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