



Cultivating Transfer Student Success: A Campus Dialogue on Current Practices and Theory

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Why is this important?

- According to the National Center for Educational Statistics (NCES) (2009), 55.1% of 2008 baccalaureate degree graduates had attended multiple institutions.
- UNL Averages 950-1000 transfer students/ fall
- Tatum, Hayward, and Monzon (2006) found that many transfer students believe minimal effort goes into assisting and guiding them.
- 20% of students were unsure of how many and which courses transferred Townsend (2008)
- Experience significant financial strain (less grants and scholarships) Melguizo, Kienzl, & Alfonso (2011)
- Other complications with admissions, registration, academic advising, housing, and involvement

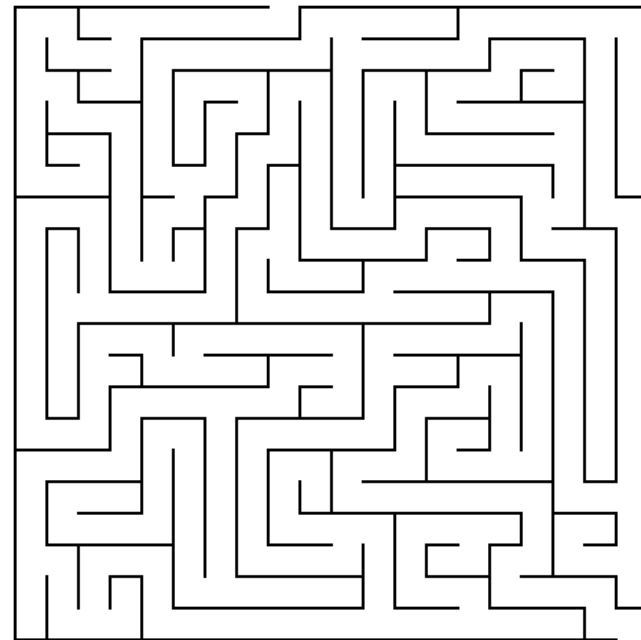


Program Overview



"Free image courtesy of
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- Schlossberg's Transition Theory
- Implementing Strategies
- Current UNL support for Transfer Students
- Discussion



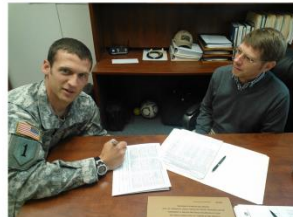
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Advising Transfer Students:
Strategies for Today's
Realities and
Tomorrow's Challenges
(2nd Edition)



Much of the theory
presentation is based on
our article entitled
“Advising Transfer
Students: Implications of
Schlossberg’s Transition
Theory” by Craig M.
McGill &
Tony Lazarowicz



Types of Transfer Students



- 2-Year Institution to 4-Year Institution (2+2/ Vertical)
- 2-year (4-year) Institution to 2-year (4-year) Institution (Lateral)
- 4-year Institution to 2-Year Institution (Reverse)
- Multiple institutions throughout academic career (Swirler)
- Transfer from institution that does not have reciprocal accreditation with the receiving community college (Thwarted) Borst, Jones, & Cohen, 2012)



Other Types of Transfer Students

- Dual-enrolled high school transfer students
 - Depending on definition, 15+ credits entering “freshman” year
- International Students
- Military Personnel
- Adult Returners
- Workforce development and/or unemployed
- Major-changers
- Undergraduate to Graduate School Transfers



Challenges for Transfer Students

- Articulation Agreements
 - Shopping Around (both colleges and majors)
- Lost Costs
 - \$7 billion/yr in credits not helping students move toward degree requirements (Smith, 2010)
- Transfer Shock/Culture Shock (Transfer Coma (Whitfield, 2005))
- Lack of information from receiving institution
- Time Management (competing priorities)
- Academic & Social Engagement/ Connection to Faculty
- Lack of knowledge of campus-specific terminology



