Developing Curiosity in Transfer Students:
How One Business School Set Students on the Path to Successful Transition

Presented By
Lisa Miller
Lata Patel
Allan Taing
University of California, Riverside
School of Business Administration
Undergraduate Business Programs

UCR at a Glance
• Ethnically and socioeconomically diverse population of 18,523 undergraduates
• Business Administration is the most popular major on campus

SoBA
• The School of Business Administration
• AACSB Accredited
• Largest undergraduate business program in the University of California system
• Transfer Students make up half of our caseload

Transfer Orientation
• Multiple challenges
  • One-day orientation
  • Three-hour group-advising block
  • Defining learning objectives

Transfer Students in Context
• Transfer demand increasing, nationwide
  • 26% increase UC systemwide from 2009-2011, 87% increase for UCR in same timeframe
  • Lag behind “natives” in student engagement
  • 2009 National Survey of Student Engagement

Theoretical Frameworks
• 1. Developmental
  • Developmental model for advising (Creamer & Creamer, 1994)
• 2. Transitional
  • Transfer Shock (Cantrell et al, 1996)
  • Transfer Phases (Gernand, 1992)
SoBA’s Mission Statement

Our mission is to:
• Develop diverse leaders
• Propel research-based innovation
• Promote the sustainable growth of Inland Southern California within the global economy.

The Vision

Develop world-class leaders and scholars who are as diverse as the challenges they face and the enterprises they grow.

SoBA is about personal growth; it is a place where you learn to be a manager and a leader, a contributor to business, and a contributor to community and society.

Inside vs. Outside of the Classroom

• How do transfer student’s hit the ground running?
• How do they set themselves apart from everyone else?
• How do you enhance student participation and retention?

Career and Internships

• Campus Career Center is your best friend
• Internships 78% of employers state internship experience is important
• Networking, networking and networking

Student Organizations

• Involvement in over 400 groups on campus
• Develops leadership skills
• Creates a connection to UCR

Education Abroad Program (EAP)

• Contributes to a student’s global knowledge
• Fosters an understanding of other cultures
• Essential for today’s emerging Business leaders
Where Should We Start

- Focus groups with past transfer students
- Set Learning Objectives
- Decide on a format
- Partner with Admissions to create a workable timeframe

What Did We Want Students To Learn at Orientation?

- Understanding of the “Nuts and Bolts” of the Business Program
- Awareness of the learning opportunities outside of the classroom
- Familiarization with the course availability for the upcoming quarter and strategies for course selection
- Opportunity to meet with advisors, current students and fellow transfers

The Format

- Five Individual Sessions 25-30 minutes each
- Our four key experiences held as concurrent sessions
- Students attend all sessions by moving to the next scheduled room
- To encourage students to mingle, they were separated into different groups
- Activity geared towards session to break the ice
- Prizes awarded to students for each activity

World Trivia Quiz

Measuring our Success

Students Submitted Surveys at the end of orientation

<table>
<thead>
<tr>
<th></th>
<th>Not Informative</th>
<th>Satisfactory</th>
<th>Great</th>
<th>Excellent</th>
<th>Great &amp; Excellent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuts and Bolts</td>
<td>0</td>
<td>66</td>
<td>116</td>
<td>153</td>
<td>83%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>0</td>
<td>32</td>
<td>111</td>
<td>173</td>
<td>90%</td>
</tr>
<tr>
<td>Careers and Internships</td>
<td>1</td>
<td>46</td>
<td>118</td>
<td>160</td>
<td>86%</td>
</tr>
<tr>
<td>Getting Involved</td>
<td>0</td>
<td>43</td>
<td>103</td>
<td>167</td>
<td>86%</td>
</tr>
<tr>
<td>411 on Classes</td>
<td>0</td>
<td>32</td>
<td>50</td>
<td>103</td>
<td>82%</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>209</td>
<td>497</td>
<td>796</td>
<td>86%</td>
</tr>
</tbody>
</table>

But let’s hear from the students themselves ……..

Was it what you expected?
How did this help you transition?

Did you walk away with some new goals?

And one final thought …

Things to Consider
- Identify key concepts you want students to learn
- Consider formats that break up the information and keep students engaged
- Incorporate group activities that require people to interact with each other
- Utilize current transfer students to build connection

What are some things you do on your campus to facilitate transfer orientation?

Questions ???

- Contact Information
  - Lisa Miller – lisa.miller@ucr.edu
  - Lata Patel – lata.patel@ucr.edu
  - Allan Taing – allan.taing@ucr.edu

Thank You for Coming!!