

Playbook for Supporting Community College Transfer to Iowa Private Institutions



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Executive Summary

Overview

In 2022, 18 Iowa private colleges and universities formed the Iowa Private Transfer Collaborative (IPTC), which grew to 21 institutions. Supported by a 2023–2026 grant from the Teagle Foundation and Arthur Vining Davis Foundations, the IPTC launched a suite of interconnected initiatives to streamline community college transfer to private baccalaureate institutions across Iowa. This playbook documents those outcomes and provides actionable guidance for all stakeholders in Iowa's higher education ecosystem as the grant concludes.

Key Initiatives

Participating institutions agreed to common policy and process changes, including:

- Acceptance of the Associate of Arts degree and, in some cases, the Associate of Science degree, to meet general education requirements
- The Iowa Private Transfer Guarantee, a guaranteed admission agreement for AA and AS seekers at Iowa's community colleges, which increases transparency and reduces barriers for students who may perceive private colleges as out of reach
- Adoption of six common transfer majors (Biology, Chemistry, English, History, Psychology, and Sociology), plus at least two additional transfer majors
- Reverse transfer policies, which allow students to complete their associate degrees at the four-year institution and benefit from the general education articulation agreements

All institutions benefited from the revitalization of iowaprivatecolleges.org, which provides an interactive Plan Your Transfer tool and information on the Iowa Tuition Grant.

Executive Summary

Impact and Reach

- 21 private colleges and universities and 15 Iowa community colleges participating as of June 2026
- Redesigned iowaprivatecolleges.org drew 7,800+ unique visits since its March 2025 relaunch
- Six mini grants funded replicable campus partnerships (most under \$3,000) focused on student engagement, faculty collaboration, and advisor outreach
- Transfer Tuesday presentations expanded to Iowa's private colleges beginning summer 2025, reaching community college advisors statewide

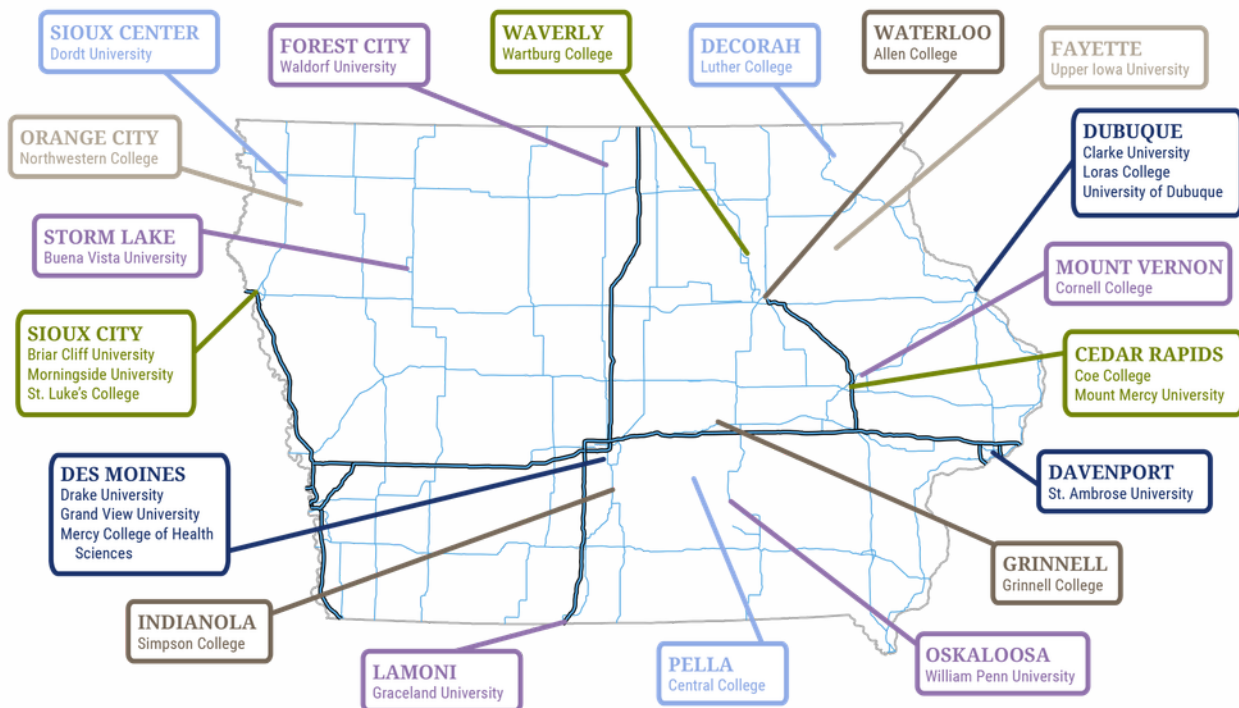
Next Steps

As the Transfer Pathways to the Liberal Arts grant ends, Iowa's private colleges and universities are able to pursue partnerships focused on workforce needs, such as healthcare, STEM, and education. Continued collaboration with the Iowa Association of Independent Colleges and Universities, the Iowa Department of Education, and Iowa's 15 community colleges should focus on the clarity that students and families need to plan their educational futures and careers. Transparency in transfer credit, financial aid, institutional culture, and degree outcomes are essential to maintaining trust among all stakeholders.

As the grant concludes, the IPTC's work transitions from a funded initiative to institutional practice. Sustained impact depends on ongoing data collection and benchmarking of transfer student outcomes, active maintenance of articulation agreements and the iowaprivatecolleges.org website, expanded general education articulation agreements beyond Iowa's borders, equitable scholarship access for transfer students, and continued relationship-building between sending and receiving institutions. This playbook serves as a living resource for administrators, faculty, and advisors committed to making transfer an equitable, supported pathway to a bachelor's degree.

The Iowa Association of Independent Colleges and Universities (IAICU)

Members of the Iowa Association of Independent Colleges and Universities



Most of the IAICU members participated in the Transfer Pathways to the Liberal Arts grant. In some cases, the scope of the grant did not align with institutional offerings. However, all IAICU members are valued partners in transfer in Iowa, and going forward, partnership across IAICU and the community colleges is essential to supporting students.

The Iowa Private Transfer Collaborative

What it is and why it matters

In 2022, 18 private colleges and universities in Iowa formed the Iowa Private Transfer Collaborative (IPTC). The IPTC received a three-year grant (2023-2026) from the Teagle Foundation and the Arthur Vining Davis Foundations, called the Iowa Transfer Pathways to the Liberal Arts grant, which supported several interconnected initiatives to improve transfer from Iowa's community colleges to Iowa's private institutions:

- a guaranteed admission agreement
- expansion of general education articulation agreements
- adoption of pre-existing statewide transfer majors
- adoption of reverse transfer policies
- redevelopment of the www.iowaprivatecolleges.org website
- data collection
- funding for mini-grants available to individual campuses
- funding to hold conferences focused on transfer student success for higher education staff and faculty
- funding for a project director and stipends for a steering committee and participating faculty

Over time, the composition of the IPTC expanded to include more institutions, thus broadening the reach of the grant (see Appendix F for a full list of participating institutions). A strong partnership with the Iowa Department of Education has been essential to the success of the IPTC. As the grant concludes in June 2026, this playbook documents the outcomes of these initiatives and provides guidance for administrators, faculty, and staff at community colleges and private colleges to better serve transfer students in their journeys to earn bachelor's degrees in Iowa.



