

1. What are the differences and similarities among transfer students (military, non-traditional, early college)?
 - Motivation levels
 - Early college more exposed to alcohol, tobacco and other drugs at a developmentally sensitive age
 - Different support priorities (cultural, socio-emotional)
 - Each group has specific needs in ways they integrate into campus
 - Developmental issues
 - New to campus... Unique situations
 - All need and want to engage and be involved
 - Transition is common to all; harder course load, all major courses
 - Transition to the college setting
 - Differences – age. Similarities – similar coursework, not feeling connected
 - A feeling that no-one really understands my story. Ages are different. Level of support in getting here is different
 - Level of preparation
 - Military students have their own specific sets of needs as do transfers
 - Military do not have financial pressures
 - Military may not have practice at negotiation – getting credits accepted
 - Similar – older students provide information on resources; better orientation about campus

2. Thinking about what you have heard and discussed in the break-out sessions, what ideas do you have to assist transfer students with diverse backgrounds in academics or co-curricular endeavors? What do transfer students need to be successful?
 - Military need a method to connect both to campus and to peers; specific support services. Consistent academic advising especially for students with a large number of credits. Veterans center. Point of contact before orientation for military students. Mentoring program (student/student, one/one)
 - Opportunities for social events
 - Improve communication with incoming students as to resources available
 - Remember that they exist
 - Peer mentors
 - Community or group involvement very quickly after arriving
 - Outreach; connecting with resources
 - Understand needs of different demographic groups and work to match up mentors
 - Wanting to feel engaged. Social engagement. Study groups have already formed. Department orientations to connect transfers
 - Technology partnerships with community colleges... computer labs, expertise
 - Find your community
 - Peer mentoring with another military person

- Are there any info packets sent out to military students before the term starts to help with the transition?
- Advising what is a manageable load
- More integration of distance ed students in campus events/activities. Surprising that most have never been on campus
- Be transparent with what is happening with transfer students
- Being exposed to experiences early on such as pre advising, orientation such as Jump Start, constant outreach, engagement and support
- Peer mentoring for this population
- Helping the faculty know their audience
- Military transition is back to “normal”
- Graduation was the first time on campus for distance ed students
- Transfer Day at a football game – free ticket to a football game and have transfer students tailgate

3. What should the university do to continue the conversation about transfer students?

- Annual transfer symposium. Involving students in conversations. Communication plans for specific populations
- What are we doing to help Faculty understand how to best interact with special populations?
- Engage in more conversations regarding funding for military and other special populations of students. Gap funding
- Admin listens to faculty, staff, students with transfer experience
- Continue to offer poster project grants. Individual meetings with specific departments to make the connection between the departments’ services and transfer needs