

CURRICULUM VITAE

ALBERTO F. CABRERA

Contact Information

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A. Current Academic Appointments

Scholar-In-Residence, Center for Postsecondary Readiness and Success (CPRS). School of Education. American University, 2021 – Present.

Professor Emeritus, Department of Counseling, Higher Education, and Special Education, University of Maryland, 2021 – Present.

D. Employment Background

Professor, Department of Counseling, Higher Education, and Special Education, University of Maryland, 2006-2021.

Professor & WISCAPE Sr. Researcher, Department of Educational Administration. College of Education. University of Wisconsin at Madison, 2002-2006.

Associate Professor and Research Associate. Center for the Study of Higher Education. The Pennsylvania State University, 1997 – 2001.

Associate Professor. Department of Educational Administration & Policy Studies. University at Albany, 1991-1997.

Assistant Professor. Education and Human Services. Arizona State University - West Campus, 1989-1991.

Coordinator of Analytical Studies. Started as Senior Analyst and promoted to Coordinator of Planning and Analytical Studies. Office of Planning and Policy Analysis, University of Houston, 1988-1989.

Research Assistant. University of Wisconsin-Madison, 1984-1987.

E. Educational Background

Ph.D. Educational Administration, University of Wisconsin-Madison, 1987

M.S. Industrial Relations, University of Wisconsin-Madison, 1982

B.S. Public Administration and Policy Studies, National University of Mexico, 1979

Diploma in Economics. The Economics Institute. University of Colorado at Boulder, 1980.

II. Research, Scholarly and Creative Activities

Books

1. Castañeda, M. B., Cabrera, A. F., Navarro, Y., & de Vries, W. (2010). Procesamiento de datos y análisis estadísticos utilizando SPSS: Un libro práctico para investigadores y administradores educativos (Using SPSS: A practical guide for researchers and administrators). Porto Alegre, Brazil.: Pontificia Universidade Católica do Rio Grande do Sul (published online <http://www.pucrs.br/edipucrs/spss.pdf>). ISBN 978-85-7430-973-6
2. Cabrera, A. F. & La Nasa, S. M. (2000). Understanding the college choice of disadvantaged students. *New Directions for Institutional Research*. Number 107. San Francisco: Jossey-Bass. ISBN 0-7879-5439-X

Book Chapters (invited)

1. Freed, G. F., Weerts, D. J., & Cabrera, A. F. (forthcoming). Research methods in education philanthropy. In N. Drezner (Ed.). *Research Handbook on Philanthropy and Education*, Edgar Elgar Publishing.
2. Felicetti, V. L. & Cabrera, A. F. (2019). Egressos da educação superior: 23 estudos realizados no contexto brasileiro (pp. 263-276). In M. C. Morosini & L. Cerdeira (Eds.). *Educação superior em contextos emergentes: complexidade e possibilidades na Universidad Ibero-Americana*. Portugal, Lisbon: EDUCA. ISBN: 978-979-8272-37-9
3. LaNasa, S. M., Cabrera, A.F., Transgrud, H. & Alleman, N. (2015). Comprometimento e aprendizagem: Focando o modelo Pascarella (Commitment and learning: Using Pascarella's model). In Engers, M. E. A., Morosini, M. C. & Felicetti, V. L. (Editors), *Educação superior e aprendizagem* (pp. 84-111). Brazil, Porto Alegre: Pontificia Universidade Católica do Rio Grande Do Sul. ISBN: 978-85-397-0629-7.
4. Cabrera, A. F., Perez, P. M. & Lopez, L. F. (2014). Evolución de perspectivas en el estudio de la retención universitaria en los EEUU: Bases conceptuales y puntos de inflexión (Evolution of perspectives in the study of college persistence in the US: Conceptual bases and points of inflexion). In P. Figuera (Editor) (pp. 15-40).

Persistir con éxito en la universidad: de la investigación a la acción. Barcelona, Spain: Editorial Laertes.

5. Cabrera, A.F., Burkum, K.R., & LaNasa, S.M., & #Bibo, E.W. (2012). Pathways to a Four-Year Degree: Determinants of Degree Completion (pp.167-210). In A. Seidman (Ed.), *College Student Retention: Formula for Student Success*. Westport, CT: Praeger Publishers.
6. De Vries, W. & Cabrera, A. F. (2009). The development of human resources in the University: a summary of new ideas. In J. L. N. Audy and M.C. Morosini (Editors). *Innovation, University and relationships with Society* (pp. 170-184). Brazil, Porto Alegre: Pontificia Unidersidade Catolica do Rio Grande Do Sul. ISBN: 978-85-7430-871-5 (online). Access: <HTTP://www.pucrs.br/orgaos/edipucrs/> .
7. Cabrera, A., Weerts, D. J., and Zulick, B. (2005). Making an Impact with Alumni Surveys. In D. Weerts and J. Vidal (Editors). *Reframing the Benefits of Alumni Surveys: Lessons from the United States and Europe* (pp. 5-17) *New Directions for Institutional Research*. San Francisco: Jossey-Bass Publishing.
8. Cabrera, A. F. & LaNasa, S. (2005). Classroom teaching practice: Ten lessons learned. In W. de Vries (Ed.). *Calidad, eficiencia y evaluación de la educación superior* (129-151). Spain, Madrid: Netbiblo.
9. Cabrera, A. F., Burkum, K. R. & LaNasa, S. M. (2005). Pathways to a four-year degree: Determinants of transfer and degree completion. In A. Seidman (Ed.). *College Student Retention: A Formula for Student Success* (pp. 155-209). ACE/Praeger series on Higher Education.
10. Cabrera, A. F. & LaNasa, S. M. (2003). On the path to college: Three critical tasks facing America's disadvantaged. In F. K. Stage, D. F. Carter, D. Hossler & E. P. St. John (Editors). *Theoretical perspectives on college students*. ASHE Reader Series. Boston, MA: A Pearson Education Company.
11. Cabrera, A. F., Weerts, D. J., & Zulick, B. (2003). Encuestas a egresados: Tres fundamentos conceptuales en el seguimiento de egresados universitarios (Alumni survey: Three approaches in following college graduates). In J. Vidal (Editor). *Métodos de análisis de la inserción laboral de los universitarios* (pp. 55-79). León, España: Universidad de León Press.
12. Cabrera, A. F. & LaNasa, S. M. (2003). Hispanics in Higher Education. In Forest, J. JF and Kinser, K. (Editors). *Higher Education in the United States: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO.
13. Volkwein, F. J. & Cabrera, A. F. (2003). The undergraduate classroom experience: Factors associated with its vitality. In W. Y. Lee (Editor). *Assessment and program evaluation*. ASHE reader series (pp. 247-255). Boston, MA: Pearson Custom publishing.

14. St. John, E. P., Cabrera, A. F., Nora, A. M. & Asker, E. H. (2003). Economic influences on persistence reconsidered. In F. K. Stage, D. F. Carter, D. Hossler & E. P. St. John (Editors). *Theoretical perspectives on college students* (pp. 29-47). ASHE Reader Series. Boston, MA: A Pearson Education Company.
15. Terenzini, P. T., Cabrera, A. F., Colbeck, C.L., Bjorklund, S. A. & Parente, J. M. (2002). Racial and ethnic diversity in the classroom: Does it promote student learning? In C. S. Turner, A. L. Antonio, M. Garcia, B. V. Laden, A. Nora and Ch. Presley (Editors). *Racial and ethnic diversity in Higher Education*. ASHE Reader Series (pp. 411-427). Boston, MA: A Pearson Education Company
16. Bernal, E. M., Cabrera, A. F. & Terenzini, P. T. (2000). The relationship between race and socioeconomic status (SES): Implications for institutional research and admissions policies. *Removing Vestiges: Research-based strategies to promote inclusion* (pp. 6-19). A publication of the American Association of Community Colleges. Number 3.
17. St. John, E. P., Cabrera, A.F., Nora, A. & Asker, E.H. (2000). Economic influences on persistence. In J. M. Braxton (Editor). *Reworking the student departure puzzle: New theory and research on college student retention* ((pp. 29-47). Nashville: Vanderbilt University Press.
18. Volkwein, J. F. & Cabrera, A.F. (1998). Who defaults on student loans? The effects of race, class and gender on borrower behavior. In R. Fossey & M. Bateman (eds.). *Borrowing against the future* (pp. 105-126). New York: Teachers College Press.
19. Cabrera, A. F. (1994). Logistic regression analysis in higher education: An applied Perspective. *Higher Education: Handbook for the Study of Higher Education* (pp. 225-256), Vol. 10. New York, NY: Agathon Press. John C. Smart (Editor).
20. Nora, A. & Cabrera, A.F. (1993). Examining Graduate Education through Structural Modeling. In Patrick Terenzini and Leonard Baird (Eds.), *Increasing Graduate Retention and Degree Attainment* (pp. 41-58). *New Directions for Institutional Research*. Number 80. California, San Francisco: Jossey-Bass.

Monographs/Technical Reports

1. Guzman, A. & Cabrera, A. F. (2023). Finding my path: An evaluation of the HACU National Internship Program. Hispanic Association of Colleges and Universities.
2. Cabrera, A. F., Weerts, D. J., & Van Dorn, K., (2022). [Technical Appendix: National Survey on American Civic Health](#). American Center for Political Leadership, Southeastern University, Lakeland, FL.

3. Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2005). Part III: Pathways to the bachelor's degree for Latino students. Washington, DC.: The Educational Policy Institute. <http://educationalpolicy.org/pdf/LatinoIII.pdf>
4. Terenzini, P. T., Cabrera, A. F., Deil-Amen, R., Lambert, A. (2005). The Dream Deferred: Increasing the Collage Preparedness of at Risk-Students. Center for the Study of Higher Education. The Pennsylvania State University.
5. Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2004). Part I: From middle school to the work force: Latino students in the Educational Pipeline. Washington, DC.: The Educational Policy Institute. <http://educationalpolicy.org/pdf/LatinoI.pdf>
6. Terenzini, P. T., Cabrera, A. F. & Bernal, E. M. (2001). Swimming against the tide: The poor in American Higher Education. New York: College Entrance Examination Board.
7. Bernal, E. M., Cabrera, A. F., & Terenzini, P. T. (2000). Class-based affirmative action admission policies: A viable alternative to race-based programs? IHELG Monograph 00-03. University of Houston Law Center. Institute for Higher Education Law & Governance. University of Houston. Houston, Texas.
8. Nora, A. & Cabrera, A. F. (1992). Measuring program outcomes: What impacts are important to assess and what impacts are possible to measure for the Talent Search Program. U.S. Department of Education: Office of Policy and Planning.
9. Cabrera, A. F., Nora, A., Castañeda, M. B. & Hengstler, D. S. (1991). In search of an integrative framework on college persistence. University of Houston: Institute for Higher Education Law and Governance.

