

Transfer Symposium 2014: A Campus Conversation about Transfer Student Success Paper of Proceedings

Introduction

Appalachian's second annual Transfer Symposium was held on Friday, 24th October, 2014, in the Plemmons Student Union. The aim of the Symposium was to raise awareness about transfer students and the issues they face, so enabling faculty and staff to better understand the students with whom they work. Particular Symposium goals and objectives were:

- To continue the campus conversation about creating an institution-wide vision for transfer students.
- To learn about special populations of students: military, adult/non-traditional, and early college students, and how we can best serve them in and out of the classroom.
- To showcase the outcomes of the Transfer Symposium 2013 and how these have contributed to transfer student success.

There were 127 attendees at the Symposium, representing 55 departments from across campus.

Presentations can be found by following this link: <http://transfersymposium.appstate.edu/tool-kit>

Presentations

Poster Presentations – Research Put into Action

The following recipients of funding from the 2013 Transfer Symposium presented their findings:

1. *Transfer Connect*
Stephanie Langston, Denise Loven, Melissa Baab, Ally Matt, Amanda McClure
2. *Transfer Well*
Cheryl Eddins, Kendal McDevitt, Lauren Mayes (since left), Brittany Upton, Mandy Harrison
3. *Transfer Library Conference*
Margaret Gregor, Georgie Donovan, Kelly McAllister, Betsy Williams
4. *Welcome Event for the Department of Communication*
Sharon Cox, Nina-Jo Moore, Susan Poorman
5. *Transfer Educators' Retreat*
Jan Stanley
6. *Attendance at the National Orientation Directors Association Conference*
Denise Goetz
7. *Attendance at the American Association of Collegiate Registrars and Admissions Officers – Technology and Transfer Conference*
CC Hendricks

Opening Comments

Dr. Martin Lancaster, member, Appalachian State University Board of Trustees; Former President, North Carolina Community College System

Breakout Sessions – Digging Deeper into the Transfer Experience

1. Military Students

Ann Marie Beall, Director of Military Education, Federal Relations Division, University of North Carolina

Lynn Gregory, Associate Professor of Communication Studies, Chair of Military Affairs Committee, Appalachian State University

2. Students from Early Colleges

Candis Hagaman, Principal, Caldwell Early College High School, Caldwell Community College, Hudson, North Carolina

Kim Burns, Fifth Year Seminar Instructor, Caldwell Early College High School, Caldwell Community College, Hudson, North Carolina

Nikki Crees, Director, Advising and Orientation, Appalachian State University

3. Non-traditional and Distance Education Students

Blair Hancock, Dean, Arts and Sciences, Wilkes Community College

Kathleen Lynch-Davis, Program Director, Curriculum & Instruction, Appalachian State University

Tiffany Soiset-Sheaff, Senior Undergraduate Program Manager, Distance Education, Appalachian State University

Student Panels – Learn from those “In the Know”

1. Military Student Panel

Moderator: MAJ (R) Bob Gibbard, Academic Advisor, Student Veterans Association (Advisor), Appalachian State University

2. Early College High School Student Panel

Moderator: Nikki Crees, Director, Advising and Orientation, Appalachian State University

3. Non-traditional and Distance Education Student panel

Moderator: Claudia Ward-Eller, Program Manager, Division of Distance Education, Appalachian State University

Closing Session – Wrap Up and Next Steps

Opening Comments

Dr. Martin Lancaster, member, Appalachian State University Board of Trustees; Former President, North Carolina Community College System

Dr. Lancaster began his speech with a brief overview of his involvement with transfer students over the years (Find Dr. Lancaster's biography here: <http://transfersymposium.appstate.edu/Bio>). He commented that the new Comprehensive Articulation Agreement (CAA), negotiated between the University of North Carolina System and the North Carolina Community College System, is built on the successes of the previous agreement. The new agreement places greater emphasis on completion of an Associate's Degree. The goal is to increase the number of people in North Carolina with Bachelor degrees. Dr. Lancaster cited a Columbia University study which shows that students who complete an Associate's Degree are 49% more likely to complete a four-year degree once they transfer.