Iowa Private Transfer Guarantee (IPTG)

What it is and why it matters

The Iowa Private Transfer Guarantee (IPTG), a guaranteed admission agreement, provides assurance to community college students that they are admissible to private colleges and universities, if they are on track to earn an AA or AS degree from an Iowa community college. IPTC institutions set their own minimum GPAs (2.0-3.0). Students sometimes perceive private institutions to be more selective than they are; the IPTG increases transparency and encourages students to consider transferring to a private institution. Students continue to apply through the regular transfer process, so that institutions gather all relevant information. The combination of policies such as the General Education Articulation Agreement and Reverse Transfer Policy contribute to a more powerful guaranteed admission agreement that supports seamless transfer for students. Appendix A presents a sample guaranteed admission agreement.

How to have an impact

Use the IPTG logo on transfer admission websites and materials, and highlight the admission guarantee when working with prospective transfer students.



General Education Articulation Agreements

What they are and why they matter

General Education Articulation Agreements (GEAA) provide a guarantee to students transferring from community colleges that their associate degrees will fulfill the general education requirements when they transfer to a four-year school. Through the IPTC grant initiative, all participating colleges and universities agreed to GEAA for Iowa community colleges for Associate of Arts (AA) degrees, and many already offered or expanded GEAA for Associate of Science (AS) degrees. AA and AS degrees are standardized in Iowa, which makes it easier for four-year schools to accept degrees from all community colleges rather than just regional partners. It also simplifies the transfer process for students and their advisors.

Private institutions can set a minimum grade required for courses to transfer, as well as overall minimum GPAs for the associate degree. All associate degrees require a minimum of 60 credit hours, which means that students transfer at approximately the halfway point to earning their bachelor's degrees. Appendix B includes sample language for accepting both the AA and the AS to satisfy general education requirements.

Why accept the AS?

The AS degree includes communication, humanities, and social science requirements in addition to a heavier distribution of math and natural science requirements. Four-year institutions not yet accepting the AS degree should carefully examine their own requirements and compare them to the AS requirements. Institutions may find that there is less disparity than anticipated, and accepting AS degrees will foster greater transfer in STEM majors.

Potential challenges

Private institutions may also require capstone experiences, religious or theological courses, physical education, or other academic components unique to their schools. It is critical to be transparent about these additional requirements so students can plan accordingly.

General Education Articulation Agreements

Outside of Iowa

Iowa's private institutions should consider adopting a GEAA for states outside of Iowa. Some institutions in the Collaborative have nationwide recognition, while others have articulation agreements for specific states or community colleges. Each institution should analyze where students are transferring from and whether greater adoption of GEAA aligns with each institution's academic and enrollment goals.

Reverse Transfer

What it is and why it matters

Reverse credit transfer is a partnership between Iowa's community and private colleges to facilitate the transfer of credits back to one of Iowa's community colleges for the purpose of providing an opportunity for students to attain an AA or AS degree. Upon successful completion and subsequent evaluation of the remaining credits, the home community college awards the associate degree to the student. Combined with the general education articulation agreement, a reverse transfer policy is a powerful tool for students to earn their associate degrees, which is are meaningful milestones and credentials. Appendix C includes more details on components of a reverse transfer policy and a sample policy.

Transfer Credit Policies

Transcript evaluations

Having a clear and timely process for evaluating transcripts for transfer students is critical. As transfer students tend to be self-sufficient, having a method for students to determine their own course evaluations is helpful. Several private institutions in Iowa utilize CollegeSource products like Transfer Evaluation System (TES) and Transferology to assist in course-to-course evaluations. Transferology provides institutions with a self-service option for students interested in learning how their courses will transfer. Many private institutions also include guides to general education courses available at Iowa community colleges on their website. Such guides allow students to do a self-check to see if and how their community college courses transfer to the four-year institution. Easy-to-use tools are also important for academic advisors at community colleges, who are often tasked with interpreting how courses satisfy requirements at their own institutions and the prospective receiving institutions.

Developing policies and processes among the admissions, registrar's, and departmental units at the four-year institution can ease the time it takes to evaluate coursework. If four-year institutions routinely review all Iowa community college catalog updates and appropriately update their guides and TES/Transferology data, students and advisors benefit from accurate and current information.

Credit acceptance

One of the top barriers for transfer students is credit acceptance. Historically, transfer students have lost credit through the credit evaluation process, particularly at private institutions. When colleges are more liberal in accepting previously earned credits, they may also be more attractive to perspective transfer students. This can be most significant for students who begin in a vocational or technical program at a community college, then decide to transfer into a traditional academic program at a four-year private liberal arts institution.

As an example, Drake University accepts up to 16 semester hours of elective credit for career, vocational, or technical courses, the same number of hours allowed to count toward an AA or AS degree.

Transfer Majors

What they are and why they matter

Transfer Majors are partnerships between 2- and 4-year colleges and universities that create a pathway for students who wish to transfer into a specific major at the 4-year institution. Transfer majors include 18-20 discipline specific credits which, when paired with the requirements of an AA or AS degree, complete the first two years of a student's baccalaureate degree and transfer directly into a specific major at the receiving institution. Through the Transfer Pathways to the Liberal Arts grant, Iowa's private institutions adopted six common transfer majors (Biology, Chemistry, English, History, Psychology, and Sociology) and a minimum of two additional transfer majors of their choice.

Iowa's community colleges have agreed on the common courses for each of the discipline specific transfer majors; the responsibility of each private college or university is to identify the equivalent courses for each discipline specific course in the transfer major framework document. More details can be found on the Iowa Department of Education's transfer majors website: <https://educate.iowa.gov/higher-ed/community-colleges/transferring/transfer-majors>.

By adopting transfer majors, private institutions ensure consistency of transfer coursework across the state's community colleges and simplify the transfer process for students and advisors.

Transfer Majors

Transfer Major Steering Committee

The Iowa Department of Education has a transfer major steering committee comprising representatives from each community college, the public universities, and one member from Iowa's private colleges. Private colleges must coordinate with their local community college representative to ensure that their proposed transfer major documents are correct and ready for review. Appendix D describes the process for submitting transfer major discipline frameworks to the steering committee.

Potential challenges

Students may not be able to complete all remaining degree requirements in two years, particularly in the case of STEM majors. The receiving institutions should develop clear degree completion plans based on the coursework in the transfer major, which aids students, advisors, and admissions personnel in answering the important questions of "what transfers" and "how long will it take to earn this degree?"

Transfer major frameworks were built around Regents requirements, which may not match those of private institutions and thus may not suit all institutions.