Journal Articles

1. Barro, D., Felicetti, V. L. & Cabrera, A. F. (2023). Competências transversais na formação integral de egressos de um curso de pedagogia. *Revista Cocar*, 18(36), 1-21 ISSN: 2237-0315.
2. Felicetti, V.L. y Cabrera, A.F. (2022). Students' experiences with graduate education in Brazil. A Confirmatory Factor Analysis Approach. *Revista de Investigación Educativa*, 40(2), 319-339. DOI: <http://dx.doi.org/10.6018/rie.513171>
3. Guzman, A & Cabrera, A. F. (2022): Uncovering Typologies of Civically Engaged Latina/o College Graduates at 4-Year Institutions of Higher Education, *Journal of Latinos and Education*, DOI: 10.1080/15348431.2022.2048660
4. Weerts, D. & Cabrera, A. F. (2021). *Natural instincts: Understanding the four alumni personas – Eagles, Hummingbirds, Cheetahs, and Koalas – and how to keep them connected*. *Case currents*, 47(5), 27- 31.

5. Guzman, A. & Cabrera, A. F. (2021). Seeking representation: Latino and elected office. *Harvard Kennedy School Journal of Hispanic Policy*. 26-41.
6. Kurban, E.R. & Cabrera, A. F. (2020). Building readiness and intention towards STEM fields of study: Using HSLs:09 and SEM to examine this complex process among high school students. *Journal of Higher Education*. 91(4), 620-650.
7. Mwangi, Ch. A., Cabrera, A. F. & Kurban, E. R. (2019). Connecting school and home: Examining parental and school involvement in readiness for college through SEM. *Research in Higher Education*. 60(4), 553-575. <https://doi.org/10.1007/s11162-018-9520-4>
8. Felicetti, V. L., Morosini, M. C. & Cabrera, A. F. (2019). Estudante de Primeira Geração (P-Gen) na Educação Superior Brasileira. *Cadernos de Pesquisa – Fundação Carlos Chagas*, 49(173), 28-43. DOI: 10.1590/198053146481
9. Weerts, D. & Cabrera, A. F. (2018). Alumni giving as civic expression. *Philanthropy & Education*. 2(1), 1-24. <https://umaryland.on.worldcat.org/oclc/7912349230>
10. Cabrera, A. F., Peralta A. M. & Kurban, E. R. (2018). The invisible 1%: A comparison of attaining stepping-stones towards college. *Journal of Higher Education*, 89(2), 208-235 <https://doi.org/10.1080/00221546.2017.1368816>
11. Felicetti, V. L. & Cabrera, A. F. (2018). Acesso à Educação Superior: O ProUni em Foco. *Arquivos Analíticos de Políticas Educativas*. 26(9), 1-18. DOI: [10.14507/epaa.26.3289](https://doi.org/10.14507/epaa.26.3289)
12. Felicetti, V. L. & Cabrera, A. F. (2017). Resultados da Educação Superior. *Avaliação: Revista da Avaliação da Educação Superior*. 22(3), 871-893. <http://doi.org/10.1590/S1414-40772017000300016>
13. Campbell, C. M., Cabrera, A. F., Ostrow, J. & Patel S. (2017). From comprehensive to singular: A latent class analysis of college teaching practices. *Research in Higher Education*. 58(6), 581-604. Doi: 10.1007/s11162-016-9440-0
14. Felicetti, V. L. & Cabrera, A. F. (2017). Trajectories in Higher Education. *Ensaio: Avaliação e Políticas Públicas em Educação*. 25, 308-329.
15. Weerts, D. & Cabrera, A. F. (2017). Segmenting university alumni using a person-centered methodology. *International Journal of Nonprofit and Voluntary Sector Marketing*. 22(3) pp. 1-10. DOI: 10.1002/nvsm.1577.
16. Weerts, D. & Cabrera, A. F. (2015). Understanding civic identity in college. *Journal of College and Character*. 16(1), 22-36 DOI: 10.1080/2194587X.2015.1008276.

17. Campbell, C. & Cabrera, A.F. (2014). Making the mark: Are grades and deep learning related, *Research in Higher Education*. 55(5), 467-493. DOI: 10.1007/s11162-013-9321-8.
18. Felicetti, V. L., Cabrera, A. F. & Morosini, M. (2014). Aluno ProUni: Impacto na instituicao de educacao superior e na sociedade (Student ProUni: Impact on higher education institution and on society). *Revista Iberoamericana de Educacion Superior*. 5(13), 21-39.
19. Weerts, W. D., Cabrera, A.F. & Pérez Mejías, P. (2014). Uncovering categories of students based on their civic behaviors in college. *The Review of Higher Education*, 37(2), 141-168.
20. Campbell, C. & Cabrera, A.F. (2011). How sound is NSSE? Investigating the psychometric properties of NSSE at a public, research extensive institution. *Review of Higher Education*, 35(1), 77-103.
21. Morosini, M. C., Cabrera, A. F. & Felicetti, V. L. (2011). Competencias do pedagogo: uma perspectiva docente (Competences of the educator: a teaching perspective). *Educacao*, 34(2). 230-240.
22. Morosini, M. C., Cabrera, A. F. & Felicetti, V. L. (2011). Professional development of pedagogues: competencies and quality indicators. *Journal of the International Society for Teacher Education*, 15(1), 42-49.
23. Hall, W. D, Cabrera, A. F. & Miley, J. F. (2011). A Tale of two Groups: Differences between Minority Students and Non-Minority Students in their Predispositions to and Engagement with Diverse Peers at a Predominantly White Institution. *Research in Higher Education*, 52(4), 420-439.
24. Hagedorn, L.S., Cabrera, A.F., & Prather, G. (2010-11) *The Community College Transfer Calculator: Identifying the Course-Taking Patterns that Predict Transfer*. *Journal of College Student Retention*, 12(1), 105-130.
25. Weerts, D. J., Cabrera, A. F. & Sanford, T. (2010). Beyond giving: Political advocacy and volunteer behaviors of public university alumni. *Research in Higher Education*, 51(4), 346-365.
26. LaNasa, S. & Cabrera, A. F., Tangsrud, H. (2009). The construct validity of student engagement: A confirmatory factor analysis. *Research in Higher Education*, 50(4), 313-352.
27. De Vries, W., Cabrera, A. F. & Anderson, S. (2009). Higher Education and wayward labor markets in Mexico. *International Higher Education*, 54, 20-21.

28. Cabrera, A.F., De Vries, W., & Anderson, S. (2008). Job satisfaction among Mexican alumni: A case of incongruence between hunch-based policies and labor market demands. *Higher Education*, 56(6), 699-722.
29. De Vries, W., Cabrera, A. F., Vazquez, J. & Queen, J. N. (2008). Conclusiones a contrapelo: La aportación de distintas carreras universitarias a la satisfacción en el empleo (Against common sense: The contribution of college majors to job satisfaction). *Revista de Educación Superior*, 37(2), pp. 67-84.
30. Heiss, J., Cabrera, A.F. & Brower, A. (2008). Moving into Students' Spaces: The Impact of Location of Academic Advising on Student Engagement among Undecided Students. *NACADA Journal*, 28(1), 8-18.
31. Cabrera, A. F., Prabhu, R., Deil-Amen, R., Terenzini, P. T., Lee, C., & Franklin, R. F., Jr. (2006). Increasing the college preparedness of at-risk students. *Journal of Latinos and Education*, 5(2), 79-97.
32. Cabrera, A.F., Crissman, J. L., Bernal, E. M., Nora, A., P.T. & Pascarella, E. T. (2002). Collaborative learning: Its impact on college students' development and diversity. *Journal of College Student Development*. 43(2), 20-34.
33. Terenzini, P. T., Cabrera, A. F., Colbeck, C.L., Bjorklund, S. A. & Parente, J. M. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning? *Journal of Higher Education*. 72(5), 509-531.
34. Cabrera, A. F., Colbeck C. L. & Terenzini P. T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning. *Research in Higher Education*, 42(3), 327-352.
35. Cabrera, A. F. & LaNasa, S. M. (2001). On the path to college: Three critical tasks facing America's disadvantaged. *Research in Higher Education*, 42(2), 119-150.
36. Terenzini, P., Cabrera, A. F., Colbeck, C. S., Bjorklund, S. (2001). Collaborative Learning vs. Lecture/Discussion: Students' Reported Learning Gains. *Journal of Engineering Education*. 90(1), pp.123-130.
37. Colbeck C. L., Cabrera, A. F. & Terenzini, P. T. (2001). Learning professional confidence: Linking teaching practices, students' self-perceptions, and gender. *Review of Higher Education*, 24(2), pp.173-191.
38. Terenzini, P. T., Cabrera, A. F. & Colbeck, C. L. (1999). Assessing classroom activities and outcomes. *Proceedings of the ASEE/IEEE Frontiers in Education Conference*, 29, 13c1-19-13c1-24.
39. Cabrera, A. F., Nora, A., Terenzini, P. T., Pascarella, P. T. & Hagedorn, L.S. (1999). Campus racial climate and the adjustment of students to college: A comparison

between White students and African American students. *Journal of Higher Education*, 70(2), 134-160.

40. Perry, S. R., Cabrera, A. F. & Vogt, P. W. (1999). Career maturity and college student persistence. *Journal of College Student Retention*, 1(1), 41-58.
41. Terenzini, P. T., Cabrera, A. F., Parente, J. M. & Bjorklund, S. A. (1998). Preparing for Abet 2000: Assessment at the Classroom Level. *Paper published in the Proceedings of the American Society for Engineering Education*. Session Number 2630, pp. 1-14.
42. Volkwein, J. F., Szelest, B. P., Cabrera, A.F. & Napierski-Prancel, M.R. (1998). Factors associated with student loan default among different ethnic groups. *Journal of Higher Education*, 69(2), 206-237.
43. Nora, A., Cabrera, A. F., Hagedorn, L. S. and Pascarella, E. (1996). Differential impact of academic and social experiences on college-related behavioral outcomes across different ethnic and gender groups at four-year institutions. *Research in Higher Education*, 37(4), 427-452.
44. Nora, A., & Cabrera, A. F. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority. *Journal of Higher Education*, 67(2), 119-148.
45. Cabrera, A. F. & Nora, A. (1994). College students' perceptions of prejudice and discrimination and their feelings of alienation: A construct validation approach. *Review of Education/Pedagogy/Cultural*, 16(3-4), 387-409.
46. Cabrera, A. F., Nora, A. & Castaneda, M. B. (1993) College persistence: The testing of an integrated model. *Journal of Higher Education*, 64(2) 123-139.
47. Nora, A & Cabrera, A. F. (1993). The construct validity of institutional commitment: A confirmatory factor analysis. *Research in Higher Education*, 34(2), 243-262.
48. Cabrera, A. F., Nora, A. & Castaneda, M. B. (1992). The role of finances in the persistence process: A structural model. *Research in Higher Education*, 33(5), 571-593.
49. Cabrera, A. F., Castaneda, M. B., Nora, A. & Hengstler, D. (1992). The convergence between two theories of college persistence. *Journal of Higher Education*, 63(2), 143-164.
50. Mallette, B. I. & Cabrera, A. F. (1991). Determinants of withdrawal behavior. *Research in Higher Education*, 32(2) 179-194.
51. Cabrera, A. F., Stampen, J. O & Hansen, W. L. (1990). Exploring the Effects of Ability to Pay on Persistence in College. *The Review of Higher Education*, 13(3), 303-336.

