

*This is a preview of the conference program. It is a live document subject to significant change.
If you'd like to print a copy for your records, we request you wait to do so until a week or two before the event start date.*



CONFERENCE PROGRAM

Full Steam Ahead:

LEVERAGING OUR WINS TO FUEL SYSTEM CHANGE

St. Louis, Missouri | February 21-23, 2024

NISTS 2024 | CONTENT THEMES

At NISTS, we believe it takes all of us working together, beyond silos, to effectively support transfer students' diverse identities, contributions, needs, and pathways. All conference sessions align with at least one of the following broad content themes, which intentionally blur traditional boundaries between functional areas and across community colleges, universities, and blended institutional types.

Enhancing Access, Affordability, and Wellness

The transfer pathway includes numerous barriers to enrollment and goal completion that often disproportionately impact students from historically underrepresented and under-supported groups. Presentations in this category examine strategies that promote transparency, remove obstacles, and ensure equitable access to educational opportunities. Sessions cover a range of topics that address the multifaceted aspects of student well-being, such as scholarships and financial aid, housing and food security, childcare support, mental health, open educational resources, and policies that may impede student progress.

Fostering Inclusion, Engagement, and Community

Transfer students have a wealth of knowledge and experiences, and they deserve purposeful and tailored support as they navigate the transition between institutions. These sessions concentrate on helping students feel valued, welcomed, and connected as they acclimate to their new campus environment, build meaningful relationships, and discover ways to engage in high-value personal, social, and academic activities. Of particular interest are presentations that explain how these programs and supports foster a genuine sense of acceptance within the broader campus community and contribute to student persistence, retention, and completion.

Leading and Advocating for Change

To create an inclusive and equitable transfer culture, transfer success must be valued and prioritized throughout the entire institution/system. These sessions explore how both grassroots and appointed leaders can leverage their knowledge and influence to garner buy-in with key stakeholders and may also address infrastructure/policy changes related to financial and physical resources, partnerships, personnel, professional development, or technology. Of particular interest are tips and tools for using data and narratives to engage campus colleagues, raise awareness and empathy, and build coalitions for moving transfer initiatives forward.

Maximizing Credits and Streamlining Pathways

Complicated credit policies and unclear academic plans too often delay transfer students' progress and persistence, causing excess credit accumulation, multiple major changes, and lost personal momentum. Presentations in this category discuss challenges associated with credit transferability and applicability and offer suggestions for improving communication, collaboration, and records management. Relevant topics include alternative credits, articulation agreements, the credit evaluation/appeals process, curriculum alignment, degree maps, guided pathways, and reverse transfer.

Optimizing the Matriculation Process

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. These sessions spotlight trends and issues related to transfer planning, recruitment, enrollment, or onboarding and amplify the policies, practices, and resources that can propel students from their initial point of interest through the first semester of attendance at their new institution.

Supporting Diverse and Special Populations

Transfer offers students with a variety of backgrounds, experiences, and identities the opportunity to pursue higher education, while simultaneously bringing rich diversity to our campuses. Presentations in this category discuss these [new majority learners](#) in more detail and highlight programs and supports tailored to facilitate a smooth and equitable transfer experience. Relevant populations include, but are not limited to: people of color, first-generation, low-income, adults, parent/caregivers, LGBTQ+, military-affiliated, online-only, part-time, formerly incarcerated, neurodivergent, those with a disability, and students who have experienced trauma.

NISTS 2024 | SESSION TYPES

Collaboration Circles

These sessions provide a loosely structured setting to build connections and problem-solve with colleagues facing similar opportunities and challenges in their work. While sessions are typically focused on a particular topic/functional area, student/professional population, institution type/size, or state/geographic region, there is no formal presentation to ground the conversation. Rather, attendees are encouraged to actively contribute to the conversation by exchanging insights, sharing best practices, and brainstorming new ideas and strategies.

Facilitated Discussion

These sessions give attendees the opportunity to engage in a collective deep dive into a specific theme, question, activity, or problem. Presenters provide a brief introduction to the topic then guide attendees through a planned conversation designed to promote reflection and an intentional exchange of ideas and experiences. By creating an inclusive and dynamic environment for sharing, presenters can help attendees expand their networks and gain fresh perspectives on critical issues.

Focus on Fundamentals

These sessions offer seasoned professionals a chance to share their expertise about the foundational principles, theoretical frameworks, and key policies that underpin effective transfer practice and decision-making. These presentations introduce essential knowledge and are designed to facilitate a deeper understanding of what works, what doesn't, and why. By providing an overview of interrelated concepts or an in-depth look at a specific topic or issue, presenters can help attendees contextualize their everyday work and respond to emerging trends in the transfer landscape.

Research Spotlight

These sessions allow researchers (including graduate students) to showcase findings and insights from well-designed studies or analyses of the literature. Presentations may unpack any aspect of the transfer experience and aim to stimulate meaningful conversations about how research can inform and improve transfer policies, practices, and student

support services. We welcome research projects from diverse disciplines, methodologies, and theoretical approaches, provided the presentation remains accessible to attendees with limited research experience.

Solutions Showcase

These sessions offer professionals the opportunity to share their experiences and lessons learned from applying creative solutions to common transfer issues. Presentations highlight a variety of initiatives and are particularly focused on sharing tools, frameworks, or models that can be adapted by other institutions. Although these sessions may include some elements of a traditional "show-and-tell" presentation (e.g., details related to structure, funding, staffing, outcomes, etc.), the bulk of time is spent exploring concrete examples, strategies, and insights for implementing similar policies, programs, practices, or technologies.

Under Construction

These sessions are for individuals who have a work-in-progress they want to further develop with the guidance and support of their peers. During the session, presenters will pitch an idea and outline their challenges, then solicit suggestions, questions, and insights from the audience. Whether the project is in the initial stages of planning or has already begun, these sessions provide a chance to refine goals, examine assumptions, explore potential obstacles, and (hopefully) identify new solutions.

Educational Partner/Sponsor

These sessions offer confirmed [educational partners and conference sponsors](#) a dedicated platform to formally introduce attendees to their organizations and the benefits, features, and potential impact of their products and/or services. Whenever possible, presenters are encouraged to co-present with institutional partners to illustrate tangible examples and demonstrate real-life applications of their educational materials.



Full Steam Ahead

LEVERAGING OUR WINS TO FUEL SYSTEM CHANGE

NISTS 2024 | St. Louis, Missouri • February 21-23

DAILY SCHEDULE

WEDNESDAY

February 21

SPIRIT DAY!! 🎉

9:00 am-5:00 pm
Registration & Help Desk Open*

10:30 am-5:00 pm
Exhibit Hall Open

10:30 am-11:30 am
First-Time Attendees Welcome

1:00 pm-2:30 pm
Opening Session & Keynote

Beverage Break

2:50 pm-3:40 pm
Concurrent Session 1 (50-minutes)

4:00 pm-4:50 pm
Concurrent Session 2 (50-minutes)

5:00 pm-6:30 pm
Opening Reception & Poster
Presentations

**Early check-in available on Tuesday,
February 20th from 3-5pm*

THURSDAY

February 22

7:30 am-8:30 am
Breakfast

8:00 am-5:00 pm
Registration & Help Desk Open

8:00 am-5:00 pm
Exhibit Hall Open

8:30 am-9:20 am
Concurrent Session 3 (50-minutes)

9:40 am-10:10 am
Concurrent Session 4 (30-minutes)

Beverage Break

10:30 am-12:00 pm
Action-Focused Workshop

12:00 pm-2:00 pm
Lunch on Your Own
Meal Meet-Ups

2:00 pm-2:50 pm
Concurrent Session 5 (50-minutes)

3:10 pm-3:40 pm
Concurrent Session 6 (30-minutes)

3:40 pm-4:10 pm
Networking and Snacks with Exhibitors

4:10 pm-5:00 pm
Concurrent Session 7 (50-minutes)

6:30pm
Transfer Nation Social Hour
(Red Bar, adjacent to the hotel lobby area)

FRIDAY

February 23

7:30 am-8:30 am
Breakfast

8:00 am-1:00 pm
Registration & Help Desk Open

8:00 am-12:00 pm
Exhibit Hall Open

8:30 am-9:30 am
Plenary Panel

9:50 am-10:20 am
Concurrent Session 8 (30-minutes)

10:45 am-11:15 am
Concurrent Session 9 (30-minutes)

Beverage Break

11:35 am-12:25 pm
Conference Takeaways
Planning Session

12:25 pm-12:35 pm
Closing Remarks

*Schedule subject to change.
All times CST.*

Wednesday, February 21st

FIRST-TIME ATTENDEES WELCOME

10:30 – 11:30 am

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 this year's featured sessions. You will leave with tips for navigating the conference, connections with fellow attendees, and ideas for ways to continue learning with NISTS when you return home.

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 – 2:30 pm

Full Steam Ahead: From Tracking to Transforming Transfer!

In this keynote, researchers from CCRC and the Aspen Institute will share key takeaways from a [national and state-by-state look](#) at the major disparities and opportunities for transforming transfer, including new measures of four-year institutional performance serving low-income, older adults, and transfer students of color. Presenters will describe emerging findings from recent visits to transfer partnerships with particularly strong outcomes for students of color, equipping and inspiring leaders to fast-track transfer transformation. [#FullSteamAhead](#)



Tatiana Velasco

Research Associate ([bio](#))

Community College
Research Center



Tania LaViolet

*Director of Research
& Innovation* ([bio](#))

Aspen Institute
College Excellence Program



John Fink

*Senior Research Associate
and Program Lead* ([bio](#))

Community College
Research Center

Just prior to the keynote, NISTS staff will briefly introduce you to this year's Bonita C. Jacobs Transfer Champions, the Research Grant award winner, and our four amazing National Transfer Student Ambassadors.

Concurrent Session #1: Wednesday, February 21st

(50-minutes)
2:50 – 3:40 pm

Solutions Showcase

3245 – The Ultimate Playbook: How To Up Your Transfer Partner Game

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

Community college students have many choices when selecting a transfer institution; the competition is fierce. In 2022, the Maricopa Community Colleges District revamped its university partner model to identify the top players in the transfer arena. Join us as we cover the components of the transfer playbook, which includes an enhanced application process and criteria, a revised partnership rubric, and a refreshed list of implementation strategies to help students achieve their education goals. This session will give a TKO (technical knockout) to traditional transfer practices and academic partnerships.

Rose Rojas, *Director of Curriculum and Transfer*

Kimberlyn Carovillano-Dugan, *Instructional Service Coordinator, Sr*
Maricopa Community Colleges

Under Construction

3274 – Parenting Scholar: Transfer Bound!

Leading and Advocating for Change, Supporting Diverse and Special Populations

The *Parenting Scholar: Transfer Bound!* session will cover the importance of exposing and introducing the transfer bound concept to “student parents” or what we like to call “Parenting Scholars.” Our session will provide data and research on the number of parenting scholars that exist in our California Community Colleges and the need for exposure to transfer is important. We will also introduce a Transfer Guide: Parenting Student Edition and pilot project for EOPS/CARE and CalWORKs parenting scholars. Launching summer 2024, this project will increase the number of parenting scholars that select transfer through programming and guidance towards the transfer pathway.

Perla Partida, *Transfer Specialist/Adjunct Counselor*

Ana Silvia Turcios, *CalWORKs Counselor/Faculty*
Mt. San Antonio College

Solutions Showcase

3277 – Extending the Transfer Orientation Experience: Tips for Onboarding & Supporting Transfer Students

Fostering Inclusion, Engagement, and Community, Optimizing the Matriculation Process

Many institutions struggle to provide transfer students with an orientation program that centers their experience, and advisors are limited in how they are able to support students at orientation due to larger institutional structures that dictate the orientation requirement. In this presentation, participants will learn how one academic college worked to combat the limits of their orientation through an intentional onboarding event that serves as an extension to the students’ orientation experience. The presenter will share background regarding the event, the theoretical framing for the event, and strategies for other colleges seeking to improve the onboarding experience for transfer students.

