

NISTS 2021

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Research Spotlight

Using a Multidisciplinary Framework to Understand the Benefits of a Transfer Student Mentoring Program

Diversity and Inclusion, Transition Programs and Services

Our university's Transfer Student Center created a peer mentoring program grounded in academic research on supporting marginalized student populations. Utilizing both psychological and sociocultural perspectives to assess program efficacy, results suggest that this holistic programming approach aimed at increasing efficacy, belonging, and service use is a valuable model in supporting transfer student success. The multidisciplinary framework and mixed-method design are valuable strengths to consider when creating and assessing program efficacy.

Adriana Sanchez, *PhD Candidate, Counseling, Clinical & School Psychology*

Malaphone Phommasa, *Director of Academic Success Initiatives*

Vanessa Woods, *Assistant Teaching Professor*

University of California, Santa Barbara

Andrea Mora, *PhD Candidate, Social Work and Developmental Psychology*

University of Michigan, Ann Arbor

Using a Multidisciplinary Framework to Understand the Benefits of a Transfer Student Mentoring Program

University of California, Santa Barbara

Adriana Sanchez, M.A., Malaphone Phommasa, Ph.D., Andrea S. Mora, M.A., &
Vanessa Woods, Ph.D.

Format

- Program Description
- Framework
- Research Study
- Results
- Discussion & Takeaways
- Questions



Discussion - Chat

1. What are you hoping to take away from this session?
 - a. Ideas for structure/design of mentoring program
 - b. Ideas on how to conduct research on mentoring program
 - c. Suggestions for establishing collaborations
 - d. Other: specify in chat

Program Description

The TSC Transfer Student Mentoring Program aims to ***facilitate successful transitions*** for incoming transfer students

Goals:

- Aid in the holistic growth of incoming transfer students
- Connect transfer students to resources
- Help students engage in academic and social networks

Key Components of TSMP

- Program Cohort

- 2017-2018: **120** transfer students, 60 mentors & 60 mentees
- 2018-2019: **100** transfer students, 50 mentors & 50 mentees

- Program Details

- Full academic year (3 quarters)
- Mentor/Mentee matches are made considering major, identities, and interests

- Program Requirements

- Mentors commit to a fall and winter training
- Participate in Match Day and program orientation
- Relationship agreement form
- Commit to 3 mentor/mentee meetings each quarter
- Participate in Mentoring Program quarterly gatherings
- Complete quarterly check-in form

Key Aspect: The Multidisciplinary Framework

Use of Sociocultural and Psychological Perspectives

- Community Cultural Wealth (Yosso, 2005)
- Counterspaces (Solórzano et al., 2000)
- Self Determination Theory (Ryan & Deci, 2001)

Key Aspect: Multi-pronged Collaboration

Collaboration

- What the students noticed
- Provides opportunity for transfers to be involved in research
- Serves needs of students, Center, and faculty



Discussion - Chat

1. Any questions?

Participants

2017-2018 Academic Year

- **42 transfer students**
 - 69 % in TSMP
 - 20 mentees and 18 mentors
- **TSMP group:** 45% Latinx, 31% white, 24% Asian, and 10% Black
 - Mean age = 21.52
- **Non-TSMP group:** 31% Latinx, 23% white, 15% Native Hawaiian/Pacific Islander, 8% Asian
 - Mean age = 22.61

2018-2019 Academic Year

- **81 transfer students**
 - 48% in TSMP
 - 20 mentee and 19 mentors
- **TSMP group:** 52% Latinx, 21% white, and 21% Asian
 - Mean age = 22.9
- **Non-TSMP group:** 33% Latinx, 40% white, and 29% Asian
 - Mean age = 22.3

Methods: Materials and Measures

Quantitative Component

GPA - Institutional data

List of scales:

- **Academic self-efficacy** (MSPSE; Zimmerman et al., 1992)
- **Navigational capital**
 - 6 services (i.e. Academic Advising & Financial Aid)
- **Counterspace use**
 - 5 services (i.e. EOP & Transfer Student Center)