52. Stampen, J. O. & Cabrera, A. F. (1988). The targeting and packaging of student aid and its effects on attrition. *Economics of Education Review*, 7, 29-46.
53. Stampen, J. O. & Cabrera, A. F. (1986). Exploring the effects of student aid on attrition. *The Journal of Financial Aid*, 16, 28-40.

Conferences and Workshops: Talks, Abstracts and Other Contributions

Invited talks at conferences

1. Cabrera, A. F. (2023). Keynote speaker. Caminos a la Universidad. Congreso Latinoamericano sobre el Abandono en la Educación Superior (XII Congreso CLABES). Universidad de Temuco, Chile.
2. Cabrera, A. F. (2018). Keynote speaker. Engagement on pro-social behaviors among college students. Is there a single class of civically engaged college students? 10th Ibero-American Congress on College Teaching. Pontifical University of Rio de Grande do Sul (PUCRS). Porto Alegre, Brazil. <http://www.pucrs.br/blog/abertura-do-10o-cidu-destaca-a-relevancia-do-envolvimento-estudantil/>
3. Cabrera, A. F. (2018). Plenary speaker. Pathways to College. Annual National Conference for McNair Scholars & Undergraduate Research. University of Maryland College Park. College Park, Maryland.
4. Cabrera, A. F. (2017) Plenary speaker. Approaches to the study of college persistence in the USA (“Historia y tendencias sobre la retencion de estudiantes en los Estados Unidos”). International Seminar. From Data Analysis to Institutional Research (“Del analysis a la investigacion institucional”). Universidad de Talca. Santiago de Chile, Chile. [http://planificacion.otalca.cl/seminarioanalis2017/pagina/archivos/Presentacion02 AC.pdf](http://planificacion.otalca.cl/seminarioanalis2017/pagina/archivos/Presentacion02_AC.pdf)
5. Cabrera, A. F. (2016). Plenary speaker. National Council for Community & Education Partnerships/Gear UP Capacity-Building Workshop. College Access/Success Research. Annual NCCEP/GEAR UP Capacity Building Workshop. New Orleans, LA.
6. Cabrera, A. F. (2015). Plenary speaker. Pathways to college among Latino(a) students. UREAG’s Global Village dialogue: Equity, diversity, recruitment and retention in higher education: perspectives from Indigenous and Latino administrators. Annual conference of the Comparative and International Society. Washington, DC.
7. Cabrera, A. F. (2013). Plenary speaker: Desenvolvimiento de carreras en un nuevo orden mundial: El caso de los EEUU (Factors affecting undergraduate education in the USA). XIII Foro Internacional de Administracion. Brazil, Gramado.

8. Cabrera, A. F. (2013). Plenary speaker: Criterios y tendencias en la admisión de estudiantes a la universidad estadounidense. Primeras jornadas nacionales sobre apoyo institucional a estudiantes universitarios iniciales. Universidad Austral de Chile, Campus Isla Teja. Valdivia, Chile.
9. Cabrera, A. F. (2013). Plenary speaker: Acciones dirigidas a grupos económicamente vulnerables en el contexto universitario de USA (College access programs aimed at low-income students in the USA). Second International meeting under the auspices of Europe. Universidad Católica Boliviana San Pablo. La Paz, Bolivia.
10. Cabrera, A. F. (2012). Lecciones aprendidas en 25 años de investigación sobre persistencia y deserción universitaria (Lessons learned from 25 years of research on college persistence). Segunda Conferencia Latinoamericana sobre el Abandono de la Educación Superior (Second Latin-American Conference on College Persistence). Pontificia Universidade Católica do Rio Grande do Sul, Brazil. <http://clabes2012-alfaguia.org.pa/index2.php>
11. Cabrera, A. F. (2009). Member of the plenary panel “Remediation in basic competencies among engineering students” (Panel No 1: Condiciones de entrada y nivelación de competencias básicas de estudiantes de ingeniería). 23rd Chilean Conference in Engineering Education (XXIII Congreso Chileno de Educación en Ingeniería). Concepción, Chile.
12. Cabrera, A. F. (2009). Member of the plenary panel. Enfoques en la Enseñanza y Aprendizaje en los EEUU: Cambios de paradigmas (Teaching and learning: Changing paradigms). Modelo educativo de la Universidad Politécnica de Madrid: Jornada Monográfica. La nueva relación profesor-estudiante. Cátedra UNESCO de Gestión y Política Universitaria. Madrid, Spain. Polytechnic University of Madrid. http://catedraunesco.es/modeloeducativoupm/index.php?option=com_content&view=article&id=60&Itemid=94
13. Cabrera, A. F. (2009). The development of human resources in the University: a summary of new ideas. 4th International Seminar on Innovation in the University. Pontificia Universidade Católica do Rio Grande Do Sul. Brazil.
14. Cabrera, A. F. (2008). La evaluación de los sistemas pedagógicos en el aprendizaje de los estudiantes de Ingeniería. Keynote speech presented before El Congreso Internacional De Evaluación Educativa. Tlaxcala, México.
15. Cabrera, A. F. (2008). Ensino em sala de aula. Seminario Internacional, Inovacao e Qualidade na Universidade. Pontificia Universidade Católica do Rio Grande Do Sul. Brazil.
16. Cabrera, A. F. (2007). El uso de fuentes de datos longitudinales para informar o evaluar políticas educativas (Creating longitudinal databases to support K-12 policies). Jornada de trabajo para responsables técnicos. Organized by the Higher Education Accreditation Agency of the Provincial Government of Aragon, Spain.

17. Cabrera, A. F. (2000). Hispanics in Higher Education. 19th Annual Meeting of the Council for Opportunity in Education. Washington, D.C.
18. Cabrera, A. F. (1998). Developing performance indicators for classroom experiences and professional competencies: the case of ECSEL. International Forum on Educational Statistics. Mexico City.

Invited talks at universities and organizations

1. Cabrera, A. F. (2023). El rol de autoeficacia y claridad de objetivos en la transferencia potencial de estudiantes de institutos comunitarios a la universidad. Una investigación exploratoria. Puente entre Investigación y la práctica de las trayectorias de estudiantes de educación superior en contextos de diversidad. [Universidad de Santiago de Chile](#).
2. Cabrera, A. F. (2017) Plenary speaker. Approaches to the study of college persistence in the USA (“Historia y tendencias sobre la retención de estudiantes en los Estados Unidos”). International Seminar. From Data Analysis to Institutional Research (“Del análisis a la investigación institucional”). Universidad de Talca. Santiago de Chile, Chile.
- 3.
4. Cabrera, A. F. (2013). Transition to college. School of Education of the Pontifical University of Chile (Pontificia Universidad Católica de Chile). Santiago de Chile, Chile.
5. Cabrera, A. F. (2013). Student engagement research. Colloquium with researchers of the Center of Educational Policy. Pontifical University of Chile (Pontificia Universidad Católica de Chile). Santiago de Chile, Chile.
6. Cabrera, A. F. (2012). Tendencias en la evaluación del conocimiento y aprendizaje en la universidad estadounidense (Trends on assessing college learning in the USA). Universidade Federal Do Rio Grande Do Sul, Brazil.
7. Weerts, D. J., & Cabrera, A., (2012). How can research on civic identities of college students and alumni spark innovations in civic engagement? Panelist for event and webinar: Jandris Center for Innovative Higher Education, University of Minnesota-Twin Cities. Minneapolis, Minnesota.
8. Cabrera, A.F. (2012). Plenary Speaker. Does research inform the practice of assessing student learning? The case of NSSE 1.0. Student Learning Outcomes Institute: Connecting institutional effectiveness and student learning at Minority Serving Institutions. Southern Education Foundation. Atlanta, Georgia.

9. Cabrera, A. F. (2012). Camino a la universidad: Comience temprano, permanezca en la pista - Un bosquejo cronológico de los pasos críticos a lo largo del camino a la universidad en los EEUU (Access to Higher Education in the USA). School of Education. Universidad de Leon. Spain.
10. Cabrera, A. F. (2012). Acceso, transición, experiencias en el aula, modalidades de persistencia, graduación y contribuciones del egresado (Access to higher education, Transition into College and The Collegiate Experience). School of Education. Universidad de Barcelona. Spain.
11. Cabrera, A.F. & Bibo, E.W. (2010). Starting Early, Staying on Track: A Chronological Review of Critical Steps Along the Path to College. Invited presentation before *Building Better Students: Preparation for Life After High School*. Research conference sponsored by The Educational Testing Service, the College Board, and the American Educational Research Association. Arlington, VA. Featured in *Diverse Education* (<http://diverseeducation.com/article/14514/>) and EdWeek Blog. (http://blogs.edweek.org/edweek/inside-school-research/2010/12/study_adolescent_interventions.html#comments)
12. Cabrera, A. F., (2010). La Enseñanza en la Educación Superior: Compartiendo Lecciones Aprendidas (What we have learned about how college students learn: Sharing some lessons). Universidade Federal do Rio Grande do Sul – UFRGS. Porto Alegre, Brazil.
13. Hagedorn, L. S & Cabrera, A. F. (2009). The Community College: Bridging to Success-Preparing Health and Behavioral Science Professionals. Invited presentation to the National Institute of Health.
14. Hagedorn, L. S., Cabrera, A. F. & Praher, G. (2008). Institutional Innovations to Improve Student Transitions: The Community College Calculator. Paper presented before the National Community College Symposium sponsored by the U.S. Department Office of Vocational and Adult Education. Washington, D.C.
15. Cabrera, A. F. (2007). Pathways to college completion among Latinos' 8th graders. Presentation for the 2nd Annual symposium on education. Blacks and Latino/as: critical dialogues for educational transformation. Organized by The Minority and Urban Education Unit. University of Maryland, College Park, MD.
16. Cabrera, A. F. (2006). El cambio metodológico en las universidades norteamericanas. Renovación de las metodologías educativas en la universidad: Estrategias y recursos necesarios para el cambio metodológico en la universidad. Cátedra UNESCO de Gestión y Política Universitaria. Universidad Politécnica de Madrid. Madrid, España. Sponsored by the educational branch of United Nations.
17. Cabrera, A. F. (2006). Curriculum universitario y modelos académicos en los niveles de educación media, media superior y superior. 6^o Congreso Internacional: Retos y

expectativas en la Universidad: El papel de la Universidad en la transformacion de la sociedad. Puebla, México.