Dr. Lancaster noted that the CAA guaranteed admission to a UNC System school for students who have completed an Associate's Degree, but not necessarily the student's first choice of school. He emphasized the importance of counseling and advising at the community college level to ensure students had the best and most up-to-date information regarding transfer. The College Foundation of North Carolina (CFNC) is an important resource, helping students find a college where they can study their desired major. In so doing, the CFNC helps students find success at a four-year school, as well as assists universities to fill their classes.

Dr. Lancaster hopes that, in the future, students completing an Associate's degree with a B average or better will receive scholarships. He said that this was already on the statutes, but was waiting for funding before the idea can be implemented.

Breakout Sessions – Military Students

Ann Marie Beall, Director of Military Education, Federal Relations Division, University of North Carolina

Lynn Gregory, Associate Professor of Communication Studies, Chair of Military Affairs Committee, Appalachian State University

Ann Marie Beall began the session by providing an overview of the University of North Carolina Partnership for National Security. There are five key strands to the partnership:

- Degree and academic support programs
- Research and development
- Short courses aligned with deployment requirements
- Student opportunities and fellowships
- Growing North Carolina's defense economy

The partnership began in 2010 when a working group consisting of representatives from all UNC system schools came together to discuss best practice for military services. Some campuses had excellent services for military students, and the group examined these to see what could be replicated system-wide. The working group issued a report in 2011 – the UNC SERVES report - System-wide Evaluation and Recommendation for Veterans' Education and Services. The report made recommendations for best practice for military students at UNC system schools. One of the recommendations was to establish a Military Education Team for the UNC system. The team consists of a Director, and two academic advisors. The advisors' role is to represent campuses which do not have a presence on military bases.

Beall documented a range of data on military students at UNC system schools. East Carolina University has the highest population of military students, followed by UNC Charlotte. Appalachian ranks in the middle in terms of numbers of military students, with about 375 students using the GI Bill in Spring 2012. More than half of the Military students on UNC campuses fall in the 24~35 age bracket. Nearly half of the students are in graduate programs. The most popular majors are Business and Social Sciences, closely followed by degrees in medical fields or the hard sciences.

The UNC General Administration has developed a UNC Partnership for National Security web portal as a one-stop site for information on academic policies, degree programs, enrollment procedures and residency requirements: <http://uncserves.northcarolina.edu> Another online resource for military students is the NC Military Educational Positioning System (NC MEPS): <http://ncmileps.northcarolina.edu> This system helps users plot a course from application to graduation.

Lynn Gregory continued the session with an overview of the Military Affairs Committee at Appalachian. The Committee was charged in 2012 following the publication of the UNC SERVES report and in response to an increased number of military students attending Appalachian. The Committee is made up of faculty, staff and students. One of the aims of the Committee is to help the administration with policies and practices as they relate to military students.

Gregory said it was very useful to have a student presence on the committee. They have worked on military honors cords and support the Student Veterans Association.

The Committee is currently reviewing the military admissions website and making recommendations to make it more student friendly (<http://admissions.appstate.edu/military-students>). The Committee is also supporting the approval of an on-line BS degree in Strategic Communication which will allow military students to come in with some of the general education requirements met. The degree is being developed by the Department of Communication in partnership with Fort Bragg and will be implemented in Fall 2015. The cost of the degree is attractive, and classes run for 8 weeks at a time to work around military schedules.

The military is facing a number of issues at this time. Some young military are being laid off, and there are fewer opportunities for promotion without bachelor and master degrees. Some officers are being forced into retirement.

There is a great need for online courses for undergraduate students because active military are mobile and have to move frequently. Masters students prefer a hybrid structure with some online work and also face-to-face classes.

Military Student Panel

Bob Gibbard moderated the panel. Gibbard was a transfer student. As a veteran, he said going to college was a surprise. Many military do not realize that college is an option. He asked the panel to introduce themselves and to make suggestions for improved services for military students.

David Pegg served in the Army and is working on a Masters in Public Administration. He is very focused on the endgame, and he looked for the schools that would give him the best support. Pegg said that it is important to catch students before they transition out of the military. He suggested that a Veterans' Lounge would be helpful to military students. He thanked Jennifer Coffey in the Office of Financial Aid for her help and support.

