



# "ACHIEVE"

## ALABAMA TRANSFER STUDENT SUCCESS CONFERENCE

On the campus of  
THE UNIVERSITY OF ALABAMA

March 5-6, 2020  
Tuscaloosa,  
ALABAMA

Hosted by  
AGSC/STARS



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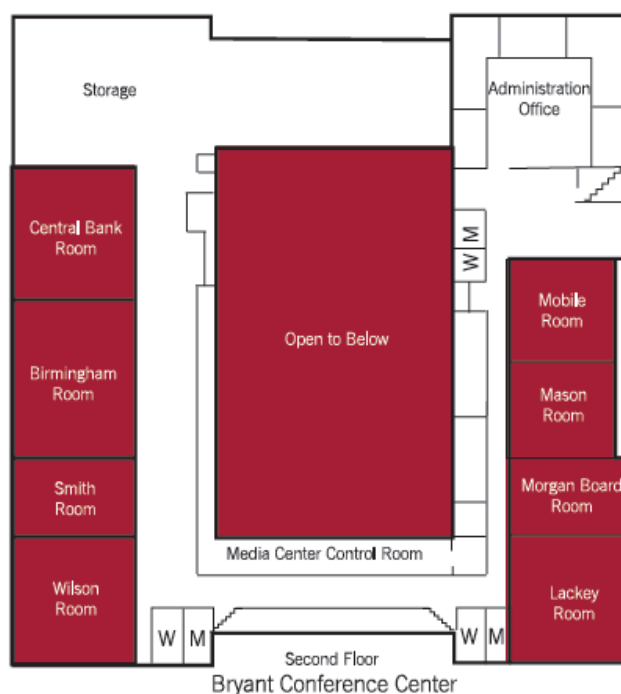
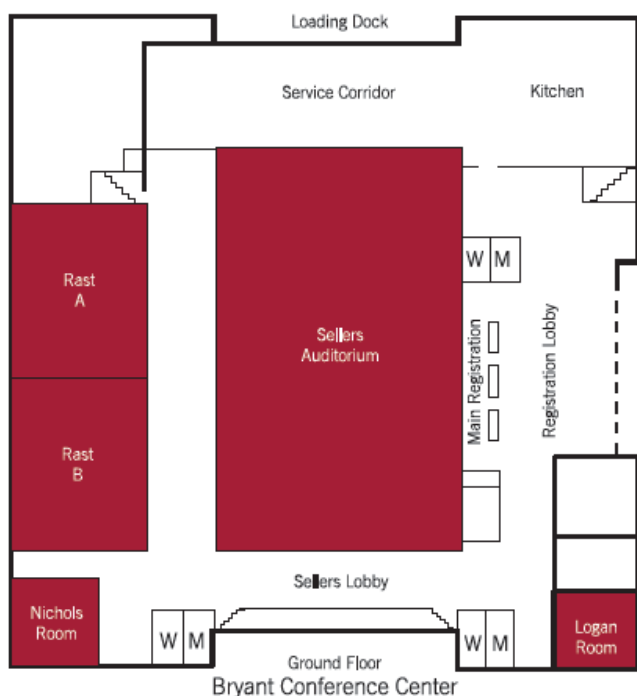
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# MEETING ROOM LOCATION



# WELCOME LETTER

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Welcome to the 2<sup>nd</sup> Annual ACHIEVE Transfer Student Success Conference. The ACHIEVE conference was created by the Alabama General Studies Committee (AGSC), whose principal goal is to save students time, money, and credit through its stewardship of the Statewide Articulation and Transfer Reporting System (STARS) and the State's general education core curriculum. We believe that students should be able to transfer seamlessly across Alabama's public two-

and four-year institutions and meet their educational goals successfully.