Qualitative Component

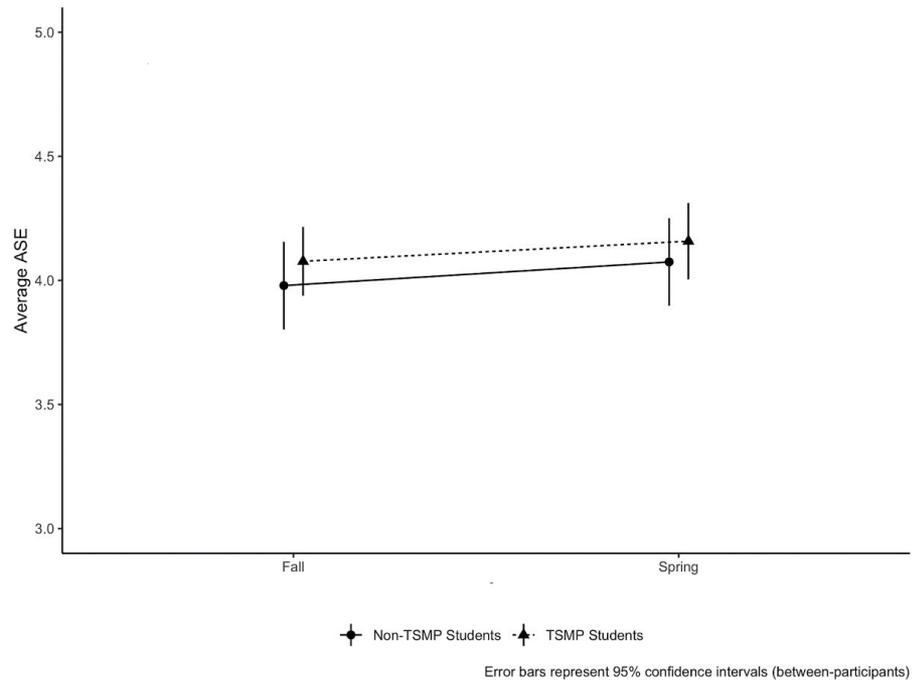
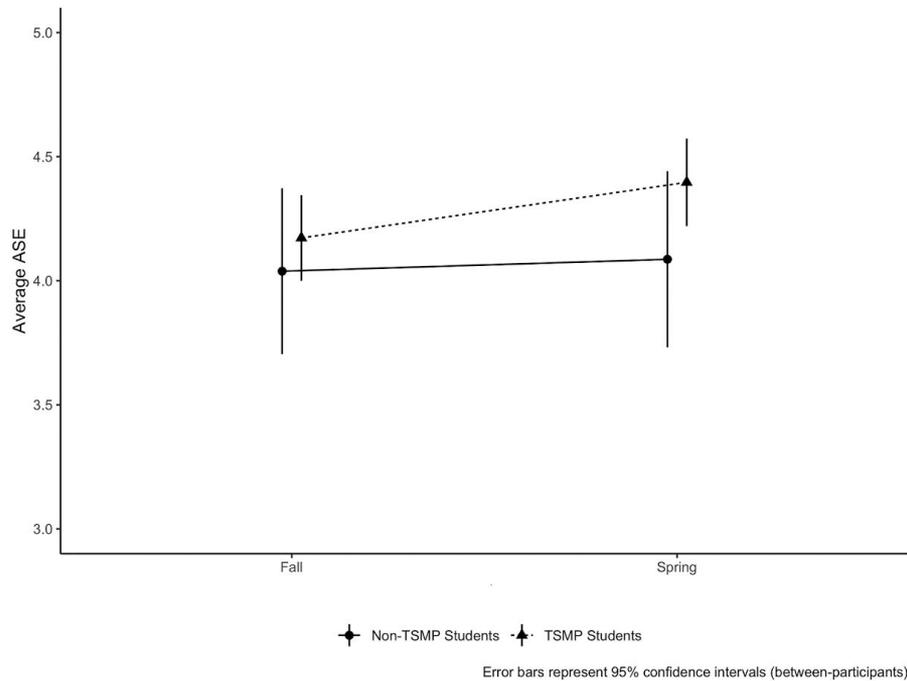
Open-ended questions:

- **Belonging**
 - “Do you feel you have found community within {our university name}? Please explain/elaborate (Gibbs, 2007).”
 - Coded yes/no

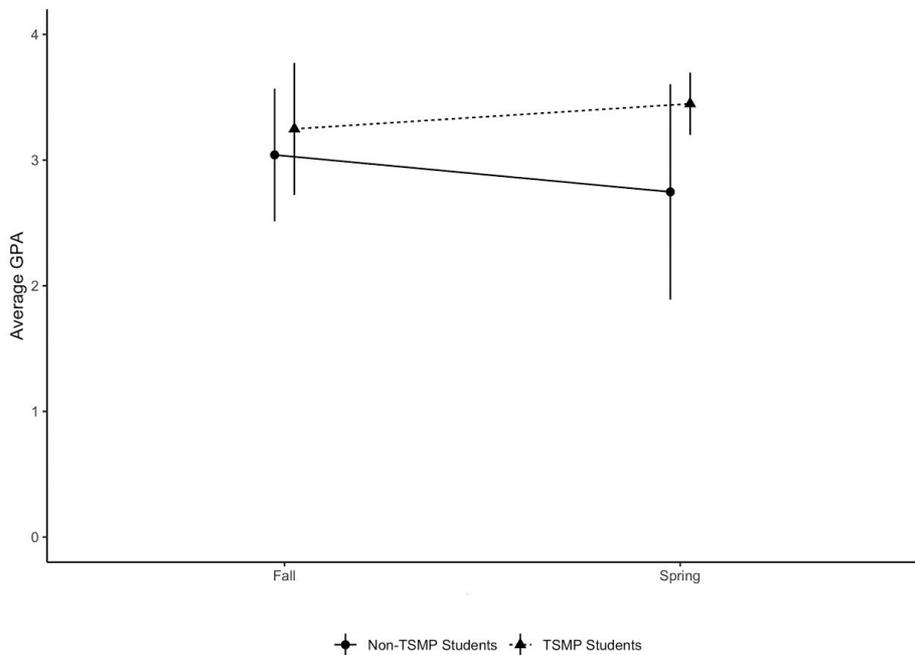
Procedures

- Collected data over two academic years: 2017-2018, 2018-2019
- Recruitment: in-person at the TSC, social media, emails, in-class announcements
- 20-30 minute survey using Qualtrics
- Compensation: \$10 Amazon gift card for completion of Fall and Spring surveys