John Stevens served in the Navy. He is studying photography. Stevens said that he lost his family support when he moved here to study. However, he attended Welcome Weekend and met another person his age, which has helped him feel connected here. Stevens suggested that academic departments should support workplace connections and help students with career connections.

Brandon Lee served in the Marines. He went to a community college before being deployed. He said it was difficult to adjust to college and establish networks after combat. Lee said it was important to get involved in groups. Transitioning out of the armed services is difficult, he said, and added that it was important to get appropriate information at that time. Lee suggested faculty encourage the formation of department-specific clubs for students. He said getting involved in the community was important and that Appalachian could help by providing more information about the local community.

Daniel Pelt served in the Air Force. He said one of the difficulties military students face is finances. There is often a delay in getting finances. Pelt said it was important to establish connections early, and that he reached out to people even before Orientation. The Student Veterans Association has been very supportive, and Pelt has made some really close friends there. He said that Orientation should promote more of the services offered on campus. Pelt said that because military students are a unique demographic, a separate lounge for them would be the best option.

Other comments:

- There is a need for grants to help veterans.
- Getting students to join the Student Veterans Association is difficult because many students want to put the military behind them.
- The Military Affairs Committee is working on getting a Veterans Lounge at Appalachian, but this might have to be shared with transfer students.
- The UNC Military Education Team would like to be able to hand out materials to military personnel as they transition out. The Team would like to conduct sessions on military bases to raise awareness of college options. They are also hoping to create a UNC Veterans Organization
- Open Houses by department would be helpful. It is important for departments to identify who their students are and to plan events accordingly.
- We should encourage veterans to join student organizations and connect through Facebook.
- Can we match up military students with peer mentors or with members of the SGA?

Breakout Sessions – Students from Early Colleges

Candis Hagaman, Principal, Caldwell Early College High School, Caldwell Community College, Hudson, North Carolina

Kim Burns, Fifth Year Seminar Instructor, Caldwell Early College High School, Caldwell Community College, Hudson, North Carolina

Nikki Crees, Director, Advising and Orientation, Appalachian State University

History of Early Colleges in North Carolina

North Carolina New Schools were first established in North Carolina in 2003 by the Office of the Governor and the Education Cabinet, with the support of the Bill and Melinda Gates Foundation. New Schools are independent, not-for-profit organizations governed by a board of directors. North Carolina New Schools partner with more than 60 community colleges and universities, as well as with more than 85 employers.

The original mission of the New Schools was to promote higher standards, to better prepare students for college, and to foster the use of innovative teaching practices. The intent was to serve first-generation and under-represented students as well as students at risk of dropping out. New School teaching practices embrace a shift in focus from the teacher to the student i.e., a shift from teaching to learning.

There are over 120 “New Schools” in North Carolina, with a school in almost 80 out of the 100 counties. New Schools employ more than 2,500 educators, and have an enrollment of approximately 15,000 students. Approximately 64% of North Carolina New Schools are Early Colleges.

Overview of Early Colleges in North Carolina

North Carolina is a national leader in terms of Early Colleges, with almost a quarter of the country’s Early Colleges located in this state. Early Colleges are small learning communities, with a maximum enrollment of 400 students. They are located on community college or university campuses.

There are six design principles that are characteristic of all Early Colleges:

- *Ready for College:* A belief in a common set of high standards and expectations that ensures every student graduates ready for college
- *Powerful Teaching and Learning:* Upholding of common standards for high quality, rigorous instruction
- *Personalization:* Educators must know students well to help them achieve academically
- *Redefine Professionalism:* Creating a shared vision so that all school staff take responsibility for student success
- *Purposeful Design:* The use of time, space and resources ensures that best practices become common practice
- *Leadership:* Empowering shared leadership in a culture of high expectations and a collaborative work environment

Students at Early Colleges can earn both high school and college credits. Early Colleges offer both four and five-year programs with different points of entry. The focus is on preparation for college, career, and life. They provide college tuition and texts at no cost to the students. The curriculum offered is customized to the needs and resources of the community where the school is located. Some Early Colleges are themed: For example, health sciences, or leadership, or visual and performing arts. The curriculum is aligned, and there are opportunities for students to read, write and think in every class, as well as to work in groups.

