

AACRAO Transfer Conference

2013

Executive Summaries of Selected Sessions

Determining New Pathways
Towards Student Success



SUCCESS

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The Promise of Transfer: Reminiscences, Recommendations, and a Rant

Speaker: **Stephen J. Handel**, Executive Director, National Office of Community College Initiatives, College Board

Overview

A majority of new, first-time community college students begin their post-secondary education with sights set on attaining a bachelor's degree or higher. Many believe that attending community college will help in that pursuit. Yet relatively few community college students ever transfer to four-year institutions. To increase the number of students who successfully transfer to four-year institutions, leaders of both community colleges and four-year colleges need to take much more seriously students' desire to go the distance academically.

Creating a more efficient transfer process is important to increase the educational achievement of students, especially those from under-served groups who attend community colleges in great numbers and; to help four-year colleges and universities meet their enrollment, diversity, and completion objectives.

Context

Drawing on his years of research on issues affecting community college students' success, Stephen Handel discussed the importance of strengthening the transfer pathway from community college to four-year institutions.

Key Takeaways

- **Odds are stacked against community college students trying to transfer to four-year institutions.**

The transfer pathway from community colleges to four-year institutions is underdeveloped. It has not garnered much attention historically, even though the establishment of community colleges was initiated to prepare students for transfer to four-year colleges and universities.

The transfer path is unnecessarily complex. As a result, far fewer community college students transfer to four-year colleges than their initial intentions would suggest. Consider:

- *One-third of all high school graduates* start their post-secondary education at a community college.
- *Over 80 percent of new, first-time beginning community college students* aspire to earn at least a bachelor's degree.
- *Only about one-quarter to one-third of community college students* actually end up transferring to four-year institutions.

— *Community college students* who manage to cross the "transfer chasm" to four-year institutions tend to do quite well, completing programs and graduating.

"If they get across the transfer chasm . . . community college students actually do enormously well at four-year institutions."

— Stephen J. Handel

What are the challenges that transfer students face? A few include: first-generation college-going students' difficulties in navigating the unfamiliar world of higher education; insufficient resources at many community colleges to advise students; and an aversion of some four-year institutions' to recruit transfer students. It appears to be a myth, however, that non-acceptance of course credit is at the root of transfer difficulties; that is less of a barrier than typically assumed.

Transferring to a four-year institution from a community college should not be the gauntlet that it is. Community colleges and four-year institutions need to work together on solutions, taking seriously the preeminent desire of vast numbers of community college students to earn a BA.

- **The good news: multiple forces have created a "transfer moment" in higher education today.**

After decades of minimal focus on the transfer pathway, interest is now increasing. Several forces have converged to create a "transfer moment":

- *Political:* The Obama administration sees community colleges playing a central role in raising Americans' educational achievement.

- *Financial:* Since the recession, community college enrollment of students from families earning over \$100,000 per year has risen 24%, as more seek to leverage their resources with a mix of community college and four-year college years.

- *Sociological:* Community colleges welcome more under-represented students than any other system; they represent a great source of the diversity that traditional colleges seek, which should be another incentive to recruit from this pipeline.

- **Research has identified the primary challenges to improving transfer pathway.**

The Bill and Melinda Gates Foundation commissioned a College Board study to examine the expansion of the transfer pathway for community college students seeking a BA degree. The Gates Foundation wanted to know how



much President Obama's college completion agenda could be helped by the pathway.

The study identified specific challenges facing the expansion of the transfer pathway:

- Lack of institutional incentives to support transfer.
- Ruptures in the transfer pipeline where most potential transfers are lost.
- Discontinuities in financial aid that do not support transfer students.
- Distinct and sometimes contrary academic cultures at two-and four-year institutions that compromise transfer student progress.

▪ **Now is the time to make a difference; the study's recommendations point the way.**

The Commission's findings led to the following recommendations to various stakeholders:

- *For the leaders of community college and four-year institutions:* Create transfer-affirming cultures that help students prepare for transfer and succeed in earning a baccalaureate degree. Form partnerships to collaborate and share the student and curricular information necessary to create clear pathways.
- *For community college leaders:* Honor and support the intentions of first-time students by making transfer the "default curriculum." Mandate participation in orientation programs and student success classes that help students plan their course of study leading to transfer.

