

# NISTS 2022

FROM MOMENT TO MOVEMENT: SHAPING THE FUTURE OF TRANSFER  
FEBRUARY 2-4 | ST. LOUIS • FEBRUARY 23-24 | VIRTUAL

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## *Educational Session*

### **2396 - Transfer Agents Unite: Identifying, Creating, and Promoting a Transfer Receptive Culture (TRC)**

Diversity and Inclusion, Partnerships and Collaboration

Transfer Receptive Culture (TRC) is a growing conceptual framework in the transfer process (Jain et al., 2020). Based on the work of the UC Transfer Success Coalition (UCTSC), this presentation highlights the importance of applying TRC from a practitioner's perspective. Additionally, this presentation provides a template for identifying, creating, and promoting a Transfer Receptive Culture (TRC) that four-year institutions can model to be more equitable in supporting the diverse needs of transfer students.

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# Transfer Agents Unite

## Identifying, Creating and Promoting a Transfer Receptive Culture

*February 24th, 2022*

*Carina Salazar, Director, UCLA Transfer Student Center*  
*Erick Ramirez Manriquez, UC San Diego Sociology PhD student*  
*Ernesto Esqueda, Evaluator, UCLA Undergraduate Admission*  
*Jackie Duerr, Program Manager, UC San Diego Transfer Student Success*  
*Jannet Ceja, Program Coordinator, UC Santa Cruz STARS Program*  
*Sarah Molitoris, Assistant Director, UCLA Transfer Student Center*



**UCLA**

UC San Diego



# UC Transfer Success Coalition (UCTSC)

*Promotes transfer receptive culture to the UC system wide and individual campus level with the aim of supporting the transfer students in, through, and out of the UC experience.*



# Learning Outcomes

**By participating in this workshop, you will be able to:**

1. Identify equity-based practices for the needs of historically marginalized transfer students at four-year universities by utilizing Transfer Receptive Culture (TRC)
2. Discover how to best support transfer students through TRC
3. Determine key areas of advocacy based on where transfer receptivity is strong, and where it is needed on their campus
4. Assess their campuses transfer receptivity and the institution's transfer campus climate
5. Explore strengths and areas of improvement within their institutions to comfortably implement TRC at their campus
6. Experience the power of collaborating with partners outside of their university to holistically support the diverse experiences of pre- and post-transfer students
7. Learn how to create partnerships with 2-year and 4-year institutions

# Poll: Padlet



Scan the QR code or  
click the link in the chat!

*Were you a transfer student?*

*How familiar are you with TRC?*

*What do you know about TRC?*

<https://tinyurl.com/TRCpadlet>

# Identifying, Creating and Promoting a Transfer Receptive Culture

## TRANSFER RECEPTIVE CULTURE THROUGH CRITICAL RACE THEORY

An *institutional commitment* by a university to support community college students to transfer successfully— that is, to navigate the community college, take the appropriate coursework, *apply, enroll, and successfully earn a baccalaureate degree* in a timely manner.

TRC is grounded in critical race theory in education and centers the experiences of *race and racism in the vertical transfer process.*

Source: Jain, Bernal Melendez, & Herrera (2020)

**1**

Establish transfer of students as a high institutional priority that ensures stable accessibility, retention, and graduation

**HIGH INSTITUTIONAL PRIORITY**

Offer financial and academic support through distinct opportunities that are stimulated to achieve at high academic levels

**PRE-TRANSFER**

**2**

**OUTREACH + RESOURCES**

**5**

**Elements of TRC**

**3**

**POST-TRANSFER**

**FINANCIAL + ACADEMIC SUPPORT**

**COMMUNITY + FAMILY SUPPORT**

**4**

Provide outreach and resources that focus on the specific needs of transfer students while complimenting the community college mission of transfer

**RESEARCH AND ASSESSMENT**

Acknowledge the lived experiences that students bring and the intersectionality between community and family

**5**

Create appropriate frameworks from which to assess, evaluate, and enhance transfer receptive programs that can lead to further transfer scholarship

# TRC High Institutional Priority *in action*

Putting transfer experiences  
at the forefront of our minds

Transfers success exists outside of the doors of our transfer centers!

## *Faculty & Staff Trainings @ UCSD*

- “For Faculty & Staff website”
- Triton Transfer Ally Training - virtual
- Transfers + Mental Health



# TRC Transfer-Specific Outreach *in action*

Connecting to students  
before they step foot on  
campus

## ***UCLA Student Transfer Outreach and Mentor Program (STOMP)***

- Organized by transfer students for transfer students
- Host presentations and student panels for California Community College students.

### **Highlights**

- Free event
- Highlighting the voices of transfer students
- UC Admission Panel - 9 campuses
- Financial Aid Workshops
- Campus and community support programs
- Cultural and identity-based resources
- Connect with other prospective transfer students

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# TRC

## Academic and Financial Support *in action*

Providing support in the  
transition of academic rigor

### *UCLA's Academic & Financial Supports*

- Transfer Alumni Scholarship
  - Annual awarding of eight, \$2,000 scholarships to current transfers
  - Readers are Transfer Alumni
- University Studies 10D course
  - Critical Strategies to Achieve Undergraduate Excellence
- Academic Advisors
  - In person walk-in hours in the Transfer Student Center

# TRC Family and Community Support in action

**Acknowledged lived  
experiences and  
intersectionality**

## *Dia de La Familia / Family day (UCSC)*

Transfer success acknowledges students, family members, the community and their lived experiences

- Comprehensive 1 day program that brings students to UCSC for a campus preview
- Covers transfer requirements, financial aid options, research opportunities, resource gathering, as well as parent specific talks that are intended to orient and include loved ones in the transfer journey from the CC to the UC



