polling, and discussion.

Peter Felten, *Executive Director of the Center for Engaged Learning, Assistant Provost for Teaching and Learning, and Professor of History*
Elon University

Lancelot A. Gooden, *Dean of B.E.S.T. Programs (Building, Engineering, and Skilled Trades)*
Durham Technical Community College

Jonathan Iuzzini, *Director of Teaching & Learning*
Achieving the Dream, Inc.

Emily Kittrell, *Assistant Director*
National Institute for the Study of Transfer Students (NISTS)

Xueli Wang, *Barbara and Glenn Thompson Professor in Educational Leadership*
University of Wisconsin—Madison

Sponsored Session

Leveraging Technology to Recruit Transfer Students

Partnerships and Collaboration, Transition Programs and Services

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, *Lead Transfer Consultant*
Matthew Sheldon, *Client Development Executive*
EAB

Concurrent Breakout #4

Wednesday, February 24 from 4:15 - 5:00 pm EST

Facilitated Discussion

Transfer Student Success Model

Transition Programs and Services, Partnerships and Collaboration

Creating an advising-coaching model with coordination and collaboration across campus led to increased retention in just one year. Developing a holistic model to support students, focused on transition, intentional on-boarding and advising, and career readiness created a clear pathway for increased transfer engagement. Beginning with onboarding, which requires an individual meeting with a Success Coach, a Career Services Counselor, and Financial Aid Advisor, every student develops a personalized success plan.

Kelsey Samsel, *Associate Director and Success Coach*

Michael Kinsey, *Associate Director and Success Coach*

Roel Martinez, *Associate Director and Success Coach*
 St. Edward's University

Research Spotlight

Using a Multidisciplinary Framework to Understand the Benefits of a Transfer Student Mentoring Program

Diversity and Inclusion, Transition Programs and Services

Our university's Transfer Student Center created a peer mentoring program grounded in academic research on supporting marginalized student populations. Utilizing both psychological and sociocultural perspectives to assess program efficacy, results suggest that this holistic programming approach aimed at increasing efficacy, belonging, and service use is a valuable model in supporting transfer student success. The multidisciplinary framework and mixed-method design are valuable strengths to consider when creating and assessing program efficacy.

Adriana Sanchez, *PhD Candidate, Counseling, Clinical & School Psychology*

Malaphone Phommasa, *Director of Academic Success Initiatives*

Vanessa Woods, *Assistant Teaching Professor*
 University of California, Santa Barbara

Andrea Mora, *PhD Candidate, Social Work and Developmental Psychology*

University of Michigan, Ann Arbor

Educational Session

Investigating Transfer Shock: Concepts, Controversies, and Implications for Transfer Students

Matriculation Trends and Issues, Transition Programs and Services

This session investigates the concept of “transfer shock,” a much-cited yet still contentious issue in student transfer. Transfer shock refers to both cause and consequence in relation to the challenges of moving between institutions. Despite more than five decades of research, the true nature of transfer shock remains unclear. Participants will explore the history - and controversy - of transfer shock to better understand this concept and its potential implications.

Kaylin Kainulainen, *Lecturer; PhD Student*
Lakehead University

Educational Session

Leveraging Multiple Products for Integrated and Comprehensive Transfer in a Multi-Campus System

Partnerships and Collaboration, Matriculation Trends and Issues

Our Minnesota state system includes more than thirty colleges and universities with institutions in both urban and rural areas. This session will cover how the system uses technology to provide comprehensive and consistent transfer information to students and staff. Presenters will share best practices, successes, and challenges they have encountered in implementing and cultivating these tools in one of the largest college and university systems in the country.

Jessica Migler, *Assistant Director for Transfer*
Kelly Ponto Watrin, *uAchieve Planner and Schedule Builder Support Analyst*
Cassandra Levesque, *Degree Audit Support Analyst*
Marta Mohr, *Interim System Director for Transfer and Degree Audit Support*
Michael Olesen, *Project Manager*
Minnesota State Colleges and Universities

Research Spotlight

Transfer Culture, Pathways & Student Supports: Promising Practices from Oregon

Partnerships and Collaboration, Curricular Alignment and Degree Pathways

This session will share findings from case studies of community colleges and universities in Oregon that document promising practices and effective strategies for supporting transfer students. The session will focus on how community colleges and universities develop and maintain transfer partnerships and high-impact transfer-specific supports being used at the universities. Participants will leave with resources they can use in their own context.

Michelle Hodara, *Manager - Research and Evaluation*
Education Northwest

Denise Callahan, *Director of Postsecondary Success*
The Ford Family Foundation

*Educational Session***Affordability, motivation, and early momentum: Micro-scholarships as a pathway to transfer**

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Arizona State University and Maricopa County Community College have reframed strategies for removing financial barriers and increasing early engagement by leveraging RaiseMe micro-scholarships. This approach recognizes the financial, academic, and social vulnerabilities that transfer students often face and addresses them early in the transfer planning process. This session will explore the collaboration process used to develop a micro-scholarship program, strategies for engaging students, creating emphasis on the Maricopa-ASU Pathway Program (MAPP), and initial outcomes.