18. Cabrera, A. F. (2005). Indicadores y rendimiento: análisis de un programa que propone mejorar el transito de la secundaria a la universidad. Seminario Internacional: Indicadores Universitarios y Políticas Publicas. Sponsored by Argentinean Minister of Education. Buenos Aires. Argentina.
19. Cabrera, A. F. (2004). Determinantes del éxito y abandono de los estudios universitarios. Meeting organized by the Argentinean Ministry of Education and Universities and the American Embassy in Argentina. Buenos Aires. Argentina.
20. Cabrera, A. F., Weerts, D. & Zulick, B. (2003). Alumni Survey: Three conceptualizations to alumni research. Universidad de León, España.
21. Cabrera, A. F., Burkum, K. R. & La Nasa, S. (2003). Caminos a la Universidad. La orientación en el tránsito de la educación secundaria a la Universidad. Cátedra UNESCO de Gestión y Política Universitaria. Universidad Politécnica de Madrid. Madrid, España.
22. Cabrera, A. F. (2002). Enseñanza en el aula: Diez lecciones aprendidas en los EEUU (Classroom Teaching Practices: Ten Lessons Learned). Segundo Seminario de Calidad e Innovacion en el Sistema Universitario. Universidad de Concepción. Chile.
23. Cabrera, A. F. (2001). Criterios en la admision de estudiantes universitarios en los EEUU (College Admission Criteria in the United States: An Overview. Balance del sistema de acceso a la universidad (selectividad y modelos alternativos). Catedra UNESCO de Gestión y Política Universitaria. Universidad Politécnica de Madrid. Madrid, España.
24. Cabrera, A. F. (2001). Facilitadores de la finalización de la licenciatura universitaria: lecciones de una generación. Seminario internacional. Deserción universitaria: Nuevas perspectivas para su medicion. Buenos Aires, Argentina.
25. Cabrera, A. F. (2000). La evaluación de los metodos educativos y la mejora de la ensenanza universitaria. III Jornadas de Intercambio de Experiencias en la Mejora de la Universidad. Universidad de Valladolid. Valladolid, Spain.
26. Cabrera, A. F. (2000). On college teaching and their effects: Ten lessons learned. Jornadas de Intercambio de Experiencias de Mejora de La Universidad, Gabinete de Estudios y Evaluación. Universidad de Valladolid. España.
27. Cabrera, A. F. (2000). El acceso de los estudiantes a la educación universitaria: Perfil de la población que ingresa según nivel socioeconómico. Seminario y medición en la Universidad de hoy. Nuevos enfoques y metodologías. Universidad Tres de Febrero. Buenos Aires, Argentina.

28. Cabrera, A. F. (2000). La construcción de un sistema de datos sobre los estudiantes en la universidad. Seminario y medición en la Universidad de hoy. Nuevos enfoques y metodologías. Universidad Tres de Febrero. Buenos Aires, Argentina.
29. Cabrera, A. F. & Colbeck, C. L. (1999). Relating instruction to student gains. Seminar on Covering Teaching and learning in Higher Education. Hechinger Institute on Education and the Media. Teachers College Columbia College. New York
30. Cabrera, A. F. (1999). Desarrollo de indicadores de rendimiento para la evaluación de las actividades de enseñanza en el aula y el aprendizaje de los estudiantes. Seminario en Indicadores Universitarios: Tendencias y experiencias internacionales. Secretaria de Educación Publica, Argentina.
31. Cabrera, A. F. (1999). Indicadores para la evaluación del desempeño escolar: Una revisión. Jornadas. Indicadores en la Universidad: Información y decisiones. Universidad de León, España.

Refereed presentations at conferences

1. Weerts, D. & Cabrera, A. F. (2023). Exploring Civic Virtue and Behaviors Across the Christian Tradition: Emerging Findings from the National Survey of American Civic Health. Called Together in an Age of Discourse. Baylor Symposium of Faith and Culture. Baylor University.
2. Weerts, D., Cabrera, A. & Van Dorn, K. (2023). Tolerance, humility, and educational attainment: Does college attendance build capacity for confident pluralism? Round table. *Annual meeting of American Association of Educational Research*. Chicago, Illinois.
3. Buenafior, S. & Cabrera, A. F. (2023). Transfer efficacy and goal orientation among potential transfer students: An exploratory study. Paper to be presented before the annual meeting of the *National Institute for the Study of Transfer Students (NISTS)*. Portland, Oregon.
4. Guzman, A. & Cabrera, A. F. (2020). Uncovering typologies of civically engaged Latinx college graduates. *Annual meeting of the Association of the Study of Higher Education (ASHE)*. Virtual conference.
5. Perez Mejías, P. & Cabrera, A.F. (2019). College Admission Test Scoring Gaps: A Multilevel Analysis. *International Meeting of the Psychometric Society*. Santiago de Chile, Chile.
6. Fries-Britt, S. L., Cabrera, A. F., Kurban, E. R. & McGuire, T. D. (2018). STEM identity: A nuanced understanding of minority students' intentions and commitment to STEM. Annual meeting of the Association of the Study of Higher Education (ASHE), Tampa, Florida.

7. Perez Mejias, P., Cabrera, A. F., Chiappa, R. & LaRiviere, K. (2018). An assessment of global university rankings: A confirmatory factor analysis approach. Annual meeting of the American Association of Educational Research. New York.
8. Cabrera, A. F., Bryan, J. & Kurban, E. R. (2018). Examining the dimensionality of school counseling-college going culture. Annual meeting of the American Association of Educational Research. New York.
9. Weerts, D. & Cabrera, A. F. (2017). Constructing profiles of philanthropic alumni: A latent class analysis. Paper presented before the annual meeting of the Association of the Study of Higher Education (ASHE), Houston, Texas.
10. Cabrera, A. F., George Mwangi, Ch. A. & Kurban, E. R. (2017). Connecting school and home: Examining parental and school involvement in readiness for college through SEM. Annual Meeting of AERA. San Antonio, Texas.
11. Perez Mejias, P. & Cabrera, A.F. (2017). A Piecewise Latent Growth Model to Study the Effects of a College Admissions Test Overhaul. Modern Modeling Methods Conference, Connecticut.
12. Weerts, D. & Cabrera, A. F. (2015). Profiles of civically engaged college students. Annual meeting of AERA. Chicago, Illinois.
13. Perez-Mejias, P., Lopez-Fernandez, L. & Cabrera, A.F. (2014). Análisis de la implementación de políticas de equidad y retención en las universidades del Consejo de Rectores. Tercer Congreso Interdisciplinario de Investigación en Educación (CIIE 2014). Santiago de Chile, Chile.
14. Perez-Mejias, P. & Cabrera, A. F. (2014). A Piecewise Latent Growth Model to Study the Effect of a College Admissions Test Overhaul. Annual meeting of American Association of Educational Research. Philadelphia, Pennsylvania.
15. Cabrera, A. F. (2013). Hispanic student success: What works, for whom and why? Paper presented before the 126th annual meeting of the Association of Public and Land Grant Universities (APLU). Washington, DC.
16. Bibo, E., Cabrera, A.F. & Hall, W. (2013). The Path to College: Revisiting the Dimensionality of Parental Involvement during Students' Middle School Years. Round table. Annual meeting of American Association of Educational Research. San Francisco, California.
17. Hall, W., Cabrera, A. F. & Bibo, E. (2012). The Cost of Concerns: The Unfortunate Outcomes of Parents' Negative Perceptions About College Affordability and Financial Aid. Paper presented before the annual meeting of the Association of the Study of Higher Education (ASHE), November 2012, Las Vegas, Nevada.

18. Perez-Mejias, P., Cabrera, A. F. & Croninger, R. G. (2012). College Admissions Tests: Reflective of Student Academic Qualifications or Schooling and Learning Opportunities? Paper presented before the annual meeting of the Association of the Study of Higher Education (ASHE), November 2012, Las Vegas, Nevada.
19. Weerts, W. D., Cabrera, A.F. & Perez Mejías, P. (2012). College students as citizens: Unpacking the dimensions of civic engagement in college. Paper presented before the annual meeting of the Association of the Study of Higher Education (ASHE), November 2012, Las Vegas, Nevada.
20. Campbell, C. & Cabrera, A. F. (2012). Making the mark: Are grades and deep learning related? Paper to be presented before the annual meeting of the Association of the Study of Higher Education (ASHE), Las Vegas, Nevada.
21. Campbell, C. & Cabrera, A.F. (2010). How sound is NSSE? Investigating the psychometric properties of NSSE at a public, research extensive institution. Paper presented before the annual meeting of the Association of the Study of Higher Education (ASHE). Indianapolis, Indiana.
22. Weerts, D. & Cabrera, A. F. (2010). The impact of college on post-collegiate political behaviors. Paper presented before the annual meeting of American Association of Educational Research. Denver, Colorado.
23. Hall, W. D, Cabrera, A. F. & Milem, J. F. (2009). A Tale of two Groups: Differences between Minority Students and Non-Minority Students in their Predispositions to and Engagement with Diverse Peers at a Predominantly White Institution. Paper presented for the annual meeting of the Association for the Study of Higher Education (ASHE), Vancouver, Canada.
24. Hagedorn, L. S. & Cabrera, A. F. & Laanan, F. S. (2009). Calculating the probability of transfer: The Community College Transfer Calculator. Paper presented before the annual meeting of American Educational Research Association. San Diego, California.
25. Hagedorn, L. S., Cabrera, A. F. & Laanan, F. S. (2009). Predicting Student Transfer and Understanding Students' Post-Transfer at a Four-Year: Using Research to Inform Practice and Policy. Paper presented before the National Institute for the Study of Transfer Students. Dallas, Texas.
26. Weerts, D. J. & Cabrera, A. F. (2008). Beyond giving: Political advocacy and volunteer behaviors of college alumni. Paper presented for the annual meeting of the Association for the Study of Higher Education (ASHE), Jacksonville, Florida.
27. Cabrera, A. F., Lee, C. & Perna, L. (2008). Taking college admission tests seriously: A gatekeeper on the path to postsecondary education. Paper to be presented before the Annual meeting of the Association for Institutional Research. Seattle, Washington.