The ACHIEVE conference provides opportunities for faculty and staff from Alabama institutions to network with each other, to learn about the needs of transfer students, and to share best practices that will help students be successful. This conference is a first-of-its-kind in the state and is the only conference in Alabama focused on creating connections among faculty and administrators to improve curricular connections as well as the transfer experience for students.

Thank you for joining us for year two of the conference, and thank you to our Conference Planning Committee whose service to the AGSC and to this conference went above and beyond. Thank you also to the University of Alabama for its support and sponsorship and to Keith Sessions and his staff at the STARS office whose leadership and effort is crucial to our success.

ACHIEVE Conference Planning Committee: Pamela Arrington (Alabama A&M University), Luoheng Han (University of Alabama), Charles Nash (University of Alabama), Cary Curtiss (Auburn University), Brandi Stacey (University of Alabama)

Angela Coleman, PhD

Associate Vice President, University of South Alabama

2019-2020 AGSC Chair

# CONFERENCE PURPOSE AND GOALS

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## CONFERENCE PURPOSE STATEMENT

The Statewide Transfer and Student Success Conference strives to ensure student success and increase college completion rates across the State of Alabama by fostering collaboration between 2- and 4-year colleges and universities and identifying new opportunities to promote the seamless transfer of 2-year college students to 4-year colleges and universities.

## CONFERENCE GOALS

- Re-evaluate and renew commitments for transfer and student success
- Identify new opportunities for transfer and student success
- Increase college completion rates across Alabama
- Foster collaboration across 2- and 4-year colleges and universities to help more 2-year students complete associate's degrees, transfer, and earn bachelor's degrees
- Implement opportunities for dialogue about transfer and student success
- Engage representatives of Discipline Committees to reconnect, review, and revise articulation agreements
- Discuss AGSC/STARS resources available to 2- and 4-year colleges and universities
- Promote new online training for AGSC Institutional Points of Contacts (POCs)
- Promote training for faculty and staff involved in 2-and 4-year student transfer
- Share research about the latest student transfer trend data
- Conduct outreach to generate support for implementation of successful transfer strategies across 2- and 4- year colleges and universities

# CONFERENCE SCHEDULE



## Thursday, March 5, 2020

10:00 AM – 12:00 PM	Conference Check-In
10:00 AM – 5:00 PM	Networking / Vendor Expo
12:00 PM – 12:45 PM	Lunch Sponsored by Athens State University
12:45 PM – 1:00 PM	Welcome & Opening Remarks
1:00 PM – 2:15 PM	Keynote Address
2:15 – 2:30 PM	Break
2:30 PM – 3:30 PM	1st Concurrent Breakout Session
3:30 PM – 4:00 PM	Networking / Refreshment / Vendor Expo Break
4:00 PM – 5:00 PM	2nd Concurrent Breakout Session

## Friday, March 6, 2020

7:30 AM – 8:30 AM	Breakfast Sponsored by Bama by Distance / Vendor Expo
8:30 AM – 9:30 AM	Welcome & Keynote Address
9:30 AM – 9:45 AM	Break
9:45 AM – 10:45 AM	3rd Concurrent Breakout Session
10:45 AM – 11:00 AM	Networking / Refreshment / Vendor Expo Break
11:00 AM – 12:00 PM	4th Concurrent Breakout Session
12:00 PM – 1:00 PM	Lunch and AGSC/STARS Update
1:00 PM	Conference Ends