- *For leaders of four-year institutions:* Elevate transfer to a strategic, versus tactical, institutional enrollment objective.
- *For state government leaders:* Create a transfer-focused strategic plan that aligns with the state's overall higher education objectives and incentivizes the community colleges and four-year institutions to serve community college transfer students.
- *For research, non-profit, and philanthropic organization leaders:* Develop research methodologies that allow policymakers to assess the capacity of the transfer pathway nationally.

"We've been talking about this forever. Now you folks have a chance to make a difference. But only if your efforts are sustained, only if we have the data, and only if you have the passion."

— Stephen J. Handel

Other Important Points

- **Additional information.** Read more about the Commission's findings and recommendations by downloading [The Promise of the Transfer Pathway: Opportunity and Challenge for Community College Students Seeking the Baccalaureate Degree](#) and supporting reports [here](#).

Future Trends in Higher Education: A Discussion

Moderator: **Mike Reilly**, Executive Director, AACRAO

Panelists: **Tom Black**, Associate Vice Provost for Student Affairs and University Registrar, Stanford University

Paul Fain, Senior Reporter, Inside Higher Ed

Michele Norin, CIO, University of Arizona

Overview

Higher education institutions are not fatally resistant to change. Innovations are happening within institutions all the time. Colleges and universities are reacting to the challenges of disruptive technological innovation with creativity as well as caution, as befits their role as stewards of important resources. They are finding that new technologies and changing patterns of consumer demand bring not just challenges with which to cope but new opportunities to optimize, streamline, create value, and better serve the interests of students.

Context

The panelists reacted to theories and questions about where trends in higher education are headed, posed to them by moderator Mike Reilly.

Key Takeaways

- **Is higher education broken? The panelists say no—innovation and evolution of new models continue.**

In *College Unbound*, author Jeff Selingo suggests that higher education is resistant to change and accountability, and that these traits imperil it. He uses the metaphor of mature businesses that are done in by failure to adapt to changes in the world around them.

All three panelists objected to the characterization of higher education as “broken.” “That’s an offensive label,” said Tom Black, pointing out that Stanford is extremely innovative. However, to be good stewards over important resources, higher education institutions need to be conservative adopters of innovations. They want to thoroughly understand the value propositions of new trends before embracing them, and justifiably so. The business metaphor is inappropriate given that universities are consensus-based decision makers. Much of the criticism targeting higher education is politically motivated and opportunistic.

“Higher ed institutions are consensus-based decision makers, unlike corporations. There’s a different decision-making model there.”

— Tom Black

Paul Fain said higher education and change often are discussed in “either/or” terms, which causes the substantial innovation going on within institutions to be overlooked. Yet most of today’s institutions will “outlast me by a very long time.” Only the viability of certain regional public and small, rural, private colleges is in question, threatened by online alternatives such as Western Governors University.

Michele Norin does not view higher education as broken, but as seriously challenged by a changed world. One big question is how the increasingly consumer-based approach to higher education will impact very traditional environments.

To find solutions and opportunities amid the challenges, the first step is for institutions to have relevant conversations, whether they are scary or exciting. Half the battle is getting people accustomed to recognizing and discussing trends, like MOOCs or flipped classrooms. The University of Arizona is taking both creative and precautionary approaches, figuring out where it wants to get in front and lead change and where it wants to wait and observe.

“If you’re in the mode of discussing [change], that’s the first step.”

— Michele Norin

- **Several nascent trends look likely to gather steam.**

Recent innovations in higher education have leveraged the capabilities of technology to meet new types of demand and better serve institutional goals. Some of the panelists’ thoughts on where each of the following trends is headed:

Transcripts: Greater usefulness via digitization?

Traditional academic transcripts are limited in many respects. They don’t capture outcomes from non-traditional learning experiences (e.g., internships, study abroad, service-based learning, or programs enabling hands-on research). Traditional transcripts don’t measure skills, which employers care most about. They are not codified or standardized across institutions, making comparing graduates tough. Moreover, transcripts are not designed with enough focus on the user’s experience; many employers don’t know how to read them properly.

