Assisting Transfer Students Using a Dual Lens Approach of Appreciative Advising and Transition Theory

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OBJECTIVES
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Educating and empowering professionals so that transfer students thrive.
Advisors must be aware of how their own perspectives, attitudes, and language impact the advisor-student relationship.

Jennifer Bloom
TRANSFER LANDSCAPE

- TYPES OF TRANSFER
- TRANSFER BARRIERS
- INSTITUTIONAL FACTORS
- STUDENT FACTORS
2.8M
FIRST-TIME STUDENTS, FALL 2011 COHORT

Figure 1
Figure 7: Percent who transferred

Historically underrepresented first generation 22 yrs and older

<table>
<thead>
<tr>
<th>Starting Institution</th>
<th>% of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Public</td>
<td>36.9%</td>
</tr>
<tr>
<td>Two-Year Private Non-Profit</td>
<td>62.5%</td>
</tr>
<tr>
<td>Two-Year Private For-profit</td>
<td>19.8%</td>
</tr>
<tr>
<td>Four-Year Public</td>
<td>39.4%</td>
</tr>
<tr>
<td>Four-Year Private Non-Profit</td>
<td>38.5%</td>
</tr>
<tr>
<td>Four-Year Private For-profit</td>
<td>28.8%</td>
</tr>
</tbody>
</table>
Figure 10: Destination of first transfer
Figure 8: Six-year outcomes by starting institution
Lack of sustained guidance combined with the complexity of the transfer process all too frequently places our most vulnerable students at risk of not completing their college degrees.  

-Stephen Handel (p. xv, 2016)
“Intentional and collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

Bloom, Hutson, & He (2008, p.20)
APPRECIATIVE ADVISING

PHASE 1. DISARM

• Positive First Impression
• Build Rapport
• Safe, Welcoming Space
APPRECIATIVE ADVISING

PHASE 2. DISCOVER

• Positive, open-ended questions
• Focus on--
  • Strengths
  • Skills
  • Abilities
APPRECIATIVE ADVISING

PHASE 3. DREAM

• Students’ hopes and dreams for the future.
APPRECIATIVE ADVISING

PHASE 4. DESIGN

• Co-create a plan to actualize student’s dream.
PHASE 5. DELIVER

- Student enacts plan.
- Advisor is available for:
  - Help
  - Support
  - Encouragement
APPRECIATIVE ADVISING

PHASE 6. DON’T SETTLE.

• Set high expectations.
TRANSITION THEORY

“This approach partially answers the question of why different individuals react differently to the same type of transition and why the same person reacts differently at different times.”

Anderson, Goodman, & Schlossberg (2012, p. 63)
TRANSITION THEORY

MOVING IN
ASSESSMENT & PLANNING

• Learning the ropes: new roles, relationships, routines, and assumptions
• Hang-over identity
TRANSITION THEORY

MOVING THROUGH LEARNING & BALANCE

- Period of liminality
- Cycle of renewal
- Hope and spirituality
TRANSITION THEORY

MOVING OUT

SEPARATION & COMPLETION

• Disengagement from roles, relationships, routines, assumptions
• Role exit
4-S FRAMEWORK

**SITUATION**
What’s going on at the time of transition

**SELF**
Identity, optimism, & comfort with ambiguity

**STRATEGIES**
Ways and functions of coping

**SUPPORTS**
People and assets that strengthen and encourage
<table>
<thead>
<tr>
<th>SITUATION</th>
<th>SUPPORT</th>
<th>SELF</th>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISARM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCOVER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DREAM</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>DESIGN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DELIVER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON’T SETTLE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PUTTING IT INTO ACTION

<table>
<thead>
<tr>
<th>Welcome to State University! We’re so excited you’ve decided to continue your college journey with us here.</th>
<th>AA</th>
<th>4S</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISARM</td>
<td>SITUATION</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tell me about your transition to SU so far. What’s been going well? How do you feel about what’s still to come?</th>
<th>AA</th>
<th>4S</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCOVER</td>
<td>SITUATION</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you could travel forward in time to your graduation ceremony, what do you want to be able to say about your SU experience?</th>
<th>AA</th>
<th>4S</th>
</tr>
</thead>
<tbody>
<tr>
<td>DREAM</td>
<td>SELF</td>
<td></td>
</tr>
</tbody>
</table>
## PUTTING IT INTO ACTION

<table>
<thead>
<tr>
<th>Question</th>
<th>AA</th>
<th>4S</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you do really well at your previous institution that you want to continue at SU? What did you do not so well that you want to watch out for?</td>
<td>DESIGN</td>
<td>STRATEGIES</td>
</tr>
<tr>
<td>What people, departments, or services can help you achieve your graduation goal(s)?</td>
<td>DELIVER</td>
<td>SUPPORTS</td>
</tr>
<tr>
<td>You’ve made a lot of progress on your goals so far this semester, but what’s one thing you could do even better?</td>
<td>DON’T SETTLE</td>
<td>SELF</td>
</tr>
</tbody>
</table>
LET’S BRAINSTORM

Using your handout as a guide, work in small groups to create some questions or statements that combine both theories and bring them to practice.
QUESTIONS?
NISTS CONFERENCE
FEBRUARY 13-15, 2019 • ATLANTA, GEORGIA

WORKING TOGETHER TO SIMPLIFY TRANSFER
#NISTS2019
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REFERENCES


• Drake, Jordan, and Miller’s (2013) Academic advising approaches: Strategies that teach students to make the most of college