# DAY 1

**MARCH 5-6, 2020  
TUSCALOOSA,  
ALABAMA**

**Hosted by  
AGSC/STARS**

**On the campus of  
THE UNIVERSITY  
OF ALABAMA**



# "ACHIEVE"

**ALABAMA TRANSFER STUDENT  
SUCCESS CONFERENCE**

# WELCOME AND OPENING REMARKS

**Thursday, March 5**  
**Lunch sponsored by:**



**Opening Remarks**  
**12:45–1:00 PM**  
**Sellers Auditorium**

**Welcome from Articulation & General Studies Committee.....**

**Dr. Mary Angela Coleman**  
AGSC Chair

**Welcome from the University of Alabama .....**

**Dr. Kevin Whittaker**  
University of Alabama Provost

## KEYNOTE SPEAKER—DR. TIMOTHY RENICK

**Thursday, March 5**  
**1:00–2:15 PM**



**Dr. Timothy Renick**  
**Vice Provost and Vice President**  
**for Enrollment Management and**  
**Student Success**

### **Eliminating Equity Gaps through Data and Analytics** **Presentation Overview:**

For the past decade, Georgia State University has been at the leading edge of demographic shifts in the southeast. While doubling the numbers of non-white and low-income students it enrolls, the university has simultaneously committed to the use of data to inform systematic institutional change. In the process, Georgia State has raised graduation rates by 23 percentage points and closed all achievement gaps based on race, ethnicity, and income-level. It now awards more bachelor's degrees to African Americans than any other non-profit college or university in the nation. Through a discussion of innovations ranging from chat bots and predictive analytics to meta-majors and completion grants, the session will cover lessons learned from Georgia State's transformation and outline several practical and low-cost steps that campuses can take to improve outcomes for underserved students.



# BREAKOUT SESSION 1



Choose One of the Breakout Sessions Below.

**Thursday, March 5**  
**2:30–3:30 PM**

Presentation Title	Presenter(s)	Facilitator	Room
Lessons Learned from Implementing Institutional Change—Follow-Up Question/Answer	Dr. Timothy Renick	Dr. Mary Angela Coleman	Central
The Wonderful World of Student Support Services	Christina Collins	Dr. Bruce Crawford	Mobile
The State of General Education: A Panel Discussion	Brad Fricks Dr. Annette Cederholm	Brad Fricks	Rast A
Engaging them for Success: Understanding and Facilitating Transfer Student Engagement at The University of Alabama	Dr. Amy Bickel Kiara Summerville	Brandi Stacey	Rast B
Research Initiatives in Course Delivery Formatting and Engagement Strategies: The Catalyst to Transfer Student Success and Degree Completion	Dr. Jamie Gilbert Dr. William Davis	Eva Lewis	Smith



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# BREAKOUT SESSION 1 DESCRIPTIONS



## Lessons Learned from Implementing Institutional Change—Follow-Up Question/Answer with Dr. Timothy Renick

Central

**Dr. Timothy Renick**, Georgia State University

This session will be a follow-up to the Keynote Address and will be led by Dr. Timothy Renick. This session will allow for conference participants to ask questions and continue dialogue with Dr. Renick.

## The Wonderful World of Student Support Services

Mobile

**Christina Collins**, Central Alabama Community College

This presentation will provide an in-depth overview of TRIO Student Support Services and the assistance the program provides to first-generation college students.

## The State of General Education: A Panel Discussion

Rast A

**Brad Fricks**, Alabama Community College System & **Dr. Annette Cederholm**, Snead State Community College

What skills and knowledge do students really need in order to transfer successfully and/or to enter a career field? The AGSC is grappling with the best way to answer these questions and maintain a framework for a transferable general education curriculum. Fittingly, a panel of experts from two-year and four-year institutions will discuss ways that their institutions are dealing with both teaching and assessing general education outcomes as well as how the institutions are thinking about ways to revise the general education framework.

# BREAKOUT SESSION 1 DESCRIPTIONS



## Engaging them for Success: Understanding and Facilitating Transfer Student Engagement at The University of Alabama

Rast B

**Dr. Amy Bickel**, The University of Alabama & **Kiara Summerville**, The University of Alabama

Comparisons of transfer student engagement with native student engagement have shown that transfer students are less likely to be engaged and specifically in high impact practices known to be important for retention and student success. This presentation shares programming developed by the University of Alabama Office of First Year Experience & Retention Initiatives to increase transfer engagement on campus. Newly implemented programming includes a transfer-specific undergraduate research program, newsletter, and targeted workshops, mentoring programs and social events to connect transfer students to campus and each other.