Rose Rojas, *Director of Curriculum and Transfer Articulation*
Maricopa Community Colleges

Tara Zirkel, *Community College Partnerships*
RaiseMe

Jennifer Ash, *Associate Director, Transfer and Graduate Admissions*
Arizona State University

*Sponsored Session***Evolving the Application to Expand Transfer Student Access and Equity**

Diversity and Inclusion, Special Populations

The Common Application, a not-for-profit organization of over 900 member institutions, worked with members, students, policy experts, and reviewed research to explore the effect application questions, structure, and function ultimately has on submission. Hear how the application is evolving to increase access and equity, and how this impacts transfer students.

Batanya Gipson, *Program Director, Transfer and Community College*
Ariana Ortega, *Product Manager*
Sinthuja Nagalingam, *Project Manager*
Common Application

Concurrent Breakout #5

Thursday, February 25 from 1:30 - 2:15 pm EST

Educational Session

A Conversation with the 2021 National Transfer Student Ambassadors

Diversity and Inclusion, Transition Programs and Services

This session provides an opportunity for conference attendees to interact with the 2021 National Transfer Student Ambassadors. These exceptional students will discuss their experiences transferring between multiple institution types, providing valuable insight into the challenges, struggles, and successes inherent to the transfer process. Participants will be allowed to ask questions and discuss any element of the transfer student experience with our ambassadors.

Moderated by Rachael Williams, *Coordinator of Transfer & Transition Programs*
 University of North Georgia, NISTS Affiliate

Dipti Karnani, University of South Florida
Michael Morgan, Oglethorpe University
Keirra Scott, University of Michigan
Emily Sturm, Colorado State University

Educational Session

Started from the Bottom Now We're Here: Building a Centralized Transfer Center on a Decentralized Campus

Partnerships and Collaboration, Transition Programs and Services

To achieve holistic transfer student success, practitioners must work alongside campus partners to understand the role they play in cultivating a transfer-specific, student-centered culture. Within this session, transfer change agents in search of skills to navigate their political landscape will cultivate relevant strategies to build stakeholder relationships in efforts to support student success, while hearing the experiences of this institution's efforts to launch a centralized transfer center.

Jaclyn Duerr, *Program Manager, Transfer Student Success*
Lindsay Romasanta, *Director, Student Success Programs*
 University of California, San Diego

Educational Session

TEEx: Transfer Experience Conference

Transition Programs and Services

The TEEx: Transfer Experience Conference was borne out of a desire to provide new transfer students an immersive experience to welcome them to our campus. This session will share the process of building a transfer conference meant to supplement new transfer orientation, best practices for moving that conference online, and lessons learned about the type of content most valuable for new transfers.

Krysti Turnquest, *Project Director, Accelerated Transfer Academy*
 University of Houston-Downtown

Educational Session

Transfer Success: Utilizing Regional Advisors to Enhance Enrollment, Retention, and Graduation in a Remote and Online World

Partnerships and Collaboration, Transition Programs and Services

Our institution has utilized our regional centers and on-site advisors to recruit, advise, and serve transfer students “remotely” for the past 34 years. Even before the Covid-19 pandemic, our regional centers and proven methodologies have regularly served students and increased online transfer student enrollment year over year. Learn how effective communication plans and accelerated learning options help transfer students earn their degree more expeditiously and economically in a digital working environment.

Cody Singer, *Enrollment Development Coordinator*

Kerrie Wylam, *Regional Director*

Kate Gekeler, *Office Specialist II*

Eastern Oregon University

Educational Session

Innovating with Design Thinking: How 7 Institutions Partnered to Reimagine Transfer Student Readiness and Success

Partnerships and Collaboration, Transition Programs and Services

In 2019 and 2020, seven institutions partnered to discover how best to impact transfer student readiness and success. Nearly 100 academic and student affairs personnel from the university and state college levels used designed thinking to examine “what is,” “what if,” “what wows,” and “what now” related to the transfer journey. In this session, the leads will present the approach and results, and offer identified best practices that participants may employ on their own campuses.

Jenny Sumner, *Assistant Vice Provost*

Pam Cavanaugh, *Associate Vice Provost*

University of Central Florida

Facilitated Discussion

Overcoming Divergent Institutional Logics to Streamline Transfer: Perspectives from a Grant Collaboration

Matriculation Trends and Issues, Partnerships and Collaboration

State legislatures have widely adopted vertical differentiation--through admissions selectivity--as an institutional logic to organize their higher education institutions within the state. This stratification has led to divergent institutional logics wherein 2-year and 4-year institutions prioritize different goals. In this facilitated discussion, we engage participants on institutional logics of 2-year and 4-year institutions, discuss how they manifest as barriers to effective transfer, and discuss ways that participants, serving as transfer agents, can help their institution overcome them.