Shannon Buenaflor, *Program Director*

A. James Clark School of Engineering University of Maryland

Research Spotlight

3285 – The African American Transfer Tipping Point: Exploring the Transfer Journeys of Over 7,000 African American/Black Community College Students

Enhancing Access, Affordability, and Wellness, Leading and Advocating for Change

Two-thirds of African Americans who attend college in California begin at a community college, yet 60% leave without any degree/certificate or transferring to a university. Decreasing racial inequities in transfer is a key strategy for increasing race and income equality. Leveraging survey data from over 7,000 African American/Black California community college students, this research sought to identify the factors contributing to African American/Black students' likelihood of transferring to university. This session will present these research findings and provide concrete recommendations for supporting transfer-motivated African American/Black students.

Darla Cooper, *Executive Director*

The Research and Planning Group for California Community Colleges (The RP Group)

Collaboration Circles

3291 – Recruiting the Modern Transfer Student: Current Challenges and Future Opportunities

Enhancing Access, Affordability, and Wellness, Optimizing the Matriculation Process

For many in higher education, the ability to recruit transfers well is critical to institutional health. In light of the recent pandemic, national trends in community college enrollment, and a perceived preference in online course delivery for many students, it could be argued that recruiting transfers requires more creativity than ever. We will first identify some of the most recent challenges in transfer recruiting and will then collaborate to brainstorm, problem-solve, and proactively seek solutions to those challenges that we identify.

Nate Weigl, *Senior Director | Transfer Admissions & Engagement*

Kim Morton, *Director of Transfer Recruitment & Retention*

Michael Brackett, *Director of Operations*

Emily Heaberlin, *Associate Director of Transfer Recruitment*

Appalachian State University

Focus on Fundamentals

~~CANCELED~~ 3337 – ~~Data Alone is Not Enough: Utilizing Real-Time Data, Campus Collaboration and Success Coaching to Improve Transfer Student Persistence, Retention and Graduation Rates~~

~~Optimizing the Matriculation Process, Enhancing Access, Affordability, and Wellness~~

~~A significant number of transfer students delay registering for courses until shortly before the semester begins, affecting the ability to enroll in courses needed to progress or that fit their work/family obligations. Becoming more proactive to combat this enrollment behavior, retention data dashboards were developed, and a collaborative retention initiative was implemented. Using real-time data, tracked daily, to inform the strategies, we partnered with other campus stakeholders to create chatbot nudges and Success Coach calls and intentional coaching conversations. This multi-faceted collaboration garnered buy-in from senior leadership and various stakeholders across campus are infusing coaching into their outreach initiatives.~~

~~**Angelia Smith**, *Director, Transfer Center*~~

~~**Lisa Cruz**, *Associate Director, Student Coaching*~~

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

Facilitated Discussion

3339 – Increasing College Capital for Underrepresented Community College Students via a Multi-Year Engineering Pathway

Enhancing Access, Affordability, and Wellness, Supporting Diverse and Special Populations

Through the development of students' "college capital," a local Boulder-metro community college initiative serves as a model for expanding and diversifying the nation's engineering workforce through four strategies: 1) intensive support via a wrap-around student services model; 2) outreach and recruitment for high school graduates to pursue STEM degree programs and career opportunities; 3) clear and accessible pathways to 2- and 4-year engineering degrees for current and future community college students; and 4) year-round learning via paid research internships for 2- and 4-year students with STEM employers and university research labs.

Christopher Anderson, *Senior Director of Academic Success & Transfer Pathways*
University of Colorado Boulder, College of Engineering & Applied Science

Solutions Showcase

3342 – University Systems Using Small Tests of Change for Big Wins. Beware, No Pilot Programs Allowed!

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

This session will explore how four state university systems embarked on a joint effort to improve transfer student outcomes. Joined by their improvement science coach, the leads for each system will discuss their experience of utilizing this new-to-higher education approach to tackle the more difficult problems around transfer. The tests of change occurring on the campuses within these systems are purposely adaptable to other community college-university partnerships and systems and get at the core issues embedded in the transfer matriculation process. Most importantly, anyone can apply these problem-solving approaches.

Isaiah Vance, *Assistant Vice Chancellor*
The Texas A&M University System

William Bajor, *Senior Director Administration & Special Projects*
Pennsylvania State System of Higher Education (PASSHE)

Holly Pflum, *Transfer Initiative Coordinator*
University of Illinois System

Beth Collins, *Associate Director*
Kentucky Council on Postsecondary

Sponsored Session - Ascendium/ MDRC

3373 – Demystifying Credit Transfer and Faculty (and Staff) Decision-Making

Leading and Advocating for Change, Optimizing the Matriculation Process

Credit loss remains a significant issue; nationally, students lose 43 percent of their credits when transferring, which costs them significant time and money. Faculty at receiving institutions often decide how to apply specific courses to students' intended major or program of study. To date, information on faculty and staff decision-making, potential biases, and how much data play into their opinions is mainly anecdotal. This session offers findings from a study examining transfer systems and processes at three institutions within the University of Texas System and offers recommendations for how faculty and staff can collaborate to improve transfer students' outcomes.

Marjorie Dorimé-Williams, *Senior Research Associate*

Sophia Sutcliffe, *Research Analyst II*

Gianna Perri, *Technical Research Assistant II*

MDRC

Sponsored Session - CollegeSource

3374 – Leveraging Technology to Implement Transfer Best Practices

Maximizing Credits and Streamlining Pathways, Supporting Diverse and Special Populations

Student transfer is expected to rise for the foreseeable future. TES and Transferology from CollegeSource help you create a transfer-friendly environment, with powerful features, workflows, and reports for staff, faculty, and students. TES is a powerful all-in-one solution for researching transfer credit, exploring curricula changes, routing and tracking evaluation tasks, and managing equivalencies. Transferology is a nationwide network that provides students with fast answers regarding how their credits may transfer. Both are underpinned by a database of more than 15 million course descriptions and 185 thousand college catalogs. Together these tools create a student-centered experience that's paperless, cost-efficient, and scalable.

John Panzica, *Senior Transfer Solutions Specialist*

CollegeSource

Sponsored Session - Mentor Collective

3359 – Combatting Transfer Shock

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

Designing programs and interventions that support transfer students while honoring their diversity of experience, needs and expectations can be daunting. A well-designed mentorship program has the potential to provide a level of personalization at scale and can reap rewards for students and for campus. Good design starts with clear goals and outcomes and a detailed plan to assess progress and effectiveness. With the right type of matching, communication tools and content, mentorship can foster a sense of belonging for all students.

Emily Barrett, *Partnerships Development Director*

Mentor Collective

Concurrent Session #2: Wednesday, February 21st

(50-minutes)
4:00 – 4:50 pm

Under Construction

3247 – Not Just Another Report to Store on a Shelf

Leading and Advocating for Change, Optimizing the Matriculation Process

A university-wide taskforce created recommendations to improve the transfer student experience initiative. Fast forward 5 years and that report only collected dust sitting on a shelf. In 2022, two groups re-evaluated aspects of the transfer student experience at OSU. The process and findings, along with the revised set of recommendations with dedicated actions to prevent another report from just being stored on a shelf will be shared. Tips for implementing similar or scaled down processes, along with opportunities to ask questions, provide experiences in conducting similar processes, and offer suggestions for implementing the recommendations shared in this session.

Erin Bird, *Associate Director of Transfer Pathways & Success*
Oregon State University

Solutions Showcase

3254 – Communication Plans from Scratch: How a Large University Reimagined Outreach to Transfer Students

Optimizing the Matriculation Process, Enhancing Access, Affordability, and Wellness

Transfer students have diverse needs when it comes to communications from an Admissions office. With so many types of students to support, how do you make sure that every student gets what they need? With a communication strategy built from scratch over the last 4 years, the University of South Carolina went from a nonexistent plan to one that is growing with the needs of their students. Learn how the University of South Carolina supports their prospective and admitted transfer students on their journey to enrollment.

Alison Scheide, *Senior Assistant Director for Transfer Recruitment*
University of South Carolina

Focus on Fundamentals

3272 – Four Learning Experiences for Faculty that Maximized Pathway Development

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Faculty play the central role in the development of transfer pathways. Too often this is viewed as an additional task with limited understanding of the impact their decisions have on transfer students. This session will focus on the four key steps in the pathway process that deeply impacted our faculty. These designed experiences educated faculty on transfer issues, facilitated consensus across institutions on accepted equivalencies and encouraged collaboration for future engagement. We will share how these four steps can be initiated and utilized by staff, administration and faculty to create a network of transfer champions that work together more effectively.

Judy Johnson, *Assistant Director of Admission and Transfer*
Minnesota Private College Council

Kellie Agrimson, *Assistant Professor, Biology Department*
St. Catherine University

Debra Carlson, Ph.D., *Faculty, Biology Department*
Normandale Community College

Solutions Showcase

3282 – The Enormous Benefits of Credit Mobility Transparency: CUNY Transfer Explorer as a National Model

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

Having faculty work together to articulate courses and programs across institutions is notorious for taking years to complete, if it completes at all. Here we describe an alternative approach for facilitating student transfer consisting of obtaining high-quality credit transfer information and then making it public, enabling students intending to transfer and those persons who support them to make better course and transfer destination choices, plus incentivizing institutions to make changes supportive of transfer students. This alternative approach can be expanded to making public all types of transfer information, which will particularly benefit first-generation college students and others from underrepresented groups.

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

Martin Kurzweil, *Vice President of Educational Transformation*
Ithaka S+R

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

Solutions Showcase

3307 – Promoting STEM Transfer Student Success: Implementing a Cooperative Grant Requires Institutional Change

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

The Clear Path team will share our story of how we shifted a multi-institutional paradigm to successfully implement two NSF track 3 multi-institutional, S-STEM grants [NSF S-STEM DUE 1564634,2130103] focused on the cooperative financial, academic and social support of STEM transfer students. The principal investigators served as agents of change, promoting new practices in such diverse areas as admissions, financial aid, and human resources while developing a culture of intra- and inter-institutional trust.

T. Michelle Jones-Wilson, *Professor of Chemistry and Biochemistry*

Olivia Carducci, *Professor and Chair Mathematics*

Kristin Noblet, *Asst. Professor of Mathematics*
East Stroudsburg University of Pennsylvania

Danielle Ringhoff, *Asst. Professor of Chemistry*
Northampton Community College

Solutions Showcase

3310 – Sharing Success: the Evolution of a Co-Advising Model Between a Four-Year Institution and Community College

Leading and Advocating for Change, Optimizing the Matriculation Process

Community colleges are a smart, affordable way to attain a four-year degree. However, the focus on transfer students has been predominantly on access. Nationwide trends also show a decline in two-year to baccalaureate institution transfers. This presentation discusses the growth and development of MetroMavs. A partnership between Metropolitan Community College and the University of Nebraska at Omaha aimed at providing co-advising, co-financial support, and cross-institutional programming to address access and success gaps for transfer students.

Jonathan Acosta, *Director, Academic Advising*
University of Nebraska at Omaha

Sheila Schoessler, *Director of Scholarships*
Metropolitan Community College

Solutions Showcase

3347 – One State's Approach to Transfer Student Engagement: Creating Opportunities for Broad Collaboration to Enhance the Transfer Journey

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

There is significant momentum and motivation for statewide transfer work, which requires updating many processes and creating new resources across state institutions. More than 50 college & university transfer experts joined in this statewide work, representing all sectors of higher education: research institutions, four-year comprehensive institutions, technical colleges, and independent institutions. Today, we will hear from some of those experts regarding their collaborative, statewide transfer student engagement work. They will walk you through how the work started, where it is going, and outline those challenges and successes to help you think about your own statewide transfer initiatives and collaborative opportunities.