Today’s technology provides the means to correct all of the above. Increasingly, institutions are likely to be rethinking the role of the transcript and how to evolve it.

Stanford is experimenting with an electronic portfolio that combines official records with additional curated material, such as professors' descriptions of learning experiences and even links to actual student work. A fuller picture of what the student knows and can do is conveyed. To measure skills, some schools are developing badge systems and competency-based transcripts.

MOOCs: New delivery for traditional degrees?

With many MOOCs offered by educational technology companies operating outside of academia, might the MOOCs movement undermine the importance of attaining credentials from traditional institutions? That is uncertain.

"Right now, universities have a nice stronghold on the credential; whether or not that's secure, I can't say."

— Paul Fain

Perhaps in part to reassert control over their traditional turf, big universities are increasingly developing online courses and MOOCs. The Big Ten Universities' provosts have launched an online education network. Georgia Tech now offers its Master's in Computer Science program as a \$7,000 MOOC, in partnership with Udacity.

Paul Fain sees great opportunity for MOOCs offered by traditional institutions for the one in five Americans who holds some college credit but no degree. But how to maintain course quality is a concern, as Tom Black pointed out. "Is the experience comparable to a traditional course when the proctors are Coursera staff?"

Big data: Serving student success . . . at what cost?

Institutions of higher education have access to much more data than they use, and analytics capabilities are available to customize their services to students, observed Michele Norin. A big question is how to leverage big data to advance completion and other goals that promote student success. For example, sophisticated predictive analytics tools might be able to help keep students on track, she suggested. Suppose parking, residential life, and meal databases were integrated with academic data to spot at-risk students?

But what then would be "the privacy and confidentiality rules of the game?" asked Tom Black. The notion of linking higher education data with Bureau of Labor Statistics data is popular, to gauge how well institutions are preparing students for work. But where would it end? Could it be a slippery slope to more nefarious uses of higher education data, like linking it to immigration databases or tax records?

Regardless of the privacy risks, which Washington hasn't figured out, Paul Fain feels certain that state and federal policymakers will continue pushing higher education for

more measurement and more ways to connect higher-education and labor-market data.

There is no doubt that today's technological capabilities represent both opportunity and disruption, said Michele Norin. All areas of the institution will feel increasing pressures upon them to leverage technology in ways that optimize, streamline, and create better, faster ways for students to get done what they must, safely and securely.

Returning adults: Increasingly targeted?

Bringing adult learners back into higher education is part of the national agenda, and panelists concur that this will be a rising focus of institutions' recruiting efforts. How to incorporate adult students into campus communities will be a big question; MOOCs might be part of that solution. So might "stackable credentials" and "reverse transfers."

Paul Fain expects the need to recruit adult students to result in more acceptance of prior learning experiences and competency-based education as evidence of achievement. But no one wants to lower academic quality standards, turning into "diploma mills." There will be tension between the dual goals of making sure that academic experts determine what warrants credentialing and avoiding a level of protectionism that is not in students' best interests.

- **Higher education leaders of the future will be savvy about ways technology can create value.**

"I don't think you can be in a leadership role in higher education today," said Michele Norin, "without understanding the value that IT can bring to your business. You have to understand how to take advantage of technology."

- **Higher education institutions of the future will use the delivery modalities that make sense for them.**

Will institutions of the future necessarily offer all that technology enables—web-based learning, flipped classrooms, MOOCs, etc.? More likely, each will figure out the mix of learning delivery modalities that is right for them.

The University of Arizona utilizes all the new forms of delivery, even mixing modalities within a single course. But the university's economic model is never forgotten in decisions to move into new territory. Stanford is experimenting with innovations such as the flipped classroom. Students view videotaped lectures on their own time; class time is spent interacting.

Paul Fain believes that online learning will never totally replace personal learning experiences. Even in online courses, students prefer to meet regularly with professors if possible. Personal connection will always be a component of higher ed learning, whatever new delivery methods evolve.