Dustin Grote, *Postdoctoral Research Associate*

David Knight, *Associate Professor, Department of Engineering Education*

Virginia Tech

Amy Richardson, *Assistant Professor, Engineering; Graduate Research Assistant*

Northern Virginia Community College; Virginia Tech

Sponsored Session

Making It Work: Constructing Positive Partnerships

Partnerships and Collaboration

This presentation will discuss assessing community college transfer needs, communicating across constituencies at both the community college and the transfer university, and nurturing student interest in transferring to a university upon their graduation. Each of these three arenas are vital for an effective transfer partnership and must be employed in an integrative and consistent manner. Attendees will learn practice models for assessing needs, communicating across constituencies, and nurturing student interest.

Keith Smith, VP and Dean of the School of Health Sciences

Tricia Berry, Associate Dean and Director, Clinical and Practicum Programs

Michelle Lavelle, Community College Partnerships
Purdue Global

ON-DEMAND VIDEO SESSIONS

Watch via the Conference App

February 23 - April 30, 2021

Educational Session

Keep it Watered and Watch it Grow: Managing Mature Partnerships between 2- and 4-year Institutions

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Like any quality relationship, the partnership between a 2-year and 4-year institution is one that grows, evolves, and changes. Many understand what they want in a partnership, but how do you achieve those goals over time with the challenges and changes in higher education? This session explores the mature stages of partnerships beyond the forming stage. Using Oregon State University as a case study, presenters offer strategies that 4-year institutions can implement to better serve their 2-year partners while seeking to meet institutional goals.

Rick DeBellis, *Associate Director of Degree Partnerships*
Bridget Jones, *Senior Associate Director of Transfer Recruitment*
 Oregon State University

Educational Session

It Takes a Village: The Impacts of Covid-19 and Transfer in the State of Ohio

Matriculation Trends and Issues, Transition Programs and Services

Discover how the state of Ohio improved information-sharing for transfer-intending students in the era of Covid-19. This session will discuss new and updated statewide policies developed, impactful transfer practices in remote course delivery, and the unique ways in which Ohio's digital efforts have evolved to better serve students. Session participants will have the opportunity to reflect on creating transfer-receptive culture to acclimate students and reimagine strategies to develop a strong transfer process during crisis.

Jessi Spencer, *Director of OATN Policy, Budget, and Constituent Relations*
Jared Shank, *Senior Director, Military, and Apprenticeship Initiatives and Special Projects*
 Ohio Department of Higher Education/ Ohio Articulation and Transfer Network

*Research Spotlight***College Closure and the Impact of Forced Transfer**

Matriculation Trends and Issues, Transition Programs and Services

The financial implications of college closure are well documented, still, no research exists that examines the impact on affected students. This session will present findings from a longitudinal qualitative study that sought to explore the impact of college closure on students who were suddenly forced to transfer. Results revealed the forced transfer event has implications for students, as well as sending and receiving institutions. Findings can better prepare students for the impact of a college closure.

Heather Maietta, *Associate Professor*
Regis College

*Educational Session***Going Beyond the Basics: Building Student Resiliency and Success Through Strong Transfer Programs**

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

This session will provide practical program development tips from a four-year institution that has worked cooperatively with eight community college systems to provide guaranteed transfer to their associate degree completing students. The program focuses on partnering with community colleges to remove transfer barriers, collaboratively nurture, and prepare students for academic success at the community college and beyond.

Mary Hendrick, *Transfer Engagement Executive*
Andy Moore, *Transfer Pathways Manager, Northwest Region*
Western Governors University

*Educational Session***With Change Comes Opportunity: How Ohio's Proposed GE Revisions Are Incorporating Diversity, Equity, & Inclusion**

Diversity and Inclusion, Partnerships and Collaboration

Discover how Ohio's statewide discussions on General Education (GE) revisions have led to a deep exploration of the need for diversity, equity, and inclusion learning outcomes. We will provide an overview of the work that's being done to reconceptualize the transfer of GE coursework. Session participants will have the opportunity to reflect on creating a transfer-receptive culture that strives to eliminate marginalization and to reimagine strategies for educating students on diversity, equity, and inclusion topics.