28. Cabrera, A. F., Wietse, D. & Anderson, S. (2007). Being job satisfied: What a contribution does a Mexican university make? Paper presented at the annual meeting of the Association for the Study of Higher Education. Louisville, Kentucky.
29. LaNasa, S., Cabrera, A. F., Heather, T. & Allegan, N. (2007). Engagement as a proxy for learning: Testing Pascarella's model of engagement with NSSE items. Paper presented at the annual meeting of the Association for the Study of Higher Education. Louisville, Kentucky.
30. Jimenez-Soffa, S. & Cabrera, A. F. (2007). Academic confidence in the classroom: Features in the classroom experience that contributes to the academic self-efficacy of undergraduate women in gateway courses. Paper presented at the annual meeting of the Association for the Study of Higher Education. Louisville, Kentucky.
31. LaNasa, S. & Cabrera, A. F. (2006). The construct validity of student engagement: A confirmatory factor analysis. Paper presented at the annual meeting of the Association for the study of Higher Education. Anaheim, California.
32. Swail, W. & Cabrera, A. F. (2006). Latino students and the educational pipeline. Paper presented at the annual meeting of the Association for the Study of Higher Education. Philadelphia, Pennsylvania.
33. Cabrera, A. F., Volkwein, F., Lee, C. & Strauss, L. (2005). Classroom instructional vitality: Two competing explanations. Paper presented at the annual meeting of the Association for the Study of Higher Education. Philadelphia, Pennsylvania.
34. Weerts, D., Cabrera, A. F., Vidal, J., Williams, R. (2005). Comparative perspectives on Alumni research: The European and American Experience. Paper presented at the annual meeting of the Association for the Study of Higher Education. Philadelphia, Pennsylvania.
35. LaNasa, S., Cabrera, A. F. & Hendrickson, R. (2005). Adjuncts in the academe. Paper presented at the annual meeting of the Association for the Study of Higher Education. Philadelphia, Pennsylvania.
36. Cabrera, A. F., Swail, W. S. & Lee, C. (2005). Latino youth and the pathway to college. Paper presented to the meeting of the Association for Institutional Research. San Diego, California.
37. Cabrera, A. F., Deil-Amen, R. J., Terenzini, P. T., Lambert, A. D., & Lee, C. (2005). Restoring the dream: New Evidence on GEAR UP program outcomes. Paper presented at the NCEP Annual Conference, San Francisco, CA.
38. Lee, Ch., Cabrera, A. F. & Volkwein, F. J. (2004). Comparing students' classroom experiences. Association for the Study of Higher Education. Kansa City, Missouri.

39. Cabrera, A. F., Prabhu, R., Deil-Amen, R. J., Terenzini, P. T., & Lee, C. (2004). Comprehensive interventions and cultural capital: Helping at-risk middle schoolers 'GEAR UP' for college. American Sociological Association, San Francisco, CA.
40. Deil-Amen, R. J., Prabhu, R., Terenzini, P. T., & Cabrera, A. F. (2004). Reawakening the dream deferred: Can comprehensive intervention programs increase college awareness/readiness among at-risk students? American Educational Research Association, San Diego, CA.
41. Cabrera, A. F., Prabhu, R., Deil-Amen, R., Terenzini, P. T., Lee, C., & Franklin, R. F., Jr. (2003). Increasing the college preparedness of at-risk students. Association for the Study of Higher Education, Portland, OR.
42. Cabrera, A. F., Terenzini, P. T., Prabhu, R., & Deil-Amen, R. (2003). Findings from *The Dream Deferred Project*. Symposium presentation to the Forum on Public Policy in Higher Education, Portland, OR.
43. Cabrera, A. F., LaNasa, S. & Burkum, K. R. (2002). Pathways to College: What affects Lowest-SES students' decisions to transfer to a four-year institution? Association for the Study of Higher Education. Sacramento, California.
44. Owens, K. A., Cabrera, A. F. & Volkwein, J. F. (2002). The impact of instructional delivery on learning outcomes and intent to persist. Association for Institutional Research. Toronto, Canada.
45. Colbeck, C. L., Cabrera, A. F. & Marine, R. J. (2002). Faculty motivation to use alternative teaching methods. American Educational Research Association. New Orleans, Louisiana.
46. Cabrera, A. F. (2001). On the path to college: How America's disadvantaged ready themselves for college. 20th Annual Conference of the Council for Opportunity in Education. Access & opportunity: Our progress, our reality. Chicago, Illinois.
47. Cabrera, A. F., LaNasa, S. & Burkum, K (2001). Pathways to a four-year degree: Lessons from a generation. AIR forum 2001. Long Beach, California.
48. Colbeck, C. L., Cabrera, A.F. & Marine, R. J. (2001). Assessing overall competence of faculty. American Society for Engineering Education. Albuquerque, New Mexico.
49. Cabrera, A. F. & LaNasa, S. M. (2000). On the path to college: Three critical tasks facing America's disadvantaged. Association for the Study of Higher Education. Sacramento, California.
50. Ratcliff, J., Cabrera, A. F. & de Vries, W. (2000). Of institutional strategic decisions & performance indicators: A strategy to improve institutional effectiveness. European Association of Institutional Research. Freie Universität, Berlin, Germany.

51. Volkwein, J.F. & Cabrera, A. F. (2000). Antecedents and consequences of classroom vitality among students who enter as a freshman. Association for the Study of Higher Education. Sacramento, California.
52. Terenzini, P. T., Cabrera, A. F., Perna, L. W., Adelman, C., Swail, W. S. (2000) Swimming Against the Tide. Symposium. Association for the Study of Higher Education. Sacramento, California.
53. Bernal, E. M., Cabrera, A. F., & Terenzini, P. T. (2000). The relationship between race and socioeconomic status (SES): Implications for institutional research and admission policies. AIR forum 2000. Cincinnati, Ohio.
54. Cabrera, A. F. & LaNasa, S. M. (2000). Using national databases to study the college choice of low-income students. AIR forum 2000. Cincinnati, Ohio.
55. Bernal, E. M., Cabrera, A. F. & Terenzini, P. T. (1999). Class-based affirmative action admission policies: A viable alternative to race-based programs? Association for the Study of Higher Education. San Antonio, Texas.
56. Terenzini, P.T., Cabrera, A. F., Colbeck, C. L., Bjorklund, S. A. & Parente, J. M. (1999). Racial and ethnic diversity in the classroom: Does it promote student learning? Association for the Study of Higher Education. San Antonio, Texas.
57. Terenzini, P. T., Cabrera, A. F., Colbeck, C. & Parente, J. (1999). Collaborative and active learning approaches: Do they work for all? Association of Institutional Researchers. Seattle, Washington.
58. Colbeck, C., Cabrera, A. F., & Terenzini, P. T. (1999). Learning professional confidence: The link between instructional practices and changes in female and male students' academic and career self-perceptions. American Association of Educational Research. Montreal, Canada.
59. Terenzini, P. T., Cabrera, A. F., Colbeck, C. L. & Parente, J. M. (1999). Collaborative and active learning in engineering: Different strokes for different folks? NAMEPA conference. Atlanta, Georgia.
60. Cabrera, A. F., Colbeck, C. & Terenzini, P. (1998). Teaching for Professional Competence: Instructional Practices that Promote Development of Design and Team-Building Skills. Association for the Study of Higher Education. Miami, FL.
61. Cabrera, A. F., Nora, A., Bernal, E., Terenzini, P. & Pascarella, P (1998). Collaborative Learning: Preferences, Gains in Cognitive and Affective Outcomes, and Openness to Diversity among College Students. Association for the Study of Higher Education. Miami, FL.

62. Volkwein, J. F. & Cabrera, A. F. (1998). Antecedents and consequences of classroom experiences among university students who enter as Freshmen. Association for the Study of Higher Education. Miami, FL.
63. Cabrera, A. F., Terenzini P. T., Parente, J.M. & Bjorklund S.A. (1998). Preparing for ABET 2000: Assessment at the Classroom Level. American Society for Engineering Education. Seattle, WA.
64. Volkwein, J. F. & Cabrera, A. F. (1998). Student measures associated with favorable classroom experiences. Association of Institutional Researchers. Minneapolis, Minnesota.
65. Cabrera, A.F. Volkwein, F (1997). The undergraduate classroom experiences. Association for the Study of Higher Education. New Mexico
66. Perry, S., Cabrera, A. F., & Vogt P. (1997). Career maturity and college student persistence. Association for the Study of Higher Education. New Mexico.
67. Cabrera, A. F. & Nora, A. (1997). Factors affecting the involvement of graduate students in scholarly behavior: A logistic regression analysis. Association for the Study of Higher Education. NM.
68. Cabrera, A. F., Nora, A., Pascarella, E. T. and Hagedorn, L. S. (1996). Campus racial climate and the adjustment of students to college: A comparison between White students and African American students. Association for the Study of Higher Education. Memphis, TN.
69. Cabrera, A. F., Nora, A. (1996). The role of significant others in the adjustment and persistence of minorities and non-minorities in Higher Education. Association for the Study of Higher Education. Memphis, TN.
70. Cabrera, A. F., Cabrera, A. F., Dekin, B., Vogt, P. & Volkwein, F. (1995). Condom use in college: Students' self-protection against HIV. Association for the Study of Higher Education.
71. Cabrera, A. F., Nora, A. (1994). The role of perceptions of prejudice and discrimination and the adjustment of minority students to college. Association for the Study of Higher Education. Tucson, Arizona.
72. Volkwein, F. Cabrera A. F. & Szelest, B. (November, 1994). The relationship of student loan default to individual and campus characteristics. Association for the Study of Higher Education. Tucson, Arizona.
73. Cabrera, A. F. & Nora, A. (1993). Dimensionality of perceptions of prejudice-discrimination among ethnically diverse college students. Association for the Study of Higher Education. Pittsburgh, Pennsylvania.

74. Cabrera, A. F., Castaneda, M. B. & Nora, A. (1992). Student persistence: The testing of a comprehensive structural model of retention. Association for the Study of Higher Education. Minneapolis, Minnesota.
75. Cabrera, A. F. Castaneda, M. B. & Nora, A. (1992). The role of finances in the college persistence process: A structural model. AERA. San Francisco, California.
76. Nora, A. & Cabrera A. F. (1992). Graduate student involvement in scholarly behavior. American Association of Educational Research. San Francisco, California.
77. Cabrera, A. F. Nora, A. & Castaneda, M. B. (1991). College persistence: The testing of an integrated model. Association for the Study of Higher Education. Boston, Massachusetts.
78. Cabrera, A. F. & Nora, A. (1991). The construct validity of institutional commitment: A confirmatory factor analysis. Association for the Study of Higher Education. Boston, Massachusetts.
79. Nora, A. & Cabrera, A. F. (1991). An exploratory examination of the impact of institutional factors on outcomes of graduate education. Association for the Study of Higher Education. Boston, Massachusetts.
80. Cabrera, A. F., Castaneda, M. B., Nora, A. & Hengstler, D. (1990). Determinants of Persistence. The inclusion and testing of ability-to-pay in Tinto's model of Student Attrition. Association for the Study of Higher Education. Portland, Oregon.
81. Cabrera, A. F., Nora, A., Castaneda, M. B., & Hengstler, D. (1990). The Convergent and Discriminant Validity Between two theories of college persistence. Association for the Study of Higher Education. Portland, Oregon.
82. Mallette, I. B. & Cabrera, A. F. (1990). Determinants of Withdrawal/Transfer Behavior. American Association of Educational Research. Boston, Mass.
83. Cabrera, A. F. & Haas, N. (1990). Determinants of Indebtedness Among Minority Students in Higher Education. American Association of Educational Research. Boston, Mass.
84. Cabrera, A. F. (1988) Exploring the Effects of Ability-to Pay on Persistence in College. Association for the Study of Higher Education, St. Louis, Missouri.
85. Stampen, J. O. & Cabrera, A. F. (1987). Effects of economic and non-economic variables on college persistence: A logistic analysis. American Statistical Association, San Francisco.
86. Stampen, J. O. & Cabrera, A. F. (1986). Student aid and attrition among female students. American Statistical Association, San Antonio, Texas.

