

**Smooth Transitions: Emerging Insights from
Undergraduate Psychology and Biopsychology
Transfer Peer Mentors**

Tate Universe

Incoming transfers find an email, with a flyer attached:

[IMPORTANT] Psych & Brain Sciences & Biopsych Transfer Students - PLEASE READ!

Inbox x



PBS Advisor <advising@psych.ucsb.edu>

to bcc: tateuniverse ▾

Mon, Jun 26, 2023, 2:32 PM



Hello Incoming Transfer Students,

Welcome to UCSB and the Department of Psychological & Brain Sciences (PBS)! We are excited to have you all join our program! **Please read this email carefully, as it contains important information needed for registration and deadlines.**

1. PBS Advisors will need to evaluate all transfer work for major credit. In order to ensure a smooth registration process, transfer students MUST fill out the **Incoming Transfer Google Form** by **Friday, July 14th, 2023**: <https://forms.gle/2i1seTwLjPTRMeVr9>.
2. Once you fill out the Incoming Transfer Google Form, PBS Advisors will be communicating with transfer students about their **pre-major credits, projected course schedule, transfer orientation, and submitting course evaluation requests (if applicable)** throughout the summer. Be sure to check your UCSB email for our latest announcements.
3. We recommend registering for PSY 109 (College Student Development) during Fall 2023. This course is an upper-division course made specifically for PBS transfer students and will count towards your total unit requirement for graduation. In addition, you will be assigned a **mentor** who would be your Transfer Student Ambassador for this department. See the flyer attached for more information.
4. Lastly, PBS Advisors created a series of 4 short videos for our transfer students and we recommend that you watch these before you attend one of our transfer orientation sessions. Click [HERE](#) to view the videos.

Best,
PBS

Psychological & Brain Sciences Undergraduate Advising

Please check our undergraduate advising resources at www.psych.ucsb.edu.

UC SANTA BARBARA

Psy 109:
Neer-peer
mentorship
opportunity?

Psychology Department Transfer Admission Data

	22'-23'	23'-24'
Applicants	17,632	17,077
Enrolled	2,096	1,899
Took 109	83	84

PSY 109 is an upper division course that will count towards your total unit requirement for graduation*. In this course, you will master reading and summarizing primary literature (an important skill for success in our upper division courses), as well develop your ability to discuss and write about research. All of the articles we read focus on factors that are related to college student success.

You will also be assigned a mentor who is your Transfer Student Ambassador for the department. Please fill out our Transfer Clearance Google Form and let us know if you are interested in taking the course.

*Express interest by filling out our
Incoming Transfer Form!*

~4,000 transfers saw the email and this flier 

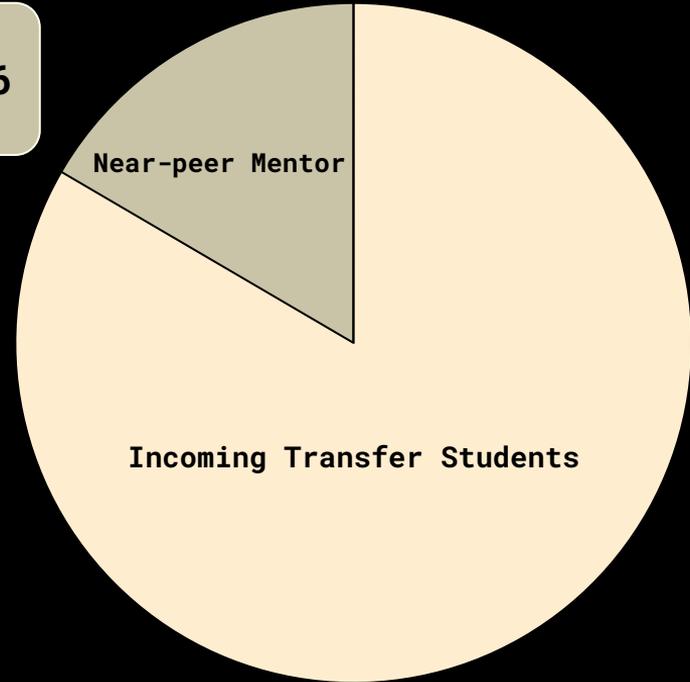
What do transfer mentor perspectives reveal at five and ten weeks?