Kristin Brooks, *College Completion Program Manager*
Nia Simmons, *Transfer & Articulation Program Manager*
South Carolina Commission on Higher Education

Alyssa Collins, *Advisor and Retention Coordinator*
York Technical College

Jennifer Black, *Director of Academic Partnerships & Engagement*
South Carolina Technical College System

Leslie Barrett Brown, *Associate Director of Transfer & Non-Traditional Admissions*
Coastal Carolina University

Practitioner Panel

3389 – Leveraging Free and Low-Cost Technology

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

In this practitioner panel, presenters from Ohio and Georgia will share strategies for leveraging free and low-cost technology to enhance productivity and foster stronger connections with students. They will explore a range of budget-friendly tools, from traditional mediums like websites, emails, and texts to newer platforms like Reels and Discord. They'll also discuss how to easily create social media content and then use the corresponding analytics tool to

evaluate reach and impact. This interactive session provides practical insights and hands-on examples, and attendees will leave with fresh ideas for using technology to support their existing practices.

Jonathan Gates, Assistant Director/President
Kent State University/Ohio Transfer Council

Melissa Frederick, Senior Business Systems Analyst
Penny Overcash, Senior Program Manager
University System of Georgia - GaTransfer

Sponsored Session - Common App

3375 – Closing the Gap: Supporting Independent Students with Common App

Supporting Diverse and Special Populations, Enhancing Access, Affordability, and Wellness

Common App has committed to close our applicant pool equity gap by 2030. Learn why supporting independent students (over 25 and/or financially independent from their parents) is important to achieving this goal. Discover how Common App is working to center the needs of independent students in the application process.

Batanya M. Gipson, Director, Community College and Transfer Student Engagement
Elyse Armstrong, Data Scientist
Common App

Sponsored Session - DegreeSight

3376 – Reinventing Student Transfer: A Look at Inbound by DegreeSight

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

Recruiting and retaining transfer students in today's landscape can be a daunting process. With intricate systems involving transcripts and credit evaluations, prospective students with previously earned credits often face barriers in their pre-enrollment journey. This can influence a student's decision on which school to choose, and they tend to favor institutions with swift response times. Enter DegreeSight. More than a lead generation tool, DegreeSight's Inbound acts as a powerful engine that automates traditionally convoluted, manual processes. Your students can receive real answers in real time, simplifying their path to enrollment and making your institution stand out in today's competitive landscape.

Chelsea Bassett, Vice President of Industry Relations and Strategy
DegreeSight

Sponsored Session - ECMC

3240 – Necessary But Not Sufficient: The Need for Redoubled Transfer Student Advocacy in the Face of Persistent Disparity

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Significant progress has been made in the past two decades to improve transfer and credit mobility, yet disparities exist, especially for our most vulnerable students. Although previous reforms such as guided pathways and common course numbering were important steps forward, they have been insufficient in boosting transfer rates. This session explores the "next wave" of transfer and credit mobility strategies necessary to ensure lasting transfer and credit mobility success.

Stephen Handel, Director of Strategy—Postsecondary Education Transformation
ECMC Foundation

Eileen Strempel, Dean of Music and Professor of Education
University of California, Los Angeles

John Fink, *Senior Research Associate and Program Lead*
Community College Research Center, Columbia University

Opening Reception & Poster Presentations

(90-minutes)

Wednesday, February 21st

5:00 – 6:30 pm

Solutions Showcase

3231 – JUMP into Pathways: Joining UVU and MTECH Pathways

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

The collaboration between Mountainland Technical College (MTECH) and Utah Valley University (UVU) exists to meet the workforce needs of the Mountainland Region and allows students to maximize their prior education and increase their opportunities in the region's top industries while saving time and money. Through curricular articulations, students can utilize previous learning from both institutions to achieve their academic and career aspirations.

Miki Brent, *Articulations & Pathways Manager*
Utah Valley University

Abby Thompson, *Pathway Engagement Specialist*
Mountainland Technical College

Solutions Showcase

3251 – Transfer Pathways with Local Community Colleges to Maximize Credits and Minimize Time to Degree

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

Structured academic pathways and coordinated academic support between local community college and flagship university have established unique direct transfer tracks that provide a layout of required courses in targeted programs of studies, including critical courses and suggested course sequence to ensure a clear path to graduation. The partnership allows local community college students to earn an associate degree prior to transferring to flagship university, and those community college students who meet admissions requirements for the flagship university and academic major are guaranteed admissions to the flagship university to continue their degree program.

Amanda Lucas Shores, *Director of Transfer Advising and Retention Initiatives*
Bill Brown, *Coordinator of Transfer Advising*
University of South Carolina

Solutions Showcase

3266 – Addressing the Core Professional and Social Needs of Internal & External Transfer Students at a 4-Year Private Business School

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

Many transfer students navigate a feeling of being "behind" compared to "traditional" peers. To further investigate the transfer student experience and understand ways to address transfer-specific needs, I conducted focus groups, referenced academic research, and partnered with campus partners. As a result, I developed and executed engagement opportunities to support the transition of internal and external transfer students at my institution. Attendees, regardless of institution type, will learn how the curriculum development of a transfer-specific professional development seminar,

and establishment of a transfer student organization has helped to address the effects of “transfer shock” and improve the transfer student experience.

Sean Holcomb, *Assistant Director, Academic Advising- Internal & External Transfer Students*
Villanova University

Under Construction

3268 – Developing Transfer Student Transition Programs at a Large, 4-year State University

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

The presenters describe how a developing Transfer Center created first year transition programming for 3,000 transfer students in fall 2022 - summer 2023 and the improvements that were implemented in fall 2023 to increase student engagement in both in-person and virtual modalities. The session will include how to plan events that align with the students' academic experience, how we implemented a Transfer Ambassadors program, how to assess student perceptions, how to collaborate with campus partners, and how to market events.

Lauren Ibarra, *Director of Transfer Initiatives*
Texas State University

Facilitated Discussion

3297 – ENGAGE: Multi-Institution Mentoring

Supporting Diverse and Special Populations, Fostering Inclusion, Engagement, and Community

Mentoring provides important benefits to both the mentees and the mentors. Benefits of a mentoring relationship fall into three possible categories: instrumental, socio-emotional and cultural. As part of this session, we share the mentoring model of the ENGAGE program used across Cal Poly, San Luis Obispo, Allan Hancock Community College and Cuesta College as part of a transfer student success program. This mentoring model draws heavily upon Torie Weiston-Serdan's Critical Mentoring, shifting the narrative that mentees often need to be “fixed” to one of “critical consciousness” and joint mentor-mentee struggle for transformation.

John Oliver, *Professor*
Fred DePiero, *Professor*
Jane Lehr, *Professor*
Lizabeth Thompson, *Professor*
Daniel Almeida, *Professor*
Cal Poly, San Luis Obispo

Eva Schiorring, *Staff Consultant*
STEMEVAL

Solutions Showcase

3302 – Transfer Student Empowerment: Shaping the Experience for Yourself and Others

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

Each year, optiMize hires 18-20 Transfer Student employees to carry out our suite of Transfer Programs. Our students work tirelessly to change the University of Michigan reputation from being “out of reach” to being a place of opportunity for first-generation, non-traditional, and transfer students from across the state. Our transfer leadership staff in optiMize

have a unique opportunity to develop professional skills, engage in personal growth, and give back to the transfer student community. All programs are developed, sustained, and led by transfer students, ensuring our organization is especially attuned to the current and urgent needs of this beloved population.

Paige Horsburgh, *Community Partnerships Co-Manager*
Dallas McGhee-Henry, *Community Partnerships Co-Manager*
Kristin Hollenbeck, *Transfer Student Coordinator*
Jasper Tinoco-Hernandez, *Transfer Student Coordinator*
 University of Michigan | optiMize

Research Spotlight

3303 – Inclusive Excellence in STEM Transfer: Voices of Transfer Agents

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

As part of a larger case study, we conducted interviews with transfer agents at two public universities with differing transfer enrollment profiles to characterize infrastructure, resources, and initiatives that support inclusive transfer culture, particularly for minoritized STEM students. Participants will learn about these elements and their connection to notions of transfer receptive cultures and ecosystems, along with implications for promoting greater equity and inclusion in the vertical transfer process.

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

Collaboration Circles

3306 – Transfer Perceptive: A Contextual Analysis on Transfer Student Websites Across Institutions

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

The number of applicants applying and transferring to the University of California (UC) system has steadily increased, making it one of the most sought-after institutions in the country and a valuable location to study transfer culture. In this study, the authors explore how the various UC campus transfer websites signal a transfer-receptive culture by using Luc Pauwel's (2012) multimodal framework for analyzing websites and NISTS' Transfer Website Strategy Guide (2020). While each campus holds its own identity, they differ in how their website demonstrates a transfer-receptive culture. The core concern for this study is not to evaluate the websites but to decode current material and interpret how it can foster a transfer-receptive culture. The findings suggest that websites for transfer students can be a space to foster a supportive environment for transfer students.

Caitlin Ng, *Doctoral Student; Graduate Student Mentor*
Juan Barrera Alcazar, *Doctoral Student, Academic Advisor*
 University of California, Santa Barbara

Facilitated Discussion

3308 – Bridging Pathways: Empowering Community College Transfers

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

As part of our commitment to supporting transfer students at the University of Michigan School of Information (UMSI), we have implemented various initiatives to enhance their experience and create an environment where they can thrive and succeed. Transfer students are part of a closely-knit cohort, benefiting from specialized orientation and welcome

programming from pre-application through graduation. This poster session highlights the invaluable role of continued engagement by remaining actively involved and fostering career and internship connections. The UMSI transfer program serves as a model for inclusive and supportive higher education pathways, ensuring that transfer students thrive both academically and professionally.

LeAnna Level, *Assistant Director of Diversity Recruitment and Admissions*

Sandra Lopez, *DEI Outreach Coordinator*
University of Michigan School of Information

Collaboration Circles

3309 – Using Active Engagement to Support Transfer Students

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

In a non-compulsory environment, how do centralized state/provincial services ensure they receive and provide information from institutional administration for future, current and graduate students exploring transfer? Our poster will focus on how we used service level methodology to develop service level expectations (SLEs) and an administrative portal to build legitimacy and transparency for sector partners while meeting its strategic priorities.

Andrew Wilson, *Transfer and Technology Director*

Sienna Stock, *Transfer and Services Manager*

Laura Geraci, *Transfer Services Coordinator*
Ontario Council on Articulation & Transfer

Research Spotlight

3313 – Early Momentum and Engagement Predictors of Completion and Transfer Among Community College Students

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

We applied a critical quantitative lens to examine early momentum and engagement predictors of credential completion and vertical transfer among community college students with transfer intentions from three colleges in one state (North Carolina [NC]). Participants will learn about early momentum metrics and engagement factors that could increase likelihood of success among transfer-seeking community college students.

Sandra Dika, *Associate Professor*

University of North Carolina at Charlotte

Under Construction

3316 – Building Early Relationships with Prospective Students: Utilizing Institutional Partnerships

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

Transfer students don't always reach out to the college to which they plan to transfer until later in their transfer process. By the time they reach out, they may have missed out on valuable advice that admissions offices can offer. In 2022, the University of South Carolina began a program to get themselves in front of prospective transfer students during their first semester of college. By working with a 2-year campus in their system, USC was able to provide helpful tools to students to help guide their college transfer process. Learn about the early returns from this initiative.

Robert McCartha, *Assistant Director for Transfer Recruitment*

*Solutions Showcase***3323 – ConeXiones: The Importance of Connection and Community for Achieving Transfer Success**

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

In this presentation, we introduce attendees to ConeXiones - a culturally inclusive program at the University of Central Florida (UCF) led by university colleagues and partners. The mission of this program is to create intentional programming that broadens the scope of educational opportunities for the academic attainment of Hispanic students while promoting a meaningful collegiate experience for all transfer students. ConeXiones cultivates partnerships and collaborations with departments across UCF to address the many barriers and achievement gaps our Hispanic transfer students face. This assures that students not only remain at the university but graduate and become successful professionals.