Data Best Practices

What data to track and why it matters

Through the Transfer Pathways to the Liberal Arts grant, campuses submitted data annually on the demographics and experiences of transfer students, including whether they transferred from Iowa community colleges, number of transfer credits accepted, whether they transferred into specific majors (based on CIP codes), and personal demographics. For many campuses, this was the first time they disaggregated admission, retention, and graduation data for transfer students compared to first-time-in-college (FTIC) students. Tracking data specific to transfer students can draw on data already submitted to the National Student Clearinghouse and IPEDS, so campus leaders should work with registrars and institutional research offices to collect and analyze their campus data and trends over time.

Data Best Practices

Data across the state

The Iowa Department of Education collects data on community college student outcomes at Regent universities. Private colleges should work through IAICU and with the Iowa Department of Education to determine how to securely manage and share data to benefit students and institutions.

Mini Grants

What they are and why they matter

The IPTC provided mini grants to create successful, replicable partnerships to support enhanced collaboration across 2- and 4-year institutions. An important goal of the IPTC is to develop innovative and successful policies or practices to support transfer students. To support that goal, the IPTC funded six projects that furthered the support of transfer students and could be replicated at other institutions. Details on all funded mini grants are included in Appendix E. Most mini grants were funded for \$3000 or less. Mini grants focused on targeted, limited scopes in order to meet specific outcomes and be sustainable and manageable in the context of existing workloads.

Themes and takeaways from mini grants

Different institutional needs drove the topics and structure of the various mini grants. Common themes across the mini grants included:

- building knowledge and awareness of transfer student issues
- fostering connections between private colleges and regional community colleges
- creating events for community college students to learn more about possible majors
- developing research opportunities for community college transfer students in STEM disciplines.

Mini Grants

Campus Spotlight: Grand View University: Explore Your Life Purpose at GVVU

Grand View University hosted a three-hour seminar designed to welcome prospective transfer students to Grand View and engage them in meaningful exploration of the field of psychology. A central component of the seminar was to introduce students to a variety of careers in psychology and compelling undergraduate research opportunities available at Grand View.

Students participated in an activity that reflects the type of hands-on research available to undergraduate students and explored specialties in the field of psychology. Additionally, the seminar included a luncheon with a panel of GVVU campus experts, including faculty, students, alumni, and a transfer admissions counselor. This panel provided an opportunity for informal dialogue about the Grand View experience and academic and professional pathways. At the conclusion of the seminar, the Grand View seminar leaders assessed participants' understanding of the concept of vocation (life purpose) and their progress in identifying their own vocational paths.



Transfer-Friendly Campus Culture

How to create a transfer-friendly culture and why it matters

Campuses send signals about how transfer students are welcomed in many ways, from the institutional website, to the admissions and advising process, to the orientation and onboarding experience. The following sections highlight best practices, potential problems to solve, and examples from Iowa's private colleges to welcome and retain transfer students.

Institutional websites

Transfer students tend to be independent and prefer to access important information online; they want that information to be current and easily accessible. College transfer websites that are relevant and easy to navigate are essential. Websites with partial or outdated information, or that contain broken links, can cause students to become frustrated and give up on pursuing that institution. In addition, transfer students want to be able to determine how their credits will transfer to other institutions. Having a system available on institutional websites can help remove at least some of the mystery surrounding the transfer evaluation process. Colleges must ensure that their transfer-specific web pages are accurate and complete.

Transfer Student Orientation

Transfer-specific orientation benefits students in many ways. Providing institutional information which caters to transfer students can help them feel valued, whereas lumping the first-year and transfer students into the same orientation experience can leave transfer students feeling overlooked, unseen, and even irrelevant. Transfer students have shared how much they valued a stand-alone transfer student orientation as opposed to being grouped with true first-year college students. Several private Iowa colleges and universities hold transfer-specific orientations, such as Wartburg College's SOAR (student orientation, advising, and registration) Days.

Making transfer student orientation mandatory presents opportunities and challenges. Ensuring attendance and participation means that students do not miss key information, and students often make important early connections with fellow students and college personnel. However, enforcing a mandatory orientation can be difficult, and students may miss out, particularly if there is only one orientation date per semester.

Transfer-Friendly Campus Culture

Campus Spotlight: Transfer Student Success Team at Wartburg College

Creating a transfer-friendly and transfer-inclusive culture is a shared responsibility across the campus community at Wartburg College. The Transfer Student Support (TSS) Team brings together faculty, staff, and student representatives from across the institution to assess the transfer student experience, identify opportunities for improvement, and collaborate on sustainable initiatives that support transfer student success. Guided by its mission, the TSS Team works to identify and address barriers faced by transfer students while providing comprehensive support throughout their transition to and progression at Wartburg College.

As a result of the TSS Team, Wartburg has:

- Created a transfer-specific orientation separate from the first-year orientation
- Switched to offering an individual SOAR (Student Orientation Advising & Registration) experience for transfer students
- Updated/created transfer-facing policies:
 1. Policy to Accept the Associate of Science (AS) Degree as meeting all THRIVE General Education requirements – all transfer students with an AA or AS will have met all Gen Ed/THRIVE requirements other than SEM 300 & SEM 400
 2. Reverse Transfer Policy – community college students who are nearing the completion of an AA or AS degree (within 12 semester hours) can transfer to Wartburg College, take the required courses at Wartburg, then transfer the credits back to their community college to earn their AA or AS degree. The degree will then satisfy all THRIVE requirements other than SEM 300 & SEM 400. Students will be required to apply for this option at the time of enrollment and will have one academic year to complete the reverse transfer.
 3. Vocational/Technical Credit Policy – transfer students will receive elective credit for up to 12 semester hours for vocational/technical credit. These credits will not be applied to THRIVE or major requirements. Previously, students received no credit for such courses.

Transfer-Friendly Campus Culture

Transfer mentoring programs

Peer mentoring programs designed to support transfer students can be an effective way to assist with a smooth transition to the four-year institution. The mentor role can be filled by a faculty or staff member or by a peer. It is important to utilize mentors who were or who currently are transfer students. Knowing that the mentor experienced life as a transfer student can help to validate the relationship between the mentor and the new transfer student. Ideally, this mentoring relationship would begin while the student is still enrolled at the community college level. The mentor could play a vital role in ensuring the transfer student has access to all pertinent information and completes all necessary steps in the transfer process.

Campus Spotlight: Coe College's CAP Mentoring Program

Coe College utilizes a College Adjustment Peer (CAP) Leader program, which pairs trained peer mentors with new students to ease their transition, connect them to campus, and foster a sense of belonging. Two CAP leaders are specifically assigned to support incoming transfer students enrolled in the Transfer Advisory course. CAP leaders offer continuous engagement with the transfer students through one-on-one meetings and monthly check-ins to help them integrate into the campus.

Transfer housing

Transfer students have a wide range of needs and desires when it comes to housing. For some students, living on campus and immersing themselves into the community provides an instant way to connect. For others, living off campus is preferred, or even essential, given obligations to family members or to manage college costs.