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

Educational Session

Identifying and Overcoming Barriers to College Completion: Perspectives from Inland Empire Transfer-Achieving Students

Diversity and Inclusion, Special Populations

Inland Empire (I.E.) community college students have the lowest degree, certificate, or transfer-related outcomes across California. In a region of nearly 5 million residents, where 6 in 10 students identify as Latino, less than 12% of Latino adults hold a bachelor's degree. It is critical to address this disparity by increasing the region's transfer rate. In this session, attendees will explore barriers, strategies, and suggestions identified by I.E. transfer-achieving students and consider how they might strengthen their own institutional supports to help students achieve transfer.

Eric Michael, MPA, JD, Ph.D., *Principle Project Investigator*

Sorrel Stielstra, PhD, *Director of Research*

Growing Inland Achievement

Educational Session

Mentoring Builds Sense of Belonging—Even When It's Remote

Transition Programs and Services

Can remote mentoring benefit new transfer students? In 2020, Transfer Connect offered mentoring to new transfer students enrolled in remote summer courses at a large research university. Each student received mentoring from a graduate student, both one-on-one and in small groups. On the required exit survey, over 90% of students reported the experience increased their sense of belonging and confidence they could succeed at the research university. This session will describe mentoring model and unpack assessment results.

Michele Rabkin, *Associate Director*

Berkeley Connect, University of California, Berkeley

Educational Session

Transfer Advisory Council: How to Amplify Your Voice

Matriculation Trends and Issues, Partnerships and Collaboration

In an environment where it can be easy to feel overworked and understaffed, learning how to build a team to amplify transfer student voices is vital. Participants will hear how a department of one enlisted a team of colleagues dedicated to consistently advocating and facilitating transfer student integration. This session will cover the council's development, member selection, completed projects, and future directions. This session is applicable for institutions of all sizes.

Erin Bird, *Transfer Transitions Coordinator*

Oregon State University

*Educational Session***Coping with Covid-19: Being Transfer Agents During a Pandemic**

Matriculation Trends and Issues, Partnerships and Collaboration

With the 2020 global pandemic causing chaos in all forms, students have been impacted in a plethora of ways. From waiving official transcripts to online learning to a wide range of virtual event and other recruitment offerings, come hear how these institutions have adapted to accommodate transfer students impacted by Covid-19, and share how your own institution has adapted or plans to adapt.

Audrey Bonchack, *Associate Director*
Pennsylvania State University

Kimberly Bryant, *Assistant Director*
University of Michigan

Jennifer Timmons, *Associate Director*
University of Iowa

Lori Christianson, *Assistant Director*
University of Wisconsin

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

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

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

Kate Springsteen, *Member Services Coordinator, Interstate Passport®*
Western Interstate Commission for Higher Education

Kristin Mauro, *Director, Transfer Pathways*
Western Oregon University

*Research Spotlight***First-Generation Students: Factors Predicting Intent to Transfer**

Curricular Alignment or Degree Pathways, Special Populations

The purpose of the study is twofold: 1) to utilize a national dataset to investigate the experience of FGCCS; and 2) to test a recently established hypothetical conceptual model of factors that relate to the odds of FGCCS goal to transfer to a four-year university with a focus on Black and Hispanic/Latino(a) students.

Frankie Santos Laanan, *Department Head and Professor*

Arleene Breaux, *Associate Professor*

Paton Roden, *Graduate Research Assistant*
The University of Alabama

E. Michael Bohlig, *Assistant Director of Research*
Center for Community College Student Engagement, The University of Texas at Austin

Educational Session

Texas A&M Engineering Academies: An Innovative Education Pathway to an Engineering Degree

Diversity and Inclusion, Partnerships and Collaboration

Unlike traditional transfer programs, students admitted into an Academy are admitted to Texas A&M University and begin earning Texas A&M University credit from semester one. Students enroll in math, science, and core curriculum courses through one of the partner colleges and have the unique opportunity to enroll in Texas A&M University engineering courses taught by Texas A&M University faculty face-to-face on the partner community college campus.

David De Sousa, Associate Director, Engineering Academies

Edwin Bassett, Director, Engineering Academies

Texas A&M University

Research Spotlight

Fall 2020 Transfer Students and Their Expected Academic Difficulties: Implications for Orientation, Advising, and Academic Success

Transition Programs and Services, Matriculation Trends and Issues

The focus of this study is twofold: present current research regarding the academic backgrounds, expectations, and beliefs of 6,000 transfer students from Fall 2020; and secondly, use these results and other relevant research to discuss how institutions can best serve transfer students during this time of transition and the current pandemic. Individuals will reflect on how these results connect with their experiences working with students and the implications for their professional practice.

James Cole, Associate Scientist and BCSSE Project Manager

Indiana University

Educational Session

Charting the Course: Uncovering Transfer Treasures through Cross-Campus and College Collaborations

Partnerships and Collaboration, Transition Programs and Services

Co-admission programs have become more prevalent. They are win-win models, and students appreciate the affordable option of earning their degrees. Community colleges benefit as students are required to complete the associate degree. Four-year schools value these programs because students have a more successful transition, already being acclimated to their campus. With the influx of new programs, your school needs a competitive advantage. Learn how one university created a model with transfer treasures that benefited all partners.