Today's College Students: Core Values for Building Transfer Student Success

Speaker: **Mark Allen Poisel**, *Associate Provost for Student Success, Pace University*

Overview

Myths about transfer students abound: that they are middle-aged and uninterested in campus life and that they underperform other students. These misperceptions have led to a glaring absence of much-needed support services for the transfer student. Colleges and universities need to do more than smooth the practical aspects of the transfer pathway. They have to consider the experience of this important student demographic in decisions about programming and everything else.

Change will happen if decision makers embrace a set of core values that point to the work cut out for them: collaboration, advocacy, engagement, and success.

Context

Mark Allen Poisel shared core values for helping transfer students succeed, hoping to inspire change at institutions.

Key Takeaways

- **Support services to help transfer students adjust and succeed are sorely missing on campuses.**

Registrars have been doing a great job facilitating the processes of transferring between schools. The timeliness of credit transfer has improved; there is more transparency and accountability. But still, the numbers of transferring students and graduating transfer students aren't what they should be. The "brain work," has been done, but not the "soul work."

In other words, institutions haven't given empathetic consideration to the transfer student's experience. Freshmen have week-long orientation programs, but transfer students are expected to figure out the rules and ways of unfamiliar campuses largely on their own. Few campus organizations exist specifically for them. Little attempt is made to integrate them into the community.

There are three broad areas of transfer services, all requiring more attention:

1. *Preparation.* Websites, community college relationships, and everything about the new school that a transfer student encounters prior to applying.

2. *Transition.* Orientation programs, transfer credit evaluation, and services to get students registered, advised, and comfortable—everything that helps students acclimate during their first year.
3. *Progression.* Everything that helps integrate students socially, connect them to faculty and career services, and ensure sufficient financial aid to graduate—everything that helps retain them.

All three areas currently suffer from too little information going to students and too little communication with them.

- **Taking a set of core values to heart would compel institutions to build much-needed transfer services.**

Mark Allen Poisel views his advice not as best practices but as core values for institutions to internalize and embed in their cultures. The specific practices that result will be different from campus to campus, as few campuses are alike. The examples were provided not to be followed but to inspire whatever ideas would work at audience members' institutions.

"I want to inspire the choir, inspire your soul. I want you to think about core values."

— Mark Allen Poisel

Collaboration: Build relationships and partnerships

It takes a university to graduate a student, so all departments should be involved in ensuring transfer students' success, and not just the transfer services department. This includes the registrar's office, admissions, academic advising, student affairs, parents, students, alumni, and especially the faculty. Dr. Poisel even brings the university's parking staff into the discussion, since finding parking is tough for a newcomer.

Professors are primary sources of information on how these students are doing, as they see them the most. It is also important to debunk myths held by faculty that transfer students underperform. Campus leaders can change attitudes by gathering and sharing data pointing out how many transfer students are being given awards and honors by faculty; typically, these statistics aren't kept or shared.

External collaboration is important too. Signers of articulation agreements should have ongoing conversations that explore the comparability of courses in depth, creating a living, breathing document.

Core values:

- *Establish networks, externally and internally.* Those working in transfer services might not feel like part of any department; they need to forge inroads in every department. They can make everyone's jobs easier if they work to circumvent anticipated problems of transfer students in advance.
- *Partner, create, succeed.* Collaborate on programing such as orientation programs. Form a transfer experience group that meets to gather opinions and advice and to figure how to balance student needs and wants.
- *Share and learn from the efforts of others.* Transfer student services have come a long way in the past two decades; there is much to be learned from what other institutions are doing in this arena.

Advocacy: Promote transfer

It is important that every campus have an advocate for transfer students, who educates the rest of the campus about these students' experiences and promotes "intentionality" in recruiting transfer students.

Core values:

- *Be intentional about recruiting transfer students.* Transfer students should not be a recruiting afterthought; they can play an integral role in an enrollment expansion strategy.
- *Know the students.* Many schools don't track transfer demographics, the percent of the student body that transfer students represent, or where they transfer from. Study and share the data to debunk transfer student myths.
- *Tell transfer students' stories.* Profile them in newsletters and publicize data about them; for example, the number that win awards and graduate.
- *Bring student leaders on board.* Students have a lot of impact on other students, so teach student leaders what they should know about transfer students. Encourage transfer students to be campus leaders.

