

## A Passport to Successful Transfer Appreciative Advising

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### Abstract

How do we appreciate? Although the Appreciative Advising framework facilitates and fosters optimal student development and success, how may this practice be conducted in a community college setting when academic advising sessions and resources have competing priorities? In this article, learn from the innovative practice and partnership between Ivy Tech Community College, Indiana University-Purdue University Indianapolis's Department of Psychology, and the IUPUI-Ivy Tech Coordinated Programs Passport Office to enable the necessary foundation for Appreciative Advising sessions at your community college. Our practice encompasses workshops and presentations for psychology students at Ivy Tech which includes a transferable statewide competency-based curriculum. These initiatives enable a follow up one-on-one advising session to explore 'outside of the classroom' needs. We appreciate our students in innovative ways by building relationships to ensure that they are being asked the right questions to achieve their goals and overcome challenges.

### Keywords

appreciative advising, transfer, workshop, partnership, community college, 2-year, 4-year

What is the key to facilitate student success, retention, and degree completion? If the answer to the question is one initiative, we have solved one of the most challenging struggles in higher education. The IUPUI-Ivy Tech Coordinated Programs Passport Office (Passport) and the Indiana University-Purdue University Indianapolis (IUPUI) Purdue School of Science Department of Psychology have extensive experience in one approach that, when executed appropriately, can facilitate a student's sense of belonging and opens the discussion to address barriers: Appreciative Advising. Comprised of six phases: Disarm, Discover, Dream, Design, Deliver, and Don't Settle, "Appreciative Advising is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials" ("Appreciative Advising," n.d., para. 2). Our appreciative approach includes a strong partnership foundation which facilitates the academic advising experience and resources for psychology transfer students from Ivy Tech Community College (Ivy Tech) to IUPUI. With our jointly funded office entitled the Passport Office, students have a legislated curriculum pathway, direct contact with their IUPUI academic advisor, participation in a workshop, and academic advising opportunities that include their program advisor from IUPUI and Ivy Tech. With Passport and our great Department of Psychology partnership, we facilitate travel for students to IUPUI and so much more.

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As an introduction within this article, a brief history and overview of Ivy Tech, the IUPUI Department of Psychology, and the Passport Program will be given. Then, an overview of the psychology transfer workshops will be provided along with reference to the six fluid phases of the Appreciative framework within the workshop structure. Next, the Appreciative Advising phases will be used within the context of community college transfer to describe best practices in transfer advising. Finally, questions will be posed to engage readers and their colleagues to dive in and discuss ideas and issues within the ever evolving and complex transfer process.

### **A Strong Partnership Foundation to Build an Appreciative Advising Bridge: A Brief History & Overview of the Program Structure**

The first Memorandum of Agreement between Ivy Tech Vocational College (now known as Ivy Tech Community College) and IUPUI was executed in February 1990. Founded in 1998, Passport is a jointly funded office between Ivy Tech Community College Indianapolis service area (ITISA) campuses and IUPUI. Passport's mission is to ensure general coordination between the two institutions with regard to the transfer of credits, student services, needs assessment, and marketing. Passport configures programs and support mechanisms to facilitate seamless travel for students to move between the two institutions.

Passport services are vital to the success of IUPUI and ITISA transfer students. Over the past five years, ITISA students comprised approximately 10% of IUPUI's overall undergraduate population, and approximately 45% of new first-time ITISA transfer students are from underrepresented populations. From Fall 2017-Fall 2019, approximately 520 Ivy Tech students transferred to IUPUI each year (IUPUI Office of Institutional Research and Decision Support & Passport Office, 2019). Although Passport specifically serves the ITISA (approximately 19,000 students), Ivy Tech is a unified statewide system that serves more than 170,000 students per year. Ivy Tech is both the largest post-secondary institution in the state of Indiana and the largest single accredited statewide community college system in the entire country.

The Passport Office provides extensive transfer services and programming based on The Transfer Playbook (Wyner et al., 2016). The Passport team includes a Director, Assistant Director, Academic Advisor, Transfer Program Coordinator, and student employees. Passport has permanent space on the Ivy Tech Indianapolis and IUPUI campuses, and the team also provides services at the other ITISA locations. The Passport professional staff provide holistic academic advising for ITISA students who intend to transfer to IUPUI, with an emphasis on comprehensive enrollment strategies for a smooth transition.