The combined Early College graduation rate for North Carolina was 96.2% in 2013. Students took an average of four college courses in 2010~11. In 2012~13, nearly two-thirds of the grades earned were As or Bs, which surpasses the performance of college-age students.

Caldwell Early College High School

Caldwell Early College High School (CECHS) is located on the Hudson campus of Caldwell Community College and Technical Institute (CCC&TI). CECHS offers a five-year program from Grade 9 through 13, and provides students with the opportunity to earn a high school diploma and an Associate's Degree. College coursework begins in the 9th grade, and students commit to completing a Bachelor's Degree once they graduate from CECHS.

The student population closely reflects the diversity of Caldwell County in terms of academic, ethnic and socio-economic diversity. The target population for the school is students underrepresented in higher education ie first-generation students, ethnic minorities, students from low socio-economic backgrounds, and students at risk of dropping out. Students apply to CECHS in the 8th Grade and commit to the five-year program as well as to going on to complete a Bachelor's Degree once they graduate from CECHS.

The five-year program offers a different seminar course each year. The 9th Grade seminar is "Understanding who I am", while the 10th Grade seminar is "Exploring where I am". In 11th Grade, students take "Finding My Place", which involves job shadowing. The 12th Grade seminar, "Making It Happen", involves exploring college and career options. Students take "Planning the Journey Ahead" in 13th Grade. This seminar involves classes on college applications, financial aid and scholarships. Service learning is also integrated into the curriculum.

Caldwell Early College High School follows CCC&TI policies and procedures in terms of attendance, student conduct and academic integrity. CECHS students also participate in CCC&TI activities, and have full use of the facilities.

College Readiness

While CECHS does a great job in preparing students for college, students still face a number of challenges. These include:

- The college application process
- Registration and advising
- Applying for financial aid and scholarships
- Accessing upperclassmen opportunities and experiences

Early College Student Panel

- What could Appalachian have done better to aid your transfer?
 - Freshman advising. I ended up getting help from other students to get the correct classes.
 - Being in dorms with students with very different high school experiences
 - Freshmen; less mature

- How well prepared were you for Appalachian in comparison to your knowledge/perception of freshmen students graduating from traditional high schools?
 - Well-prepared
 - Better than well-prepared
 - Better prepared as far as maturity

- Were your parents engaged in your high school experience, and are they engaged in your Appalachian experience?
 - Students reported unanimously that their parents had been involved in their high school experience and continued to be involved in their Appalachian experience
 - In the 5th high school year there were monthly parent/student/teacher meetings

- What was the original attraction of early college?
 - Early college helped me figure out who I am
 - Early college made me the person I am

- Do you think you are missing some of the social aspects of college life since you may only be enrolled at Appalachian for two years?
 - No. I am very involved already.
 - I had some of those experiences during high school
 - I missed some experiences, but gained others

- Do you gravitate more towards lowerclassmen (friends in dorms) or upperclassmen (friends in upper level courses)?
 - Mostly students in courses
 - Mostly students in the dorm
 - I enjoy both

- Are early college students more committed to their chosen majors?
 - We had lots of opportunity for exploration before choosing a major
 - Taking some general education courses in high school helped me firm up my choice of major

- What could Appalachian do to make the application/admissions process easier?
 - Include an early college option on the application. It is confusing to list college courses in the high school classes section. We need a check box for 5th year students.
 - The application was not that difficult.

Some recommendations for Appalachian

Nikki Crees ended the session by briefly outlining the recommendations of Appalachian's University Recruitment and Transition Team Early College Subcommittee for improved practice for working with early college students. These included:

- Creating a liaison position for early college students at Appalachian
- Modifying the Admissions' application to denote Early College High School student
- Including transcripts as an application checklist item
- Assigning early college students to specific orientation groups and providing specific programming
 - This was trialed in 2014
 - In Summer 2015, early college students will attend transfer orientations since these better suit the needs of early college students
- Creating a targeted communication plan
- Developing early college talking points and training for student leaders and Ambassadors
- Creating an early college RLC
- Developing an intra-campus communication plan regarding the early college population