Symposium (referred)

1. Cabrera, A. F. (2014). Member of the symposium titled: Alumni identity: Emerging theory, research, and implications for practice. Symposium. Annual meeting of the Association for the Study of Higher Education. Washington, DC.
2. Cabrera, A. F. et. al. (2004). Member of the symposium titled: Continuity and Change in College Choice: An integrated and historical approach synthesizing national policy, institutional practice, and student decision-making. Association for the Study of Higher Education. Kansa City, Missouri.
3. Cabrera, A. F. (2000). Member of the opening panel on Who will go to college? Access issues in postsecondary education. A western regional conference. State Higher Education Executive Officers. Seattle, Washington.
4. Cabrera, A. F. (2000). Panel member of Swimming against the tide: Low-income students and the programs that serve them. AIR forum 2000. Cincinnati, Ohio.

Round tables (referred)

1. Guzman, A. & Cabrera, A. F. (2021). The Importance of Partnerships for Uplifting STEM Career Opportunities among Latino Undergraduate Students. Annual meeting of the Association for the Study of Higher Education. San Juan, Puerto Rico.
2. Felicetti, V. L. & Cabrera, A. F. (2017). Leveling the playing field: A comparison between recipients and non-recipients of Brazilian ProUni grants. AERA. San Antonio, Texas.
3. Cabrera, A. F., Peralta, A. & Kurban, E. (2016). The Invisible 1%: Steppingstones towards college among military brats. Annual Meeting of the American Association of Educational Research. Washington, DC.
4. Campbell, C. M., Cabrera, A. F., Ostrow, J. & Patel S. (2016). From responsive to aimless: A latent class analysis of college teaching practices. Annual Meeting of the American Association of Educational Research. Washington, DC.
5. Peralta, A., Cabrera, A. F. & Kurban, E. (2015). Pathway to college among military children. Round Table. Annual meeting of American Association of Educational Research. Chicago, Illinois.
6. Hall, W. D., Cabrera, A. F. & Bibo, E. (2010). The Cost of Concern: How Parents' Fears About Paying for College Influence their child's College Enrollment Behaviors. Association for the Study of Higher Education, Indiana.
7. Weerts, D., & Cabrera, A.F. (2010). The Impact of College on Post-Collegiate Volunteer Behavior. Association for the Study of Higher Education, Indiana.

Workshops

1. Cabrera, A. F. (2018). Workshops on basic and intermediate statistics as they apply to survey designs. These two workshops were aimed at graduate students and faculty at La Salle University (UNILASALLE), Canoas, Brazil as part of a Fulbright award.
2. Cabrera, A. F. (2015). Workshop on transition to college, college outreach programs, college persistence, civic engagement and alumni pro-social behaviors. This workshop was aimed at directors of educational programs at La Salle University (UNILASALLE), Canoas, Brazil.
3. Cabrera, A. F. (2015). Trends in the assessment of teaching and learning in the USA. This workshop was aimed at directors of educational programs at the Pontifical University of Rio do Grande do Sul. Porto Alegre, Brazil.
4. Cabrera, A. F. (2013). Workshop on research and practice on access, persistence and success in college (Vinculacion entre la investigacion y la practica en temas de acceso, permanencia y exito academico). University of Santiago Chile (Universidad de Santiago de Chile).
5. Cabrera, A. F. (2013). Transition to college. School of Education of the Pontifical University of Chile (Pontificia Universidad Catolica de Chile). Santiago de Chile, Chile.
6. Cabrera, A. F. (2012). Perspectives and statistical methods frameworks for studying college persistence. Modelos, perspectivas y metodos para el estudio de permanencia y abandono de estudios universitarios. Desercion Estudiantil Universitaria: Modelos Conceptuales y Predictivos. Pontificia Universidade Catolica do Rio Grande do Sul, Brazil. School of Education.
7. Cabrera, A. F. (2011). Workshop on frameworks and methods for studying college persistence. Deserción Estudiantil Universitaria: Modelos Conceptuales y Predictivos. Universidad Católica de la Santísima Concepción. Facultad de Ingeniería. Concepción, Chile.
8. Cabrera, A.F. (1998). The use of logistic regression in research in Higher Education. American Association of Educational Researchers, Division J. San Diego.

Book Review

1. Cabrera, A. F. & Fries-Britt, S. L. (2008). [Review of *Minority Student Retention: The Best of the Journal of College Research, Theory, and Practice*. Alan Seidman]. *The Review of Higher Education*, 31(4), 508-510.

Sponsored Research

Grants

1. 2022 (Co-principal investigator). *Transfer Efficacy and Goal Orientation Among Potential Transfer Students*. National Institute for the Study of Transfer Students. Awarded \$1,500. Co-PI: Dr. Shannon H. Buenaflores.
2. 2013-2014, (Research affiliate). Evaluation of Multicultural Student Services Center. George Washington University. Awarded \$86,356. PI: Dr. Sharon Fries-Britt.
3. 2003-2005, (Team co-leader for the diversity section). National Science Foundation. Awarded: \$10,000,000. PI: Dr. Robert Mathieu.
4. 2003-2004, (Co-PI). Latinos in postsecondary education. LUMINA foundation. Awarded \$67,000. (Co-PI: Dr. Watson Scott Swail).
5. 2001-04, (Co-PI). The dream deferred: Increasing the college preparedness of at-risk students. Department of Education through the Office of Research and Improvement. Awarded \$690,000. (Co-PI: Patrick T. Terenzini).
6. 2000, (Principal Investigator). Using national databases to study the collegiate experiences of lowest-SES students. Association for Institutional Research. Awarded \$30,000.
7. 1999, (Principal Investigator). Using national databases to study the college choice and college experiences of low-income students. Association for Institutional Research. Awarded \$30,000.
8. 1993, (Principal investigator). The role of students' perceptions of prejudice on the college persistence process. SUNY-Albany. Faculty Grant in Aid. Awarded \$900.
9. 1990, Convergent validity between two theories of college persistence. Arizona State University - West Campus. Faculty Grant in Aid. Awarded \$5,000.
10. 1989, (Co-principal investigator). Effects of Student Financial Aid on College Persistence. Department of Education through the Office of Research and Improvement. Awarded \$69,000. (Co-PIs: Jacob O. Stampen & W. Lee Hansen).
11. 1989, (Co-principal investigator). Institutional and Financial Determinants of College Persistence Arizona State University - Faculty Grant in Aid Program. Awarded \$2,500. (Co-PI: Nancy S. Haas).

Grants submitted but not funded

1. 2011, (Co-principal investigator). Pathways to civic engagement of college alumni. Submitted to Spencer Foundation. (Co-PI: Davide Weerts). Not funded.
2. 2010, (Co-lead evaluator). H₂O: A Hampton University-Hampton School District Outreach Program. Submitted to NSF (NSF MSP 10-556). (Principal Investigator: Paul Gueye). Not funded.
3. 2009, (Co-principal investigator). Creating a virtual advising system for community college students: The Genie Project. Submitted to IES. Status. (Co-PIs: Linda S. Hagedorn, and Shouping Hu) .
4. 2009, (Co-principal investigator). The scholarship and teaching of adaptive inquire and research (STAIR) STEP in STEM. Submitted to NSF (Co-PIs: Gary Pertmer, Zoe Irvin and James Murillo. Status: Not funded.
5. 2006, (Co-principal investigator). Assessing outcomes of Florida GEAR UP. RFP research grant topic: Postsecondary Education RFA goal: one. Submitted to IES. (Co-PIs: Linda S. Hagedorn and Laura Perna (co-principal investigators). on November 2006. Not funded

Teaching, Mentoring and Advising

A. Courses Taught

EDHI 489 Field Experience in Education, 2-3

EDHI 652 Higher Education in American Society, 3-20

EDHI 655 Organization & Administration in Higher Education, 14 -14

EDHI 664 The College Experience, 9 - 11

EDHI 665 College Access & Choice, 7 – 20

EDHI 888 Apprenticeship, 1-3

EDHI 889 Internship in Education, 1-3

EDHI 898 Pre-Candidacy Research, 1-3

EDHI 899 Doctoral Dissertation Research, 1-5

Teaching Innovations

EDHI 665 College Access & Choice

Advising: Research Direction

Master's

1. Clark, Ashley (2020). College students and basic needs security. University of Maryland.
2. De Leon, Christie de Leon (2020). Persistence in Higher Education: Pre-college and collegiate factors. University of Maryland.
3. Maldonado, Monica (2020). State need-based aid and low-income student enrollment. University of Maryland.
4. Wasden, Elizabeth (2020). Mechanisms of accountability for higher education leadership. University of Maryland.
5. Van Buren, Hollin (2019). Community college students and pre-transfer advising. University of Maryland.
6. Lopez, Libni Sarai (2019). Transfer student success: A student and institutional perspective. University of Maryland.
7. Cuzzo, Mathew W. (2018). Community college transfer of low-income students: Examining factors that impact transfer thru the lens of college choice. University of Maryland.
8. Hayes, Shannon (2018). Defining “warm” campus climate: The role of institution in community college transfer student adjustment. University of Maryland.
9. Lamas-Sanchez, Ivan (2018). Understanding the academic and social experiences of students and how they vary by race and ethnicity. University of Maryland.
10. Cooper, Christa (2017). Who are first generation college students and what factors facilitate their degree attainment? University of Maryland.
11. Gross, L. S. (2017). Push for a positive environment: The academic environment for women in STEM. University of Maryland.
12. Johnson, Ashley (2017). Are pre-college programs effective in academically preparing first-generation college students for the college choice process? University of Maryland.
13. Nuri, Arif (2017). Reflections on serving as co-chair elect for ACPA’s wellness commissions. University of Maryland.
14. Wilson, N. (2017). Inequitable academic preparation: A limitation of free-college policies. University of Maryland.
15. Hayes, S. (2016). Defining a “warm” campus climate: The role of the institution in community college transfer student adjustment. University of Maryland.

16. Obana, Chynna (2016). The invisible minority: An analysis of the factors in retention and cultural validation of Southeast Asian American college students. University of Maryland.
17. Gomes, K. A. (2015). Indicadores de permanencia na educacao superior: O caso da disciplina de calculo diferencial e integral I. La Salle University. Canoas, Brazil.
18. Udeli, M. N. (2014). Exception of the exceptions: Summer bridge programs, women of color, and the college experience. University of Maryland.
19. Melnyk, Michael (2013). An Untapped Resource: Examining Living Learning Program Outcomes as Predictors of Alumni Giving. University of Maryland.
20. Madden, Joshua (2013). College aspirations. University of Maryland.
21. Capitani Cardoso, Patricia (2013). Practicas docentes para o curso tecnico em informatica das escolas e facultades QI. La Salle University. Canoas, Brazil .
22. Miller, Abby (2011). Understanding the experiences and outcomes of community college transfer students at four-year institutions. University of Maryland.
23. Alvarez, J. (2011). Undocumented students and college access. University of Maryland.
24. Greely, L. (2011). Tomorrow's philanthropy in Higher Education: What an engagement model of advancement means for young alumni. University of Maryland.
25. Gupta ,Anubha (2010). Determinants of Transfer from Community Colleges to Four-Year Degree Institutions. University of Maryland.
26. Stamps, LaChelle (2010). Black Male Students Access & Retention at Predominantly White Institutions: The Factors Influencing College Success for Students from Low SES Backgrounds. University of Maryland.
27. Yoshioka, Miki (2009). The invisible minority. University of Maryland.
28. Hill, Deana L. (2001). New challenges in financing of public higher education: Issues in accountability and access. Penn State University.