The Passport team navigates the technology, policies, and procedures at two complex institutions while establishing positive relationships. In order to provide accurate academic advising, the team is both versed in Ivy Tech and IUPUI curricula and provides Ivy Tech academic advising degree plan audits which align with course requirements for a student's IUPUI undergraduate program of interest. The team crafts articulation agreements that outline the best curricular path at Ivy Tech to maximize courses toward their IUPUI major. State legislated Transfer Single Articulation Pathways (TSAP), also known as Transfer as a Junior agreements, are additional articulation options to aid in maximizing transfer credit.

Partnerships are the foundation for successful initiatives between Ivy Tech and IUPUI, and Passport prides itself on cultivating and maintaining them with IUPUI, Ivy

Tech, and campus community partners to identify transfer challenges and success. The team designs materials and presentations for students, staff, faculty, and administration of both institutions and provides up-to-date information on transferable courses and degrees. Numerous other initiatives between Ivy Tech and IUPUI foster student transfer support including grant partnerships, tailored scholarships, and a guest student financial aid consortium. Additionally, transitional programming – including co-institutional sponsored academic transfer workshops, as well as campus visits for scholarship groups and specific academic units – are key to aid in information transparency and provide support to students along their educational journey.

The IUPUI Department of Psychology typically serves 600-800 undergraduate psychology majors. The department also administers the neuroscience major with the Department of Biology as a primary partner. The department is home to approximately 70 graduate students and a strong 30-member faculty, including lecturers, clinical faculty, tenure-track, and tenured. Additionally, three full-time academic advisors and one part-time academic advisor with varying responsibilities, holding advanced degrees and credentials, serve the department. The Psychology Department is also home to a nationally recognized peer advising office, operated by strong junior and senior psychology and/or neuroscience major students. The undergraduate program includes a curriculum with numerous high-impact practices, including first-year seminar, service learning, experiential learning, research opportunities, career planning, and capstone.

The Assistant Director of Undergraduate Career Development in the IUPUI Department of Psychology (IUPUI advisor) works directly with transfer student populations and community colleges as an area of specialty, in addition to serving as the assigned advisor for 200-300 undergraduate students. The advisor has 15 years of experience working with community colleges and transfer advising. The IUPUI advisor coordinates the Career Planning for the Psychology Majors course, teaches most sections of the career course, mentors service learning assistants, supervises and mentors graduate teaching assistants and professional practice undergraduate teaching assistants, administers the psychology minor, and leads the psychology transfer workshop at Ivy Tech.

### **Psychology Transfer Workshops and an Appreciative Framework: Considering the Transfer Journey**

As part of Passport's mission, the team partnered with Ivy Tech Advising, IUPUI academic units, and student support services to provide numerous workshops focused specifically on IUPUI transfer advising strategies that support students as they prepare for transition to the 4-year institution. The five main components of an academic workshop include:

- Collaboration with Ivy Tech Indianapolis students and academic advising center, as well as IUPUI, to explore need for program or department specific workshops
- Selection of potential workshop dates that fit best with students and both institutions
- Solidifying workshop date, time, and location for each individual workshop
- Workshop marketing
- Conducting the workshop and collecting survey feedback

The IUPUI Department of Psychology consistently presents during each semester in the academic workshop series at Ivy Tech. This schedule is due in

combination to the large number of ITISA students interested in earning an undergraduate degree in psychology at IUPUI, ITISA advisor requests to learn more about the program, and IUPUI Department of Psychology interest to come to the community college and share information. We have experienced high ITISA student interest in the psychology undergraduate programs for several years, even prior to the implementation of the fall 2017 statewide psychology TSAP degree.

Through the IUPUI Department of Psychology and Ivy Tech Indianapolis Department of Social and Behavioral Science's well-established relationship, the first academic workshop was offered in a psychology class at Ivy Tech in Spring 2019. Offering the workshop within the Introduction to Social Psychology TSAP course provided a captive audience of students who were nearing transfer. Workshop attendance and survey completion doubled in this new format and consistently yielded 20 or more participants at each event.