Questions we wanted to ask mentors (n = 19):

Free Response, Google Forms

1. What makes you a great mentor?
2. What makes it hard to be a great mentor?
3. What are your *academic experiences* as a transfer student?
 - a. What about your fellow mentors/mentees?
4. What are your *social experiences* as a transfer student
 - a. What about your fellow mentors/mentees?
5. How are you supported as a transfer?

~1:6

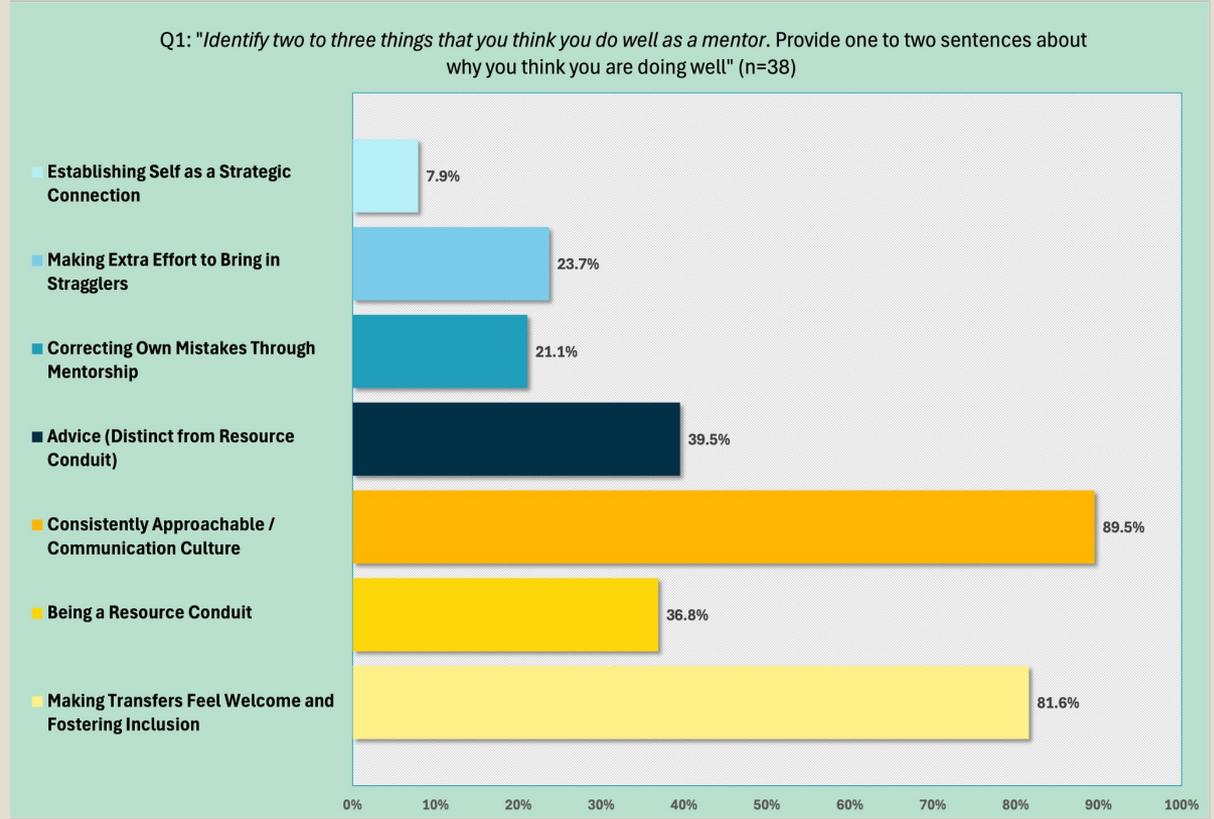


Facilitating Group Mentorship

Fall 22: 18 Mentors | Fall 23: 10 Mentors

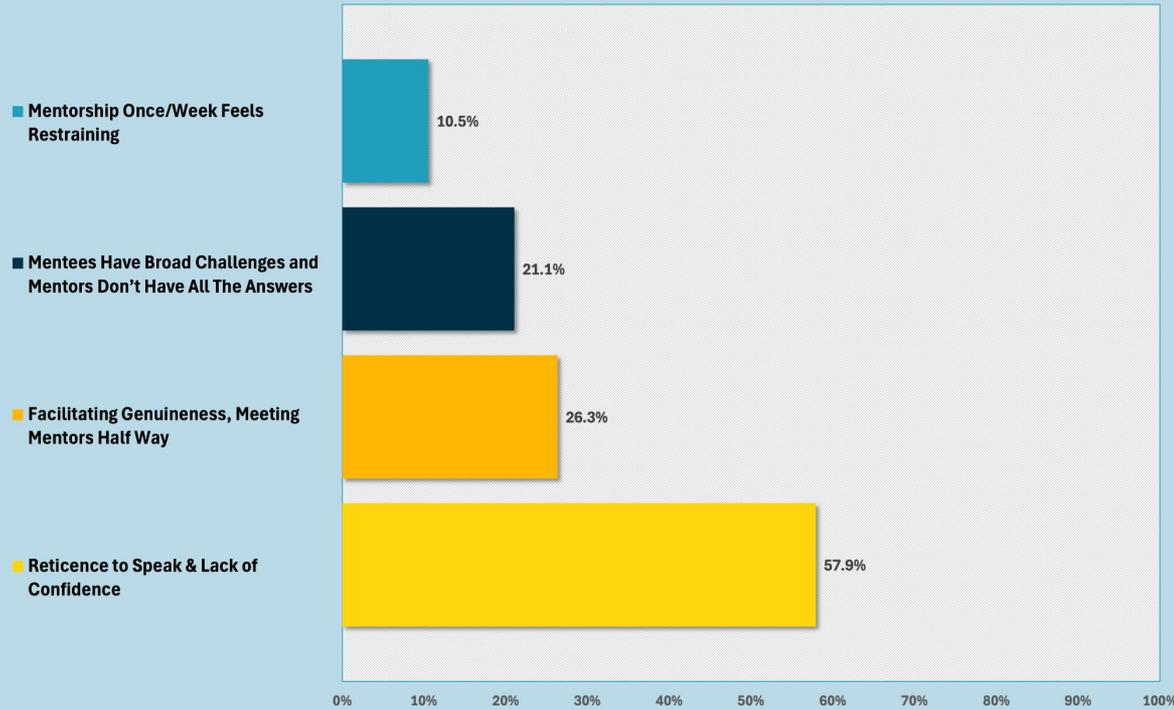
Strengths

"I think I did a good job of always making my mentees comfortable to ask questions or to say what was on their mind... It took a few weeks, but once I knew their strengths and weaknesses I knew when I could push someone to give me an answer or when I needed to give someone their space. That was an important part of creating the close group environment/relationship that we eventually reached."



“I would try to motivate them as much as possible because of my experience in my first quarter here at Santa Barbara. [I was] transparent about my failures so that they could understand...I went through the same struggles so I try my best to reiterate that, to let them know that it only gets better from here.”

Q2: "Identify two to three things that you found challenging about being a mentor. Provide one to two sentences about why you think you are doing well" (n=38)



Challenges

"I found it challenging to watch some students not take advantage or engage in what PSY 109 and UCSB as a whole has to offer.