Consider this scenario

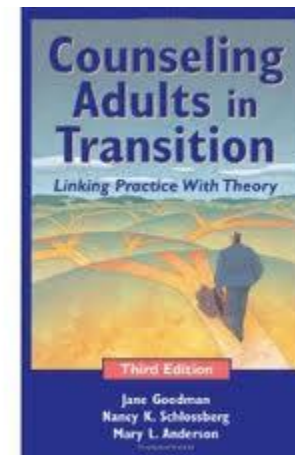
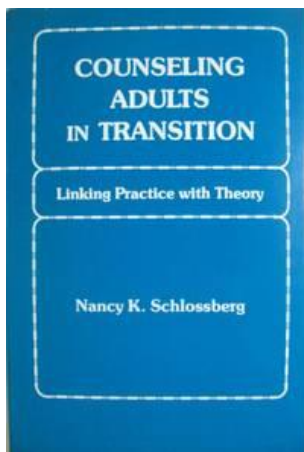
Two traditional-aged African American male students who transferred to a college in their hometown after one year at their state's flagship university. One is transferring because the major he selected is only offered at the institution that is closer to his home. The other was academically unsuccessful at the previous institution



Schlossberg's Transition Theory (1984; 1995; 2006)

Transitions Defined:

“any event, or non-event, that results in changed relationships, routines, assumptions, and roles” (Goodman et al., 2006, p. 33)



Assisting Students in Transition

- Type of Transition
 - Events (anticipated/ non-anticipated)
 - Non-events
- Individual's Perception of Transition
- Context in which it took place
- Impact upon the Individual



Scenario Examples

- *Jordan began prerequisite nursing classes at one institution knowing he would need to complete the curriculum elsewhere; **(Event- Anticipated Transition)***
- *Dakota's institution suddenly closed down due to financial hardships and she had only one month to find a new institution; **(Event- Unanticipated Transition)***
- *Angel graduated with a bachelor's degree, was not accepted into law school, and is taking classes in a postbaccalaureate program at another institution. **(Non-event)***



Role of Perception

Key in the Transition Process



- Involves two levels of Appraisals
 - *Primary*: How the individual feels about the transition in general
 - *Secondary*: How individual feels about their resources in dealing with the Transition?



Consider this Scenario



- *Say one of our young men is excited about his first semester here at UNL and has already reached out to a student organization. Meanwhile the other young man has continued concerns about his academic underpreparedness and connecting to peers.*
- Through this process, staff working with transfer students need to understand the way a particular event influences the many roles, relationships, routines, and assumptions of the student (Schlossberg, Waters, & Goodman, 1995).



Transition Process

The Individual Transition

Staff must consider
Pre/Post environment

Potential Resources - 4S's
assets / liabilities

Three phases:

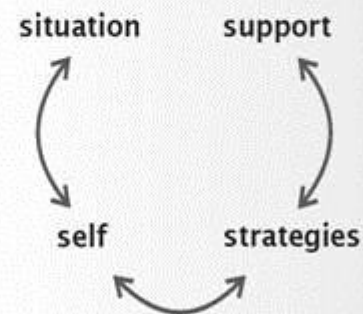
- “Moving In”
- “Moving Through”
- “Moving Out”