Workshops and other structured transfer visits guide communication with prospective IUPUI psychology transfer students and community college advisors. Workshops also help prepare a smooth handoff from community college advising to the 4-year institution department through established trust and accurate information sharing. In the next section, the psychology transfer workshop, followed by one-on-one advising sessions, will be interpreted using the six phases within the Appreciative Advising framework. See Appendix A for an overview of Appreciative best practices and questions that can be included or asked in the transfer workshop.

### *Disarm*

Throughout the development of the psychology workshop offered to ITISA psychology students, the IUPUI advisor drew upon his experiences in career and academic advising, as well as the Disarm phase of Appreciative Advising, to craft the workshop. Conducting the workshop at Ivy Tech fosters a positive and welcoming first impression of IUPUI and the academic advisors. Additionally, the IUPUI advisor seeks to make students feel comfortable by encouraging them to ask questions throughout the presentation. The presentation explains resources available to students within the Department of Psychology, such as the walk-in peer advising office, student clubs, and high impact practices, in order to highlight aspects which make the department more personable and accessible to students.

Likewise, the introduction serves as an opportunity toward disarming 2-year institution advisors who may also attend the workshop to expand their knowledge of transfer best practices for IUPUI psychology majors. The IUPUI advisor's introduction to academic advising began as a transfer advisor in Iowa community colleges and has shaped the advisor's understanding of the complexity of preparing students in many different majors toward transfer to multiple 4-year college degree opportunities. Because the world of advising is complex, spending some time discussing some of the common challenges faced by transfer students – and the nuance of psychology programs, in particular – builds trust with Ivy Tech advising staff.

### *Discover*

Within the presentation, the IUPUI advisor poses questions to enable students to explore their interests, strengths, skills, and abilities. Exploration of these areas is a key component of the Discover phase. The IUPUI advisor also encourages students and advisors to think about what leads individuals to the psychology major in the first place. Although there is not necessarily a correct answer, asking what draws students to

psychology often leads to some discussion of what the career advising field refers to as “soft skills,” traits commonly desired by employers. These soft skills fit well with the curriculum outcomes in the IUPUI psychology major and preferences employers have for future employees. In addition, the IUPUI advisor shares information about a career planning course section for the major which, each fall semester, is reserved specifically for new transfer students.

Although there is a tendency toward the helping professions for a plurality or majority of psychology majors, most students will eventually work in a wide range of career fields. Psychology is not a discipline that provides a clear path toward the next step in one’s career like a degree in elementary education, nursing, or accounting often does. Understanding the ambiguity of career preparation for students early in the major is essential. The IUPUI advisor inquires with students about what drew students to psychology and works to tailor portions of the presentation toward those interests. Much of the early part of the presentation, however, is spent describing the next step IUPUI psychology program graduates take in their careers and how the department can help students achieve such aspirations, whether they be a full-time job shortly after graduation, graduate school admission, professional school admission, or other career opportunities.

### *Dream*

Closely connected to the Discover phase, workshop attendees are guided into a discussion about their career goals. In the Dream phase, presenters ask attendees if they see barriers to achieving those career goals or if they have heard that psychology majors are disconnected from employment opportunities. The presentation offers anecdotes and stories about similar journeys that students within the IUPUI psychology major have pursued. In order to better understand the students in attendance, the psychology advisor will ask about some of the different professional aspirations students have and offer some insight into the potential related career trajectories. The IUPUI advisor also begins to discuss some of the considerations students will need to make in preparation for various careers, such as graduate school and professional school. Although the presentation is designed to offer insight about transferring to IUPUI, the TSAP program in particular is transferable to any Indiana public university that offers the equivalent TSAP major. Transparency of course offerings in various modalities are discussed with the students to help them make the best-informed decisions for their education to reach their goals.

### *Design*

In relation to the Design phase, the IUPUI advisor provides a comprehensive overview of the AS psychology (TSAP) curriculum for transfer to the BA in psychology. Most transfer students will pursue the BA program at IUPUI, as that is the statewide guaranteed transfer program built into the TSAP. For students who may be interested in the BS in psychology, the IUPUI advisor discusses the minor differences between the BA and BS degree, along with the 2+2 program for an AS in psychology and a BS in psychology. During the Design phase, the IUPUI advisor also unpacks some of the nuances that might lead a student not to follow the TSAP or 2+2. In doing so, the advisor regularly asks questions of those in attendance to get them thinking about all of the aspects of their academic records, such as additional transfer coursework, any pre-professional coursework they may need, and what questions they may have about their specific plans of study. Sometimes, students’ extensive college