Lisa Cruz, *Associate Director Student Success Coaching***Vanessa Delgado**, *Student Success Coach*University of Central Florida

*Solutions Showcase***3324 – From Transfer to Graduation and Beyond: Preparing Engineering Transfer Students for Life After Graduation**

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

Our university aims to increase the amount of transfer students securing engineering jobs at graduation. Our summer program for incoming engineering transfer students provides support as our students transition their learning and accelerates access to extra-curricular professional development opportunities available to our students. Our presentation will share challenges faced by engineering transfer students, details and initial outcomes of the program. We also invite attendees to share thoughts, ideas and challenges that their students face.

Wes Uehara, *Engineering Transfer Center Director*University of California, Los Angeles

*Solutions Showcase***3334 – Human Capital Education and Development: Prioritizing Educational Access, Equity and Opportunity in Degree Design**

Enhancing Access, Affordability, and Wellness, Maximizing Credits and Streamlining Pathways

Due to location and circumstance many students lack access to baccalaureate education. Baccalaureate education also needs to better meet the needs of employers. Increasingly, students are entering two-year colleges and desiring to transfer. To meet these challenges, changes to traditional baccalaureate educational models are necessary. This session presents a new degree, Human Capital Education and Development, which is seeking to address these challenges. This session includes interactive presentation of degree design, discussions, and development of a collaborative mind map. Attendees will discuss elements, best practices, and features of baccalaureate transfer pathways that prioritize equity, access, and opportunity for all students.

Kristin Frady, *Assistant Professor*

Clemson University

*Research Spotlight***3335 – Finding the Right Fit: Individual and Institutional Factors that Influence Transfer Destination Selection**

Enhancing Access, Affordability, and Wellness, Maximizing Credits and Streamlining Pathways

Our research examines WHY students are interested in different transfer destinations. Specifically, we consider how individual (e.g., race, SES) and institutional characteristics (e.g., location, reputation) shape students' impressions of possible transfer destinations. To do so, we analyze data from a multi-year, mixed method study of potential transfer students. Although transfer motivations are incredibly nuanced, our research highlights two factors that students are particularly influenced by: the programs of study offered and the institutions' geographic location. The presence of articulation agreements and the availability of transfer credits appears to play little-to-no role for most students.

Jeffrey Napierala, *Senior Researcher***Henrique Hon**, *Quantitative Researcher*

The Ontario Council on Articulation and Transfer

*Solutions Showcase***3345 – Building and Expanding Community College Partnerships to Support Student Access, Seamless Transfer and Degree Completion**

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

Southern Illinois University Carbondale has created a nationwide program called Saluki Step Ahead to help remove barriers for transfer students looking to earn a bachelor's degree. The program creates streamlined transfer pathways for community colleges students in Illinois and beyond. The agreement provides qualified community college students who are place-bound the option to earn their bachelor's degrees remotely and at a lower cost. The pathways are reviewed by both the community college and Southern Illinois University Carbondale to strengthen lines of communication, ensure proper credit alignment and support seamless transition for community college students.

Agnes Szemborski, *Assistant Vice Chancellor for External Relations***Tania Wittgenfeld**, *Assistant Vice Chancellor for External Relations***Wendell Williams**, *Associate Vice Chancellor of Enrollment Management*

Southern Illinois University Carbondale

*Solutions Showcase***3354 – Supporting Special Populations through Transfer and Beyond**

Supporting Diverse and Special Populations, Fostering Inclusion, Engagement, and Community

Since 2019, our program has supported students who are completing their associate degree and planning to transfer to our partner institution to complete their bachelor's degree in the arts or humanities. Our poster session will highlight the pathways our students follow in order to sustain their enrollment at the community college, successfully transfer and complete their bachelor's degree. Through an interactive presentation and student narratives, you'll walk away with tangible resources to support your students from diverse and special populations through their own transfer pathway.

Janelle Marshall, *Director of Pathways to Arts & Humanities*

Virginia Community College System, Mellon Pathways Program

Peter Henry, *Assistant Director*

*Solutions Showcase***3360 – Creating Seamless Pathways Through Innovative Partnerships: A Framework that Works**

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

Colleges and four-year institutions in Texas share the mandate of supporting educational attainment beyond high school diplomas. Although partnerships between institutions are crucial to achieving this mission, creating collaborations that lead to visible and effective results can be daunting. Since 2019, one community college has worked with its neighboring university to create seamless pathways for our students. Join us as we explore a partnership framework that works and its essential practices that support student success.

Kelli Davis, *Director - Transfer and Educational Advancement Center*
South Texas College

*Collaboration Circles***3394 – Transfer Nation | Your Peer-to-Peer Transfer Learning Hub!**

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

Transfer Nation (TN) is a peer-to-peer learning community that empowers educators to share transfer expertise, discuss strategic reform, and access new insights. We know that the transfer community's knowledge, skills, and abilities can transform transfer to better serve today's students. Join the TN poster presentation to unlock the power of the transfer network and engage in interactive, collaborative resource building!

TN is an environment where professionals, researchers, and transfer enthusiasts converge to exchange ideas, foster collaborations, and forge meaningful connections around all things TRANSFER! We will be doing just that at the #NISTS2024 poster session!

Whether you're seeking new connections, exploring partnerships, or simply expanding your professional network, our poster session provides the perfect platform to connect with like-minded individuals across diverse fields and industries and a platform to share your expertise.

Transfer Nation: The transfer professional's network! Join the party!

Bernard Huggins, *Director of Engagement*

Heather Adams, *Founder*

Juan Espinoza, *Director of Community Engagement*

Caitlyn Glaser, *Social Media Manager*

Laura Steffen, *Director of Strategic Operations*

Jamie Blanch, *Events Manager*

Transfer Nation

Thursday, February 22nd

Concurrent Session #3:

(50-minutes)

Thursday, February 22nd

8:30 – 9:20 am

Solutions Showcase

3289 – Harnessing the Power: how a Comprehensive Transfer Office can Fuel Student Success

Leading and Advocating for Change, Optimizing the Matriculation Process

Imagine having the benefit of a 22 full-time staffed office dedicated to transfer students - at conferences and in discussions we often get envious questions about our history, structure, mission, and how this can be replicated. Here's your chance to hear all about Appalachian State's office of Transfer Admissions & Engagement! Learn how we grew from an office of 3 to 22 and about our vast mission, reach, and collaborative efforts. The audience will be able to take with them strategies on transfer admissions, credit evaluation, and student engagement to build a case for a similar model for their campus.

Kim Morton, *Director of Transfer Recruitment & Retention*

Nate Weigl, *Senior Director, Transfer Admissions & Engagement*

Michael Brackett, *Director of Operations*

Appalachian State University

Facilitated Discussion

3292 – Establishing Effective Onboarding Processes and Programs for Transfer Students

Optimizing the Matriculation Process, Fostering Inclusion, Engagement, and Community

In this facilitated discussion, participants will explore effective methods in onboarding new transfer students. Depending on our attendees, our conversation may include topics of admissions, orientation, welcome programs, pre-transfer advising, community-building programs, etc. Participants will have the opportunity to consider ideal circumstances for onboarding and reflect on ways to improve their institution's practices and programs within their scope of influence. Whether you already have a strong onboarding experience, or you are seeking strategies to improve your current programs and practices, we hope you join the conversation. Resources collected in the session will be provided for further exploration after the conference.

Vincent Prior, *Director of Undergraduate Orientation Programs*

Ohio University

Maggie Segnitz, *Executive Director of Academic Advising*

University of North Georgia

Renee Esparza, *Transfer Services Director*

Austin Community College

Facilitated Discussion

3296 – ENGAGE: Shifting the Transfer Narrative from a Deficit to an Asset Framework

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

“Transfer students don’t have the same preparation”. How many times have these words been uttered by Engineering faculty in Engineering department meetings? This deficit-mindset of transfer students permeates engineering departments nationwide. The purpose of this session is to share asset-based models used in the ENGAGE project at Cal Poly, San Luis Obispo, Allan Hancock Community College and Cuesta College. As part of ENGAGE, we draw from Yosso’s Community Cultural Wealth and CliftonStrengths to shift from a deficit mindset to an asset-based model for both faculty mentors and transfer students.

John Oliver, *Professor*

Fred DePiero, *Professor*

Daniel Almeida, *Professor*

Victoria Siaumau, *Student*

Cal Poly, San Luis Obispo

Dominic DalBello, *Professor*

Allan Hancock College

Solutions Showcase

3314 – ACT Community of Practice: Collaboratively Designing a System-wide Student Transfer Tool

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

This session will spotlight how the ACT Community of Practice has been vital in the development, enhancement and implementation of CUNY Transfer Explorer. Presenters will give a brief background of the Community of Practice’s inception and discuss how the model has fostered collaboration across colleges within CUNY and across systems between CUNY and SUNY. Examples of activities, discussions, and contributions from the Community of Practice will be shared, as well as recommendations for institutions seeking to increase intra-institutional collaboration. The session will be led by two members of the Community of Practice and ACT project leadership.

Pooja Patel, *Senior Analyst*

Emily Tichenor, *Program Manager*

Ithaca S+R

Rocio Rayo, *Director, Transfer Services*

Hostos Community College, CUNY

Tracy Newton, *Executive Director of Academic Advisement & Student Success*

CUNY, Brooklyn College

Facilitated Discussion

3315 – The (50) State(s) of Transfer: Using Disaggregated Transfer Data to Transform Institutional Practice

Leading and Advocating for Change, Enhancing Access, Affordability, and Wellness

This session provides transfer professionals with a practical framework to promote equitable data practices. It includes a comprehensive examination of postsecondary data across all 50 states, introduces CCRC and Aspen’s latest publication Tracking Transfer, and incorporates valuable practitioner perspectives. We will present fresh research insights and

address issues like organizational capacity and institutional politics, emphasizing the importance of nurturing disaggregated data from within the institution. A panel featuring early- and mid-career transfer champions will share inspiring examples of success, equipping practitioners with the skills and confidence to use data effectively for improved transfer outcomes.

Alex Anacki, *Research Associate*

Aspen Institute College Excellence Program

Jessica Steiger, *Senior Research Assistant*

Community College Research Center

Bernard Huggins, *Associate Director, Transfer Center*

University of Central Florida

Philip Giarraffa, *Executive Director of Articulation and Academic Pathways*

Miami Dade College

Juan Espinoza, *Assistant Director, Transfer Student Engagement*

Texas A&M University-San Antonio

Facilitated Discussion

3344 – Strategic Plans for Articulation Agreements and Pathways: Reimagine & Recharge Your Process

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

Does your articulation agreement process need a revamp? Learn concrete steps you can take to develop a strategic plan for small wins at your college or university. Two Seasoned Transfer Professionals from Northern Michigan University will guide you through a solutions-focused activity using key takeaways and lessons learned from improvements they have implemented. You will develop strategies to enhance areas such as centralized support, focus on student outcomes, and collaboration across departments. These strategies and tactics will benefit practitioners in all areas such as Admissions, Registrars, Transfer Centers, Faculty, Advising, and Administrators.

Lucas Abromowitz, *Senior Associate Director of Admissions, Transfer Recruitment*

Tanya Savage, *Assistant Director of Transfer Pathways and Partnerships*

Northern Michigan University

Solutions Showcase

3371 – Sustainable Partnerships for Transfer Student Success: Community Colleges & HBCUs

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

The California Community Colleges Transfer Guarantee Agreement to HBCUs is a transfer pathway to participating HBCUs that started in 2015. In the most recent MOU updates, the California Community Colleges Transfer Guarantee Agreement to HBCUs has established transfer pathways utilizing transfer level associate degrees and corresponding Bachelor degree programs. Leadership from the California Community Colleges Transfer Guarantee Agreement to HBCUs, participating HBCU Harris-Stowe State University, and a current transfer student will offer best practices, strategies and insights for implementing or enhancing similar types of transfer pathway partnerships to support transfer student success.