Karen Rupp, Quality Assurance Coordinator

Erica Hoyt, Associate Director for Transfer Recruitment

Cameron Burroughs, Transfer Coach

East Carolina University

*Research Spotlight***Engineering Community College Transfer: Examining the Influence of Pre-Transfer Programs on Transfer from Students' Perspectives**

Matriculation Trends and Issues, Transition Programs and Services

Navigating vertical transfer in a highly sequenced discipline, like engineering, is cumbersome and sometimes discouraging. Early integration transfer advising programs can help to ease the transfer experience. In this research spotlight session, we will compare experiences of vertical transfer students who participated in an engineering-specific early integration advising program with transfer students who did not participate in the program. We highlight several themes and provide recommendations for designing discipline-specific early integration transfer advising programs.

Amy Richardson, *Assistant Professor, Engineering; Graduate Research Assistant*
Northern Virginia Community College; Virginia Tech

Hannah Glisson, *Graduate Research Assistant, Virginia Tech Network for Engineering Transfer Students (VT-NETS)*
Dustin Grote, *Postdoctoral Research Associate*

David Knight, *Associate Professor, Department of Engineering Education*
Virginia Tech

*Educational Session***Coffee & Community for First-Generation Transfer Students: Culturally Responsive Space of Belonging**

Diversity and Inclusion, Special Populations

Our weekly Coffee & Community program serves as an affirming, supportive environment for first-gen transfer students at the University of California, Santa Barbara. It began as a collaboration with the Educational Opportunity Program when the Transfer Student Center opened in 2016 and remains a beloved core program. This video will highlight students' experiences in Coffee & Community and present strategies for supporting first-generation transfer students' sense of belonging while affirming their intersectional identities.

Malaphone Phommasa, *Director of Academic Success Initiatives*

Angelica Caudillo, *Educational Opportunity Program Counselor*

Adriana Sanchez, *Ph.D. Candidate, Clinical, Counseling, and School Psychology*

Micaela Bermudez, *Programs Assistant, Transfer Student Center and ONDAS Student Center*
University of California, Santa Barbara

*Educational Session***Personal Librarians: The Not-So-Secret Agent of Transfer Student Success**

Transition Programs and Services, Partnerships and Collaboration

Academic libraries recognize the unique challenges of transfer students and have been working to find ways to support them for decades. Supporting transfer student success and reducing transfer shock has long been a latent goal of the University of Wyoming. This session describes the UW Libraries Personal Librarian Program for Transfer Students, which seeks to reduce the stress and shock of transferring from a small college to a large university.

Kristina Clement, *Student Success Librarian*
University of Wyoming

Educational Session

Not-So-Secret Strategies for Serving Transfers: A University and Community College Pipeline for Student Success

Partnerships and Collaboration, Transition Programs and Services

Many first-generation students, who include low socioeconomic backgrounds, students of color, and non-native English speakers, have completed baccalaureate degrees due to this 20-year partnership between a community college and university in rural northeast Texas. Best practices include lessons learned from the partnership; examples of how data informs decisions; overcoming state funding and policy challenges with state officials and university leaders; and identifying strategies for successful transfer partnerships.

Kelly Coke, *Director of Programs*
Texas A&M University-Texarkana

Glenda Ballard, *Associate Vice President of Graduate and Professional Studies*
St. Edwards University

Educational Session

Transfer Peer Mentors (TPMs): Not So Secret Transfer Agents

Diversity and Inclusion, Transition Programs and Services

This session will be an in-depth conversation with the MSU Denver Transfer Peer Mentors (TPMs). We will host a talk show style Q and A session in which the TPMs will answer questions about their motivation for being TPMs, the benefits to them as students and as employees, and lots more! We will also provide a digital pamphlet that outlines the transfer peer mentor program components.

Tiffani Baldwin, *Coordinator, Transfer Student Success*
Megan Dempsey, *Transfer Specialist*
Kaden Van Hegewald, *Lead Transfer Peer Mentor*
Alysha Rowzee, *Transfer Events Student Coordinator*
Gemma Chacon, *Lead Transfer Peer Mentor*
Metropolitan State University

Educational Session

Developing Systematic Independent College Transfer in New England: Early Lessons

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

The New England Independent College Transfer Guarantee (The Guarantee) is an initiative led by the New England Board of Higher Education (NEBHE), where systematic transfer pathways have been developed for community college graduates into independent institutions in Connecticut, Massachusetts, and Rhode Island. This session highlights lessons learned, including: the cultivation of institutional and state participation and collaboration, strategies for state-wide transfer unification, and improved student-focused pathway development.