Engagement: Foster a transfer-friendly environment

It is a myth that transfer students do not want to be engaged in the campus community. They go to classes; they are already engaged. They want to assimilate culturally and socially as everyone does.

Core values:

- *Create first-year programming for transfer students.* The first six weeks are critical. Set up study groups for transfer students. Get them included in welcome week so that the activities are not just for freshmen.

- *Connect transfer students to organizations.* Joining student clubs can forge the social connections that make transfer students feel at home. Connect them to organizations and activities they participated in at their former school.
- *Remember the students.* Keep transfer students in mind while developing policies and procedures.

Success: Promote student success

Ultimately, transfer services is about ensuring a successful college experience for students, in and out of class.

Core values:

- *Create programs and services that promote success.* If freshmen need a welcome week to ease the transition, why not a similar period for transfer students? Create orientation programs for transfer students, online and on campus, and make them mandatory.
- *Encourage curriculum alignment.* For institutions that partner with community college "feeder schools," it is important to align the curriculum to make the transition as seamless as possible.
- *Emphasize academic success.* Students need to come to class and succeed, so focus on the academic piece. Measure and analyze their learning outcomes. Use assessment data to track progress and tell their stories.

Quotes to 'Inspire the Choir'

- *"It takes a university to graduate a student, which means you've all got to collaborate together."*
- *"Take people to lunch, communicate, share, build things together . . . even if you've got to be the cheerleader, even if you have to tell them things they don't want to hear. Make sure everybody is helping you help the students be successful."*
- *"If you're not the advocate . . . it's not going to happen. The only way you're going to enhance that culture and change that mind frame and get at that soul for students is to tell the story."*
- *"I appreciate that you think your freshmen are going to stay four years, but I don't know any university in the country that has a 100% retention rate, year one. . . . Why aren't you building a plan where transfer students fill in those numbers?"*
- *"Look at the data, share the data, and figure out who your transfer students really are. Because that will make a huge, huge difference."*
- *"If we really care about students, if we really want students to be successful, why aren't we doing all of this?"*
- *"Is our campus culture one that cares about students or cares about whether they took English with us?"*
- *"Remember transfer students in all of your discussions. They're a key component of our campuses. They are going to be more prevalent than ever before. So start now. . . . What are we waiting for?"*

FERPA and Reverse Transfer: What Can I Do (and not do)?

Speaker: **LeRoy Rooker**, *Senior Fellow, AACRAO*

Overview

The Family Educational Rights and Privacy Act (FERPA) ensures that students have some control over access to their education records. Registrars and other administrators now must navigate challenges related to reverse transfer. Schools should craft consent language upon transfer and enrollment in ways that support reverse transfers, rather than relying erroneously on FERPA's exceptions to signed consent.

Context

LeRoy Rooker discussed FERPA and how it affects reverse transfer.

Key Takeaways

- **The Family Educational Rights and Privacy Act (FERPA) gives students control over access to their educational records.**

The Family Educational Rights and Privacy Act (FERPA) gives students three primary rights:

1. The right to inspect and review their education records.
2. The right to seek amendment of records.
3. The right to some control over the disclosure of information from education records.

Mr. Rooker clarified several definitions under FERPA:

- *Education records.* FERPA applies to situations that involve education records. These are records directly related to the student and maintained by the institution or by a party acting for the institution, such as a contractor or vendor. Education records can be maintained using any type of medium, including computer media and electronic records.
- *Students.* A student is defined as any individual who is or has been in attendance at an institution and about whom the institution maintains records.
- *Disclosures.* A disclosure is defined as permitting access to or communication of personally identifiable information contained in an education record. Disclosures may be written, oral, or electronic. In general, disclosures are required when sharing education records with any party *except* the party that created or provided the record. Section 99.30 Subpart D of FERPA generally requires that students must provide a signed, dated, written consent before information is disclosed from their education record. The consent

should specify the records, the purpose of the disclosure, and the party that will receive the disclosure.