Arynn Auzout Settle, *Project Director*

Helen Young, *Assistant Project Director*

California Community Colleges Transfer Guarantee Agreement to HBCUs

Lance Smith, *Assistant Director of Recruitment*

*Practitioner Panel***3390 – Collaborating on State-Level Transfer Initiatives**

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

This practitioner will examine the role of state-level partnerships in minimizing credit loss and enhancing the overall vertical transfer pathway. Presenters from Virginia will discuss their efforts to create a statewide common curriculum, while presenters from Kentucky will discuss the role of the System Transfer Peer Team (TPT) in facilitating communication and problem-solving across the state. They will share insights and lessons learned from leading and advocating for change and explore practical tools to manage statewide transfer teams. Attendees will hear actionable tips for aligning "willing" stakeholders and for ensuring students can benefit from various transfer initiatives.

Micol Hutchison, *Director of Transfer*

Virginia Community College System

Emily Muniz, *Associate for Transfer and Talent Pathways*

State Council of Higher Education for Virginia (SCHEV)

Saundra Kimberlain, *Director of the Robbins University Center and Transfer*

Elizabethtown Community & Technical College

Tyra Frick, *Director of Curriculum Alignment and Credit Mobility*

Kentucky Community & Technical College System

Lorie Maltby, *Professor/Transfer Coordinator*Henderson Community College

*Sponsored Session - EAB***3377 – Recruiting Transfer Students in a Changing Enrollment Landscape**

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

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.

Matthew Sheldon, *Associate Director***Kate Manning**, *Strategic Leader, Transfer Portal*EAB

*Sponsored Session - PTK Connect - Phi Theta Kappa Honor Society***3381 – From Dean's List to Transfer Honor Roll: Using PTK Connect to Attract High-Achieving Transfer Students**

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

Discover how PTK Connect, powered by Phi Theta Kappa Honor Society, partners with four-year institutions to bridge the gap and close the divide in finding new high-achieving prospects. Learn how The College of New Jersey uses PTK Connect to strengthen and transform its transfer pipeline from limited transfers to a transfer-friendly institution. Whether you're

just getting started or aspiring for PTK Transfer Honor Roll status, we will provide actionable insights, tips, and strategies to bolster your transfer recruitment efforts and reveal NEW value-added features of the PTK Connect platform.

Paul Singh, *Associate Director of College Relations*
PTK Connect- Phi Theta Kappa Honor Society

Brian Switay, *Assistant Director of Transfer Recruitment*
The College of New Jersey

Sponsored Session - Western Governors University

3383 – Transformational Partnerships Panel Discussion

Maximizing Credits and Streamlining Pathways, Fostering Inclusion, Engagement, and Community

Join us as we discuss moving full steam ahead from simple transactional partnerships to transformational partnerships. A panel of partners from multiple institutions will share their experiences in collaborating to tailor a guaranteed transfer program between their 2-year institutions and the 4-year university to meet their individual institutional goals. The personalized approaches include urban and rural campus transfer support and promotion and guaranteed online baccalaureate transfer pathways for students needing flexibility in their academics.

Andy Moore, *Senior Transfer Pathways Manager*
Western Governors University

Kimberlyn Carovillano-Dugan, *Instructional Service Coordinator, Curriculum and Transfer*
Maricopa Community College System

Nelly Marcial, *District Director-Transfer Partnerships*
City Colleges of Chicago

Michael A. Schulman, *Interim Associate Vice Chancellor for Student Affairs*
Colorado Community College System

Christy Seawall, *Lead Strategic Partnerships Manager*
Western Governors University

Concurrent Session #4: Thursday, February 22nd

(30-minutes)
9:40 – 10:10 am

Solutions Showcase

3236 – Leveraging Your CRM to Fuel Transfer Success

Fostering Inclusion, Engagement, and Community, Maximizing Credits and Streamlining Pathways

Learn how a private, 4-year institution is using their CRM, Slate by Technolutions, to support transfer students, initiatives, and processes. Discover ways to use, implement, and improve transfer-specific Tags, Forms, Origin Sources, Reports, Reader and more! This session will share these initiatives at a high level, so no CRM experience is required to attend! Have a different CRM? That's okay! You will leave with ideas for your CRM system, too!

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

Facilitated Discussion

3239 – Breaking the Barriers for Transfer Students: Applicability over Transferability

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

The Alamo Colleges District Transfer Advising Guides (TAGs) highlights the steps necessary to construct transfer advising guides as part of the Guided Pathways national model. This is an integrated, institution wide approach that helps students clarify their career and degree goals and the pathways that will help them achieve those goals. TAGs improve time toward goal completion by reverse mapping degree applicable courses between Alamo Colleges District and their transfer university of choice.

Lori Villarreal, *Curriculum Analyst*
Alamo Colleges District

Facilitated Discussion

3246 – Achieving Faculty Buy-in to Support Transfer Students

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

Do campus challenges get in the way of answering the variety of transfer student questions, like how their credits will transfer AND apply to a degree? At most campuses, it takes multiple departments, with competing priorities and capacity, to get to the bottom of these hot button questions. Winthrop University will share how they navigate challenging campus dynamics, and silos to answer these questions and create a transfer-friendly culture. We will discuss how we gained buy-in to prioritize transfer students by forming an Academic Transfer Expert Initiative to collaborate with faculty.

Sandra Gero, *Transfer Admissions Coordinator*
Winthrop University

Kate Manning, *Strategic Leader, Transfer Portal*
EAB

*Solutions Showcase***3275 – Course Triangulator: the Course Evaluation Solution of the Future**

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Arizona State University, with the support of partner institutions and a grant, has created a tool that will change the landscape of transfer credit mobility by providing institutions ways to proactively manage course evaluations through a network of robust course data. The Triangulator is an innovative tool that aims to increase efficiency and effectiveness of course evaluations nationwide. Now in its third year and final year of the grant, this proof of concept phase has provided insights into the algorithm's capacity for accurate course equivalency suggestions. Session attendees will have access to future opportunities for hands-on testing of this innovative technology.

Katherine Antonucci, *Director***Tanaya Dempsey**, *Director for Academic Transfer Credit Solutions*
Arizona State University*Solutions Showcase***3298 – Degrees to Succeed: Going Beyond Dual Admission to Increase Community College Retention and Completion**

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

Degrees to Succeed is a dual admission model that goes beyond the traditional dual admission program. Conceptually think one student, two institutions, and one seamless experience. Guaranteeing the acceptance of all credits when transferring from a parallel A.A. or A.S. degree program; students work with their community college and university bridge advisor, to guarantee junior standing. Financial incentives include application and transcript fee waivers. Community College of Baltimore County aims to increase retention and completion by enhancing the student transfer experience. You will walk away brainstorming how to move beyond institutional silos to champion transfer students and their success.

Ann Gamble, *Director of Transfer and Degree Acceleration***Pamela Runge**, *Director, Student Retention and Transition Services***Courtney Topolski**, *Assistant Director of Student Retention and Transition Services*
Community College of Baltimore County*Solutions Showcase***~~CANCELED 3341 – Celebrating Dedicated Advising for Transfer Students from Community Colleges: TrACE~~**~~Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations~~

~~The TrACE program is a research study funded by the North Carolina System Office that explores ways to engage and support transfer students from community colleges through individual advising, skills-based workshops, referrals to programs in Student Success and multiliteracy, and community building at UNC Greensboro with an emphasis on retention and competing of a bachelor's degree in two academic years or fewer. We serve a diverse population and emphasize a holistic wellness and support system. This program is a replication of CUNY's ACE program and adds to the original program with low-risk community engagement and leadership opportunities.~~

Emily Cranford, *TrACE academic advisor*
University of North Carolina at Greensboro

*Research Spotlight***3343 – Who, Why, and Where: Examining the Factors that Motivate Students to Consider Transfers**

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

Who are transfer students, why are they transferring, and where do they go? Previous research tends to answer these questions by tracking students who have already moved to a new institution. Using a different approach, we surveyed thousands of students who expressed interest in transferring — before they made a final decision. Our multi-year research study analyzes the factors motivating students to consider transferring, the sources of information they consulted, and the sociodemographic characteristics that shape students' ultimate decisions. The presentation will particularly focus on students' consideration of institution type (e.g., 2-year or 4-year) and program delivery (e.g., in-person or online).

Henrique Hon, *Quantitative Researcher***Jeffrey Napierala**, *Senior Researcher*

Ontario Council on Articulation and Transfer

*Facilitated Discussion***3372 – Making Transfer a Reality at Ivies and Highly Selective Colleges**

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

You may think few transfer opportunities exist at the nation's selective colleges. The data bears that out. Just eight percent of the Fall 2017 transfer cohort enrolled at these institutions. 50,000 high-achieving community college students do not transfer each year. The good news: Ivy League and highly selective schools are opening their doors to more community college transfers. National efforts like the Transfer Scholars Network are ensuring hundreds of community college students take advantage of the opportunity. Join the co-lead of TSN and community college partners as they share strategies to deepen institutional partnerships and strengthen the transfer student experience.

Benjamin Fresquez, *Senior Program Manager, College Excellence Program*

Aspen Institute

Renee Rhodd, *Transfer Center Director*

Queensborough Community College

*Educational Partner - NODA***3255 – Transforming Your Institutional Strategy Toward a New Era of Student Success**

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

The onboarding of students into higher education is highly dependent on the demographics of the students being served. It is vital that practitioners understand and apply transition theory into their campus framework to successfully prepare students for their first semester and beyond. This session is meant to provide foundational knowledge of the nuanced differences and interconnectedness of the fields and practices of orientation, transition, and retention (OTR) and how to successfully integrate them across the student experience. Using theories and best practices, participants will learn how to create a nuanced experience that fits their institutional culture and unique student demographics.

Shawn Smee, *Director of Undergraduate Recruitment*

Murray State University

Thursday, February 22nd

ACTION-FOCUSED WORKSHOP

10:30 – 12:00 pm

Transfer Playbook: Early Findings from the Second Edition

Researchers will share preliminary findings from current fieldwork for the Transfer Playbook's second edition (due fall 2024). Session leaders will engage participants with an activity that contrasts their institution's transfer practice to those across the country with the strongest outcomes for all transfer students.



Tania LaViolet

*Director of Research
& Innovation ([bio](#))*

Aspen Institute
College Excellence Program



Nora Ngo

*Transfer Program Coordinator
([bio](#))*

Aspen Institute College
Excellence Program

Concurrent Session #5:
Thursday, February 22nd

(50-minutes)
2:00 – 2:50 pm

Facilitated Discussion

3243 – Leading Change, Bridging Success: A Collaborative Vision for Transfer

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

In an ever-evolving higher education landscape, facilitating successful student transfers has become paramount. Equally important, effective leadership and advocacy play pivotal roles in shaping the transfer success of students. Join us as we explore the vital role of leadership and advocacy in achieving transfer success. We will delve into the importance of collaboration and the creation of a shared vision for transfer students' seamless academic journeys. This session aims to provide attendees with a comprehensive understanding of the impact that transfer has in the higher education ecosystem while providing a framework for leaders to consider as they prioritize transfer.

Kimberly Lowry, *Director*
 Aspen Institute

Solutions Showcase

3260 – Before, During, and After: Expanding Transfer Support Using Transfer Student Capital

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

Join this session if you are interested in learning the process of expanding your transfer student support program from proposal, to implementation, and then assessment using the lens of Transfer Student Capital. Learn how one first-year experience program in California reinvisioned and reinvented their program to include a mandatory Transfer Learning Community and optional Transfer Year Experience. Explore how Transfer Student Capital can be used as a solution in solving problems related to transfer student support. Transfer Student Capital should be considered BEFORE the proposal, DURING the program implementation and AFTER assessment.