Emily Decatur, *Associate Director of Transfer Initiatives*
New England Board of Higher Education

Stafford Peat, *Senior Policy Consultant*
New England Board of Higher Education

Educational Session

The Game Changer: Changing the Conversations with Community College Transfer Students from WHERE? to WHY?

Curricular Alignment or Degree Pathways, Transition Programs and Services

Many times, conversations with community college transfer students begin with, “Where do you want to transfer?” What if we didn’t focus on WHERE to transfer but WHY? As Transfer Advocates, we understand this urgency and need for our students to complete a post-secondary degree and gain meaningful employment, but do our students? Come learn ways to begin that conversation with your students to improve transfer success.

Christine Ziemba-Tolbert, *ACA Instructor*
Gaston College

Educational Session

Busting and Bridging Barriers to Transfer Student Success

Transition Programs and Services, Partnerships and Collaboration

Busting and Bridging Barriers to Transfer Student Success will present participants with an opportunity to consider best practices for supporting transfer students. Because our university is completely online, this year’s pandemic and social unrest has posed an opportunity to evaluate, validate, and launch many transfer student support practices and programs. Join us to learn how these practices may apply to your institution and share some of your success with transfer-focused colleagues.

Kelsey Donnelly, *Strategic Partnership Manager*
Tenita Philyaw-Rogers, *Strategic Partnerships Manager – Community Colleges*
Krista Spencer, *Transfer Pathways Manager*
Dwayne Grant, *Community Relations Manager – Texas Community Colleges*
Western Governors University

Educational Session

Building Equitable, Transfer-Inclusive Educational Pathways for Latinx Students

Diversity and Inclusion, Partnerships and Collaboration

Latinx students are fundamental to the current post-secondary education landscape and college pathways. Educational systems must adapt to become more transfer student-ready and build equitable learning environments. Juntos is a pre-college program for Latinx families that utilizes partnerships with community colleges to provide culturally-responsive resources and support students through their entire educational journey. Impact is evident in both student outcomes and stronger institutional capacity for equity.

Amy Young, *Juntos Research Coordinator*
Emily Henry, *Assistant Program Leader*
José R. García, *Juntos Program Coordinator*
Oregon State University Open Campus

Holly Nelson, *Executive Dean*
Chemeketa Community College

Educational Session

Covid-19 Impacts on Student Transfer and How the Clearinghouse Can Help with Data-Driven Decisions to Impact Those Students

Diversity and Inclusion, Matriculation Trends and Issues

Recognizing the urgency of Covid-19's impact, the Clearinghouse Research Center will report on student transfer, mobility, and progress, providing information for institutions, policy makers, and learners to understand how the pandemic is changing higher education. The new Postsecondary Data Partnership service provides institutions with richer insights based on a comprehensive set of student data, all new students, including transfer students who enter your institution at any time.

Poppy Liu, *Research Associate*

National Student Clearinghouse Research Center

Ken McVeary, *Senior Specialist, Data Partnership*

National Student Clearinghouse

Research Spotlight

Best Practices for Serving Hispanic Transfer Students from a Community College to a Four-Year Institution

Diversity and Inclusion

This session will discuss best practices for academic advisors and higher education professionals working with Hispanic/Latino(a) students. The presenter will share results of a qualitative study she conducted where she investigated the factors that impacted the college transfer experiences for this underrepresented student population. An overview will be given of the barriers and challenges Hispanic students face during their transfer and overall undergraduate journeys.

Jennifer Bravo, *Director of Transfer & Transition Services*

Florida International University

Educational Session

Fostering Equity in STEM Career Attainment: The Community of Transfer Researchers Program

Diversity and Inclusion, Transition Programs and Services

Attendees will explore the call to action, design, and implementation of the Mason Science Community of Transfer Researchers, an innovative learning community launched at George Mason University in Fall 2018 to address barriers to undergraduate research for our incoming STEM transfers. Explore the blended cohort and navigational programming, faculty and near-peer mentorship, and optional learning community courses that have jumpstarted transfer engagement in the university's scholarly research community. Review our promising outcomes and lessons learned as we continue to expand our efforts to enhance access and inclusion in undergraduate research.

Kerin Hilker-Balkissoon, *Director of Educational and Career Pathways, College of Science*

George Mason University

Educational Partner

Teaching for Inspiration: Approaches to Engaging Transfer Students in Gateway Courses

Diversity and Inclusion, Special Populations

Although transfer students comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population. Participants will leave the session with strategies and approaches they can implement in gateway courses to create to foster equitable outcomes while inspiring transfer (and all) students.

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

Educational Partner

Agents, Advocates, and Anomalies: The Aftermath of Covid-19

Partnerships and Collaboration, Transition Programs and Services

The Covid-19 pandemic necessitated numerous changes in the higher education landscape. As a result, transfer students might well have become victims of further potential inequitable experiences in their quest for college degrees. This program will identify the various changes and explore some of the factors that will need to be addressed as we return to “normalcy.”