## Research Initiative in Course Delivery Formatting and Engagement Strategies: The Catalyst to Transfer Student Success and Degree Completion

Smith

**Dr. Jamie Gilbert**, Athens State University & **Dr. William Davis**, Athens State University

The purpose of this presentation is to discuss research project objectives related to collaboration with fellow upper-division universities, flagship universities, mid-level universities to gain an understanding of the current state of course formatting, course delivery, and student engagement initiatives for transfer students. How these elements may be improved to bridge existing gaps to degree completion within the transfer student community is of particular interest. Ideally, this presentation will facilitate discussions and collaborations during the session that will offer a clear picture of the current state of course formatting and student engagement in the categories mentioned above and gauge what direction universities are moving in said categories. Moreover, this presentation will discuss advancements that can be made to construct efficient and definitive course formatting and delivery processes across colleges and facilitate student engagement initiatives to lead to higher degree completion rates for transfer students. The ability of faculty to recognize and navigate disconnects happening during the transfer process may incentivize potential new students to complete their degree by presenting an inclusive, efficient, and student-friendly model.

# BREAKOUT SESSION 2



Choose One of the Breakout Sessions Below.

**Thursday, March 5**  
**4:00–5:00 PM**

Presentation Title	Presenter(s)	Facilitator	Room
Building a Statewide Ecosystem for Student Success: 3 Ongoing Efforts	Dr. Robin McGill Chandra Scott Dr. Jackie Smith Dr. Gary Martin	Dr. Robin McGill	Rast A
Recruiting 2020	Helen Crider Bethany Campbell	Dr. Annette Cederholm	Mobile
Creating Access to Opportunities through Partnership	Heather Yush Dr. Victoria Perry	Brandi Stacey	Smith
Identifying and Removing Barriers to Student Success: Crossing the Bridge(s) - Transfer, Non-traditional, and Traditional	Kiietti Walker-Parker Dr. Jessica Temple Alfreda Handy-Sullivan Jody Jones Lee Valerie Harris	Dr. Pamela Arrington	Central
Breaking Down Barriers for a Seamless Transfer	Roxanne Bailey Dr. Emily Messer	Brad Fricks	Rast B



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# BREAKOUT SESSION 2 DESCRIPTIONS



## Building a Statewide Ecosystem for Student Success: 3 Ongoing Efforts

Rast A

**Dr. Robin McGill**, Alabama Commission of Education, **Chandra Scott**, Mobile Area Education Foundation  
**Dr. Jackie Smith**, Athens State University & **Dr. Gary Martin**, Auburn University

This panel will highlight three ongoing efforts that align with the work of the AGSC in supporting student success: The Mobile Talent Hub (led by Chandra Scott of the Mobile Area Education Foundation), Complete College Alabama (led by Dr. Jackie Smith of Athens State University), and the State Taskforce on Accelerating Math Pathways (STAMP, led by math faculty and represented by Dr. Gary Martin). The conversation will be facilitated by Dr. Robin McGill of ACHE.

## Recruiting 2020

Mobile

**Helen Crider**, Athens State University & **Bethany Campbell**, Athens State University

The role of a transfer recruiter has evolved and become more multi-faceted. This means we now not only recruit but also must be equipped and prepared to advise students and build strong relationships with transfer advisors and support staff within the community college.

## Creating Access to Opportunities through Partnership

Smith

**Heather Yush**, Phi Theta Kappa Honor Society (National) & **Dr. Victoria Perry**, Bishop State Community College

Designing an effective partnership that benefits both students and institutions doesn't have to be complex. With 1,300 local chapters on community and technical college campuses and nearly as many four-year institutional and industry partners, Phi Theta Kappa has 100+ years of experience in cultivating successful partnerships. Attend this interactive brainstorming session to exchange ideas of mutually beneficial opportunities for student and institutional success.