Transfer students who live on campus have a more positive experience when they are not housed in first-year only dormitories, where they may feel alienated or overlooked. It is also good practice to take into consideration the students' previous campus housing experience from their transfer institution. Updating campus policies around exemptions from on-campus requirements can help campuses appropriately serve non-traditional transfer students.

Transfer-Friendly Campus Culture

Transfer orientation courses

Transfer orientation courses are growing in popularity among Iowa's private liberal arts institutions. Whether the course is required or voluntary, credit-bearing or not, colleges are finding value in offering courses designed specifically to assist transfer students with their transition to four-year campuses. At traditional orientation sessions, students receive an abundance of information in a short amount of time. This makes it challenging for students to understand, process, and recall all the information. By offering orientation courses, however, the information can be dispersed over the course of several weeks to an entire term. With transfer students coming from a variety of community colleges, one of the more significant aspects of the orientation course may include information regarding the meaning and significance of earning a liberal arts education.

Campus Spotlight: Loras College's Transfer Orientation Course

Loras College offers a one-credit course aimed at supporting the transition of transfer students. This course helps students demonstrate an understanding of one's vocation and their relationship to various communities, especially those that make up Loras College. DuConnect and Campus Fest helps students connect with many different areas of campus when it comes to clubs and organizations. The three-day Launch into Loras event before the start of classes makes for a good introduction to the class. The transfer course also assists with identifying appropriate campus resources available to students that contribute to their learning and wellbeing within and beyond the classroom. Class visits from various programs include Academic Success, Writing Center, Health Center, Campus Safety, Spiritual Life, Student Life, Counseling Center, and the Center for Experiential Learning. This course allows students to get support through many different avenues including peer assistants, vocation interviews, academic advising, class visits, and community building.



Transfer students and staff at Loras College

Transfer-Friendly Campus Culture

Special student populations: Student veterans, student parents, and adult learners

Transfer students present a diverse range of lived experiences. Private colleges and universities can and should thoughtfully welcome students who have served in the military, who are parents or have family responsibilities, or are adult learners.

Language around student identities may need to become more inclusive, whether in online recruiting spaces or in the classroom. Students who have navigated these backgrounds effectively at the community college level may have apprehension about how they will fit in at a more traditional college environment, and how their classmates and faculty will receive them. Education and awareness of faculty and staff can help students successfully transition from the two-year to the four-year environment.

For some students, only an online college environment is feasible for their needs. Admissions staff must be transparent about how their campus environment operates, so that students have a realistic expectation of whether their degree option is available at a given campus. Many private colleges and universities in Iowa offer fully online degree options, making them a good destination for some of these non-traditional learners.

Student organizations and outreach efforts to populations such as student parents and student veterans can include graduate and/or professional students for greater impact and efficiency. Students in these special populations can be successful in a traditional college environment, but they may require additional coaching and support early on, to reassure them that they belong and to make sure they use available campus resources.

Financial Aid

Affordability

Many students choose to begin in a community college due to the lower tuition cost. The published tuition prices at private colleges and universities can far exceed what students are accustomed to paying at community colleges, and the difference in tuition models can be confusing for students and families. Students at community colleges pay by the credit hour, whereas most private four-year institutions charge a flat-rate tuition based on full-time standing. Some private institutions offer a transparent tuition rate, whereas others offer a steep discount. The complex variety of scholarships, grants, loans, and discounts can make it difficult for students and families to understand the affordability of a private college education. It is essential for colleges and universities to clearly communicate through their websites, admissions staff, and financial aid staff so that prospective students have a realistic understanding of what they would expect to pay to complete their degrees.

Iowa Tuition Grant

The Iowa Tuition Grant (ITG) is unique in the U.S. – a state-funded grant to support Iowa residents attending private colleges and universities. Students must file the FAFSA by July 1 to be eligible for the ITG in the upcoming academic year, and eligible students can receive \$7500 per year (as of 2025-26). The ITG is a critical element of affordability for community college students planning to earn a bachelor's degree, but often students and community college advisors are unaware of the grant.

Transfer student scholarships

Private colleges and universities tend to offer larger scholarships for first-year students compared to transfer students. Other scholarships are often reserved only for first-year students. Institutions should evaluate eligibility and scholarship levels to increase opportunities for community college transfer students and other transfer students to fairly compete for institutional support. One opportunity unique to community college transfer students is a Phi Theta Kappa (PTK) scholarship, which four-year institutions can offer to students who are members of the PTK Honor Society at their community college.

Information Sharing

Transfer Tuesdays

During the academic year, the Regent universities present weekly Transfer Tuesday sessions via Zoom to inform community college advisors of academic programs at their campuses. Beginning in summer 2025, Iowa private colleges and universities filled the open summer season, highlighting one or two different campuses each Tuesday. In summer 2026 and beyond, private institutions expect to continue presenting during the summers, to expand understanding of academic offerings, financial aid resources, and unique campus features.

Iowa Private Colleges Website

The www.iowaprivatecolleges.org website received a complete redesign, with an emphasis on transfer to private institutions, as part of the Transfer Pathways to the Liberal Arts grant. Previously, there was no aggregated source of information on Iowa's private institutions. Now, there is an interactive Plan Your Transfer tool, which allows students to select relevant academic programs or campus opportunities, as well as geographical preferences, to quickly gather information. The website also features information on the Iowa Tuition Grant. Ongoing sustainability work for IAICU requires colleges to submit annual updates, as well as ensure that the website has funding for maintenance. Since its relaunch in March 2025, iowaprivatecolleges.org has received over 7,800 unique visits.

Advisor Visit Days

Welcoming community college advisors to campus is a dynamic way to inform and engage key partners in transfer. Many private colleges and universities host annual events welcoming community college advisors to their campuses. Appendix E highlights two examples of advisor visit days from Luther College and Loras College.

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Appendix A: Guaranteed Admission Agreement 1

Guaranteed Admission Memorandum of Agreement

Iowa Community Colleges

And

Iowa Private Transfer Collaborative Institutions

To simplify and streamline the transfer process for students at Iowa's community colleges, the members of the Iowa Private Transfer Collaborative (IPTC) (listed in Section VIII) hereby enter into a Guaranteed Admission Memorandum of Agreement (GAMA). Students who meet the eligibility requirements described below are guaranteed admission to any of the institutions that have signed this agreement. Institutions may require additional application materials for competitive or selective major programs. For promotional purposes, the GAMA will be called the Iowa Private Transfer Guarantee, or IPTG.

The GAMA does not guarantee a general education articulation agreement; that is, it does not guarantee that students who meet eligibility requirements will also satisfy the institution's general education requirements. Many signatory institutions have general education articulation agreements and transfer course articulations, which can be viewed at each institution's website.

Section I: Definitions and Eligibility

"Eligible student" refers to a student who is pursuing or has earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree at a lowa community college, with a cumulative grade point average (GPA) that meets the minimum standard established by each participating institution (range of 2.0 to 3.0). Each participating institution will identify its minimum GPA as well as minimum grade for transfer credit in section VII of its signed GAMA. Eligible students must apply via the participating institution's formal application process and provide official transcript(s) from their community colleges showing completion of the A.A. or A.S. upon conferral of the degree.