Approaching Transitions

- type
- impact
- context

Changed

- behaviour
- role
- learning
- perceptions



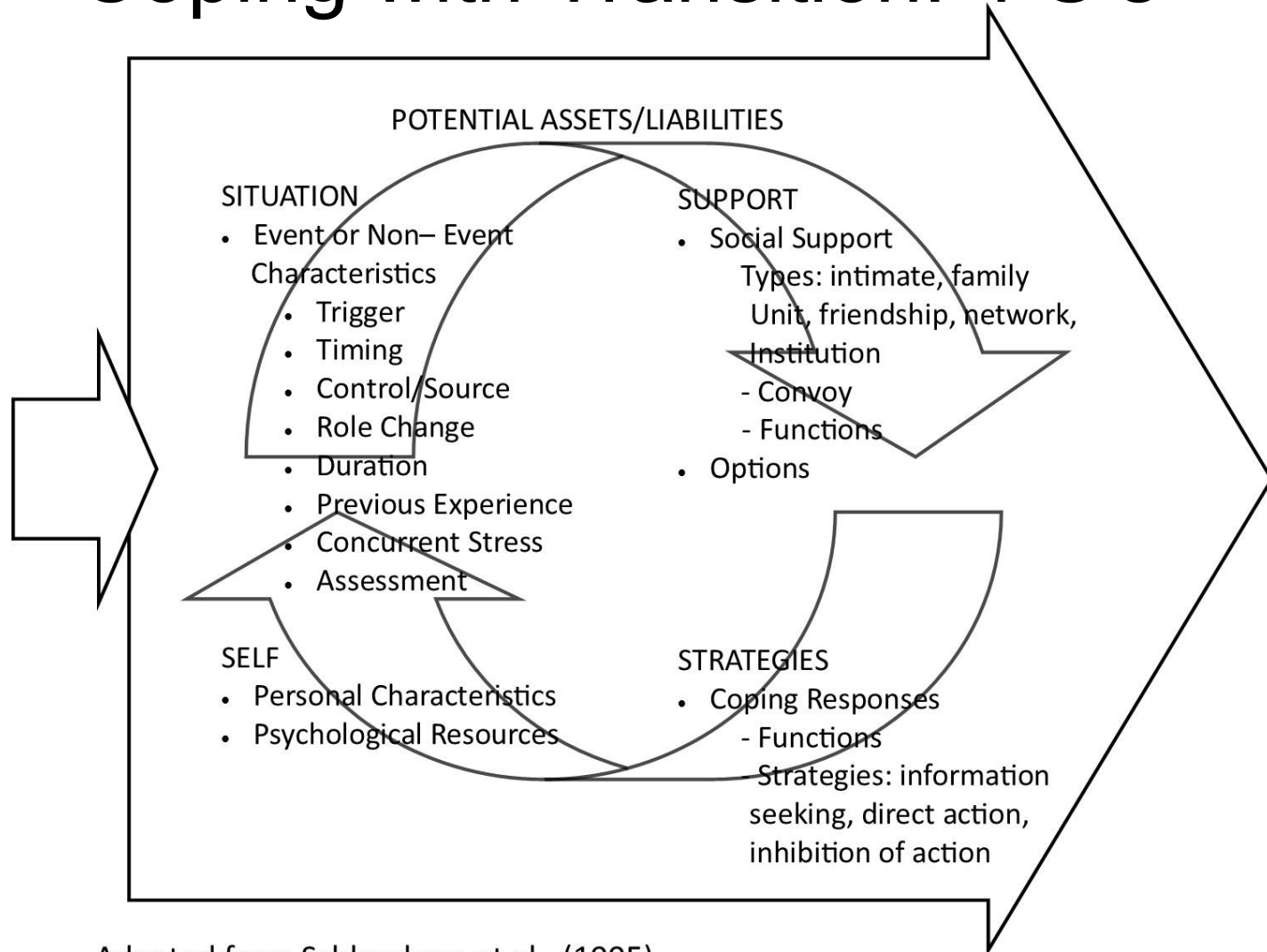
The Transition Process
changing reactions over time

Adapted from: Schlossberg (1995)



“A transition has no end point; rather, a transition is a process over time that includes phases of assimilation and continuous appraisal as people move in, through, and out of it” (53)

Coping with Transition: 4 S's



Adapted from Schlossberg et al., (1995)



Combining Counseling and Schlossberg's Transition Theory

Stages in the Hackney/Cormier Model:	The 4 S Transition Model:			
	Situation	Self	Support	Strategies
Relationship Building	Counselor Uses Basic Listening Skills			
Areas to Assess	Client's Environment	Internal Resources	External Resources	Current Repertoire of Coping
Sample Client Goals	Modifying the Environment	Return to Equilibrium	Increasing Support	Developing an Action Plan
Possible Counselor Interventions	Reframing, Assertion Training	Positive Asset Search	Referral to Support Group	Problem-Solving Strategies
Termination Follow Up	Counselor Helps Client Review What Has Happened and Plan Next Steps			

Adapted from Goodman et al. (2006)



Revising the scenario

- *Both transferred to a college in their hometown*
 - *Transferred because selected major is only offered at this institution.*
 - *The other was academically unsuccessful at the previous institution*
- *How do you as an adviser prepare for and work with these two students differently?*



Applying the Theory

- Helps staff understand the experiences of transfer students
- The theory answers the questions:
 - “Why do different people react differently to the same type of transition?”
 - “Why does the same person react differently at different times” (Goodman et al., 2006, p. 57).