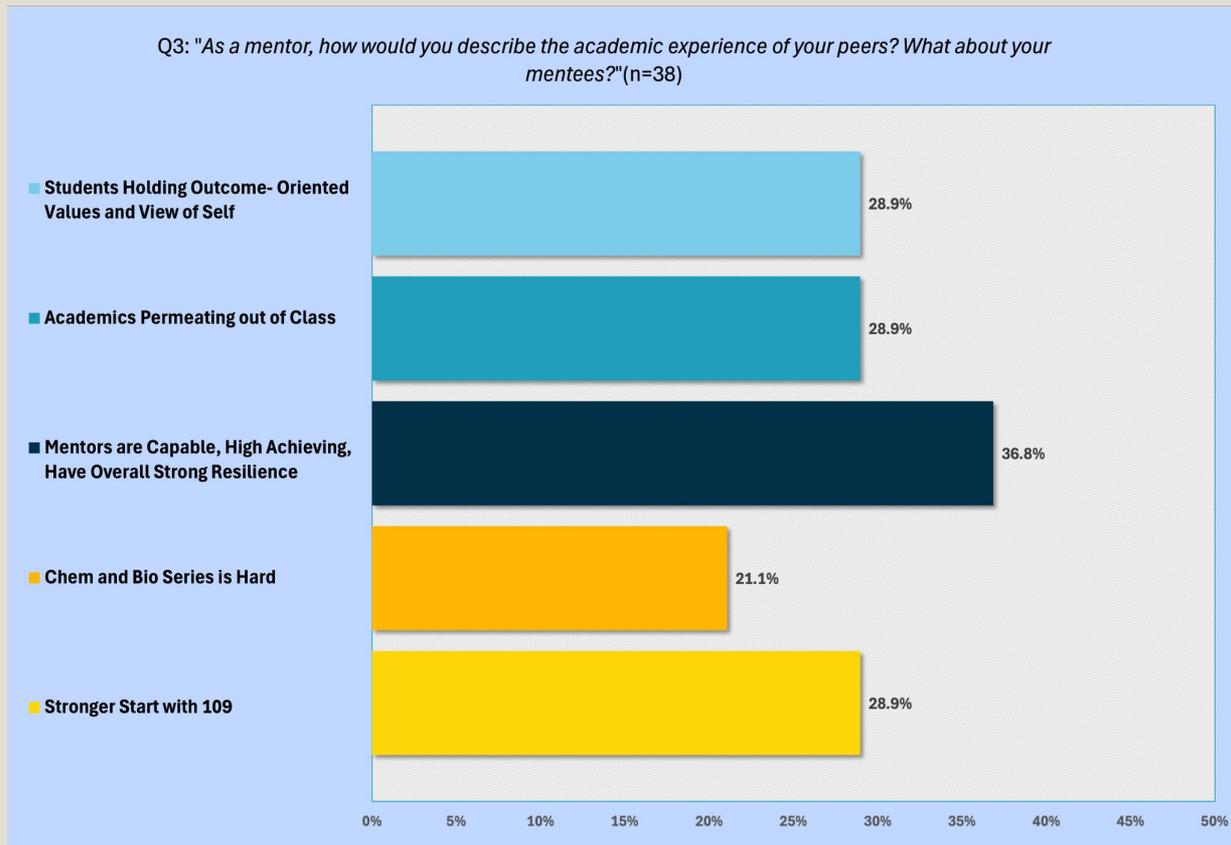
It felt difficult to watch students miss out on the ways they could be making the most of their education."

"Ask for help more. Some of them ask for help, say they are struggling sometimes and are stressed out. I tell them that I am truly here to help them, but I notice *not all of them reach out*.

