

**NISTS 2023**

# BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

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The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

*Educational Session*

## **2862 - Transfer Career Capital: The Secret Sauce to Equitable Career Outcomes for Students Who Transfer**

Transition Programs and Supports, Diversity and Inclusion

In the last two decades, strengthened investment and reform has enhanced the community college transfer experience. However, these innovations have primarily focused on curricular pathways and navigational barriers, with less emphasis placed on concurrent, sector-based career development. This session highlights George Mason University's journey to enhance the career readiness of STEM transfer students. Explore Transfer Career Capital (TCC), a novel concept and approach to guide intervention design and address equity in sector-based professional preparation.

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George Mason University



# College of Science Student-Focused Interventions by Lifecycle Stage and Pillar of Service

Hilker-Balkissoon and Seshaiyer (In Press)

	<b>Pillar I: College &amp; Career Navigation</b>	<b>Pillar II: Mentorship &amp; Community- Building</b>	<b>Pillar III: Experiential Learning &amp; Research</b>	<b>Pillar IV: STEM Identity &amp; Professional Development</b>	<b>Pillar V: Cross- Disciplinary Curricula &amp; Global Fluency</b>
<b>Pre-Transfer</b>	<p>Integration of transfer pathways information in existing K-12 STEM outreach.</p> <p>Introduction to interdisciplinary STEM programs and 21st Century STEM Career Pathways for local K-12 and community college students, delivered virtually and onsite.</p> <p>STEM-focused events and Mason campus visits, including faculty interaction and hands-on lab experiences for K-12 and community college students..</p> <p>Training opportunities for K-12 counselors and STEM teachers, and community college advisors, on transfer pathways, interdisciplinary STEM programs and 21st Century STEM Career Pathways.</p> <p>Dedicated point of contact for prospective transfer students with academic and career-related inquiries.</p>	<p>Early engagement with Mason research faculty to learn more about discipline-specific research.</p> <p>Early engagement with near-peer mentors (COS Transfer Ambassadors).</p> <p>Early awareness of student engagement opportunities and support networks, and their correlation to post-transfer student success.</p>	<p>Awareness of experiential learning and undergraduate research opportunities available to K-12 and community college students.</p> <p>Recognition of undergraduate research as key experience for STEM career attainment.</p> <p>Engagement with Mason research faculty and Transfer Ambassadors to learn more about discipline-specific research.</p>	<p>Foster faculty-student and near-peer connections, with emphasis on showcasing diversity of STEM faculty and near-peers (BIPOC, immigrant, first-generation, community college alumni, differently-abled, neurodiverse, student-parents, post-traditional student perspectives).</p> <p>Introduction to broad range of STEM competencies sought by career pathways, including paths to graduate and health professions.</p> <p>Invitations to programming (camps, events, and experiential learning) providing active, hands-on STEM learning.</p>	<p>Integrate global fluency in K-14 outreach programming.</p> <p>Engage prospective transfer students in global efforts (Global STEM Scholars Program).</p> <p>Foster early awareness of cross-disciplinary curricula and STEM/STEAM career pathways.</p> <p>Explore intercultural factors in STEM research and practice.</p>



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<b>Transfer Transition</b>	<p>STEM-focused bridge program to supplement existing university orientation and onboarding.</p> <p>Overview of institutional and COS policies and procedures, deadlines, and academic integrity.</p> <p>In-depth overview of institutional lab rules and lab course reporting.</p> <p>Dedicated points of contact and referrals for transitioning transfer students (COS Faculty and Transfer Ambassadors) to address academic, career, and transfer-related inquiries.</p> <p>Support with reviewing transfer credit report to verify accuracy.</p>	<p>Direct engagement with near-peer mentors (COS Transfer Ambassadors).</p> <p>Overview of STEM-related Registered Student Organizations.</p> <p>Referrals to engagement opportunities aligned with personal interests and career goals.</p> <p>Referrals to campus and community resources and support networks.</p> <p>Invitation to join the Community of Transfer Researchers learning community.</p> <p>Orientation to sector-based institutional and departmental programming that facilitate faculty-student connections (events, symposia, guest lectures).</p>	<p>Orientation to internal and external undergraduate research opportunities.</p> <p>Onboarding to Community of Transfer Researchers learning community.</p>	<p>Showcase COS Transfer Ambassadors with different career aspirations/STEM identities at Bridge and Welcome sessions.</p> <p>Introduction to 21<sup>st</sup> Century STEM Career Competencies.</p>	<p>Overview of interdisciplinary curricula to support intentional selection of minors and elective courses to address STEM career competencies.</p> <p>Enrollment in learning community coursework: COS 300 (Fall)/ COS 400 (Spring).</p> <p>Orientation to STEM study abroad and alternative break opportunities that limit excess transfer credit/credit loss.</p>