Programs in Place At UNL

- Academic Transfer Coordinator
- Pre-transfer Outreach by Arts and Sciences
- Transfer Peer Mentors
- Transfer Learning Community
- Transfer Advantage Course (CEHS 10)

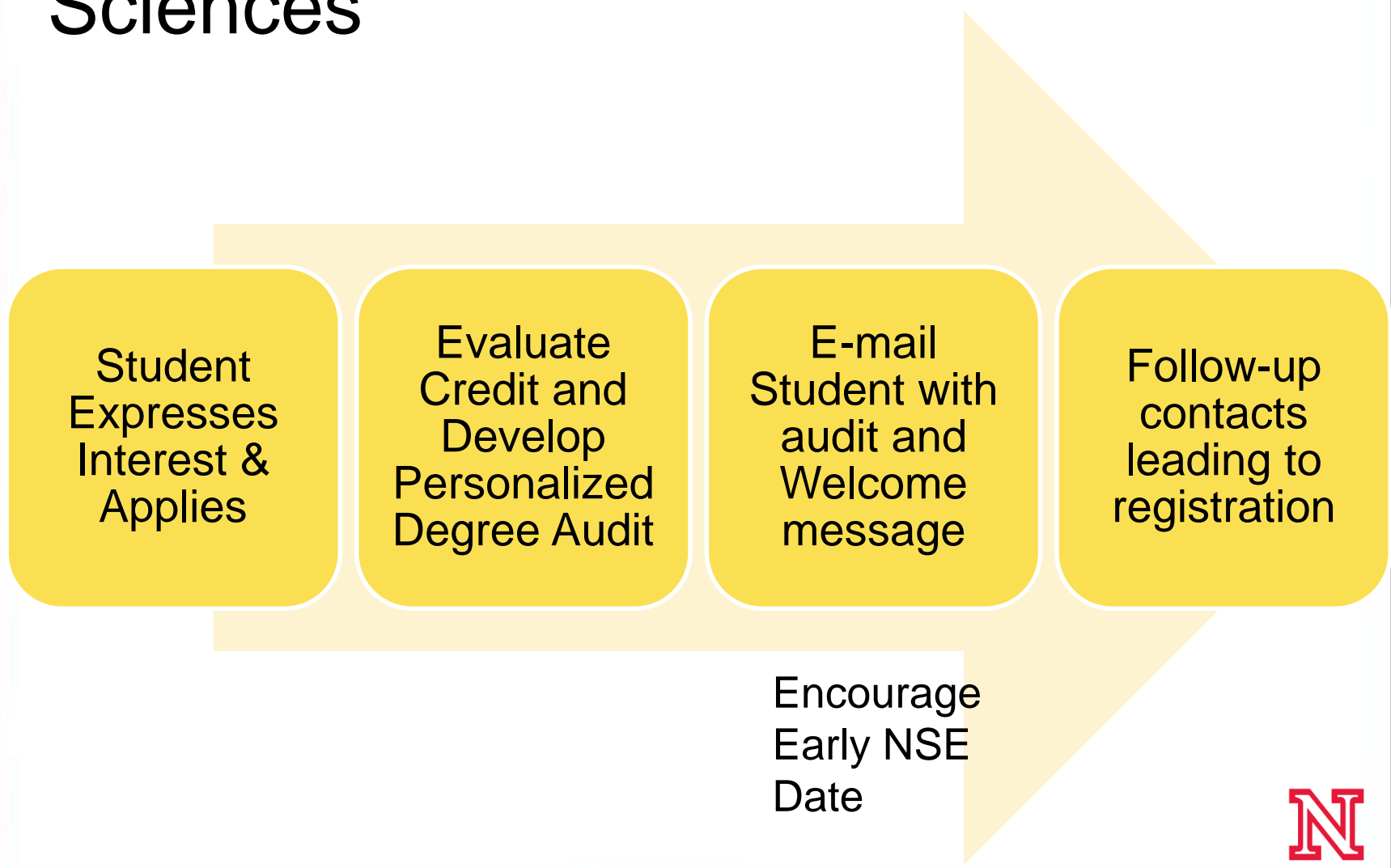


Academic Transfer Coordinator and Transfer Credit Evaluation Specialist

- Office of Undergraduate Education
- Evaluates Transfer Credits and works to secure equivalencies for students prior to arrival
- Transfer Connections Newsletter (Weekly)
- Tau Sigma
- Transfer Student Website (transfer2.unl.edu)
- Transfer New Student Enrollment/ Orientation Days



Pre-Transfer Outreach by Arts and Sciences



Transfer Peer Mentor Program

- 2nd Year of Existence
- Transfer Peer Mentors participate in NSE Transfer Days
- Transfer Kick-off Event
- Host Monthly Meetings
 - Small and large group
 - Social Events
- Interact with current transfer students via e-mail and phone
- Assist with MyRed and Blackboard trainings



Transfer Learning Community

- No Learning Community Participation Fee
- Live with other transfer students in Suite-style Residence Center
 - Get to know other transfer students and Transfer Peer Mentors
 - Apply on Housing Contract By May 1
- Participate in a six-week seminar class designed especially for transfer students
 - open to all transfer students regardless of LC participation
- Event participation (i.e. Semester kick-off dinner, study nights, and social events)



Transfer Advantage Course – CEHS 10

- Based on Schlossberg's Transition Theory
- Course focuses on the Support and Strategies areas of the 4 S's
- Meets the first six weeks of each semester, with a follow-up meeting with the instructor at the end of the semester
- Includes meeting and working with other transfer students and the Transfer Peer Mentors, as well as learning about and visiting various campus resources



Other Suggestions we should consider at university/college levels

- Transfer Student Orientation
 - Various dates/times (online, weekend, night)
 - Location/hrs of offices; financial aid; parking; transportation; food services; student advising; campus childcare; student organizations; tutoring; unstructured peer networking opportunities
- Engage in out-of-classroom experiences that challenge cognitive, moral, and identity development
- Transfer Student Organization Fairs