coursework prior to arriving at Ivy Tech may mean that the TSAP or 2+2 is not the most efficient path to a 2-year degree, nor to ultimately finishing a bachelor's degree at IUPUI or elsewhere. Furthermore, students who are pre-professional, especially pre-medicine students (often preparing for careers in psychiatry), will want to spend more time on pre-medicine coursework – including the applicable biology, chemistry, mathematics, and physics sequences – in order to be better prepared for transfer. Neither the TSAP nor the 2+2 is designed to accommodate the prerequisite coursework for a pre-medicine career plan. Throughout this discussion, the IUPUI advisor offers insights about how the TSAP curriculum, 2+2, and other plans of study prepare students for transfer to IUPUI and beyond.

### *Deliver*

During the workshop, the IUPUI advisor explains some of the common challenges transfer students may face and how other students have overcome those. One example is that some students may be interested in doctoral study, particularly PhD programs, in the field of psychology. Professional development is emphasized which includes the need for long-term research lab experience and excellence in academics. An overview is provided for other graduate fields and the steps for success. Intricate transfer challenges are mentioned (including the applicability of 'D' grades), and the differences between Ivy Tech and IUPUI are outlined. In addition, the IUPUI advisor encourages students to make use of the resources on both the Ivy Tech and IUPUI campuses.

The Deliver phase culminates in students experiencing the second half of their undergraduate academic careers at IUPUI. Students take part in IUPUI curriculum, engage in student activities, seek opportunities in research labs, and pursue plans of study which will help lead to their goals. They prepare for careers using what they learn in Career Planning for Psychology Majors classes, and they begin to integrate knowledge from the discipline into career preparation. As many of them have designed by their junior or senior year, students will apply for graduate school programs, jobs, etc. and work toward the next step in their professional journeys.

### *Don't Settle*

Ivy Tech students take big steps to begin pursuing their higher education experiences when many face challenges. For example, scholars reported in 2017 that more than half of all Ivy Tech students finished an academic skills advancement (remedial) course, 20% were single parents, and over 75% of students held jobs (Bentley & Williams, 2017). Many Ivy Tech students are first-generation, are enrolled part-time, and they may have life circumstances that present additional challenges to their academics. Thus, the IUPUI advisor encourages students to continue with their success and build on their credentials to pursue a bachelor's degree which will open up more opportunities and increased income. Although transferring to IUPUI presents many challenges, including cost and commitment, students are encouraged to set their bar to the highest. The IUPUI advisor also encourages students to think about what experiences and opportunities they might be able to pursue which would set them apart in terms of eventual applications to graduate school, employment applications, etc. Ideas offered include involvement with research, volunteering in a field related to one's career interests, seeking part-time employment in a related field or in an opportunity to acquire transferrable skills, etc.

Although not all institutions may have a dually employed Passport Office that serves as a liaison between the partnering 2-year and 4-year institutions, institutions may consider expanding their partnership efforts with their 2-year partner(s) to offer unique events designed to engage and educate students on transfer opportunities. This arrangement may involve scheduling annual or bi-annual meetings with 2-year and 4-year academic units and advising teams to discuss collaborative efforts and retention opportunities to guide students toward completing a 2-year and 4-year degree. Collaborative events such as transfer workshops provide the opportunity to be transparent with credit transfer and ensure both institutions are aware of potential barriers that may impact transfer student success. Additionally, through the use of evaluations to collect workshop topic feedback, understanding attendance patterns to inform future partnerships and training opportunities, and understanding marketing strategies to encourage attendance, 2-year and 4-year partners can expand collaborative opportunities and continue to explore opportunities to meet students' needs. The incorporation of technology best practices into transfer events to reach additional populations and increase transparency is also an opportunity to explore.

### **Transfer Appreciative Advising**

After the psychology workshop, students may schedule follow-up advising sessions to discuss their transfer goals and dive further into their specific needs and challenges. These advising appointments typically take place with the Passport advisor on Ivy Tech's campus which provides the student with an accessible, knowledgeable resource on transfer. In this section, the six phases of Appreciative Advising will be interpreted within the context of transfer advising. See Appendix B for an overview of appreciative best practices and questions that can be included or asked in the transfer advising appointment.