- **Under certain circumstances institutions don't need signed student consent to disclose education records.**

Section 99.31 of FERPA outlines 16 exceptions where institutions don't need to obtain signed consent from students before disclosing education records. Mr. Rooker outlined four scenarios where student consent is not required in order to disclose student records:

1. *Disclosures to school officials within an institution with a legitimate educational interest.* If a legitimate educational interest exists, school officials can access education records without written consent. The definition of a school official cannot be expanded to someone at another institution.
2. *Disclosing information to schools in which a student seeks or intends to enroll.* Information can be sent to a school that a student wants to attend, as long as the disclosure is related to the enrollment or transfer. This exception can now be used to correct or augment student information. For example, a community college could send information about a student to a four-year college the student wants to attend. However, the four-year college cannot send new course-completion information about the student back to the community college without the consent of the student.
3. *Disclosures to federal, state, and local education authorities conducting an audit or evaluation of education programs.* These authorities can now make further disclosures on behalf of the institution, but only if the educational institution can make the disclosure under FERPA.
4. *Disclosing information to organizations conducting studies for and on behalf of an institution.* Personally identifiable information about students can only be shared for research purposes, and must have a written agreement in place outlining the limits on the use of this information.

- **FERPA exceptions to signed consent cannot be used for reverse transfer, but other approaches exist.**

Two-year community colleges are under pressure to demonstrate completion rates. In many instances, when students transfer from a community college to a four-year institution, they are close to attaining their two-year degree; if they complete the necessary courses at the four-year school, a degree can be granted. But, the challenge is how to "reverse transfer" that information back to the community college.

Some institutions erroneously believe they can do reverse transfers without student permission under the FERPA exceptions to signed consent. This is not permissible, but there are ways for schools to do reverse transfers legally.

— *Students transferring to a four-year institution.* As part of the enrollment process, the four-year school can include consent language that permits disclosure of degree-qualifying records back to the student's previous institution.

Alternatively, the two-year institution can get the student's consent to have his or her four-year course information transferred back. This permits community colleges to request records from four-year schools. Two-year institutions should be proactive about engaging with students before they leave, rather than trying to find them later.

— *Students currently enrolled at four-year institutions.* Four-year schools can contact students who would qualify for a degree at their prior institutions and ask whether they want their information sent back to the previous school.

"The answer to reverse transfer is signed consent from the student. As long as there's consent, it can be at the community college or the four-year institution end. Either works."

— LeRoy Rooker

It is a good idea to create consents that are open ended in terms of the time frame for which they are valid. It is also useful to identify the class of parties that can share information. The 2012 AACRAO FERPA Guide includes consent forms that can be used as model in chapter six, "Sample Forms."



Biographies

Thomas Black

Associate Vice Provost for Student Affairs and University Registrar, Stanford University



Thomas Black is the Associate Vice Provost for Student Affairs and University Registrar at Stanford University. He has worked in higher education for over thirty-five years in various administrative positions, serving in registrar positions at the University of Chicago, Duke University, and the University of North

Carolina at Chapel Hill. He is an honorary member of the Southern Association of Collegiate Registrars and Admissions Officers and the Carolinas Association of Collegiate Registrars, and he frequently presents at the national conferences of the American Association of Collegiate Registrars and Admissions Officers. Tom is also a member of the National Student Clearinghouse Advisory Board. He has worked to perfect the electronic transcript and a safe means of delivering it via the Internet. He is interested in increasing the exchange of student data using standards while ensuring only authorized access to that information. Most recently, his interests have expanded to the development of electronic portfolios. Tom received his bachelor's and master's degrees from Penn State University.

Paul Fain

Senior Reporter, Inside Higher Ed



Paul Fain, senior reporter, came to *Inside Higher Ed* in September 2011, after a six-year stint covering leadership and finance for *The Chronicle of Higher Education*. Paul has also worked in higher-ed P.R., with Widmeyer

Communications, but couldn't stay away from reporting. A former staff writer for *C-VILLE Weekly*, a newspaper in Charlottesville, Va., Paul has written for *The New York Times*, *Washington City Paper* and *Mother Jones*. He's won a few journalism awards, including one for beat reporting from the Education Writers Association and the Dick Schaap Excellence in Sports Journalism Award. Paul got hooked on journalism while working too many hours at *The Review*, the student newspaper at the University of Delaware, where he earned a degree in political science in 1996. A native of Dayton, Ohio, and a long-suffering fan of the Cincinnati Bengals, Fain plays guitar in a band with more possible names than polished songs.