# BREAKOUT SESSION 2 DESCRIPTIONS



## Identifying and Removing Barriers to Student Success: Crossing the Bridge(s) - Transfer, Non-Traditional, and Traditional

Central

**Kiietti Walker-Parker**, Alabama A&M University, **Dr. Jessica Temple**, Alabama A&M University, **Alfreda Handy-Sullivan**, Alabama A&M University, **Jody Jones**, Alabama A&M University & **Lee Valerie Harris**, Alabama A&M University

To aid with persistence and retention efforts at both 2- and 4-year institutions, this panel will present strategies for identifying, utilizing, evaluating, and renewing new opportunities for student success to help with crossing the bridge(s) to the classroom, such as active learning (real-life modeling, reenactment, and application), OER, and other methods and practices that increase student engagement in the classroom. It is our hope that these strategies and techniques will be applicable to a variety of courses and levels of students, thus increasing college completion rates across Alabama through renewed and improved engagement for all students, including transfer and other non-traditional students.

## Breaking Down Barriers for a Seamless Transfer

Rast B

**Roxanne Bailey**, Jacksonville State University & **Dr. Emily Messer**, Jacksonville State University

The presentation will provide information on how Jacksonville State University (JSU) has implemented new initiatives to create a seamless transfer process for students transferring from a two-year to four-year school. JSU has introduced new transfer scholarship opportunities, transfer involvement opportunities, and multi-channeled, comprehensive communication plans for potential students. The presenters will focus on research that ensures potential transfer students are more likely to be successful when they connect with the transfer institution as early as possible. Additionally, the presentation will focus on how both two- and four-year colleges can work collaboratively to make the transfer process a harmonious experience for students.

# DAY 2

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SUCCESS CONFERENCE**

# BREAKFAST AND KEYNOTE SPEAKER

**Friday, March 6**  
**Breakfast Sponsored**



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## Welcome & Keynote Address

**8:30 –9:30 AM**

Welcome from the University of Alabama .....

**Dr. Luoheng Han**  
Associate Provost for  
Academic Affairs

Welcome and Introduction of Keynote .....

**Dr. Mary Angela Coleman**  
AGSC Chair

## KEYNOTE SPEAKER —DR. JIM PURCELL



**Dr. Jim Purcell**  
State Higher Education  
Executive Officer (SHEEO)  
of the Alabama Commission on  
Higher Education

### **Alabama’s Education Infrastructure: Its Impact on Student Success, Institutional Sustainability and State and Local Economies.**

#### **Presentation Overview:**

Historically, high schools, community colleges, universities and workforce development organizations operated comfortably in their own unique worlds. Significant changes in the educational requirements of the workplace over the last 25 years compels educational institutions to become less myopic, more symbiotic and more aware of their importance to local and state economies. The presenter will describe what a symbiotic educational universe looks like and propose steps for moving Alabama’s education infrastructure toward greater collaboration and collective success.



# BREAKOUT SESSION 3



Choose One of the Breakout Sessions Below.

**Friday, March 6**  
**9:45–10:45 AM**

Presentation Title	Presenter(s)	Facilitator	Room
Show & Tell—Highlighting Institutional Partnerships at “Employer Day”	Kelli Morris	Dr. Annette Cederholm	Central
Best Practices in Academic Advising	Dr. Luoheng Han	Dr. Luoheng Han	Mason
General Education Student Learning Outcomes—Alignment and Opportunities	Dr. Megan Good Dr. Ginger Bishop	Dr. Megan Good	Rast B
Upskilling to Good Jobs: The ‘Power of Three’ in the Evolving 21st Century Workforce Landscape	Dr. Patricia Sobecky Dr. Suzanne Austin Dr. Angela Coleman	Brad Fricks	Rast A
Helping First-Generation Students Bridge the Gap From Two-Year to Four-Year Colleges	Elizabeth Lowe Dr. Tywain Griffen	Dr. Cary Curtiss	Birmingham