Shellee Stewart, *Assistant Director of First-Year Experience Programs*
Stella Rocha, *Student Academic Specialist*
Caitlyn Walling, *Program Coordinator*
 University of California, Riverside

Facilitated Discussion

3269 – Stealth Transfer: Supporting Incoming High Schoolers with College Credit

Supporting Diverse and Special Populations, Maximizing Credits and Streamlining Pathways

Stealth transfer students, former dual enrollment students who completed college courses in high school, make up 1 in 5 entrants to two-year and 1 in 4 entrants to public four-year institutions. Despite the rapid growth of this student population, there has been a shocking lack of intentional efforts to support the specific needs of these transfer students. This session will discuss how the stealth transfer pathway can advance equitable transfer outcomes, share recommendations on how institutions can leverage the stealth transfer students' pathway, and reflect using facilitated discussion on how transfer practitioners are addressing this student population in their contexts.

Aurely Garcia Tulloch, *Senior Research Assistant*
 Community College Research Center

Amy Williams, *Executive Director*
NACEP

Facilitated Discussion

3281 – How Curriculum Alignment Can Work for You

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

This session takes a workshop-like approach to undertake curriculum alignment at your institution. We will help you identify a course (or courses) that is best suited for alignment discussions and then walk you through some simple resources and tools to start the conversation with your faculty around the goals of aligning curriculum. With student success as the central tenant, the goals of curriculum alignment are to synchronize course content and competencies across all sections taught (within and between institutions) to ensure that what students learn is sufficient for successful progression toward their intended credential at any institution.

Teresa Dorman, *Associate Dean, College of Sciences*
Harrison Oonge, *Executive Director, UCF Connect*
University of Central Florida

Tommy Minton, *Academic Dean, Mathematics*
Seminole State College

Solutions Showcase

3321 – Live Stream Ahead! Connecting with Students Where They're at Through Social Media

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

This session will explore how social media can create opportunities for connection and community with Transfers. Join us to deep dive into how embracing social media as a space of opportunity will create more meaningful in person conversations and a supportive presence for students when they're on campus or away. We will share concrete examples from our social media team of how we've built a thriving social media presence that can be applied to any campus size and can benefit leaders across all institution types & leadership levels.

Sarah Molitoris, *Assistant Director*
Mauricio Gutierrez, *Program Coordinator*
Darlene Luna, *Student Staff, UCLA Class of 2024*
Emily Otero, *Student Staff, UCLA Class of 2024*
University of California, Los Angeles Transfer Student Center

Solutions Showcase

3333 – Building Equity and Transfer Success with Underrepresented Populations

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

This session will cover the approaches small, rural colleges provide for student transfer. These approaches, focused on Indigenous student transfer success, create a foundation for more equitable support for all students. In this interactive session, attendees will learn how these approaches were created and how peer learning models across colleges can help small colleges in their capacity building to provide equitable transfer services at their institutions.

Nicolette Weston, *Transfer and Admissions Program Administrator*
American Indian College Fund

Juan Perez, *Director of Admissions*
Salish Kootenai College

Joey R. DiTonno, *Registrar*
Chief Dull Knife College

Research Spotlight

3348 – Drafting a Transfer Advising Guide: Understanding How Academic Advisors Build Transfer Knowledge through Training and Development

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

During this session, we will delve into recent research exploring the complexities of transfer-specific training provided to academic advisors and how institutions are working to enhance their advisors' transfer knowledge. Academic advisors are vital in furnishing transfer students with information on credit application and future planning. However, questions remain unanswered regarding the nature of transfer training, its effectiveness, and whether it is ever fully completed. We will explore transfer student advisor training, its effectiveness, and institutional and personal development while highlighting insightful training and development practices focused on supporting transfer students.

Maggie Segnitz, *Executive Director of Academic Advising*
University of North Georgia

Practitioner Panel

3391 – Launching a Transfer Advisory Team

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

In this practitioner panel, presenters from Alabama and Virginia will discuss their experiences building institution-wide transfer advisory teams. They'll provide a basic overview of the purpose and structure of their respective groups and then share concrete strategies for maintaining forward progress. Attendees will learn how to identify partners, recruit colleagues, gain buy-in, and set transfer-centric goals, as well as valuable tips for navigating challenges as they arise.

Codi Plaster, *Student Services Coord. III*
Auburn University

Lauren Garrett, *Director of Student Transition Engagement Programs*

Monica Pinier, *Director of Undergraduate Transfer Admission*
William & Mary

Sponsored Session - NACAC

3379 – Redesigning College Admission in Service to Equity

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

The college admission process at many four year institutions in the US was never designed for equity. NACAC has issued recommendations to colleges and universities for rethinking the admission process to reduce the application burden, rethink admission criteria and selectivity, and ensure the admission office reflects the students we seek to serve. This session will review NACAC's recommendations and review progress to date.

Cameron Hair, *Senior Associate, Research Initiatives and Partnerships*
National Association for College Admission Counseling (NACAC)

Melodie Baker, *National Policy Director*

Sponsored Session - Parchment

3380 – Empowering Faster Transfer Admissions Decisions With Transcript Automation

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

Is manual transcript processing delaying credit evaluation and admissions decisions for your prospective transfer students? In this session, discover how you can process transcripts in just a few clicks — and extract more detailed data — to make faster, more informed admissions decisions. Join us for a product demonstration of Parchment Receive Premium + Data Automation. See how quickly and accurately you can convert a PDF or imaged transcript to data and post it to your SIS, CRM, or any other system. Let us show you how transcript automation with Parchment has helped institutions save countless hours by eliminating manual transcript data entry.

Julie Wakefield, *Regional Manager, Admissions Enrollment Services*
Parchment

Sponsored Session - Purdue Global

3382 – Hop on Purdue Global's Train to Learn About Our Credit for Prior Learning and Partnerships

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

As Purdue's online university for working adults, we will highlight Purdue Global's smooth transfer process for our students including strategic initiatives in credit for prior learning and educational partnerships such as workforce alignment and our Ivy Tech Community College partnership. You will gain information about our transfer flexibility of up to 75% toward the bachelor's degree in conjunction with acceptance of many certifications, military credit, knowledge assessments, and credit for prior learning awarded at Ivy Tech Community College. We will provide you with many rail grinder tools to smooth the track for your students.

Julie Landaw, *Director of Community College Partnership Development*
Purdue Global

Concurrent Session #6:
Thursday, February 22nd

(30-minutes)

3:10 – 3:40 pm*Solutions Showcase*

3257 – Expanding and Clarifying Transfer Students' Options through a Statewide Portal and Curricula

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

This presentation, featuring voices of community college students describing their transfer journeys, examines how the Transfer Virginia Portal impacted transfer students' and advisors' experiences in course selection, program of study, and prospective transfer destination. This Solutions Showcase introduces the portal and three of the central resources it provides: transfer guides, credit calculator, and college profiles. Although this portal is a statewide endeavor, the presentation is broadly applicable to the work of transfer advisors and administrators, as those from states without centralized portals or transfer initiatives are encouraged to consider how pieces of the portal are adaptable to different advising contexts.

Melody Crenshaw, *Transfer Portal Coordinator*
Micol Hutchison, *Director of Transfer*
 Virginia's Community Colleges

Research Spotlight

3263 – Engagement and Belonging: Using High-Impact Programs to Foster Transfer Student Success

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

Student engagement and a sense of belonging are critical elements of student success. Research has found that students from underserved groups, including transfer students, often feel less engaged with the institutions, and their needs are left unmet. Higher education institutions therefore often look to improve success metrics by implementing high-impact practices. Using quantitative data, student voices, and participant discussion, this session seeks to delve further into why high-impact practices help transfer students find their sense of belonging at an institution.

Judy Albakry, *Honors Advisor and Transfer Fellowship Coordinator*
 Middle Tennessee State University

Solutions Showcase

3284 – Just Tell Me What to Do! Five Practical Steps to Enroll and Retain More Transfer Students

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

There are multiple layers of policies and practices that make the transfer process challenging for students. In order to increase the number of students transferring and completing 4-year degrees, 4-year institutions must find and address these issues. This session will present a road map of comprehensive, practical steps for staff or administration to identify and address these often-hidden barriers and challenges. Audience members will create their working list of incremental steps for their own institutions. Administration and staff at any level can be catalysts for change at their colleges and universities.

Judy Johnson, *Assistant Director of Admission and Transfer*
 Minnesota Private College Council

Solutions Showcase

3286 – The Little Engin(eering) Technology Program That Could: A Story of Resilience and How an AAS Program Kept on Chugging

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

I think I can...I think I can. Four little words that have the power to transform. This session will explore how the University of Kentucky, and the Bluegrass Community and Technical College broke barriers in STEM education by bridging together an AAS and BS in Engineering Technology. We invite you to join us for a reflective session that will ask participants to dust off those growth mindset lenses and come ready to discover the possibilities that can be when you choose to “keep on chugging” in the face of adversity.

Kelsey Carew, *Student Affairs Officer*
 University of Kentucky - Fujio Cho Department of Engineering Technology

Melanie Williamson, *Academic Dean*
Bluegrass Community and Technical College

Solutions Showcase

3294 – Revolutionizing Course Articulation: A Teams Approach to Efficient Communication

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Discover how our university transformed the daunting task of verifying course articulations into a streamlined process using Teams. This session will delve into the benefits of real-time collaboration, focusing on high-impact course areas and efficient faculty communication. Attendees will gain insights into the potential of Teams for academic projects, ensuring a more cohesive and efficient articulation process.

Matt Chastine, *Associate Director of Admissions*
Isaac Horn, *Articulation Coordinator*
Sam Houston State University

Research Spotlight

3328 – HEALing Men in the Tarheel State: Transfer Pathways of Men in Health, Education, Administration, and Literacy Fields

Enhancing Access, Affordability, and Wellness, Leading and Advocating for Change

While post-secondary enrollment has been decreasing for the past several years, these patterns are especially concerning among men, particularly in fields where they have been underrepresented for some time (e.g., health professions, education). This study explores the characteristics and transfer patterns of men in HEAL (health, education, administration, and literacy) fields into four-year institutions in North Carolina. We connect these patterns to regional workforce needs and conclude with a group reflection and discussion on actionable practices to increase men's enrollment in these fields as a means of investing in our communities and economic futures.

Holley Nichols, *Associate Director, Research and Evaluation*
Kaitlin Newhouse, *Associate Director, Research and Evaluation*
The Belk Center for Community College Leadership and Research at NC State University

Solutions Showcase

3350 – Pathways Through Partnership: Designing an Equity-Driven Transfer Support Program Through Creative Cross-Institutional Collaborations

Optimizing the Matriculation Process, Fostering Inclusion, Engagement, and Community

This session will outline the development and implementation of Path to UW, a collaborative transfer-focused program that leverages cross-institutional partnerships to offer holistic support to students planning their transfer journey through their associate degree to the University of Washington. Path to UW employs a dual-advising model, free credit-bearing exploration seminars, and admissions workshops and events that are all tailored to reach students who remain underrepresented in 4-year institutions. We will share key partnerships involved, data about student impact, continued plans for scaling, and recommendations on how others can incorporate aspects of this program into their own practices.

Lily Peterson, *Senior Path to UW Adviser*
University of Washington

Anna Tran, *Assistant Director of Retention*
Seattle Colleges, Seattle Promise

Focus on Fundamentals

3361 – Empowering Transfer Success Through Collaborative Coaching and Advising: The Knight Track Approach

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

Join us to explore the transformative Knight Track program, designed to support transfer students as they embark on their academic journey at the University of Central Florida. This one-semester initiative focuses on academic excellence, career planning, and goal achievement, offering students a comprehensive support system of advisors, coaches, and peer mentors. We'll delve into how Knight Track addresses the specific challenges faced by transfer students. Developed collaboratively between Valencia College and University of Central Florida, this program aims to reduce transfer shock and ensure timely graduation. In this session, we'll share our experiences, strategies, and outcomes, offering valuable insights into fostering student success.