Stephen J. Handel

Executive Director, National Office of Community College Initiatives, College Board

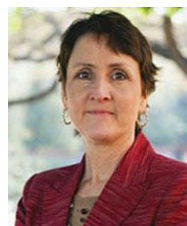


Stephen J. Handel is Executive Director of the National Office of Community College Initiatives at the College Board. In this capacity, Handel advocates for, and conducts research with, community colleges nationally and internationally, with a special focus on initiatives that advance

educational access and equity for all students. Prior to joining the College Board, Handel was a member of the President's staff for the ten-campus University of California (UC) system. He served as UC's first Director of Community College Transfer Enrollment Planning, where he initiated strategic enrollment policies focusing on the needs of community college transfer students. During this time, Handel worked closely with colleagues at the California Community College Chancellor's Office to increase significantly the number of community college students transferring to a UC campus. Handel is the author of the Community College Counselor Sourcebook as well as other publications focusing on higher education issues, including *The Promise of the Transfer Pathway and Remediating Remediation* (with Ronald Williams), *Strengthening the Nation By Narrowing the Gap* (with James Montoya), and *Second Chance, Not Second Class: A Blueprint for Community College Transfer*. Handel earned his Ph.D. and M.A. degrees from UCLA, a B.A. from California State University, Sacramento, and an A.A. from Cosumnes River College.

Michele Norin

CIO, University of Arizona



Michele Norin has been at the University of Arizona for 23 years. As Chief Information Officer, Ms. Norin is responsible for providing strategic leadership in the development and use of information technology in support of the University's vision for excellence in research, teaching, outreach, and

lifelong learning. Ms. Norin serves as the spokesperson for IT-related information, policies and strategies; provides oversight for IT-related strategic planning; leads efforts in maximizing IT security through policy, proactive engagement, and enforcement; provides leadership oversight in the development of major administrative systems; and is connected statewide and nationally with IT organizations and initiatives. She also serves as a co-chair of the Higher Education Information Security Council (HEISC), sponsored by the Educause organization.



Mark Allen Poisel

Associate Provost for Student Success, Pace University



For the past two and a half years, Dr. Mark Allen Poisel has served as the Associate Provost for Student Success at Pace University. In this role he has enhanced academic support and retention for all students including transfer, first-generation, international, honors, and veterans. Prior to his current role he was the Associate Vice President for Student Development and Enrollment Services at the University of Central Florida. During his time at UCF, he established a transfer services center, a student success center, a sophomore and second year center, and a veterans' academic resource center while enhancing services for students on regional campuses. His focus on student success at UCF also included building new facilities, improving classroom and class scheduling, implementing policy and a variety of other initiatives in student development and enrollment services.

Dr. Poisel has centered his efforts on student success initiatives for most of his career in higher education. He started his work with transfer students as an academic advisor in a school of business at Indiana State University while also evaluating transfer credits. His experience also includes working for the Florida Legislature and the Florida Division of Community Colleges.

Michael Reilly

Executive Director, AACRAO



Mike Reilly joined AACRAO as Executive Director on June 1, 2012. Prior to coming to AACRAO he served as the Executive Director for the Council of Presidents, an association of the six public baccalaureate degree granting institutions in Washington state. He has 20 years of experience in university admissions and enrollment management, including having served as the Associate Vice President for Enrollment Management at both Central Washington University and Humboldt State University.

LeRoy Rooker

Senior Fellow, AACRAO



LeRoy Rooker, former director of the U.S. Department of Education's Family Policy Compliance Office and AACRAO Senior Fellow, is the nation's leading expert on the Family Educational Rights and Privacy Act (FERPA), a comprehensive federal law that provides privacy protections for student education records. Mr. Rooker served for 21 years as director of FPCO and is well known throughout the higher education community because of his extensive outreach while at the Department.

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