Students who complete an A.A. or A.S. through concurrent enrollment in high school are not precluded from guaranteed admission, but they must apply through the freshman or first-year application process, rather than the transfer application process.

Participating four-year college and universities reserve the right to deny admission to students who have felony convictions or who have been suspended or expelled for academic or non-academic disciplinary reasons at prior higher education institutions.

Section II: Academic Terms

Upon submission of all application materials to their destination IPTC institution(s), eligible students are guaranteed admission and may expect the following:

1. IPTC institutions will honor transfer credit concurrent with the policies of each institution, regardless of whether transfer credit was earned through concurrent enrollment in high school or during part- or full-time enrollment in the community college.
2. Credit for courses completed through Advanced Placement (AP), College-Level Education Program (CLEP), Cambridge/GCE, International Baccalaureate (IB), and the Armed Services will

Appendix A: Guaranteed Admission Agreement 2

be accepted according to each institution's policies. Students are responsible for submitting official scores and transcripts to each institution for the awarding of credit.

3. IPTC institutions will set their own minimum grades for transfer, ranging from C- to C, and they will state the minimum grade for transfer in Section VII as well as on their own websites.
4. Some IPTC institutions may also require foreign language, physical education, and/or religion courses.
5. Depending on the specific coursework taken at the associate level and the desired bachelor's degree, students may need to take more than two academic years to complete their bachelor's degree. Students are encouraged to work with advisors at the community college and bachelor's levels to ensure maximum applicability of credits.

Section III: Process

Eligible students will apply to participating IPTC institutions through the transfer admission process. Eligible students are encouraged to communicate early in their community college career with admission and/or advising professionals at one or more IPTC institutions to learn about academic, financial aid, career, and social programs to ensure they are well-informed about their transfer journeys.

Section IV: Benefits to Iowa Community College Students

1. Eligible students may apply for merit- and need-based financial aid through IPTC institutions' financial aid programs and filing the FAFSA. Students are encouraged to file the FAFSA each year before July 1, to be eligible for the Iowa Tuition Grant, a state-funded grant supporting Iowa residents seeking a bachelor's degree at a private Iowa college or university.
2. Students are guaranteed admission to a wide array of major choices without additional applications. IPTC institutions may require additional application materials for select majors, such as performing arts, nursing, or education, but will communicate that information in advance to students. Please indicate which major(s) have selective or additional admission requirements: ABSN, Athletic Training, Education, Music, Occupational Therapy, Theater, PharmD, graduate programs
3. Students may take advantage of additional partnership programs with IPTC member institutions, depending on their home community college. Participation in a partnership program does not exclude students from the GAMA.
4. Drake University (Name of Institution) will provide the following benefits to Iowa community college students who transfer (check if yes):
 - a. ☒ Transfer Orientation
 - b. ☒ Pre-Transfer Advising
 - c. ☒ Post-Transfer Advising
 - d. ☒ Transfer Scholarships
 - e. ☒ Admission Partnership Program. If yes, please indicate with which Iowa community college(s): All
 - f. ☒ General Education Articulation Agreement for an AA degree from any Iowa community college (e.g., AA satisfies most or all general education requirements)
 - g. ☒ General Education Articulation Agreement for an AS degree from any Iowa community college (e.g., AS satisfies most or all general education requirements)

Appendix A: Guaranteed Admission Agreement 3

- h. ☒ Cross-enrollment course registration. If yes, please indicate with which Iowa community college(s): DMACC
- i. ☒ Waive on-campus housing requirements
- j. ☐ Other _____

Section V: Responsibilities

Responsibilities of Iowa Community Colleges and the Iowa Department of Education:

1. Notify students of transfer opportunities to IPTC institutions by posting links on appropriate transfer websites.
2. Iowa Community Colleges will provide academic advising services to assist students in choosing courses that will prepare them for transfer, including guidance on transfer majors and referrals to IPTC institutions when students express that interest.
3. Communicate significant curricular changes, such as elimination or addition of courses or programs of study relevant to associate degree-seekers, to IPTC institutions.

Responsibilities of IPTC Institutions:

1. Provide accurate information to prospective transfer students and community college staff and faculty regarding the general conditions of the GAMA.
2. Provide timely academic advising services to facilitate a smooth transition from community college to the bachelor's degree institution, including assistance with registration and information on anticipated time to degree.
3. Annually review community college curricular updates to ensure accurate transfer credit articulation information. Post such information on a publicly facing website so that students, families, and advisors can access updated transfer credit information, including transfer majors and pathways.
4. Provide tracking data on the performance of GAMA students at IPTC institutions, including number of credits accepted for transfer, bachelor's degree courses attempted and completed, cumulative GPA, major, graduation date, and comparison with native students. The specific data elements and the timing of the report will be determined by IPTC institutional research staff, who will share the reports with the Iowa Community Colleges and Iowa Department of Education.

Responsibilities of the Student:

1. It is primarily the responsibility of students who choose to pursue the GAMA to know and understand the requirements for an eligible associate degree, as well as degree requirements and the specific requirements for their intended major at the receiving IPTC institution.
2. Students will complete the transfer application process at each IPTC institution in a timely manner, such that students will have early knowledge of how their credits will transfer, their anticipated financial aid packages and cost of attendance, and the opportunity to register for classes at the earliest opening time.
3. Eligible students will submit transcripts from all postsecondary institutions, and they are responsible for submitting documentation for courses completed through Advanced Placement

Appendix A: Guaranteed Admission Agreement 4

(AP), College-Level Education Program (CLEP), Cambridge/GCE, International Baccalaureate (IB), and the Armed Services.

4. High school students enrolled in a concurrent enrollment program and who earn an eligible associate degree concurrent with graduation from high school must follow the first-year application deadlines and indicate they are applying as first-year students when prompted on the university application.

Section VI: Review of the GAMA

1. IPTC institutions will designate officials who will be responsible for all aspects of the GAMA at their respective institutions. Iowa community colleges and/or the Iowa Department of Education will also designate officials who will be responsible for liaising with IPTC institutions and communicating relevant changes to associate degree requirements.
2. Both groups of institutions shall communicate the conditions of the GAMA to their respective stakeholders. IPTC institutions and Iowa community colleges shall review the GAMA at a minimum of every two years and make adjustments or amendments as needed. Such changes will not adversely affect students already enrolled and covered under the provisions of the existing GAMA.
3. Individual IPTC institutions may choose to leave the agreement without voiding the agreement for the remaining IPTC institutions. Individual Iowa community colleges may choose to leave the agreement without voiding the agreement for the remaining community colleges. Notice of termination shall be given in writing at least one year in advance to other participating institutions, and students covered by the GAMA may take advantage of its terms for two years after termination becomes effective.

Section VII: Institutional Grade and GPA Requirements and Application Fee Waiver

Drake University (Name of Institution) hereby establishes the following minimum grades and GPA requirements for eligible students:

2.0 is the minimum cumulative GPA for guaranteed admission. Students who have not earned this minimum GPA are still eligible to apply through the standard transfer admission process.