#### ***Disarm***

In the Disarm phase, offering a safe space to have conversations is critical (Bloom et al., 2013). The Passport advisor has a dedicated office in the Ivy Tech Indianapolis academic advising space and organizes their office space to be reflective of their dual employment. The space displays Ivy Tech, Passport, and IUPUI major specific promotional items and flyers which are available to students and community college advisors. Passport also provides advising materials in a Passport branded or 2-year institution branded folder and displays the mission of both institutions in various forms within the space. This branding is in line with providing a welcoming second impression as the student had the opportunity to interact with the advisor in the workshop.

After the Passport advisor brings the student to this advising space, the advisor also explains their unique role at both institutions to the students to provide additional context and build trust with the student as a knowledgeable resource. One of the main transfer questions a student typically asks is "How will my credits transfer?" In preparation for the advising appointment, the Passport advisor uses the IUPUI psychology curriculum resources to prepare an unofficial evaluation of how the student's credit may apply toward the IUPUI psychology major. In the disarming phase, the advisor may expand on the curricula highlighted in the psychology transfer workshop and reassure the student of how their current and future credit will apply to the 4-year degree using the unofficial evaluation. Students who are not following the statewide TSAP plan may often seek additional reassurance that their associate degree credits will all transfer and apply to the IUPUI undergraduate program even as a course-

by-course transfer. This reassurance is significant as students want to be sure they are receiving accurate information from someone who is knowledgeable regarding the policies and offerings of both institutions so they do not take credits that will not apply to their 4-year degree. Because of the strong relationship and communication between Passport and the IUPUI Department of Psychology, both offices keep one another aware of curricular nuances and options to best assist the student so both offices are seen as transfer experts by the student.

Though the 2-year and 4-year institutions are only separated by approximately 3 miles, many Passport transfer students are commonly apprehensive to visit the 4-year campus because of campus size and parking. To help address this student need, Passport includes parking information on the advising sheet that each student receives during their appointment. Additionally, Passport aims to address the root of the student's uneasiness by asking open-ended questions and exploring campus visit options with the student. The Passport advisor provides additional transfer exploration opportunities including the IUPUI Department of Psychology's annual recruitment event – Psychology Day – to tour the IUPUI lab spaces and meet faculty and staff. Although this event is on-campus, students have expressed excitement in a tailored event that provides them with an opportunity to meet IUPUI psychology students, faculty, and staff, explore research facilities, learn about opportunities to engage in research, and see where their major courses will be taught.

### *Discover*

The Discover phase highlights learning more about the student and their experiences through the use of open-ended questions (Bloom et al., 2015). The transfer workshop sets the stage to encourage students to think about their strengths, skills, and abilities and relate them to the field of psychology as well as reflect on their interest in the field. A one-on-one advising session allows the Passport advisor and student to dive deeper into the student's strengths, skills, and abilities and connect them to their career fields of interest. The advisor may ask the student about psychology-related topics they have learned about in the classroom or wish to explore more. Through active listening, the advisor has the opportunity to learn more about the student's interests, which may guide conversations in other phases, such as Design, Don't Settle, and other professional development resources and experiences a student could take advantage of at both institutions as well as outside the college setting.

As there are many steps to the transfer process and several items of transfer information to share with a student, there may be a tendency for the advisor to spend most of their 1-hour appointment talking instead of listening to the student and their unique needs. To assist, the advisor may ask the student Appreciative questions such as “Tell me about your transfer experience” or “What are your goals for today's appointment?” to learn more about the student's previous educational background, discover other roles and responsibilities the student may take on in addition to being a student, and their transfer goals. Asking the right questions about a student's educational background can aid in ensuring accurate advising and inclusivity of prior experiences.

### *Dream*

Similar to an admissions representative asking the prospective student about their ideal career to help guide conversation (Bloom et al., 2015), the Passport advisor may ask the future transfer student a question such as [state question here] during an appointment. IUPUI has more than 450 undergraduate programs and offers over 50



articulation agreements as well as 17 TSAP pathways. Because some agreements either may not be flexible enough to easily incorporate a student's prior coursework or do not consider graduate education preparation, the Passport advisor works to turn the student's dreams into reality by discussing degree offerings and transfer opportunities to maximize transfer credit as well as provide resources to facilitate completion. When an official articulation agreement does not exist or the available articulation option is not the best fit based on the student's completed or prospective coursework, the advisor works to design a tailored plan with the student to encompass their goals and dreams.