Doctoral

1. Co-Chair. Barro, D. (2021). Competências transversais na formação integral de egressos do curso de pedagogia em ma instituição de educação superior. Co-chair: Vera L. Felicetti. La Salle University, Canoas, Brazil.
2. Chair. Guzman, A. (2020). Uncovering typologies of civically engaged Latinx/a/o college graduates. Director, Evaluation and Outcomes. League of Women Voters.

Washington, DC.

3. Co-Chair. Hayes, L. (2020). Transfer efficacy: Exploring a success-oriented narrative of the transfer student experience. Placement: Assistant Director, Transfer student advising and admissions. A. James Clark School of Engineering. University of Maryland.
4. Member. Knepler, E. (2019). Examining how undergraduate STEM degree production is influenced by state higher education STEM policies across states: A panel data analysis. Chair: Marvin Titus.
5. Co-Chair. Maliszewski L., C. (2018). The triumphs and tensions of transfer articulation: Investigating the implementation of Maryland's associate of arts in teaching degree. Placement: Coordinator, Transfer and Off-Campus Student Life. University of Maryland.
6. Member. Dreier, J, B. (2018). Examining how Tennessee state aid merit aid influences institutional grant aid: A difference-in-differences approach. Chair: Marvin Titus.
7. Chair. Kurban, E. R. (2017). Building readiness and intention towards STEM fields of study among high school students. Placement: Assistant Director of Retention. A. James Clark. School of Engineering. University of Maryland.
8. Member. Robinson, T. N. (2016). Exploring an integrative graduate education traineeship (IGERT): Using organizational culture to understand how programs work. Chair: Sharon L. Fries-Britt.
9. Member. Schmitt, R. E. (2016). A permanencia na universidade analisada sob a perspectiva bioecologica: Integracao entre teorias variaveis e percepcoes estidantis (Integrating models of college persistence under a bio-ecological perspective). Chair: Bettina Steren dos Santos. Pontifical University of Rio de Grande do Sul. Porto Alegre. Brazil.
10. Member. Hernandez, P. (2015). Never give up: the strengths and strategies used among undocumented Central American college students to access and persistence in US Higher Education. Chair: Michelle Espino.
11. Member. Joohe, Ch. (2015). Responses to globalization: Internationalization and institutional reform in two different universities in Korea. Chair: Nelly Stromquist.

12. Member. Narozhnaya, Y. (2015). Exploring the relationship between institutional revenue patterns, student financial aid packages, and degree completion from a multilevel perspective. Chair: Marvin A. Titus.
13. Member. Mwangi, Ch., A. G. (2014). A family affair: African immigrant families conceptualizing and navigating college choice. Chair: Sharon Fries-Britt.
14. Member. Lopez Fernandez, Lorena (2013). La retencion de estudiantes y la experiencia de aprendizaje de los estudiantes en el primer ano de ingenieria. Pontificia Universidad Catolica de Chile. Santiago de Chile. Chair: Carlos Gonzalez Ugalde.
15. Chair. Perez Mejias, Paulina (2012). Individual and school factors that contribute to the achievement gap in college admission tests in Chile. Placement: Assistant Professor at the University of Santiago of Chile.
16. Chair. Bibo, Erin Ward (2012). Before It's Too Late: What Schools and Parents Can Do to Promote Low-Income eighth Graders' Academic Preparedness for College by the twelfth Grade. Placement: Director of Policy & Planning, Postsecondary and Career Education Division. District of Columbia.
17. Chair. Wilmes, David. M. (2012). Examination of the impact of learning communities on job/mayor congruence at a single institution. Director of co-curricular events. Placement: Robert H. Smith. School of Business. University of Maryland
18. Co-Chair. McAllister, Dora Elias (2012). First-generation Mexican American students' perceptions of factors influencing their path to enrollment in a four-year university. Placement: Director of Grant Programs. American Dental Association. Washington, DC.
19. Member. Campbell, Corbin M. (2012). Faculty agency: organizational contexts that matter in faculty careers. Chair: KerryAnn O'Meara.
20. Member. Tosado, Luis Antonio (2012). Development and Initial Validation of a Measure of Vocational Identity for Use with Spanish-Speaking Persons. Chair: Gary D. Gottfredson.
21. Member. Mudric, Mary Beth (2012). Depression among college students: An assessment of the influence of environmental factors on retention outcomes. Chair: Marvin Titus.

22. Member. Huang, Belinda Jung-Lee (2012). Navigating power and politics: women of color senior leaders in academe. Chair: Sharon Fries-Britt.
23. Co-Chair. Mozie-Ross, Yvette D. (2011). An examination of high school graduates who identify teachers as influential in their choice of college. Placement: Associate Provost. University of Maryland Baltimore Country.
24. Member. Felicetti, Vera Lucia (2011). Comprometimento do estudante: um elo entre aprendizagem e inclusao social na qualidade da educacao superior. Pontificia Universidade Catolica do Rio Grande do Sul. Brazil. Chair: Dr. Marilia Costa Morosini.
25. Member. Soldner, Matthew Edward (2011). Participatory equity and student outcomes in living-learning programs of differing thematic types. Chair: Dr. Karen Kurotsuchi Inkelas.
26. Member. Tsunoda, Kozue (2011). Chinese American giving to U.S. Higher Education. Co-chairs: Lin Jing and Dr. Noah Drezner
27. Co-Chair. Mahan, P. Christine (2010). First to the finish line: A case study of first-generation baccalaureate completers in the University of Maryland Student Support Services Program. Placement: Associate Provost for Institutional Effectiveness. Eastern University.
28. Member. Davis, Joelle, I. Carter (2010). Factors influencing the engagement of white undergraduate students attending public historical black universities. Chair: Sharon Fries-Britt.
29. Member. Stadtlober, Claudia de Salles (2010). Qualidade do ensino superior no curso de administracao dos egresos. Pontificia Universidade Católica do Rio Grande do Sul. Brazil. Chair: Marilia Costa Morosini.
30. Chair. Hall, Wendell F. (2009). A tale of two groups: Differences between minority students and non-minority students in their predispositions to and engagement with diverse peers at a predominantly white institution. Placement: Director of Policy Research. Advisory Committee on Student Financial Assistance. US Department of Education.
31. Member. Jung, Kang-Yup (September, 2009). Internationalization policies of Jesuit universities: A case study of Japan and the U.S. Chair: Lin Jing.
32. Member. Younger, Toyia (2009). The case for degree completion of African

American transfer students at a Traditionally White Institution. Chair: Dr. Sharon Fries-Britt.

33. Member. Shaw, Fortune (2009). School climate and public high school student achievement. Chair: Cheryl Holcomb-McCoy.
34. Member. Simone, Sean Simone (2009). Examining the influence of prestige on alumni giving at public universities: A dynamic panel modeling approach. Chair: Dr. Marvin Titus.
35. Member. Choti, Truphena M. (2008). Conceptualizing higher education opportunity: The case of Gussi students of Southwestern Kenya. Chair: Dr. Jing Lin.
36. Member. Dugan, John Patrick (2007). Group Involvement Experiences in College: Identifying a Thematic Taxonomy. Chair: Dr. Susan R. Komives.
37. Member. Thomas, Rebecca. (October, 2007). Pathways to the baccalaureate: A longitudinal study of sequence differences by parents' education level. Chair: Robert Chroninger.
38. Chair. Jimenez-Soffa, Sara (2006). Determinants of self-efficacy in the classroom. University of Wisconsin-Madison. Placement: Assistant Professor of Education. Edgewood College. Wisconsin.
39. Chair. Heiss, Janet (2006). The Relationship Between the Location Where Academic Advising is Provided and Student Engagement. University of Wisconsin-Madison. Placement: Assistant Dean. Montana State University.
40. Chair. Chul, Lee (2005). High school effectiveness and college preparation. University of Wisconsin-Madison.
41. Member. Dougherty, B. Christopher (2000). Liberal arts and their internship experiences: Identifying and making meaning of employers' expectations. Penn State University. Chair: Patrick Terenzini.
42. Chair. Owens, Kristin (2001). The relationship of instructional delivery method and inmate intent to persist in Higher Education programs. Penn State University. Placement: Program Manager. College of Behavioral and Social Sciences. Penn State University.
43. Member. La Nasa, Steven (2001). Addressing the growing use of adjunct faculty:

Identifying factors affecting teaching behaviors. Penn State University.

44. Member. Strauss, L. C. (2001). Predictors of institutional commitment at 2-year and 4-year institutions. Penn State University. Chair: Fredericks Volkwein.
45. Chair. Dekin, Bonnie. (1996). Determinants of HIV-related protective behaviors among students at the University at Albany. SUNY-Albany. Deceased.
46. Chair. Perry, Steve. (1995). The relationship of career maturity to college persistence among traditionally aged students at four-year public institutions. SUNY-Albany. Placement: Vice President of Student Development. SUNY-Oneonta.
47. Member. Peng, Weiping (1995). Educational Policy Incentives and their distributive effects among Chinese Junior Secondary graduates: A new Framework for Educational Planning. SUNY-Albany. Chair: Paul Vogt.
48. Member. Yangjing Lin (1994). Effects of Community Colleges. SUNY-Albany. Chair: Paul Vogt.
49. Member. Hyary, Andrea (1994). Intra-district equity. SUNY-Albany. Chair: Daniel Levy.
50. Member. Flaherty, Maureen (1993). Evaluating ACE. SUNY-Albany. Chair: Paul Vogt.

Service and Outreach

Editorial Boards

Editorial Board Member, *Revista Mexicana de Investigación Educativa* (RMIE), 2017- 2019
Editorial Board Member, *Philanthropy & Education*, 2015-present
Editorial Board Member, *Journal of College Student Development*, 2013-2019
Editorial Board Member, *The Review of Higher Education*, 2013-2020
Editorial Board Member, *Research in Higher Education*, 1993-present
Editorial Board Member, *EDUCAR*, 2013-present
Editorial Board Member, *Revista Complutense de Educacion*, 2006-present
Editorial Board Member, *Journal of Higher Education*, 1993-1996
Editorial Board Member, *Opportunity Matters*, 2008-2012
Editorial Board Member, *ASHE/ERIC Report Series Advisory Board*, 1989-1992

Reviewing Activities for Journals and Presses

Reviewer, *Journal of College Student Development*
Reviewer, *The Review of Higher Education*
Reviewer, *Research in Higher Education*
Reviewer, *EDUCAR*
Reviewer, *Journal of Higher Education*
Reviewer, *Higher Education*

Reviewing Activities for Agencies and Foundations

Grant reviewer, National Science Foundation, 2000.