C- is the minimum grade acceptable for credits to transfer to our institution.

☒ will waive the transfer admission application fee for eligible students.

Section VIII: Participating Iowa Private Transfer Collaborative Institutions

Briar Cliff University

Buena Vista University

Central College

Clarke University

Coe College

Cornell College

Drake University

Graceland University

Grand View University

Loras College

Luther College

Morningside University

Mount Mercy University

Northwestern College

Saint Ambrose University

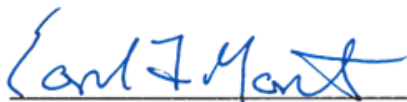
Simpson College

University of Dubuque

Wartburg College

William Penn University

Approval granted by:



Earl F. Martin, President

Drake University

September 16, 2024

Date

Section IX: Participating Iowa Community Colleges



Dave Dahms, Interim
President
Northeast Iowa
Community College



Anne Howsare Boyens, President
Iowa Valley Community College
District



Terry Murrell, President
Western Iowa Tech
Community College



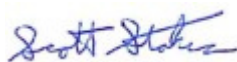
Joel Pedersen, President
North Iowa Area
Community College



Todd Holcomb, President
Hawkeye Community College



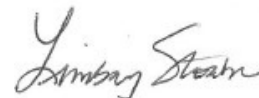
Dan Kinney, President
Iowa Western Community
College



Scott Stokes, President
Iowa Lakes Community
College



Liang Chee Wee, Interim Chancellor
Eastern Iowa
Community Colleges



Lindsay Stoaks, President
Southwestern Community
College



John Hartog, President
Northwest Iowa
Community College



Kristie Fisher, President
Kirkwood Community College



Matt Thompson, President
Indian Hills Community
College



Jesse Ulrich, President
Iowa Central
Community College



Robert Denson, President
Des Moines Area
Community College



Michael Ash, President
Southeastern Community
College

Appendix B: General Education Articulation Agreement

Sample language for a General Education Articulation Agreement from Cornell College's website: <https://catalog.cornellcollege.edu/content.php?catoid=16&navoid=410#credit-by-transfer>

Transfer Policy for students from community colleges with an Associate of Arts Degree

First-time, first year students admitted to the college who have earned an Associates of Arts degree (or who earned an Associate of Arts degree by Reverse Transfer* after they have been enrolled at Cornell for one semester) from any accredited college or university will be admitted to Cornell College with all BA and B.S.E. general education requirements having been met with the exception of the FYS and one Ingenuity in Action experience.

Transfer students from any accredited college or university admitted to the college who have earned an Associates of Arts degree (or who earn an Associate of Arts degree by Reverse Transfer* after they have been enrolled at Cornell for one semester) will be admitted to Cornell College with all BA and B.S.E. general education requirements having been met with the exception of one Ingenuity in Action experience. To complete a Cornell degree, transfer students will need to earn at least 16 credits at Cornell and fulfill all other applicable graduation requirements.

Cornell's transfer policy for AA and AS degrees continues on the next page.

Appendix B: General Education Articulation Agreement

Transfer Policy for students from community colleges with an Associate of Science Degree

First-time, first year students admitted to the college from any accredited college or university who have earned an Associate of Science degree (or who earn an Associate of Science degree by Reverse Transfer* after they have been enrolled at Cornell for one semester) will be admitted to Cornell College with all B.A. and B.S.E. core curriculum requirements having been met with the exception of the FYS, one Intercultural Literacy designated course, one Humanities course, one Writing designated course, and one Ingenuity in Action experience. If the student has taken an Intercultural Literacy designated course, a Humanities designated course, and/or a Writing designated course as a part of their courses for the AS degree, those transfer courses may be used to fulfill these additional requirements.

Transfer students admitted to the college from any accredited college or university admitted to the college who have earned an Associate of Science degree (or who earn an Associate of Science degree by Reverse Transfer* after they have been enrolled at Cornell for one semester) will be admitted to Cornell College with all Cornell B.A. and B.S.E. core curriculum requirements having been met with the exception of one Intercultural Literacy designated course, one Humanities course, one Writing designated course, and one Ingenuity in Action experience. If the student has taken an Intercultural Literacy designated course, a Humanities designated course, and/or a Writing designated course as a part of their courses for the AS degree, those transfer courses may be used to fulfill these additional requirements.

To complete a Cornell degree, transfer students will need to earn at least 16 credits at Cornell and fulfill all other applicable graduation requirements.

*Reverse transfer is a process for awarding associate degrees to students who have transferred in pursuit of a bachelor's degree before completing the requirements for an associate degree at a two-year accredited institution. Through reverse transfer, students can combine credits they earned at two and four-year institutions to be awarded an associate degree while also working toward a bachelor's degree. The student is responsible for ensuring that credits completed during their first semester at Cornell College are accepted by the community college to meet any remaining associate's degree requirements. Waiver of the core curriculum requirements is not completed until receipt of a transcript with an Associate's degree listed.

Appendix C: Reverse Transfer

The components of a reverse transfer policy should include:

- The maximum number of credits that the receiving institution will award back to the sending community college to award the AA or AS degree.
- The amount of time a transfer student has to complete the remaining credits.
- The steps a student needs to follow to participate in the reverse transfer program.
- The protocol for communication between the community college and the private college or university.

Considerations for developing an effective reverse transfer policy that meets both student and institutional needs:

- Limit the number of credits a student needs to complete at the transfer institution, and the amount of time to complete the credits. Most private institutions limit the student to between 16 to 24 credits, and the timeline to complete to one or two semesters.
- Include the option of reverse transfer on the application to the transfer institution, clarifying that it is an opt-in process and that it's the student's responsibility to initiate the process.
- Provide training for Admissions staff at the receiving institution regarding the policy.
- Include the policy in the catalog and on the institution's public-facing website.
- Clarify that the student is responsible for requesting their transcript from the community college that identifies courses remaining toward the AA and AS degree.
- Create a reverse transfer application for the student to request that a completed transcript be mailed to their community college upon completion of the required credits. Require a name and phone number of their community college advisor in the event that questions arise.
- Agree that no transcript fees will be charged to the student, eliminating the cost barrier.

An example policy from William Penn University is on the following page.



Reverse Transfer Policy

William Penn University participates in a reverse transfer agreement with Iowa community colleges to support students completing an Associate of Arts or Associate of Science degree at the community college.

Eligibility

Students transferring from an Iowa community college may participate if they are pursuing an A.A. or A.S. degree and have 21 or fewer remaining credits.

Declaration of Intent

Students must indicate their interest in reverse transfer at the time of application to William Penn University.

Students who do not do so may declare intent with the Registrar's Office within their first semester of enrollment.

Credit Review and Evaluation

By declaring intent, students authorize William Penn University to send their WPU transcript to their community college after completing the required credits. The student must complete a transcript request with the Registrar's Office.

Credits must be transferred back to the community college within the student's first year at William Penn University.

The community college will evaluate transferred coursework to determine completion of degree, diploma, or certificate requirements. The awarding of any credential is solely at the discretion of the community college and subject to its degree and residency requirements. Submission of a transcript does not guarantee that a credential will be awarded.