Several psychology transfer students often indicate an interest in pursuing graduate education. Discussing graduate education can sometimes be challenging in transfer appointments because graduate school admissions and application requirements may vary by institution. Additionally, a pathway the student thought ideal for their transfer may not align well with their goals, and the advisor must be transparent about all opportunities – as well as what can and cannot be delivered in the transfer appointment – to maintain trust and rapport with the student. Bloom et al. (2015) discussed the significance of transparency in this phase to educate students on the programs offered at the institution to help the student determine fit. The Passport and IUPUI advisor educate the student on availability of coursework and opportunities at both institutions prior to the student's transfer in order to aid the student in selecting opportunities that best fit their lifestyle and goals.

### *Design*

With the many components of transfer, the Design phase provides an opportunity for the student and Passport advisor to craft a transfer plan that meets a student's goals while also helping them complete an associate's degree from the 2-year college. This process may involve revisiting the questions asked in the other phases throughout the appointment. As discussed in the dream phase, personally designed transfer plans are crafted between the student and advisor during each appointment.

The Passport advisor uses a comprehensive advising guide when advising the student to aid in the organization and clarity of ideas and next steps for the student to achieve their dreams. To supplement the next steps a student would take, the neatly arranged guide provides campus resources, outlines 2-year institution courses to take to maximize transfer credit, and lists major specific information for the student's 2-year and 4-year degrees. When crafting the components of this guide, the student co-creates personalized, tangible steps to reach these goals with their advisor. As a majority of the 2-year college students work and may have dependents, it is important for the advisor to discuss student and course availability, balance, and course expectations. The Passport advisor also provides the student with additional resources such as graduate school flyers, Department of Psychology and School of Science information, an unofficial evaluation of how 2-year institution coursework may be applicable to the 4-year institution psychology major, and a Passport transfer guide.

### *Deliver*

Taking the next steps, visiting the 4-year institution campus, and applying for admission may feel like large and potentially intimidating obstacles to a student. The Passport advisor reassures the student of course transferability and/or articulation acceptance at the receiving institution and reassures they are there to support them through this process. Additionally, the Passport advisor may share that IUPUI and Ivy Tech also implemented Guaranteed Admissions for psychology students in May 2020. The Passport advisor emphasizes the availability of the IUPUI advisor from the

workshop as a resource to the student as they navigate this transition, and the advisor will be available to revisit academic planning conversations once the student transfers. Adding contact information to a tangible transfer resource with all the student's next steps, such as their advising guide, is helpful. Although the Passport advisor may no longer provide academic advising to the student once they transfer to the 4-year institution, they are still able to support the student and answer transfer questions.

Items and ideas written in the student's advising guide may also be revisited, and the student may be asked what their next steps are in response to these items, along with how they plan to execute them. Such items may include IUPUI cost and funding opportunities, and the advising guide aids in placing the ownership on the student. Documenting these items also provides clarity to both parties of acknowledgement of steps, and the guide includes a student crafted response and a student crafted way of deciding when each step has been met.

### ***Don't Settle***

In the Don't Settle phase, the advisor may suggest exploring topics and comments the student highlighted in other phases to further "...revisit their assumptions, rediscover strengths and passions, create bigger dreams and shared visions, chart future steps, and keep seeking creative ways to accomplish goals" (Bloom et al., 2013, p. 9). For students who seem to have everything about transfer figured out, the Passport advisor may challenge them to explore opportunities at the community college, 4-year, or outside higher education to supplement their education. Two prompts that may be used include:

- Name two opportunities available here (at your community college) you can take advantage of before you transfer that will help you reach your educational goals.
- What barriers concern you about transferring to a four-year institution?

### **Conclusion**

The Appreciative Advising framework is key to unlocking students' interests, challenges, and inspiration to achieve their educational goals. In addition to the challenges all students may experience during their higher education experience, transfer students often experience more obstacles when navigating from one institution to another, and must be included as part of the student's Appreciative Advising questions. This article has referenced the Appreciative Advising framework within the context of a transfer workshop and a follow-up academic advising session. Transfer best practices were also outlined to support student success.