Thomas Grites, *Assistant Provost (Ret)*
Stockton University/ NACADA Representative

Jennifer Radwanski, *Director Parent and Family Partnerships*
Candace Mitchell, *Complex Director, House 1 & Chris Gaupp Property*
Stockton University

Educational Partner

New Trends and Issues in the Field of Student Transitions

Partnerships and Collaboration, Transition Programs and Services

This presentation will draw from data generated by the National Resource Center’s national surveys examining educational initiatives, co-curricular programs, and high-impact practices that support student learning, development, and achievement in the first-year experience, sophomore year, senior capstone experience, and other transition points. More specifically, this presentation will identify key research findings that represent both new trends and issues in the field of student transition and success and future directions for scholarship and practice.

Dallin George Young, *Assistant Director for Research and Grants*
National Resource Center for The First-Year Experience and Students in Transition

POSTER PRESENTATIONS

View in the Conference App

February 23 - April 30, 2021

North Carolina Community College to HBCU Transfer Student Success: An Evaluation of Promising Practices

Diversity and Inclusion, Partnerships and Collaboration

This study seeks to understand how transfer practices in North Carolina influence student success and degree completion. North Carolina community college students transfer to public HBCUs in the UNC System at varying rates. Data collection and analysis for this study will inform future research and senior leadership at community colleges and universities in understanding the role transfer practices play in student success, persistence, and degree completion for North Carolina's community college students.

Monique Colclough, *Postdoctoral Research Scholar*
The Belk Center for Community College Leadership and Research

Choice of STEM Majors: A Latent Class Analysis of Students' Beliefs, Goals, and College Experiences

Curricular Alignment or Degree Pathways, Diversity and Inclusion

Employing longitudinal transcript analysis and latent class analysis (LCA), this proposed study focuses on community college transfer students who have successfully transferred to a large 4-year research university in Texas. It aims to develop a typology to classify transfer students into meaningful reference groups, based on student' beliefs, goals, and college experiences. The researcher will engage the audience in discussions regarding findings and implications for policy and practice in both community colleges and 4-year universities.

Yi Leaf Zhang, *Associate Professor*
University of Texas at Arlington

Navigating the Student Transition: Combing Student Voice with Data

Matriculation Trends and Issues, Partnerships and Collaboration

Data is powerful; combing data with student voice narrating their experience is even more powerful. This session explores the similar, yet distinct, experiences of First Year and Transfer students as they transition into their new academic life. Combining student voice from surveys with institutional data illuminated common challenges in key areas of academic advising, faculty interactions, in-class experiences, and financial preparedness. Instead of these populations vying against each other, combing their voices generated substantial change.

Erin Bird, *Transfer Transitions Coordinator*
Oregon State University

Empowering Community College Pathways in Teacher Prep: A Pipeline to Licensure

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

This poster presentation provides details of an Education Pathways program at a rural community college. Information includes an established need for the program, with a focus on partnerships between the community college, state university, and the local school districts. Course sequence and student experiences are also included. Participants gain an understanding of necessary tools for recruiting district-based teachers and transferring them from K-12 to higher education, so that they can serve their communities as educators.

Courtney Cunningham, Instructor
Columbia Gorge Community College

Nell O'Malley, *Senior Instructor & BS-CBEE Program Lead*
Oregon State University

Catherine Dalbey, *Director of Human Resources*
Hood River County School District

Helping Administrative And Academic Faculty Understand The Importance of Their Role as a Transfer Agent

Partnerships and Collaborations, Transition Programs and Services

Our program consists of transition advisors from a 4-year University that are housed in a 2-year community college. Comprising three offices on each major campus, we serve as a bridge between the two large institutions by offering services and events in both academic environments. We work closely with various university and college student services to support the transfer of students by creating a positive transfer culture and fostering the development of transfer agents.

Anam Qadir, Interim Assistant Director
Le Quanda Cole, *Director of UNLV/CSN Transfer Program*
Janet Hollinger, *Senior Transition Advisor*
University of Nevada Las Vegas

Transferring Community College Students to Institutions Throughout the Country

Curricular Alignment or Degree Pathways, Partnerships and Collaboration

Opportunity presents itself when an institution is one of the fastest growing in the country. Online education requires an institution to build partnerships to serve the students where they are at, even beyond one's service district. This presentation will show how an institution with an online student population of 117 in Fall 2015 now has over 30,000 online students today. The institution has also been able to send students to 672 different transfer institutions.