Appendix D: Submitting a Transfer Major

All completed transfer majors and blank frameworks can be found on the [Iowa Department of Education website](#). To complete and submit the document:

- Download the specific framework from the IDOE
- Determine which courses are equivalent to the community college courses on the document.
- There are resources on the website to assist in identifying the course equivalencies, including a listing of the community colleges that offer the transfer major, and catalog descriptions for each course. Additionally, a faculty member may contact a Transfer Major Steering Committee member from a participating community college to provide additional courses information, including specific course syllabi.
- Courses identified in a transfer major are expected to include at least 80% content overlap across community colleges.
- Fill in the course name and number and the number of credit hours on the framework document.
- Fill in any advising notes relevant to each course. For example, if the student must pass the course with a certain grade or higher, or if the course counts toward the major and a gen ed requirement.
- Fill in the information at the top of the framework: the CIP # for the major and the name and contact information of the faculty member completing the document.
- Forward the document to your Registrar to complete the bottom half of the document, indicating the additional courses required to fulfill the AA or AS degree.
- Forward the completed document to a member of the Transfer Major Steering Committee member, along with any notes you wish to share with them.
- The Transfer Major Steering Committee will review and approve the framework and it will be placed in the Transfer Major catalog on the Iowa DE website.

Tips for a successful adoption of a Transfer Major framework:

- Collaborate with discipline peers at your institution and at a local community college to review all coursework to ensure the best possible equivalency of courses.
- Work with your Registrar to determine the number of credits accepted for each course if the credits at your institution are different than those listed on the community college courses.
- When completing the advising notes, the more specific information provided, the more effective it is for the student and community college advisor to plan the discipline specific courses as a part of the AA or AS degree.
- If there are additional courses that can be taken at the community college that aren't listed on the transfer major framework, listing those will be helpful.
- Review the entire document with the Transfer Major Steering Committee member who will submit it for approval to answer any questions.

Appendix D: Sample Transfer Major Discipline Framework

Central College's History Transfer Major Discipline Framework

STATE DISCIPLINE FRAMEWORK COURSE STRUCTURE - PRIVATE COLLEGE APPROVAL DOCUMENTATION

DISCIPLINE FRAMEWORK:		History		Framework CREDITS	18	PRIVATE COLLEGE/UNIVERSITY:		Central College
Sponsoring Community College:		Indian Hills Community College		Total Award CREDITS	56-58	4-Year College Contact Name:		Lori Witt
Electronic Signature 4-year college				Date TMSA Approved for All TM:		4-Year College Contact Email:		wittl@central.edu
College Signed Date: 1/17/2024		Date TMSA Approved for All TM:		CIP #		ITS003 0811 03		
CC AWARD TYPE: AA				54.01010200				
Core Elements	Cr Hrs	CC Course Number	Community College Course Name	4-Year Private	Cr Hrs	4-Year Course #	4-Year Course Name(s)	Articulation Issues/Questions/Advising Notes
US History I	3	HIS 150 or HIS151	U.S. History to 1877 (4) or U.S. History to 1877 (3)	Central College	3	HIST 130	United States to 1877	All 100-level history courses meet the EXP 1 Core requirement.
US History II	3	HIS 152 or HIS153	U.S. History since 1877 (3) or U.S. History since 1877 (4)	Central College	3	HIST 131	United States Since 1877	Two 100-level history courses will be approved in Central's history major.
Western or World History (non-U.S.)	6 credits	HIS110 OR HIS112 OR HIS117 OR HIS131 AND	Western Civilization: Ancient to Early Modern (3) OR Western Civ: Ancient to Early Modern (4) OR Western Civ I Ancient and Medieval (3) OR World Civilization I (3)	Central College	6	HIST 100T	Early Western Civ (3) or	All 100-level history courses meet the EXP 1 Core requirement.
		HIS111 OR HIS113 OR HIS118/119 OR HIS132	Western Civilization: Early Modern to Present (3) OR Western Civ: Early Modern to Present (4) OR Western Civ II: Early Modern (3) OR Western Civilization III: The Modern Period (3) OR World Civilization II (3)			HIST 125 AND HIST 100T	World History to 1500 (3) or Modern Western Civ (3) or	Two 100-level history courses will be approved in Central's history major.
OR	9 credits	HIS-126 AND HIS-127 AND HIS-128	West and the World I: Ancient to Medieval (3) AND West and the World II: Medieval to Enlightenment (3) AND West and the World III: Enlightenment to Modern (3)			HIST 126	World History since 1500 (3)	
Writing	3	ENG 106 or ENG120	Composition II (3) or College Writing (5)	Central College	3	WRIT 101	Composition	100-level Composition is not a core requirement at Central. It is assumed that students will get enough writing through all their 100-level classes and then further develop writing skills at an advanced level in upper-level classes and in their major.
Public Speaking	3	SPC112 or SPC101	Public Speaking or Fundamentals of Oral Comm.	Central College	3	COMM 160 or COMM 270	Communication in Everyday Life or Public Speaking	COMM 160 meets EXP 2 Core requirement.
Remaining Math/Science				Central College	0			Math/Science requirements are covered in the A.A. degree.
Remaining Communications				Central College	3 or 4	Vari es	Vari es	1 course with Writing and oral Communication (WOC designation outside of the Humanities division).
Remaining Humanities				Central College	26	HIST courses	HIST courses	26 HIST credits are needed to complete the History major.
Remaining Social Sciences				Central College	0			Social Sciences requirements are covered in the A.A. degree.
Remaining Distributed				Central College	3 or 4	Vari es	Vari es	1 course with Citizenship (CTN) designation outside of the Humanities division at 200-level or higher.
Remaining Electives				Central College	22-24	Vari es	Vari es	These credits will enable the student to reach the 120 credits needed for graduation.
Total Community College credits:	62-64			4-Year credits: (Must be 60-64)	56-58			
Notes:	Note 1. 200-level Community College History credits will also transfer into the History major and reduce the number of credits needed. Note 2. Secondary education licensure in History is possible for transfer students to complete within two years at Central College with the History Transfer Major.							

Appendix E: Mini Grants

Loras College: Transfer Student Support Book Club

Loras College successfully launched two key initiatives aimed at strengthening support for transfer students: the Transfer Student Book Club and the Community College Connection Visit Day. The Transfer Book Club engaged 10 participants from a variety of departments, including Admissions, Psychology, Sociology, Chemistry, English, History, Math, Criminal Justice, Business, and Student Success and Empowerment. The interdisciplinary group met bi-weekly to explore *The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System* (Gardner et al., 2021). Discussions focused on assessing existing programs, identifying areas for growth, and preparing for discussions during the Community College Connection Visit Day. The book recommended several best practices, including a separate transfer orientation, onboarding processes, and transfer-specific courses. An area of improvement the book club discussion identified was faculty engagement in the transfer process. As a result, additional faculty members will participate in the Launch into Loras – Transfer onboarding process, a strategy which will help build strong connections with faculty from the beginning of the transfer process. The discussions in the book club also led the participants to determine that the transfer section of the Loras website needed to be updated, including clearer information about scholarships, the true cost of attendance, and the full scope of support services for transfer students.