To maximize the framework described above, academic advisors must be able to dedicate time to students while also managing many competing priorities. The strong relationship between Ivy Tech, Passport, and the IUPUI Department of Psychology enables strong communication, transparency, and a supportive transfer experience for students. A workshop supports students in a group setting Appreciative Advising framework, and then a one-on-one advising session expands on these stages in more detail for academic advisor and student success. Building the relationship with the student's IUPUI advisor while at Ivy Tech and carrying it through to the 4-year institution experience is a vital component to a supportive, appreciative experience for students.

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**Appendix A. Appreciative Best Practices and Questions for Transfer Workshop**

<p><i>Disarm</i></p> <ul style="list-style-type: none"> <li>• Encourage attendees to ask questions during the presentation</li> <li>• Share resources and opportunities to help make the department more personable and accessible to students</li> <li>• Build trust by discussing common challenges transfer students may have faced in the past</li> </ul>	<p><i>Discover</i></p> <ul style="list-style-type: none"> <li>• Pose questions to aid students in exploring their interests, strengths, skills, and abilities</li> <li>• Discover interest and learn about soft skills by asking “What led you to consider the Psychology major?” and “What skills would a Psychology major need to be successful in your field of interest?”</li> <li>• Share career planning requirements or opportunities</li> </ul>
<p><i>Dream</i></p> <ul style="list-style-type: none"> <li>• “What are your professional or career aspirations?”</li> <li>• “What barriers might you come across as you work towards your academic or career goals?”</li> <li>• Encourage students to share and describe the professional programs they are interested in applying to and what they know about them.</li> </ul>	<p><i>Design</i></p> <ul style="list-style-type: none"> <li>• “Based on your professional program research, what courses or skills do you need to help you work towards your goals?”</li> <li>• “What experiences may help you work towards attaining those skills?”</li> <li>• “How do you plan to gain these skills?”</li> </ul>
<p><i>Deliver</i></p> <ul style="list-style-type: none"> <li>• Explain common challenges transfer students may face and how other students have overcome these challenges</li> <li>• Provide overview of common graduate fields related to major and steps for success</li> <li>• “In what ways can I support you in achieving your goals?”</li> </ul>	<p><i>Don’t Settle</i></p> <ul style="list-style-type: none"> <li>• Encourage students to build on their credentials which may open up additional opportunities and lead to an increased income</li> <li>• “Describe some experiences which might set you apart as a professional school applicant and how those experiences relate to your academic and professional interests.”</li> </ul>

**Appendix B. Appreciative Best Practices and Questions for Transfer Advising**

<p><i>Disarm</i></p> <ul style="list-style-type: none"> <li>• Ensure your advising space is reflective of the institutions you serve (materials, mission, promotional items, are displayed and accessible)</li> <li>• Explain your transfer advising role - add context and build trust with student as a knowledgeable resource</li> <li>• Provide unofficial credit evaluations for the 4-year degree</li> <li>• Encourage attendance at collaborative, tailored transfer events designed to ease transition and promote exploration of 4-year institution opportunities</li> </ul>	<p><i>Discover</i></p> <ul style="list-style-type: none"> <li>• “Tell me about your transfer experience.”</li> <li>• “What are your goals for today’s appointment?”</li> </ul>
<p><i>Dream</i></p> <ul style="list-style-type: none"> <li>• Discuss degree offerings and transfer opportunities to maximize transfer credit and facilitate degree completion</li> <li>• Exercise transparency of options and what you can advise a student for in the appointment</li> </ul>	<p><i>Design</i></p> <ul style="list-style-type: none"> <li>• Consider implementing a comprehensive transfer advising guide in your department and complete with each individual advisee to address their unique goals and next steps</li> </ul>
<p><i>Deliver</i></p> <ul style="list-style-type: none"> <li>• Reassure course transferability and articulation acceptance as well as reminding the student you are there to support them</li> <li>• Emphasize availability of the 4-year institution advisor as a resource by providing contact information or connecting the student via email</li> <li>• Re-visit steps and plans outlined on the individualized transfer advising guide</li> </ul>	<p><i>Don’t Settle</i></p> <ul style="list-style-type: none"> <li>• “Name two opportunities available here (at your community college) you can take advantage of before you transfer that will help you reach your educational goals.”</li> <li>• “What barriers concern you about transferring to a four-year institution?”</li> </ul>