John Crooks, Senior Vice President of Academic Affairs
Christina Wanat, *Senior Vice President and Chief Student Affairs Officer*
Chris Bird, *Vice President of Institutional Research*
Nicole Rowe, *President, Student Resource Center*
Eastern Gateway Community College

LIVE NETWORKING SESSIONS

Participate Live via the App

Tuesday, February 23 from 3:15 - 4:00 pm EST

Networking is a hallmark of NISTS conferences and we remain committed to providing opportunities for you to engage with each other. This session offers *Facilitated Discussions* and *Group Conversations*, both of which blend content delivery around relevant topics with small group interaction to encourage idea exchange and colleague connections.

Facilitated Discussions: Submitted during the conference proposal process, the presenters will facilitate learning through dialogue around their chosen area of expertise.

101 Ways to Create Transfer-Friendly Institutions

Many four-year institutions "say" they want more transfer students but don't always take the time to examine which of their policies and practices might not be so transfer-friendly. Acknowledging that all institutions function as unique environments, strategies shared in this conversation will lead to a robust list of ideas you can take away and use to create more transfer-friendly spaces on your own campuses.

Facilitators:

Bridget Jones, *Senior Associate Director of Transfer Admissions*
Kimberly Alvarez, *Transfer Services Manager*
Melissa Lee, *Transfer Services Manager*
 Oregon State University

The Power of the Collective: Fueling Success through Community

What happens at NISTS...does not have to stay at NISTS! This was the philosophy of multi-institutional colleagues after meeting at NISTS in 2018. In this discussion, participants will build a community of transfer agents poised to help each other address unique problems at their individual institutions. Through the lens of the problem-based learning model, participants will gain insight into how the impact of collective knowledge and community care can influence transfer student success across campuses.

Facilitators:

Shellee Stewart, *Academic Specialist, UC-Riverside*
Jackie Duerr, *Program Manager for Transfer Student Success, UC-San Diego*
Vivianna Alvarez, *Program Coordinator with the Services for Transfer and Re-entry Students, UC-Santa Cruz*
Rosa Neidin Hernandez, *Program Coordinator for Transfer, Returning and Veteran Students, UC-Merced*
Heather Adams, *Senior Program Manager of Transfer Initiatives, The Aspen Institute's College Excellence Program*

Engaging in Sustained Transfer Advocacy

As college campuses evaluate their future, it's time to ensure the voices of transfer students and their advocates are heard across the institution. Guided by an evolving framework, this discussion will help participants outline a path toward maximizing their impact and improving transfer student success. We'll explore the many forms of advocacy, including ways to tell student stories, identify various avenues for influencing others, and develop immediate and long-term action items.

Facilitator:

Mark Allen Poisel, *University Professor (adjunct)*
Multiple institutions; NISTS Advisory Board Member

Supporting Transfer Through Better Networking: A Discussion For Transfer Agents

The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System, a new book out this month brings together research, theory, practical applications, programmatic illustrations, and case studies to propose a totally different way of thinking about, understanding, and acting to increase transfer student success. This discussion, led in small groups by the main authors, offers insight into motivations behind exploring transfer this way, the lessons learned in writing the book, and how transfer agents can work collaboratively to promote change.

Facilitators:

John Gardner, *CEO and Chair*
Andrew Koch, *President and Chief Operating Officer*
John N. Gardner Institute for Excellence in Undergraduate Education

Michael Rosenberg, *Director of Planning, Office of Planning, Assessment and Institutional Research*
The Pennsylvania State University

Group Conversations: Topic-centered conversations introduced by the session guide(s) and explored through personal reflection and small group interaction.

Improving Transfer On-Boarding and Programming in the COVID Era

The pandemic has required significant adjustments to our transfer practices. With full or hybrid online engagement now the norm, this session explores ways to ensure students receive the information and support they need to enter and successfully navigate their new institution.

Guide:

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

Maximizing Transfer Preparation at Two-Year Institutions

Ensuring students are academically and psychologically prepared to transfer requires time, intention, and institutional commitment. This conversation explores ways individuals and departments can accept responsibility for and collaborate around transfer preparation within and beyond their institutions.

Guides:

Kimberly Lowry, *Vice President, Student Success and Instruction*
Lone Star College-Houston North, NISTS Advisory Board Member

Nora Manz, *Director of Advising, Transfer and Articulation*
Delaware County Community College

Conducting Transfer Research

Conducting transfer research is both exciting and daunting. We address both in this conversation for emerging transfer researchers where we will share our work, explore strategies for success, and potentially develop an ongoing support network. Graduate students welcome!

Guide:

Judith Brauer, *Associate Director*
National Institute for the Study of Transfer Students (NISTS)

Transfer Agents: Finding Community and Connection

The last year has left many of us feeling off-center and questioning our ability to effectively impact students and others. This conversation focuses on ways we can use community and connection to realign our purpose, actions, and energy, reclaiming our motivation within the shape-shifting environments we navigate.

Guide:

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