# TRC Research & Assessment in action

Evaluate, assess and enhance  
programs for transfer  
receptivity

## *UC Transfer Success Coalition*

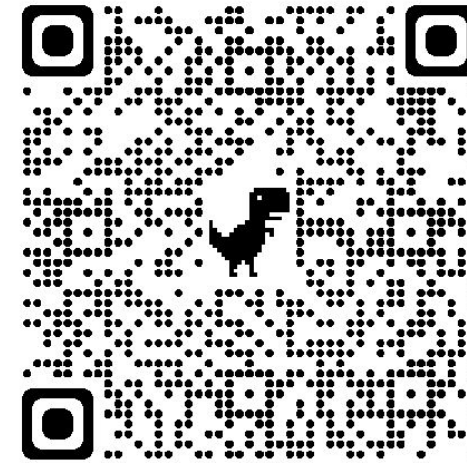
- Dialogue with transfer advocates across the UC's (staff, faculty, students)
- A centralized system where transfer agents can adapt better strategies for transfer receptivity (pre and post transfer experience)
- Monthly meetings with sub-committees
  - Training and Education
  - Virtual toolkit



# Identifying, **Creating** and Promoting a Transfer Receptive Culture



[tinyurl.com/](https://tinyurl.com/TransferRCQuiz)  
[TransferRCQuiz](https://tinyurl.com/TransferRCQuiz)



# Next Steps to Boost your Transfer Support

## *Choose an area you'd like to commit to work on*

- Where can you learn more about this area?
- Who can you partner with?
- What are some tangible action steps you can take in the next month?
- How will you access if these steps were a success?

# Break-Out Rooms

## **Room 1**

High Institution  
Priority

## **Room 2**

Transfer Specific  
Outreach

## **Room 3**

Financial &  
Academic  
Support

## **Room 4**

Family &  
Community  
Support

## **Room 5**

Research &  
Assessment

## **Room 6**

Campus  
Racial Climate





# SHARE OUT YOUR COMMITMENT

# Identifying, Creating and **Promoting** a Transfer Receptive Culture

Your TRC  
Toolkit

<https://bit.ly/TRCtoolkit>

# Your TRC Toolkit



## Presentation

from today for you to look back on & reference



## Handouts & Worksheets

to continue your work on Transfer Receptive Culture



## Case Studies & Key Questions

to further reflect



The book is available at  
 Michigan State University Press  
<https://msupress.org/9781611863437/power-to-the-transfer/>



PERSPECTIVES ON ACCESS,  
 EQUITY, AND DIVERSIFYING  
 PATHWAYS IN P-20 EDUCATION

# POWER TO THE TRANSFER

## CRITICAL RACE THEORY AND A TRANSFER RECEPTIVE CULTURE

*Dimpal Jain, Santiago N. Bernal Melendez, and Alfred R. Herrera*

### POWER TO THE TRANSFER

*Dimpal Jain, Santiago N. Bernal Melendez, and Alfred R. Herrera* Critical Race Theory and a Transfer Receptive Culture

**TRANSFER RECEPTIVE CULTURE DEFINITION**

"As an accompaniment to a college-going culture and a transfer sending culture, a transfer receptive culture [TRC] is a commitment from the baccalaureate-granting institution to provide the support needed for students to transfer and graduate successfully. A transfer receptive culture is grounded in critical race theory in education and centers the experience of race and racism in the vertical transfer process. Transfer receptive institutions must assist students with navigating the community college, provide guidance on the appropriate developmental and transfer level coursework, allot resources that inform students about the university application and enrollment processes at the university, and ultimately retain students so that they can successfully earn a baccalaureate degree as well as continue through graduate school (Jain et al., 2011)." p. 12

**THE 5 TRC ELEMENTS**

- HIGH INSTITUTIONAL PRIORITY:** "Traditionally, we think that top management creates and is responsible for high institutional priority for transfer students of color at a baccalaureate-granting institution. However, more often than not, this process is more bottom up than top down, with transfer students and the staff that work more closely with transfer students creating the institutional need and pressure for management to prioritize it." p.55
- PRETRANSFER:** "Instead of written stories, peer mentors are living counter stories. They carry with them the potential to share their narratives with other community college students of color that would help bridge the cultural chasm that exists between both institutions. We say potential because often for transfer students, there is an explicit or implicit insistence to silence their community college existence." p. 61
- POSTTRANSFER:** "The University of California, Los Angeles, the largest of the campuses in terms of student enrollment, has both the largest number of transfer students and undocumented students enrolled... The advisory board focused not on changing students, but changing the university to meet the needs of the students." p. 77-78
- COMMUNITY AND FAMILY SUPPORT:** "When we consider students with dependents with a critical race theory lens, we see the importance of intersectional identity between race and gender. Those who are raising children while in higher education are most likely women of color (WPR, 2014)." p. 81
- RESEARCH AND ASSESSMENT:** "In this model [Janan and Jain-2017], theoretical frameworks are centered such as critical race theory, community cultural wealth, social capital, and transfer student capital. The model utilizes these frameworks to make certain that transfer students of color are seen as assets to their campus communities rather than challenges that must be addressed and remedied." p. 105

*The Posttransfer elements can increase the transfer sending culture at community colleges.*  
*The Pretransfer element informs transfer students about TRC spaces and can increase their academic success.*

Worksheets and additional material is available for free at:  
[https://drive.google.com/drive/folders/1BjdFIMXfiZOC6Q0FKk7-f5KVgWC\\_G6Df?usp=sharing](https://drive.google.com/drive/folders/1BjdFIMXfiZOC6Q0FKk7-f5KVgWC_G6Df?usp=sharing)



# THANK YOU!

## Q/A



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