The full report of the University Recruitment and Transition Team is posted under Symposium Presentations 2014 on the Transfer Symposium website:

<http://transfersymposium.appstate.edu/tool-kit>

Breakout Sessions – Non-traditional and Distance Education Students

Blair Hancock, Dean, Arts and Sciences, Wilkes Community College

Kathleen Lynch-Davis, Program Director, Curriculum & Instruction, Appalachian State University

Tiffany Soiset-Sheaff, Senior Undergraduate Program Manager, Distance Education, Appalachian State University

Tiffany Soiset-Sheaff began the session by posing the question: When we talk about non-traditional students, who are we serving? She showed a film clip depicting a “typical” non-traditional student – a mother, very upset about going back to school, a little overwhelmed, uncertain about how to use computers, not sure anymore how to study or how to manage her time.

Soiset-Sheaff defined a non-traditional student as typically over the age of 24. She described seven characteristics of non-traditional students. The more of these characteristics a non-traditional student displays, the higher the risk of not completing a degree. The characteristics are:

1. At least one year between high school graduation and postsecondary enrollment
2. Long-term postsecondary part-time enrollment
3. Full-time employment while enrolled (35 or more hours)
4. Classified as financially independent for financial aid purposes
5. Financially support dependents other than spouse
6. Single parent status
7. Lacking a traditional high school diploma (earned GED)

Soiset-Sheaff then discussed the demographics of students currently enrolled at Appalachian who came here as transfer students. There are more than 4,000 students at Appalachian who transferred from another institution. Of these, 27% are aged 24 and over, and 5.7% are enrolled part-time. 25.5% of Appalachian transfer students are classified as financially independent. In terms of dependents, 7.7% of Appalachian’s transfer students have children, and 3.1% are single parents. 2.5% of students transferring to Appalachian have a GED or Adult High School Diploma.

A comparison of main-campus and Distance Education non-traditional transfer populations highlights some significant differences. Firstly, 78% of students enrolled in Distance Education are over the age of 24, compared to 20% of main campus transfer students. Additionally, 61% of Distance Education students are classified as financially independent, compared to 20% of main campus transfer students. Finally, 41% of Distance Education students have children, while 2% of main campus transfer students have children.

Blair Hancock continued the discussion by providing the community college perspective. Hancock noted that 59% of students at Wilkes Community College received financial aid. She also noted that 36% of students had children, and 28% were married. Fifty percent of students were aged 35 or older.

Hancock commented that the new Universal General Education Transfer Component (UGETC) courses identified in the restructured Comprehensive Articulation Agreement (CAA) would be helpful for students struggling to settle on a major or career direction.

Hancock listed some of the concerns community college students have about transferring to a four-year institution, as well as outlining some of the barriers students face. She said that many students were concerned about their schedules, and how these would fit around work and family responsibilities. In terms of barriers, Hancock mentioned academic barriers, personal barriers and institutional barriers. As an example of the latter, she listed a number of academic terms (eg articulation) that might be a barrier to some students because they may not have heard the terms before. Hancock emphasized the importance of being aware of the student's perspective. She concluded by saying that the new CAA provided more support for transfer students and removed some of the barriers.

Kathleen Lynch-Davis discussed non-traditional students from a university program perspective. She stressed the importance of advising, and that students should meet with advisors as soon as possible. Early advising ensures students select appropriate classes at community college that will help them progress towards their major. Lynch-Davis recommended students look carefully over their credit evaluations to see if they needed to petition for credit, or whether they could negotiate for a course substitution.

Lynch-Davis noted that it takes time for non-traditional students to acclimate to the new institution. There are time management issues, especially for students who are commuting or who have family responsibilities. Students also have different expectations in terms of the amount of homework they would have to do. She noted that university faculty are often not as in tune with non-traditional students and the responsibilities these students might have outside the classroom.

Lynch-Davis said that non-traditional students often had issues with feeling they belonged at the university. They had different social circles from more traditional students, and often had difficulty fitting in. It was important for the university to help students feel they belonged, so that they were more likely to remain and succeed.