Bernard Huggins, *Associate Director, Transfer Center*
Angelia Smith, *Director, Transfer Center*
Beth Ganz, *Senior Academic Success Coach, Transfer Center*
Damaris Acosta, *Graduate Assistant, Transfer Center*
Nina Leonard, *Director of Academic Success Coaching, College of Business*
University of Central Florida

Educational Partner - National Resource Center for The First-Year Experience and Students in Transition

3386 – Understanding and Implementing Equity-Driven Practices for Transfer and Transfer- Intending Student Success

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

Equity-driven approaches to understanding and supporting transfer are key for student success. This session will explore these topics using 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. Through a guided discussion, participants will discuss how they can work to sustain a transfer receptive culture on their campuses and enact equity-driven change.

Catherine Hartman, *Assistant Teaching Professor*
North Carolina State University

Concurrent Session #7:
Thursday, February 22nd

(50-minutes)

4:10 – 5:00 pm

Solutions Showcase

3387 – A Conversation with the 2024 National Transfer Student Ambassadors

Fostering Inclusion, Engagement, and Community, Supporting Diverse and Special Populations

This session provides an opportunity for conference attendees to interact with the 2024 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.

Students:

Ashton Husband, University of Southern Mississippi

Crystal Ramos, Texas A&M University-San Antonio

Emily Hernandez Alzamora, University of Utah

Sam Haines, Rider University

Moderators:

Chandra Davis, *Education and Operations Manager, Office of Transfer Student Success* at the University of South Florida

Tanaya Dempsey, *Director for Academic Transfer Credit Solutions* at Arizona State University

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

Research Spotlight

3229 – Elevating Equity: Enhancing Parenting Student Success

Supporting Diverse and Special Populations, Leading and Advocating for Change

Recent national data reveal that over a quarter of all undergraduate college students are also raising children, with nearly half of those as single parents. Moreover, most of these parents attend community colleges with the intention of transferring to earn the BA degree. Parenting students are mostly female and mostly from historically underrepresented populations, and these students face similar affordability and basic needs challenges as other college students. However, they also have to find reliable and affordable childcare among other needs. This session explores how institutions support parenting students in completing associate's degree, transferring and obtaining their Bachelor's degrees.

Eileen Stempel, *Inaugural Dean*

University of California, Los Angeles

Stephen Handel, *Director of Strategy—Postsecondary Education Transformation*

Amber Angel, *Program Officer*

ECMC Foundation

Mike Muñoz, *Superintendent-President*

Long Beach City College

Research Spotlight

3287 – From Novice to Knowledgeable: Navigating the First-Time Research Experience

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

Research is often associated with faculty or graduate students, but that doesn't mean Staff can't assist in research as well. One staff member and one librarian both working in student engagement and student success saw a large gap in knowledge at their university surrounding the transfer student experience post enrollment. With little first-hand experience, they took it upon themselves to fill the gap by conducting their own research. This presentation highlights the experience of first-time researchers, approaches to research when it's new or not in your job description, and the important knowledge that is waiting to be discovered.

Jonas Zabriskie, *Assistant Director for New Student and Family Programs*

University of Arkansas

Focus on Fundamentals

3322 – Aspire to Do More: How Two Institutions Redesigned the Transfer Experience to Improve Institutional Access and Outcomes

Fostering Inclusion, Engagement, and Community, Enhancing Access, Affordability, and Wellness

Discover how a regional community college and an R1 university increased affordable access for underserved populations, tackled enrollment challenges resulting from the Covid pandemic, and fostered a sense of shared institutional connectedness for students. The Aspire Program, a transfer program partnership between Florida State University and Tallahassee Community College, is built on a transformative service approach that seeks to treat transfer students (and families) as if their college experiences were curated by a personal concierge. The enhanced partnership began in Spring 2023 and goals related to Fall 2023 application, enrollment, and transfer enrollment were exceeded.

Margaret Bowman, *Director of Transfer Services*
Tallahassee Community College

Heather Bishop, *Assistant Dean, Undergraduate Studies*
Florida State University

Solutions Showcase

3356 – Centralized Tools, Decentralized Stakeholders: Creating One-Stop Systems for Transfer Student Success

Leading and Advocating for Change, Optimizing the Matriculation Process

Some campuses have centralized transfer student support centers or offices. Many others don't. This presentation will look at how a team of cross-campus stakeholders at the University of Texas at Dallas solicited transfer student feedback and realized that we needed to improve our online systems, giving transfer students a one-stop online experience despite our decentralized approach to campus services. This presentation will explain how we worked across silos, generated stakeholder enthusiasm, and built a new transfer equivalency tool and transfer services website.

J.D. Thomas, *Assistant Dean of Undergraduate Education*
The University of Texas at Dallas

Under Construction

3357 – Full Steam Ahead: The Journey to Becoming My College's Primary Transfer Advocate

Enhancing Access, Affordability, and Wellness, Leading and Advocating for Change

Transfers are not a new concept, but engaging them on a large scale can be. Walk with this presenter as she takes you through a journey of wanting to have a greater impact in the lives of a few transfer students to becoming the primary transfer advocate at her small liberal arts school. She will share what worked, what she wished had worked, and engage your comments on the road yet untraveled. This session is for those new transfer professionals to experienced professionals. Let's travel together...after all...we are on the same pathway.

La Toria Tookes, *Sr. Lecturer*
Randolph-Macon College

Solutions Showcase

3358 – Transfer Student Success: Building a Successful First-Year Transitional Program for Transfer Students

Supporting Diverse and Special Populations, Fostering Inclusion, Engagement, and Community

This session explores the innovative PolyTransfer program at Cal Poly Pomona, a successful initiative aimed at addressing the transitional challenges faced by underrepresented transfer students at a public institution in Southern California. This session will delve into the program's strategies, successes, and key insights, offering valuable lessons and inspiration for institutions nationwide committed to fostering diversity, equity, and inclusion in higher education.

Samuel Nieto, *Senior Coordinator of Transfer & Early Engagement*

Claire Luevanos, *PolyTransfer Coordinator*

Dora Lee, *Director, Academic Support & Learning Services*

Cal Poly Pomona

Practitioner Panel

3392 – Building Transfer Pathways to Private Colleges and Universities

Optimizing the Matriculation Process, Maximizing Credits and Streamlining Pathways

In this practitioner panel, presenters from Iowa and Oregon will share insights from their states' initiatives to transform the transfer pathway from community colleges to private colleges and universities. Their ultimate goal is to create a transfer friendly environment across their states. They'll briefly discuss how they gathered information about the current situation, identified potential roadblocks and challenges, and, finally, developed and implemented plans to move forward. Attendees will hear practical strategies for recruiting, admitting, enrolling, and supporting students on the private college transfer pathway.

Linda Samek, *Project Director*

Oregon Alliance of Independent Colleges & Universities

MaTina Clark, *Assistant Registrar for Transfer and Articulation Processes*

Daniel Walther, *Assistant Dean for Accreditation/History Department Chair*

Wartburg College

Jennifer Miller, *Dean of Continuing, Graduate, and Online Education*

Simpson College

Sponsored Session - Indtai, Inc.

3378 – ECCompass: A TECHNOLOGY solution for institutional initiatives focused on CREDIT MOBILITY for students

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

Increasingly, students acquire learning from multiple sources and seek to apply those credits for maximum benefit when transferring or working towards a post-secondary credential. However, various factors in the standard post-secondary education process affecting affordability impact completions. This is the fundamental need underlying the concept of Credit Mobility formulated by Sova.org. This session will discuss the key elements of credit mobility for institutions looking to attract and serve students who transfer, in parallel with features of the technology platform, ECCompass, which provides the functions for institutions to support increased credit mobility for students.

Rahul Bhatnagar, *Chief Information Officer*

Indtai, Inc.

Melody Crenshaw, *Transfer Virginia Portal Coordinator*
Virginia Community College System

Sponsored Session - StraighterLine

3253 – Students’ Lived Experiences in Transferring Credits: New Empirical Research

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

New empirical research, conducted by StraighterLine and UPCEA, identifies students’ lived experiences and perceptions regarding transferring institutions. As schools work with students to achieve their educational goals, policies should be evaluated to implement transfer friendliness. The study focuses on students’ transfer behavior, motivations, decision-making factors, and challenges. A lead author of the study will present key findings, insights, and the implications on students and colleges.

Amy Smith, *Chief Learning Officer*
StraighterLine

Sponsored Session - EdVisorly

3393 – Evolving Higher Ed: Tech, Trends & Transfer Students

Fostering Inclusion, Engagement, and Community, Maximizing Credits and Streamlining Pathways

Rising costs, shifting demographics, and policy changes demand tech-powered enrollment solutions. We will explore how enrollment leaders navigate these trends, unlock institutional success, and empower transfer students, a key group in higher ed's future. We will examine holistic strategies, tech solutions, and the crucial role of human connection in achieving enrollment goals. At the conclusion of this presentation, participants will be able to:

- Illustrate how institutions leverage digital tools to streamline processes, credit transfer, maximize engagement, and create transparency throughout the transfer process.
- Assess how to empower your team to meet your institution's goals and build meaningful relationships with students by leveraging technology effectively without losing the human touch.
- Plan and implement relevant and trusted pathways from community college to 4-year universities.

Lizzie Allison, *Chief Strategy Officer & Head of Product*
EdVisorly

Channon Rosencrans, *Director of Transfer Admission*
University of the Pacific

Brandi Stacey, *Assistant Director of In-State & Transfer Recruitment*
University of Alabama

Friday, February 23rd

PLENARY PANEL

8:30 – 9:30 am

Insights from Effective Transfer Change Makers

What do you think having a strong transfer partnership means? Hear from proven transfer change makers in the field about what they learned about the meaning of ‘partnership’ through the AASCU-Aspen Transfer Intensive and what they now seek to cultivate transfer partnerships that will make a difference to students.



Kate Hamilton

Moderator:

Kate Hamilton, *Senior Program Manager* ([bio](#))
Aspen Institute College Excellence Program

Panelists:

Philip Giarraffa, *Executive Director of Articulation and Academic Pathways*
Miami Dade College

Steve Marcelynas, *Director for the Office of Transfer and Articulation*
Connecticut State Colleges & Universities

Carrie Carroll, *Associate Vice President of Strategic Enrollment*
Metro State University

Concurrent Session #8:
Friday, February 23rd

(30-minutes)

9:50 – 10:20 am

Solutions Showcase

3250 – From Ideas to Implementation: Using Transfer Student Capital to Create Transfer Inclusive Curriculum

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

This session will discuss the process of taking research, ideas, transfer student feedback, and Transfer Student Capital into consideration when putting together a standardized curriculum to support the unique needs of transfer students. Transfer inclusive curriculum should be a part of any transfer transition or transfer success course so students can continue to gather Transfer Student Capital for their educational, personal, and professional success. Use this knowledge to develop your own curriculum, revamp an existing one or just learn how to better support transfer students. Take a peek into the author's book, "Be Great! Your Journey Is Your Legacy."

Shellee Stewart, *Assistant Director of First-Year Experience Programs*
 University of California, Riverside

Solutions Showcase

3278 – So Much to Learn, So Little Time: Orientation that Supports Post-Traditional Students in Online Programs

Fostering Inclusion, Engagement, and Community, Optimizing the Matriculation Process

An effective orientation program can set a critical foundation for the success of transfer students, but the diversity of experience and knowledge about the college going experience among transfer students can make it challenging to create relevant and effective experiences. The University of Arkansas, Global Campus will share its experience implementing a context-based learning approach to orientation for our online transfer degree programs. This unique model utilizes a virtual near-peer character to guide students through a first term experience providing engagement with the technology, institutional norms and expectations, and student support systems and staff of the university to meet the multifaceted needs and learning styles of adult students. Student experiences and feedback will be shared in addition to retention outcome data.