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# BREAKOUT SESSION 3 DESCRIPTIONS



## Show & Tell—Highlighting Institutional Partnerships at “Employer Day”

Central

**Kelli Morris**, Calhoun Community College

We understand that industry partnerships are crucial, but do you ever feel that the community isn't fully aware of all of the resources available at your institution? Are you duplicating industry outreach across various college departments? During this session, participants will learn how to host a low-cost, dynamic, on-campus event for local business and industry representatives. Resources will be provided.

## Best Practices in Advising

Mason

**Dr. Luoheng Han**, The University of Alabama

Academic advising helps students in selecting majors with transferable course offerings. It can be accomplished by both faculty and professional academic advisors. The faculty advisors counsel students on major selections and course sequence while the professional advisors counsel students on transferable course offerings, appropriate general education courses, and courses that can help prepare students for upper division work. We think both advisors complement each other and together offer students the best academic advices.

## General Education Student Learning Outcomes—Alignment and Opportunities

Rast B

**Dr. Megan Good**, Auburn University & **Dr. Ginger Bishop**, The University of Alabama

In this discussion session, we will provide an overview of student learning outcomes. Following, each institution will share their respective General Education student learning outcomes, noting alignment with the AGSC general education curriculum. We'll also explore areas of possible 'misalignment' and discuss skills required of 21st century graduates. Participants will be invited to share the degree to which their institution's student learning outcomes align with the current AGSC curriculum and identify opportunities.

# BREAKOUT SESSION 3 DESCRIPTIONS



## Upskilling to Good Jobs: The 'Power of Three' in the Evolving 21st Century Workforce Landscape

Rast A

**Dr. Patricia Sobecky**, The University of Alabama, **Dr. Suzanne Austin**, University of Alabama Birmingham, & **Dr. Angela Coleman**, The University of South Alabama

In the post-1945 industrial economy, two out of three manufacturing and blue-collar entry-level jobs required a high school diploma or less. Today, two out of three jobs now require some education or training beyond high school. As the forces of automation, globalization, and upskilling transform our national economy to a more skilled-service industry (e.g., information technology, healthcare, education, finance, white-collar business services), employers are also requiring workers have associate, bachelor, and other professional degrees. There are three educational paths: 1) high school, 2) middle-skills, and 3) BA pathways. In the states of AL, IA, KY, MI, MS, OH, SC, WI, the manufacturing sector is a top industry (e.g., 25-32% of total jobs; \$65,000 median pay). As technology integration and new work processes create future economic opportunities in the manufacturing and skilled-service sectors, employers are requiring more educated workers with higher skill levels. The panelists will present a series of questions framed around current workforce data and emerging trends to engage participants in a discussion of the educational pathways, pathway transfers and ways to innovate to keep pace with and align to the evolving workforce expectations of the 21st century.

## Helping First-Generation Students Bridge the Gap from Two-Year to Four-Year Colleges

Birmingham

**Elizabeth Lowe**, Stillman College & **Dr. Tywain Griffen**, The University of Alabama

There have been multiple calls by policymakers to boost the number of students entering college and acquiring a degree (Matthews, 2010; Obama, 2009). With the influx of jobs requiring at least a bachelor's degree, it is imperative that the rate of college-educated individuals improve drastically. Due to circumstances such as "poor academic preparation, lack of resources, poverty, and systemic and institutional barriers, the educational attainment gaps are widening between the nation's underserved students (first-generation, low-income, and students of color) and other students" (Dyce, Albold, & Long, p. 153). There are numerous programs used to assist these students with overcoming some of the obstacles they face in their quest to complete postsecondary education. One example is the TRIO programs, which "form a continuum of service delivery for students from middle school on through the undergraduate years" (Gullatt & Jan, p. 6). The TRIO program that will have the main focus is Student Support Services (SSS). The goal of SSS is to improve the college retention and graduation rates of its students by providing academic tutoring, education or counseling services, financial aid assistance, aid with graduate school tours and application process, and many other services (Purpose, 2019). With the support and services provided by the staff of SSS, first-generation students can gain the access and information they need to have a successful transition into their four-year institution.