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<b>First Year University</b>	<p>Support with requesting substitutions and exceptions, as needed, to minimize transfer credit loss.</p> <p>Embedded navigational support of institutional programming and resources in Community of Transfer Researchers program. Support with identifying and scheduling academic and career advising appointments.</p> <p>Guidance with selecting a secondary program of study, as appropriate.</p> <p>Develop e-Portfolio to showcase STEM skills and identity to internal audience.</p>	<p>AACTR Learning Community programming.</p> <p>Regular engagement with near-peer mentors (COS Transfer Ambassadors).</p> <p>Development of peer network by personal interests and research/career affinity.</p> <p>Development of academic network, including identification of faculty research mentor(s).</p> <p>Engagement in STEM-related Registered Student Organization.</p>	<p>Exploration and refining of STEM research interests.</p> <p>Identification of STEM experiential learning/research programs aligned with career goals.</p> <p>Engagement with institutional experiential learning programs and identification of faculty research mentor(s)</p> <p>Application support for experiential learning opportunities.</p> <p>Participation in a career-related STEM experiential learning/research experience.</p>	<p>Introduction to NACE Career Competencies, 4Cs, and STEM technical skill frameworks.</p> <p>Supported preparation for sector-specific STEM career expectations (security clearances).</p> <p>Guest presentations by faculty and industry representatives. Industry mentor review and feedback on Global research projects.</p> <p>Lab safety and research ethics training and introduction to microcredentials and certifications.</p> <p>Self-assessment of career readiness and professional skills, and goal-setting to enhance strengths, skills, and competencies.</p> <p>Development of effective science communication and presentation skills, to include elevator pitches.</p>	<p>Completion of COS 300: Professional Preparation for STEM Disciplines and COS 400: Problem-Solving and Leadership in STEAM.</p> <p>Completion of Global Challenge research project.</p> <p>Introduction to ethics and intercultural fluency in STEM: privilege, bias, globalization, DEI, and local, indigenous and environmental impacts.</p> <p>Declaration of Minor in Scientific Leadership and Practice.</p> <p>Self-assess global and intercultural competency and identify professional development and leadership opportunities.</p>



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<b>Continuing University</b>	<p>Supported identification of campus and community resource referral to enhance student success and access to extracurricular experiential learning.</p> <p>Guided identification of resources for academic and career research to refine career pathways knowledge and enhance post-baccalaureate career</p> <p>Guidance with career research to support decision-making and financing for graduate study, health professions admission, career entry, and fellowship opportunities.</p>	<p>Expansion of academic network (internal and external).</p> <p>Development of professional network.</p> <p>STEM Industry Mentoring</p> <p>Service as COS Transfer Ambassador.</p> <p>Leadership in STEM-related Registered Student Organization.</p>	<p>Identification of experiential learning opportunities that address academic preparation and career skill gaps.</p> <p>Continued participation in career-related STEM experiential learning/research experiences of increasing complexity.</p>	<p>Streamline STEM identity and showcase identity to prospective and first-year transfer students.</p> <p>Pursuit of microcredentials, digital badges, and certifications to supplement course-developed skills.</p> <p>Development of career vocabulary to effectively communicate strengths, skills, and competencies.</p> <p>Enhance e-Portfolio to showcase STEM skills and identity to external audience.</p>	<p>COS Transfer Ambassadors serve as peer guides in Global STEM Scholars Program.</p> <p>Develop global and intercultural competency through curricular, research, and experiential learning (study abroad, alternative breaks)</p> <p>Ongoing exploration of ethics and intercultural fluency in STEM: privilege, bias, globalization, DEI, and local, indigenous and environmental impacts.</p>
<b>Post- Baccalaureate</b>	<p>Ongoing navigational support with post-baccalaureate application and decision-making processes.</p> <p>Ongoing support with exploring resources to finance graduate and professional education.</p>	<p>Maintenance of academic network.</p> <p>Expansion of professional network.</p> <p>Engagement of academic network to support post-baccalaureate career plan attainment</p>	<p>Identification of experiential career bridge experiences to enhance career readiness.</p> <p>Effective incorporation of experiential learning outcomes in self-marketing (application materials, interviews).</p>	<p>Leverage e-Portfolio to support graduate and professional school admissions, and entry-level career attainment.</p>	<p>Continue to cultivate global experiences and training.</p> <p>Effectively demonstrate global and intercultural fluency in application materials and interviews.</p>