Reviewing Activities for Conferences

Reviewer, American Education Research Association
Reviewer, Association for the Study of Higher Education

Professional Service

Professional organizations

Member, Publications Committee Association for the Study of Higher Education's Publications Committee. 2015-2020.
Member, Division-J of the American Educational Research Association's Outstanding Dissertation Award. 2011
Member, American Educational Association Division J election committee. 2007
Chair, Bobby Wright Dissertation Award Committee of the Association for the Study of Higher Education. 1999
Member, Association for the Study of Higher Education's Best Dissertation Committee. 1994.
Chair of a paper session at the annual meeting of the Association for the Study of Higher Education. 1992
Paper discussant at the annual meeting of the Association for the Study of Higher Education, 1991, 2007.

External reviewer for candidates for promotion

External reviewer for a candidate at the rank of professor. Teachers College Columbia University. Department of Organization and Leadership. New York. 2019

External reviewer for a candidate at the rank of professor. Indraprastha Institute of Information Technology Delhi (IIT-Delhi). Department of Electronics and Communication Engineering. India, New Delhi. IIT-Delhi is an intensive research doctoral university ranked by QS in top 200 of the BRICS University of the 9000 universities evaluated. 2019.

External reviewer for a candidate at the rank of associate professor. College of Education. UCLA. 2015

External reviewer for a candidate at the rank of full professor. Department of Education Studies. University of Oregon. 2010

External reviewer for a candidate at the rank of associate professor. Department of Educational Policy and Leadership. Iowa State University. 2007

External reviewer for a candidate at the rank of associate professor. School of Education. University of Pennsylvania. 2005

External reviewer for a candidate at the rank of associate professor. School of Education. University of Maryland. 2004

Campus Service

Departmental

Member of the APT advisory subcommittee for Dr. Marvin Titus, 2019-2020

Coordinator of Admissions for the Higher Education concentration, 2019

Member of CHSE Departmental Chair Committee, 2017 - 2018

Area director of HESI, 2017 - 2019

Coordinator of the Higher Education program, 2015 – 2017

Member of the CHSE Post-tenure review committee, 2017

Member of the APT advisory subcommittee for Dr. Michelle Espino, 2016-2017

Acting Chair of the CHSE APT committee, Spring 2015

Member of the ad hoc advisory group to CHSE chair on CHSE productivity review, Fall 2015

Chair of the APT advisory subcommittee for Dr. Sharon Fries-Britt, 2014

Member of CHSE Community and Scholarship (ad hoc), 2013-present

Chair of the APT advisory subcommittee for Dr. Noah Drezner, 2012

Coordinator of admissions of Higher Education, 2011-2012.

Member of the APT advisory subcommittee for Dr. Marvin Titus, 2012.

Member of CSHE Merit Committee. January 2012

Member of the APT advisory subcommittee for Dr. Jing Lin, 2010.

Member of APT advisory subcommittee for Dr. Nelly P. Stromquist, 2008

Member of the APT advisory subcommittee for Dr. Hanne B. Mawhinney, 2008

Member of the EDHI promotion and tenure committee, 2008-2011.

Program coordination of Higher Education concentration, 2008-2009

Co-chair of the search committee for one faculty position in Higher Education, 2007- 2008

Co-chair of the search committee for two positions in Higher Education, 2006-2007

Chair of advisory subcommittee for Dr. KerryAnn O'Meara, 2007

Chair of advisory subcommittee for Dr. Paul Umbach, 2007

Co-chair of the search committee for three faculty positions in Higher Education, 2006- 2008

College

Member of the College Senate. September 2010-2012.

Chair of the Nominations Committee for the College of Education Senate, 2010-2012.

Member of the College APT committee, 2006– 2008.

Member of the organizing team of the National Capitol Summit on Latino Students and Educational Opportunity. Co-sponsored with the Educational Policy Institute, the national submit brought together top researchers, policymakers and practitioners to examine issues of preparation, access to and success in postsecondary education, 2007.

University

Member, Faculty search committee Department of American studies, 2011.

Member, Provost's Advisory Committee on Diversity Policy, 2007.

Consulting and External Engagements

Paid consultancies

Examining the outcomes of CHCI alumni. The project examines the 2023 Alumni Survey to document the impact of CHCI programs. Co-PI: Amilcar Guzman. 2023-present.

A longitudinal analysis of the Hispanic Association of Colleges and Universities' National Internship Program (HNIP) of the Hispanic Association of Community Colleges. This project examined the extent to which [HNIC](#) enhances awareness of career opportunities in both the public and private sectors for Latinx undergraduate and graduate students. Co-PI: Amilcar Guzman). 2020-2023.

The [Civic Navigator](#). Grounded on The National Survey of American Civic Health, the Civic Navigator documents one's civic profile in terms of civic behaviors, tolerance and humility towards political diversity and level of civic knowledge. This project was sponsored by the American Center for Public Leadership at Southeastern University. Civic profiles were found to moderate the connection between political tolerance and [trust in government](#). Co-PI: David Weerts.

Advising on a project aimed at increasing persistence at the University of Santiago de Chile. 2014.

Survey development for the American Association of Physics. 2011. Co-Pi: Sharon Fries-Britt.

A Portrait of America's Low-Income Students: Their Characteristics, Experiences, and Performance. College Board. Co-PI: Patrick T. Terenzini.

Assessing Talent Search Program. US. Department of Education. Co-PI: Amaury Nora).

Consultancies to local, state and national organizations

2020-23. National Survey on American Civic Health. American Center for Political Leadership. Southeastern University (with Dr. David Weerts). The National Survey of American Civic Health is being constructed for the purposes of understanding the beliefs, practices, and life experiences of Americans that vary in their civic behaviors, dispositions, and level of civic knowledge.

2020-23. Evaluation of the Hispanic Association of Colleges and Universities (HACU)'s National Internship Program (with Dr. Amilcar Guzman). Developed and collected a survey documenting the effectiveness of the HNIP in enabling interns to make educated career choices, while providing them with supplementary academic skills to pursue STEM related fields.

2018-2019. (Research Affiliate) STEM Identity project. American Institute of Physics. The project consisted of a mixed methods approach seeking to understand factors that affect the persistence of African American graduate students in physics majors. The results of the project are aimed at informing policy seeking to retain and graduate minority students pursuing physics majors.

Member, Technical Review Panelists for the Beginning Postsecondary Students Longitudinal Study 12/17. Washington, DC., 2015-present.

Member, Technical Review Panelists for the National Postsecondary Aid Study. Washington, DC, 2014-present.

Member, Advisory Panel for the Pell Institute. Washington, DC. 2015 – 2018.

Member, Advisory Board for the American Association of Colleges and Universities' Give Students a Compass: A tri-state LEAP partnership for college learning, general education, and underserved student success. Washington, DC, 2009-2013.

Member, Advisory Committee on Student Financial Assistance, 2009-2010.

Member, Board of Directors for the National College Access Network (NCAT), 2005-2010.

Member, GEAR UP Evaluation Council of the National Council for Community and Education Partnerships (NCCEP), 2006-2010.

Member, Pathways to College Network. A consortium of private founding organizations, governmental agencies and scholars concerned with making college a reality for America's disadvantaged, 2000-2005.

Member, National Postsecondary Education Cooperative (NPEC) Student Outcomes—Common Language, 2000-2003.

Member, Advisory Panel for the Education Commission of the States (ECS), 2002.

Member, Advisory Committee for the Cooperative Institutional Research Program (CIRP). American Council on Education. University of California, 1991-1997.

International activities

Hosted PhD candidate from La Salle University (UNILASALLE), Brazil (Dania Barrios). Fall 2019.

Fulbright award. Fall 2018. Funded by the Fulbright organization the project consisted of providing workshops on using basic and intermediate statistics in survey designs to graduate students and faculty from the Universidad La Salle (UNILSALLE). Also collaborated with two Brazilian scholars in examining the impact of ProUni in creating postsecondary opportunities to first-generation college students. Also lectured UNILSALLE faculty and senior administrations about the operation of the Higher Education American system.

Laboratory of Engineering Design (DILAB) project. Fall 2018. Funded by the Chilean National Agency of Innovation and Development, the project consisted in assisting faculty and investigators of DILAB of the Catholic University of Chile in development a conceptual framework for the analysis of skill acquisition in engineering design and innovation. It also assisted DILAB staff in the development of an instrument for assessment and data analyses to support accreditation processes.

Hosted PhD candidate from the Autonomous University of Barcelona, Spain (Cecilia Ines Suarez). Fall 2015

Hosted Assistant professor from La Salle University, Brazil (Dr. Vera Lucia Felicetti). Spring 2015

Advisor to a group of Chilean scholars working at the University of Santiago of Chile on college persistence, 2014

Hosted postdoctoral student from Chile (Dr. Paulina Perez Mejia, University of Santiago de Chile), 2012-2013

Member, Advisory board for the UNESCO Program in Higher Education for Spain housed at the Polytechnic University of Madrid, Spain, 2012-2018.

Member, Advisory board for the Higher Education Accreditation Agency of the Provincial Government of Aragon, Spain, 2006-2012

Fulbright award (2010-2011). Assisted faculty from the college of education of the Pontifical Catholic University of Rio Grande do Sul (PUCRS) and the Federal University of Santa Maria

(Universidade Federal de Santa Maria or UFSM) in developing performance indicators for assessing classroom teaching practices and student learning among Brazilian college students as part of the Fulbright scholarship.

Awards and Honors

Research Fellowships, Prizes and Awards

Governor's citation Award. In recognition for dedicated service to the state of Maryland. 2021.

UMD Faculty Service Award. This award recognizes Black and Latino males in the external community who have an exemplary history of distinction through service in their professional fields, 2020

Fulbright specialist. Selected to be a member of the Fulbright Specialist Program funded by the US Department of State, 2018-2021

Council for the Advancement and Support of Education's H.S. Warwick Research Award for *Outstanding Research in Alumni Relations for Educational Advancement*, 2016

Association for the Study of Higher Education (ASHE) *Mentor of the year award*, 2015

American Educational Research Association (AERA) *Fellow*, 2012

H.S. Warwick Award for *Outstanding Published Scholarship in Alumni Relations* by the Council for the Advancement and Support of Education (CASE), 2010

Fulbright Awards, 2010, 2018.

Wickenden Award granted by the American Society for Engineering Education, 2002
Best Paper Award jointly granted by the Southern Association of Institutional Researchers (SAIR) and the Southern Association of University and College Planners. San Antonio, Texas, 1995

ASHE Early Career Award recognizing exceptional contributions to the field of higher education, 1993

Best Paper Award jointly granted by the Southern Association of Institutional Researchers (SAIR) and the Southern Association of College and University Planners. North Carolina, 1988

Professional Associations/Affiliations

American Educational Research Association
Association for the Study of Higher Education