# BREAKOUT SESSION 4



Choose One of the Breakout Sessions Below.

**Friday, March 6**  
**11:00 AM—12:00 PM**

Presentation Title	Presenter(s)	Facilitator	Room
Emerging Trend- “Meta—Majors”	Dr. Cary Curtiss Dr. Megan Good	Dr. Timothy Edwards	Rast B
Transfer Credit Evaluation Tips & Tricks	Morgan Jackson Mary Ellen Hanna	Brandi Stacey	Rast A
From One Room to One Million Volumes: Reducing Library Anxiety for the Transfer Student	John-Bauer Graham	Eva Lewis	Central
We Surveyed Two-Year Students: Here’s the data on how to recruit them more effectively	Zach Jones	Dr. Annette Cederholm	Mason
Rebranding the Stereotype: Academic Advising Practices for Alabama First-Generation Community College Transfers	Dr. Tywain Griffen Ebony Horton	Dr. Bruce Crawford	Birmingham



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# BREAKOUT SESSION 4 DESCRIPTIONS



## Emerging Trend—"Meta-Majors"

Rast B

**Dr. Cary Curtiss**, Auburn University & **Dr. Megan Good**, Auburn University

In this exploratory discussion session, we will provide an overview of 'meta-majors' sharing how other states have used this concept in their articulation agreements. We will also compare and contrast this system to our STARS process. Following, participants will discuss the meta-major concept noting pros and cons.

## Transfer Credit Evaluation Tips & Tricks

Rast A

**Morgan Jackson**, The University of Alabama & **Mary Ellen Hanna**, The University of Alabama

Evaluating transfer credit can be a tricky business. Often information is limited and timelines are tight so assigning an equivalency becomes a best guess effort. Developing a standardized evaluation process can aid in efficiently assigning transfer credit equivalencies. During this session we will discuss tips for making informed decisions when evaluating transfer credit. We will cover topics such as accreditation, content, sequencing, prerequisites, credit types, etc.

## From One Room to One Million Volumes: Reducing Library Anxiety for the Transfer Student

Central

**John-Bauer Griffen**, Jacksonville State University

Often, new students are intimidated by the size, number of volumes and activity associated with larger academic libraries. Most university libraries are sprawling, complex buildings full of books, journals, information resources, common areas, technology labs, and yes, even coffee shops. Transfer students (especially those from rural areas) may only be accustomed to their one room, one story public or community college library in their community (if they are familiar with a library at all). To complicate matters, most transfer students are "born digital" and have a preconceived notion or expectations of what information services are supposed to be and provide, visa vi a quick Google search on the internet. The library as a physical "place" does not factor into the equation so when transfer students are confronted with this seemingly ancient warehouse of books or are told by their professors and instructors to actually "go to the library" for an assignment, their levels of anxiety rise. Either way, an unhealthy fear or lack of understanding as to what purpose libraries play in the university setting has proven detrimental to students' academic success. This program will discuss ways in which library and information services can be combined with the transfer experience to lower these anxiety levels. Incorporating library assignments in the curriculum, including librarians in both electronic and traditional courses, and taking the appropriate measures administratively to transform the library as place into a more inviting and less intimidating structure will be discussed.

# BREAKOUT SESSION 4 DESCRIPTIONS



## We Surveyed Two-Year Students. Here's the data on how to recruit them more effectively.

Mason

**Zach Jones**, Rekrewt

Transfer students are a diverse group, with needs and wants that vary widely. We performed proprietary research, asking hundreds of current two-year students about their goals, preferences, and thoughts, and how they're approaching the process of transferring to a four-year institution. Two-year colleges will learn how students feel you can help and equip them, and four-year institutions will learn how to most effectively connect with and recruit transfer students.