Silverman, Aliabadi, & Stiles (2009)



Council for the Advancement of Standards (CAS) in Higher Education

- Standards guide practice and are essential to the profession
- **Example:** Mission- The mission of Transfer Student Programs and Services (TSPS) is to aid in the successful transfer, persistence, and graduation of transfer students. To accomplish the mission, TSPS must facilitate seamless pathways among and within institutions to support transfer students at all stages of their transitions. (CAS, 2012)



Transfer Student Programs

TSPS should ensure that the institution provides support for transfer-intending students and current transfers by offering the following opportunities:

- advising regarding the institution's admission process and application for admission
- assistance as needed in orientation and academic advising
- early-alert systems, intrusive advising, academic support, transfer-year seminars and student success courses, peer mentoring, and other transition services

(CAS, 2012)



Transfer Standards are Available

- Free outline of standards at <http://www.cas.edu/getpdf.cfm?PDF=1C93DD47-0676-FCF1-0903338D7B2FCE15>
- CAS offers a self-assessment guide (SAG) for \$35 that can help people really zero in on what components are needed to strengthen their transfer program. The SAG takes each part of the transfer standards and divides it out into questions that help programs determine where they offer exemplary services and exactly where services can be improved.



Group Questions

1. How is your college/ department currently assessing your efforts with transfer students? Are you officially using the CAS Standards?
2. What are some ideas you have for building better connections with professionals at our feeder schools?
3. What policies/ procedures are hindering/ helping the success of transfer students?
4. What are the significant challenges that you see transfer students face here at UNL upon arrival?
5. What specific things need to be changed at UNL to help ensure transfer students are being adequately reached? This could be related to enrollment programs, advising, programming, housing, or similar ideas.
6. What can we do as advisers to recruit and retain more transfer students to help reach the goal of 30,000 students?





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