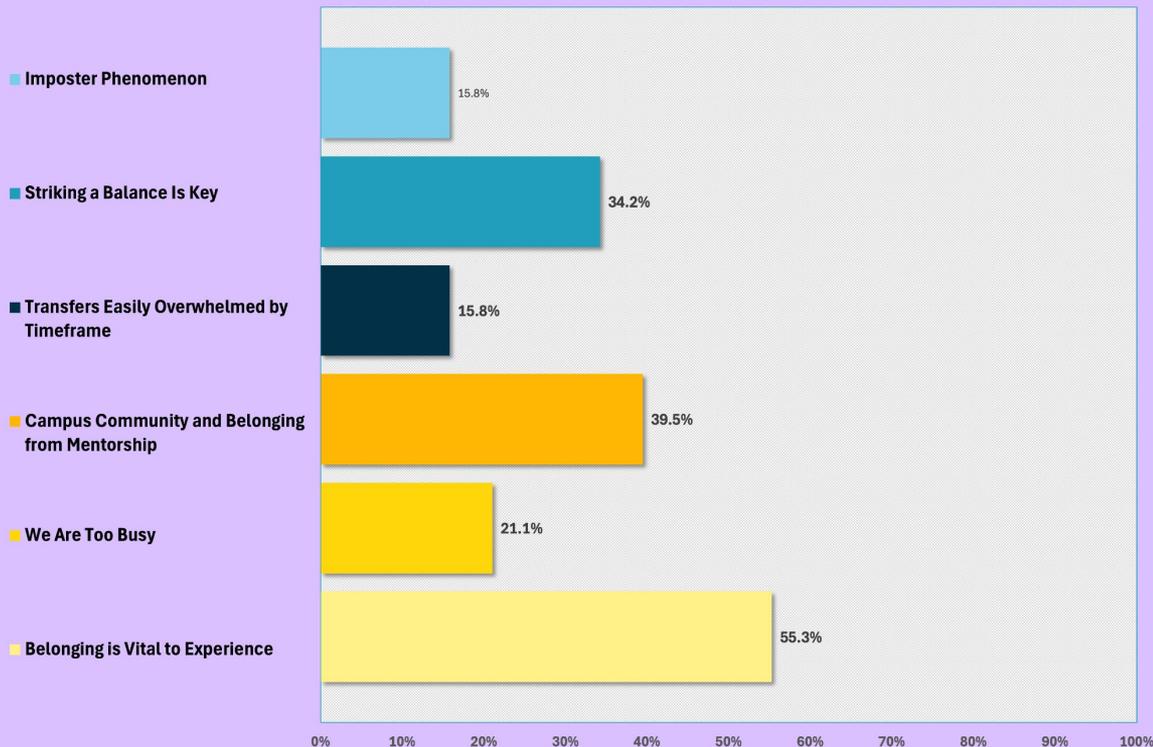
Some of them have been skipping and not coming, and it is concerning. 109 helped me socially and academically transition at UCSB"

Academic Experience

"the information I learned in 109 was incredibly encouraging and provided resources for me to start that process [to do research and succeed in classes]. *I would imagine that other transfers may feel that applying to graduate school and graduating in 2 years is an impossible task*"



Q4: "As a mentor, describe your perspective on social aspects of college and feeling like a part of UCSB--for yourself?" (n=38)



Social Experience

"Transfers prioritize one of two things: succeeding in all of their [academics], or succeeding in social settings and meeting all of their friends right away. For most though, this does not happen right away like they want. These things take time and effort, and transfers have such a hard time being patient. "

"They will often get overwhelmed at the first road bump or when things don't go their way. Like I did. But I would advise [to] just remain optimistic and be patient. We often don't even know that we are in the right place at the right time until that time is behind us. So *do not freak out if you still find yourself struggling to fit in at UCSB, because after some time you may just realize that you were a part of it all along.*"

Emerging Themes: Q5 (n=19)

CLAS	1
College and Career Services	1
Health and Wellness Center	1
Major Advising	3
Other Mentors	1
Professors	2
Resource Center for Sexual & Gender Diversity	1
Social Circle	5
Student Resource Board	1
TAs	1
'Time'	1
Therapy	2
Transfer Student Center	1
UCEN	1
Women's Center	2

Valued Resources

Week 6: "Describe any additional resources or support that can help you throughout the quarter."