Patty Milner, *Assistant Vice Provost for Innovation and the Online Student Experience*
Kati Williams, *Online Student Coaching Coordinator*
 University of Arkansas

Solutions Showcase

3279 – Pre-Enrollment Academic Advisement for New Transfer Students

Optimizing the Matriculation Process, Supporting Diverse and Special Populations

Every transfer student experience is unique and enrolling at a new institution is challenging. New transfer students are looking for guidance on how their previous credits transfer to their new institution and how this impacts time to graduation. That is why the University of South Carolina piloted a new transfer initiative for Fall 2022 that now is a standard practice to allow new transfer students who were admitted early, access to academic advisement prior to new student orientation.

Amanda Lucas Shores, *Director of Transfer Advising and Retention Initiatives*

Alison Scheide, *Senior Assistant Director for Transfer Recruitment*

Kate Blanton, *Academic Advisor, College of Hospitality, Retail, and Sport Management*

University of South Carolina

Solutions Showcase

3280 – Baruch Business Academy: A Supportive Transfer Pathway Program Empowering a Diverse Academic and Business Sector

Maximizing Credits and Streamlining Pathways, Fostering Inclusion, Engagement, and Community

The Baruch Business Academy partners with CUNY community colleges to provide a transparent, predictable, smooth path for students from diverse social and economic backgrounds to transition into Baruch College's School of Business, coupled with an organizational structure for student support that includes peer and faculty mentorship, community-building events, and early access to Baruch's career readiness programming. The Academy's overarching long-term goal is to co-create the elements of support that will empower students to navigate each step of the transfer process and prepare for success at Baruch and in their future careers.

Annie Forman, *Director of Community College Partnerships*

Baruch College, Zicklin School of Business

Facilitated Discussion

3290 – Centrally Coordinating to Decentrally Deliver: How Two Institutions Committed to Transform the Transfer Student Experience

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

Competing for students, colleges in the same city find reasons to stay siloed, rather than to collaborate. Partnerships are necessary for the success of the students caught in-between institutions. Lack of structure often prevents success. Embracing advising model research as a foundation, we'll share one story of two institutions adopting a centrally coordinated, decentrally delivered (C2D2) organizational model. Armed with insights from our partners and administration, we will review our process to unite two institutions to radically change the landscape for transfer students, discuss lessons learned, and work with attendees to envision applications of C2D2 at their institutions.

Christopher Swanson, *Associate Vice President for Pathway Support Systems*

Metropolitan Community College

Sammi Kaiser, *Assistant Vice Chancellor for Student Success*

University of Nebraska at Omaha

Research Spotlight

3305 – Expanding Transfer Pathways with AI-Assisted Course Articulations

Maximizing Credits and Streamlining Pathways, Enhancing Access, Affordability, and Wellness

Course equivalency data are a key element in mapping transfer pathways for students, and are typically created and maintained via manual review. However, the sheer volume of combinations prevents comprehensive and accurate course equivalency data between institutions. Using natural language processing models, a research team at our institution has developed an interactive course recommender system that assists with course equivalency mapping. This presentation will present an overview of the research, including theory, methods, data, findings and implications for practitioners.

Daniel Knox, *Director, Institute for Systems Innovation and Improvement*

The National Association of System Heads (NASH)

Zach Pardos, *Associate Professor of Education*
University of California, Berkeley

Solutions Showcase

3320 – Transfer Pathway Implementation: More than Five Years Later, What Have We Learned?

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

More than five years ago our state college and university system implemented a Transfer Pathways initiative. Now, more than five years later we are finishing up our first round of reviews. Through implementation, an outside audit, discipline faculty review groups, and student enrollment/persistence data we have learned a lot about Transfer Pathways and our system. Join us for a breakdown of key takeaways and discussion of how other systems and institutions can learn from our triumphs and things we would do differently.

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

Research Spotlight

3351 – Wandering the Education Desert: Exploring Transfer Barriers in University Education Deserts

Supporting Diverse and Special Populations, Enhancing Access, Affordability, and Wellness

Over 750,000 Latinx students enroll in a California community college annually—85% of whom are classified as low-income. However, only 2% of Latinx students successfully transfer within two years, and 31% within six years. Research has shown a positive association between the college options near a student and the likelihood of enrollment, especially for Latinx students. This session will share findings from a study exploring the lack of university proximity as a barrier for transfer-motivated community college students, notably Latinx and low-income students, and provide practical examples of how institutions can inform local efforts to improve transfer with this information.

Daisy Segovia, *Senior Researcher*
Darla Cooper, *Executive Director*
The RP Group

Educational Partner - Gardner Institute

3384 – Transforming the Foundational Postsecondary Experience– So that every student CAN graduate

Leading and Advocating for Change, Supporting Diverse and Special Populations

Attendees will be introduced to Transforming the Foundational Postsecondary Experience as a means of establishing and maintaining transfer-sending or transfer-receptive environments at their respective institutions. Statistics show that over 70% of all students who withdraw from postsecondary education do so before completing their initial 60 hours. Fostering positive transfer cultures within institutions is vital for the success and graduation of transfer students. Participants will learn about opportunities to partner with the Gardner Institute so that every student can graduate.

Katie Locke, *Director of Marketing and Communications*
John N. Gardner Institute for Excellence in Undergraduate Education

Concurrent Session #9:
Friday, February 23rd

(30-minutes)

10:45 – 11:15 am

Solutions Showcase

3261 – ACCelerating a Student’s Journey: How One State Uses Policy to Assist Students in the Transfer and Articulation Process

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

This session will examine Nevada’s journey in trying to develop a seamless transfer pathway for its students. This session will review policies and a committee that were developed and implemented based on system wide audits that were completed. A look ahead to the next stop on the road will also be featured in this presentation.

David Singleton, *Academic and Transfer Policy Analyst*
 Nevada System of Higher Education

Facilitated Discussion

3283 – Developing Local Articulation Pathways: Why They Matter More Than Ever

Maximizing Credits and Streamlining Pathways, Leading and Advocating for Change

In Florida, the AA serves as the primary transfer degree; Miami Dade College and Florida International University expanded their long-standing partnership to develop responsive and innovative “local” articulated AS to Bachelor pathways and Bachelor to Master pathways. In doing so, they are strategically addressing enrollment needs, identifying and addressing barriers to transfer, developing a transfer-going culture among graduates, and fostering intentional faculty collaborations. The presenters will share how these agreements are developed, formalized, and evaluated, as well as the lessons drawn from the work.

Janie Valdes, *Assistant Vice President, Enrollment Management and Services*
 Florida International University

Philip Giarraffa, *Executive Director of Articulation and Academic Pathways*
 Miami Dade College

Solutions Showcase

3300 – Transfer Triumph: Boosting Belonging & Success through a Career-Focused Pre-Orientation Program

Enhancing Access, Affordability, and Wellness, Fostering Inclusion, Engagement, and Community

This presentation dives into outcomes from a 3-day immersive pre-orientation program geared toward acclimating transfer students to campus while kickstarting their career and academic success. Explore the impact of activities designed to boost career self-efficacy, foster a sense of belonging, and equip participants with academic success strategies. From icebreakers to insightful assessments like the Strong Interest Inventory, from creating personalized success plans to offering hands-on experiences like career informational interviews and site visits with local employers, we'll share stories from the journey and results. Discover how the [Program] shaped the academic and career trajectories of transfer students at James Madison University.

Jolie Lewis, *Director of Transfer Initiatives*

Colleen Waller, *Associate Director for Career Advising*

Sarah LaFrance, *Assistant Director for Career, Experiential Learning and Transitions Assessment*

*Solutions Showcase***3311 – Let them eat transfer credits!**

Leading and Advocating for Change, Maximizing Credits and Streamlining Pathways

As the self-proclaimed, “Queen of Transfer” says, Let them eat transfer credits! In the world of transfer, we continue to struggle decade after decade with barriers facing transfer students. Why are we making transfer so hard? As the “Queen of Transfer,” I declare enough is enough! Learn how to address leadership challenges, organizational culture, and internal barriers to shape a culture and organization supportive of transfer students. Specific examples of successful, replicable practices will be shared from three different university experiences from creating organizational change to actual new policy creation and implementation that supports the enrollment and success of transfer students. These ideas are fit for royalty!

Lisa Romano-Arnold, *Associate Vice President of Learning Partnerships*
University of the People

*Research Spotlight***3319 – Guided Pathways: Quantifying Curricular Alignment**

Maximizing Credits and Streamlining Pathways, Optimizing the Matriculation Process

Two- to four-year transfer is considered as a viable route for reducing the cost of higher education, but many transfer students fail to earn a bachelor’s degree. Inefficiencies in credit transfer are often cited as a cause for non-completion. The development of guided pathways is promoted as a means of improving credit transfer efficiency and graduation rates by aligning two- and four-year curriculum. However, there is not a metric for measuring how well the curriculum aligns. This session provides a model and metric to measure curricular alignment within a pathway.

Paul Smith, *Senior Associate for Student Mobility Policy and Research*
Isabella Graber, *Intern*
State Council of Higher Education for Virginia

*Facilitated Discussion***3327 – Students Engaging in a Transfer Inclusive Culture**

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

Establishing a personal connection with students is essential to their transfer process. This session will be an informative presentation and engaging conversation with Dr. Mia Pierre-Wall. It will highlight key components of working with students to prepare them to transfer. The topics to be discussed in this presentation are having students be involved in the entire transfer process, from researching the college and course pathway, identifying resources to transfer, and visiting transfer institutions. In this session, participants will walk away with creative and innovative ideas to establish transfer-ready programs.

Mia Pierre-Wall, *Professor of the New Student Experience (SLS 1122)*
Valencia College

Solutions Showcase

3331 – Welcome, We’re Glad You’re Here (and here): Supporting Belonging and Success Across Institutions

Fostering Inclusion, Engagement, and Community, Leading and Advocating for Change

Successful partnerships between higher education institutions are essential to foster student engagement and a sense of community. In this session, participants will learn how a high performing transfer partnership developed strategies and opportunities for students to experience a sense of belonging across both institutions. A behind-the-scenes look will be shared to show how important contributions from administration, academic advising, student success and online learning teams promoted students' successful transition from one institution to the next. Student stories that highlight transfer student identity and campus engagement will also demonstrate the importance of listening to the student voice when developing successful partnerships.

Julia Thompson, *Director of Student Success for Community College Partnerships*

Cody McMillen, *Executive Director for Transfer and Strategic Partnerships*
University of Dayton

Kimberly Collins, *Director of University Partnerships*
Sinclair Community College

Educational Partner - NACADA: The Global Community for Academic Advising

3385 – Interrogating Outcomes of Academic Advising: Frameworks, Research, and Action

Leading and Advocating for Change, Fostering Inclusion, Engagement, and Community

Academic advising is a prominent institutional intervention for students at every level and within every program of study. This session, sponsored by NACADA: The Global Community for Academic Advising (NACADA), provides information related to evaluative frameworks and outcomes research that highlights the experiences and perceptions of transfer students. These strategies and data provide actionable steps toward institutional commitment to student success and equitable practices.

Wendy G. Troxel, *Director, NACADA Center for Research*
NACADA: The Global Community for Academic Advising

Friday, February 23rd

CLOSING SESSION

11:35 am – 12:35 pm

**Conference Takeaways and Reflection:
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.

Alison Scheide, *Senior Assistant Director for Transfer Recruitment*
University of South Carolina

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

Closing Remarks:

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

MARK YOUR CALENDAR

NISTS 2025

**PORTLAND, OR
FEBRUARY 26-28**

**dates subject to change*