## Rebranding the Stereotype: Academic Advising Practices for Alabama First-Generation Community College Transfers

Birmingham

**Dr. Tywain Griffen**, The University of Alabama & **Ebony Horton**, Alabama Community College System

Higher education literature, policies, and practices emphasize the importance of student engagement to the overall success and retention of students. Most studies conducted on college students focused on the impact of postsecondary experiences (Pascarella & Terenzini, 2005). However, in considering student demographics and various educational structures of colleges, it is important to gain an understanding of conditions and experiences that might retain students in their post-secondary education (Murphy & Hicks, 2006). The purpose of this presentation is to discuss and provide examples from Kuh's (2008) theory of student engagement and Johnson, Johnson, and Smith's (1991) cooperative learning theory. An assessment of first-generation college transfer students is also introduced. Engagement is determined through the students' amount of time spent on-campus activities and how the college encourages students to participate in those activities (Kuh, 2008). Such interactions provide a positive influence on degree aspirations, academic success, goal development, and adjustment to college (Kim & Sax, 2007). The benefits of cooperative learning theory are academic achievement, psychological adjustment, and positive relationships among students. Students are encouraged to participate in the process of learning, create a fun classroom setting, and learn how to work with others all in consideration of realistic circumstances first-generation students' experience. This method allows student groups to commit to a positive interdependence, individual accountability, face-to-face interaction, and appropriate interpersonal and small group skills (Johnson, et al., 1991). The presenters will conduct a discussion in a classroom setting. Information from this presentation can provide an insight into how experiences of first-generation college transfer students will influence persistence in educational development.

# AGSC/STARS UPDATE & LUNCH



**Friday, March 6**  
**12:00—1:00 PM**

## **AGSC—STARS—Past, Present, & Future** **“Saving Time, Money, & Credit”**

**Dr. Charles Nash**, UA System/AGSC Member, **Keith Sessions**, AGSC/STARS  
& **Mike Malley**, Alabama Transfers/ Major Clarity

The AGSC/STARS Program has been a vital part of higher education in Alabama since March of 1994. The goal of this program over the past 25 years has been simple - We work together (both two-year and four-year institutions) to save transfer students time, money, & credits. During this lunch session, we will look back over the last two-plus decades of progress that the state has made in the area of articulation and transfer. The initial part of the program will focus on the “PAST.” We will answer the question – “Where we have been?” The second part of the presentation will focus on the “PRESENT.” We will discuss various issues of the day that relate both directly and indirectly to the AGSC/STARS Program and the current needs of transfer students in Alabama. We will answer the question – “What is taking place now?” Finally, we will attempt to peer into the “FUTURE” of AGSC/STARS and provide insight of what the future may hold. We want to answer the questions – “Where is the current program headed?” “What does the future of AGSC/STARS look like?” “How we can improve upon the work that has been so beneficial to our state in recent decades and move this program into a new era to benefit the lives of our future students?” We hope that all conference attendees will eat lunch and participate in this important lunch session. At the end of the presentation, there will be a time for questions and discussions.

**1:00 PM**

## **Closing Remarks/ Adjourn**

**Dr. Mary Angela Coleman**, AGSC Chair



## THANK YOU SPONSORS AND EXHIBITORS

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Upswing

# ACHIEVE 2020 CONFERENCE SURVEY

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At the end of the conference, please use the QR Code below to share your feedback.



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Or visit: [https://universityofalabama.azl.qualtrics.com/jfe/form/SV\\_4Yjshe6NnsJUC69](https://universityofalabama.azl.qualtrics.com/jfe/form/SV_4Yjshe6NnsJUC69)

## ACHIEVE CONFERENCE 2020

### SPONSORED BY:

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