Students need social support, transfers report needing it greatly

Insights

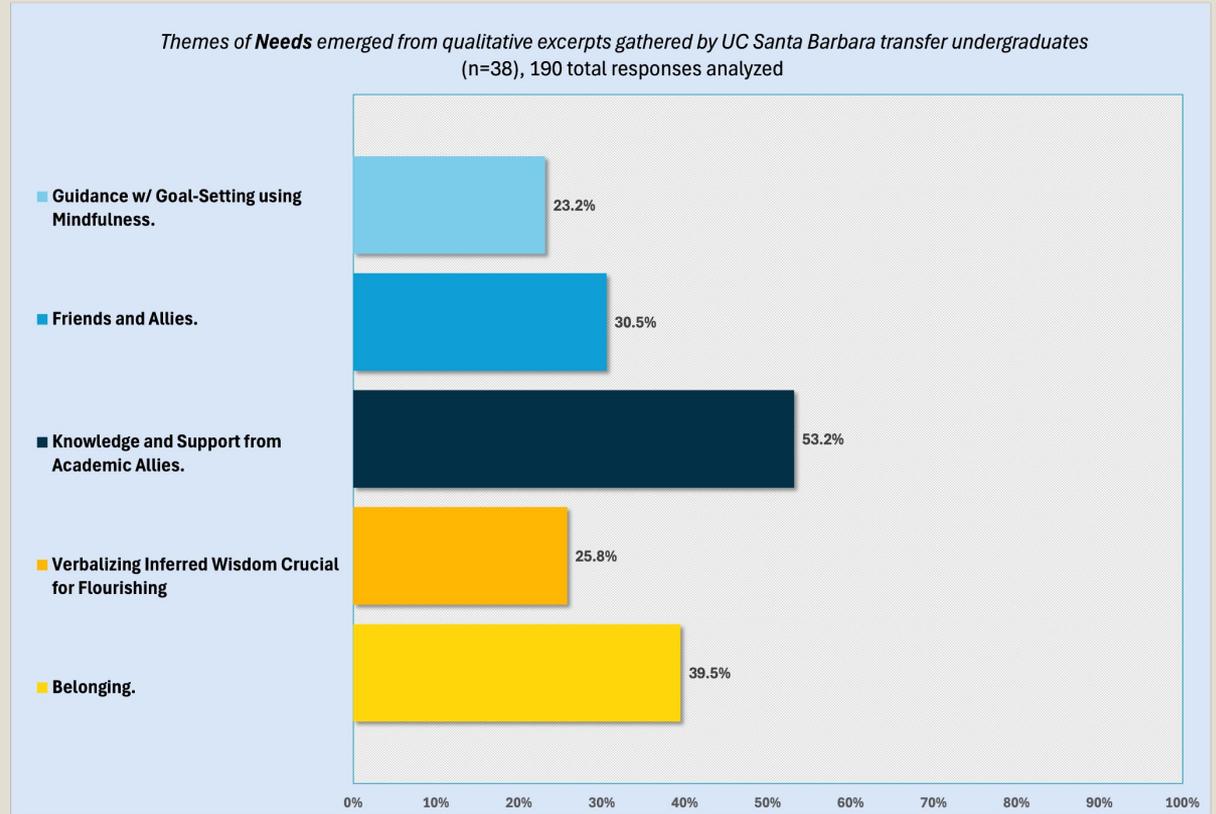
Out of 190 responses across all 5 questions, these **needs** were explicitly mentioned by transfer mentors about transfers.

Prevalence of mentioning *own or other's needs*.

- **Guidance with Goal-Setting using Mindfulness**
 - 1/5th
- **Friends and Allies**
 - 1/3rd
- **Verbalizing Inferred Wisdom Crucial for Flourishing**
 - 1/2
- **Knowledge and Support from Academic Allies**
 - 1/4th
- **Belonging**
 - Over 1/3rd

"I'm grateful for the 109 program because it offered me this opportunity within the psych department.

Being a 109 mentor this year helped me feel more involved with the department and share my knowledge with the incoming cohort. I feel like I've made an impact in the psych department."



Near-peer mentoring reveals insights about *non-academic, academic transfer needs*, valuable to all educators

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Thank you!

Please feel free to reach out with any questions about my analysis!

→ Email: tateuniverse@ucsb.edu