Loras College: Community College Connection Visit Day

This event welcomed 15 academic advisors and campus deans from three Iowa community colleges. The event featured sessions with Loras administrators, faculty, and support staff, as well as a campus tour. The day-long event provided an opportunity to showcase the robust transfer support programs, and to foster stronger relationships with community college partners. Responses from participants confirmed the value of the event in building relationships and sharing information to support transfer students.

The following priorities will strengthen the transfer student initiative:

- Increase faculty engagement in the transfer onboarding program, Launch into Loras – Transfer, to help new transfer students build stronger campus connections.
- Enhance portions of the website to include clearer information about scholarships, cost of attendance, and support services for transfer students.
- Promote existing programs and opportunities more effectively to prospective transfer student and community college partners.
- Continue hosting community college connection visit days on a regular basis to maintain and grow partnerships with Iowa's community colleges.

Appendix E: Mini Grants

Loras College: Building Connections Between Community Colleges and Loras College in Engineering and Health Sciences

Engineering and Health Sciences are among the most challenging majors for transfer students due to course sequencing, lab requirements and accreditation expectations. This initiative focuses on initiating conversations and fostering relationships with select community colleges to better understand opportunities for alignment with health sciences and ABET-accredited engineering majors. Throughout the project, designed to cover fall 2025 and spring 2026 semesters, Loras and community college faculty and staff engaged in onsite visits and in-person meetings to better understand curricular structures and student pathways to STEM-based disciplines. The overall goals were to gather insights, identify shared goals, and assess the potential for additional collaboration within these majors. Through curriculum comparisons and discussions faculty aimed to clarify credit applicability and improve transparency in the transfer process.

Luther College: Transfer Preview Day for Community College Advisors

Luther College hosted a community college Advisor Visit Day in November 2025 designed to strengthen relationships with community college advisors, share updated transfer pathways and student support resources, and provide a deeper understanding of Luther's academic programs, campus life, and the Decorah community. The event also aimed to gather feedback from advisors on how to better support transfer students.

Eight community college participants attended, representing three community colleges, and a variety of student support personnel. The visit day included a student panel, sessions with Financial Aid, Student Life, the Provost's Office, Advising, the Registrar's office, and Admissions. Luther also hosted an evening dinner which offered additional time to connect and build rapport among the two-and four-year colleagues. Feedback was very positive, including these responses:

- *"The whole event was so wonderfully planned and the evening dinner helped us to network with Luther staff on a more personal level. The caring personalities of all staff, faculty, and students was evident in each interaction. It's good to see and hear about the opportunities at Luther from both the faculty and student perspectives."*
- *"My team was especially impressed with the specific transfer course information tailored to Iowa Lakes. This event was well thought out, well planned, and well executed."*

Appendix E: Mini Grants

Northwestern College: Summer Onboarding for Biology Transfer Majors (Summer 2026)

This project will begin in late summer 2026 and constitutes a four-day onboarding process for new transfer students. Students will have the opportunity to participate in a variety of activities over the course of the four days, including working in the human gross anatomy lab, participating in ongoing research including pollination and biodiversity students, bacteriophage isolation and genetics human cancer cell culture, and metabolism. Transfer students will join current Northwestern College students during these research activities, led by Northwestern faculty. This opportunity is designed to provide transfer students the opportunity to become familiar with faculty and student peers, facilities, and research projects, which will give them confidence that they will succeed at Northwestern College.

Saint Ambrose University: Providing A Research Opportunity for a Transfer Student

Too often, transfer students begin science or other related majors without any research experience. Transfer students from local community colleges, such as Scott Community College, face disadvantages in being selected for research projects, stemming from a lack of established relationships with faculty and a lack of prior research experience. This project was designed to remedy that by providing a summer stipend to participate in a six-week-long research project in collaboration with the Undergraduate Research Institute at Saint Ambrose University and the Biology Department. The Department advertised an opening for a research opportunity to all incoming and recent transfer students, with the goal of providing research experience either prior to transfer or shortly after transfer. One student was selected to participate in the project and was awarded a stipend of \$1000: *Evolutionary strategies to combat antibiotic resistance in Staphylococcus aureus*.

Appendix F: Participating IPTC Institutions and Iowa Community Colleges

IPTC Member Institutions (as of June 2026)

Briar Cliff University (Sioux City)
Buena Vista University (Storm Lake)
Central College (Pella)
Clarke University (Dubuque)
Coe College (Cedar Rapids)
Cornell College (Mount Vernon)
Drake University (Des Moines)
Graceland University (Lamoni)
Grand View University (Des Moines)
Loras College (Dubuque)
Luther College (Decorah)
Morningside University (Sioux City)
Mount Mercy University (Cedar Rapids)
Northwestern College (Orange City)
Saint Ambrose University (Davenport)
Simpson College (Indianola)
University of Dubuque (Dubuque)
Upper Iowa University (Fayette)
Waldorf University (Forest City)
Wartburg College (Waverly)
William Penn University (Oskaloosa)

Iowa Community Colleges

Des Moines Area Community College (Ankeny)
Eastern Iowa Community College (Davenport)
Hawkeye Community College (Waterloo)
Indian Hills Community College (Ottumwa)
Iowa Central Community College (Fort Dodge)
Iowa Lakes Community College (Estherville)
Iowa Valley Community College (Marshalltown)
Iowa Western Community College (Council Bluffs)
Kirkwood Community College (Cedar Rapids)
North Iowa Area Community College (Mason City)
Northeast Iowa Community College (Peosta)
Northwest Iowa Community College (Sheldon)
Southeastern Community College (West Burlington)
Southwestern Community College (Creston)
Western Iowa Tech Community College (Sioux City)

Appendix G: Members of the IPTC Steering Committee

The success of the Iowa Transfer Pathways to the Liberal Arts grant hinges on the contributions of faculty and staff at institutions across Iowa who have served on the steering committee for part or all of the grant period. The following list includes past and present members of the IPTC steering committee and their institutions at the time of their service:

Maureen Baldwin, Saint Ambrose University
Alison Blake, Luther College
MaTina Clark, Wartburg College
Christopher Feit, Loras College
Julie Fopma, Central College
Kelly Friesleben, Iowa Department of Education
Lindsay Frueh, Des Moines Area Community College
Kate Kauper, Cornell College
Kim Linduska, IPTC Project Director
Lauren McCarthy, Drake University
Jennifer Miller, Simpson College
Robbie Stran, Loras College
Daniel Walther, Wartburg College
Maribeth Wright, Iowa Higher Education Loan Authority



Members of the IPTC Steering Committee at the 2025 Symposium at Kirkwood Community College (L to R): Lauren McCarthy, MaTina Clark, Lindsay Frueh, Kim Linduska, Dan Walther, Kelly Friesleben, Maribeth Wright, Julie Fopma, and Robbie Stran.