Lynch-Davis listed a number of other concerns for non-traditional students. These included study skills, and personal and family responsibilities outside the classroom. She mentioned financial concerns, and noted that many non-traditional students also had to work to support their families, taking away from the time they could devote to study. Technology was also an issue, both in terms of access to it and knowing how to use it.

Lynch-Davis described the range of resources for non-traditional students at Appalachian. The Office of Transfer Services is responsible for the articulation of credit. Students can also petition for credit through this office. The office also has an online course equivalency search and offers preliminary evaluations for students planning to transfer to Appalachian. Jump Start Appalachian, a transfer student support program, is based out of the Office of Transfer Services. Other services designed to help non-traditional students include the Transfer Track sessions which provide information for prospective students. There are also two residential learning communities for transfer students.

Soiset-Sheaff outlined some of the services offered by Distance Education. Distance Education offers 13 undergraduate degree completion/transfer programs, each with a dedicated program manager, assistant and faculty advisor. There are three Distance Education Centers, one in Burke, one in Hickory and one in Caldwell. There are program managers at each of these locations. Distance Education offers orientations tailored to particular programs, and has a consortium agreement for dual enrollment. There is a Distance Education librarian, and an online tutoring service. There is also a Distance Education Student Advisory Committee.

The session concluded with a film clip of a non-traditional student family. (Here's a link to the film clip: <https://www.youtube.com/watch?v=0tCFymvIoiM>)

Non-traditional and Distance Education student panel

- What was the most challenging aspect about transferring to Appalachian?
 - Academic rigor and time management, particularly with a long commute each way.
 - Academic rigor and interaction with younger students. This was easier than anticipated.
 - The workload, age differences and logistics, which were stressful and took a toll on my relationship with my partner. Satisfying general education requirements was also difficult.
 - Adjusting to the course load and finding my place.

- What made the classes more difficult?
 - The intensity is greater, the work is more demanding, and there is more of it.
 - Going straight into major courses on arrival is difficult.
 - Delving deeper into specific topics and concentrating on major classes increased the workload.
 - The course workload is about the same between Caldwell Community College and Appalachian.
 - Comments from the audience:
 - Students often overestimate their ability to complete courses and sign up for too many classes. This results in stress, with students showing up at Health Services for assistance.
 - The expectations of what knowledge community college students bring when they transfer does not always match reality.

- Did you get the help you needed from your community college library?
 - You can't really compare the two. At the community college, we learned to cite references using the MLA system. However, at Appalachian, we are expected to use the APA system. Community college students don't know how to do this.
 - I had to learn the APA system by myself.
 - Comments from the audience:
 - ENG 112 addresses this issue to some degree. Things are changing.
 - Appalachian is conducting workshops to help community college faculty move to using the APA system
 - There are library workshops at Appalachian to help with APA.
 - Should we develop APA workshops at community colleges?

- How did you first connect with services at Appalachian? What worked? What's one thing you know now which you wish you had known when you first transferred?
 - Jump Start was very helpful. It was a platform to help me meet other students. It gave me the confidence to branch out. It helped me find a balance between being a non-traditional student and working with traditional students. Thanks to the Office of Transfer Services for all their help.
 - Many of the services offered to students in Boone are not available to Distance Education students. Non-traditional students often miss out because of their other responsibilities. Services should be offered outside business hours to fit in with non-traditional student schedules. Appalachian should work to get Distance Education students more involved on the main campus so that they feel they are Appalachian students. All my experiences with the Office of Transfer Services were positive.
 - I live in Boone, so feel part of the community, but I rarely use the resources available. For many Distance Education students, the only time they set foot on campus is for graduation.
 - I wish I had known earlier in life that I wanted to pursue postsecondary education. Many of my friends off campus question why I am doing this at my age. It was difficult getting to know people during the first semester. Becoming a transfer student mentor helped me get engaged with the campus. Jane Rex was a great help, taking the time to meet me and explain how my credits would transfer.
 - Comment from the audience:
 - OTS is great!

Closing Session – Wrap Up and Next Steps

The closing session consisted of group discussions of the following three questions:

1. What are the differences and similarities among transfer students (military, non-traditional, early college)?
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?
3. What should the university do to continue the conversation about transfer students?

Comments were collected via Padlet, and are summarized here:

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