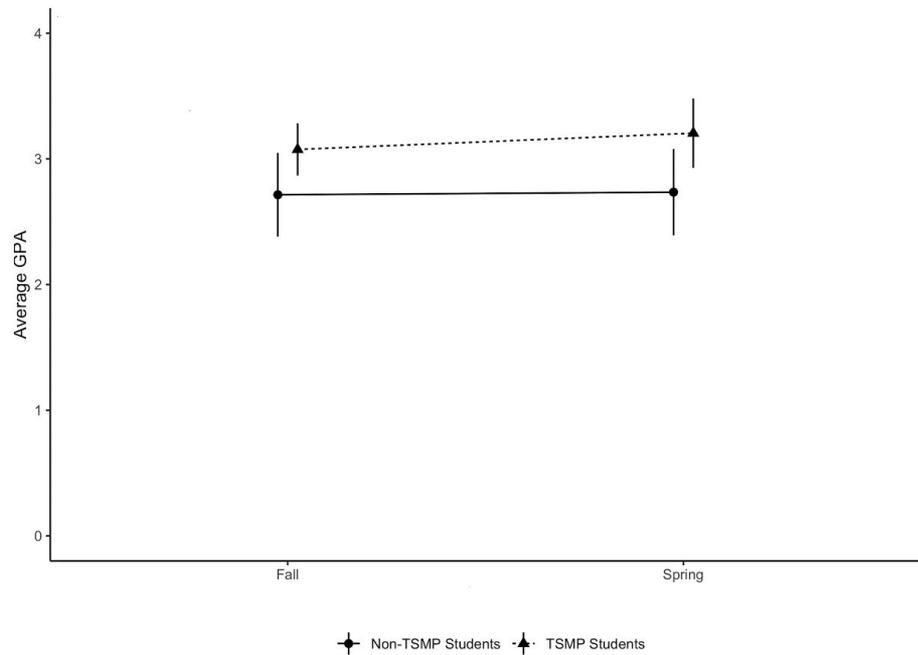
Results



Results



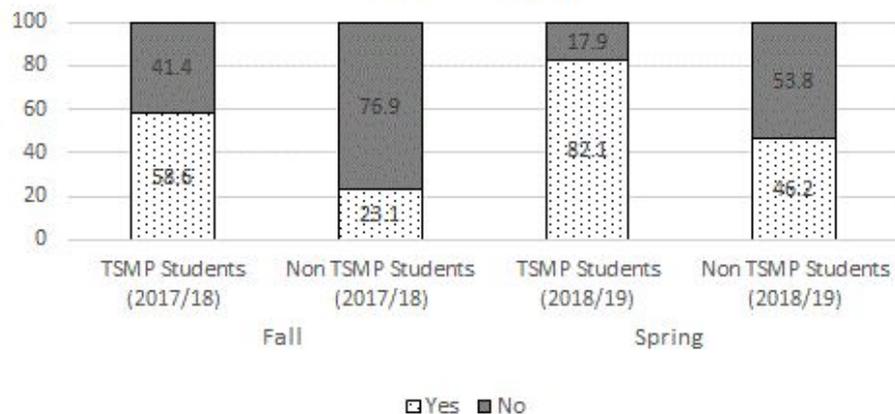
Error bars represent 95% confidence intervals (between-participants)



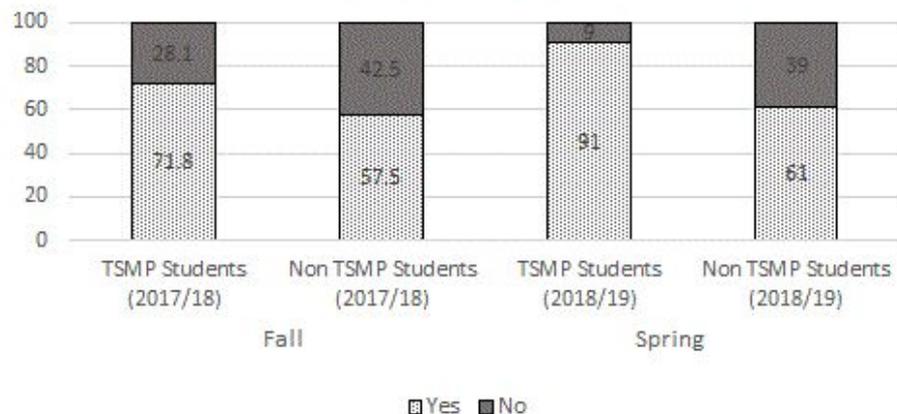
Error bars represent 95% confidence intervals (between-participants)

Results

Have You Found Community at the University?
2017/18 Cohort

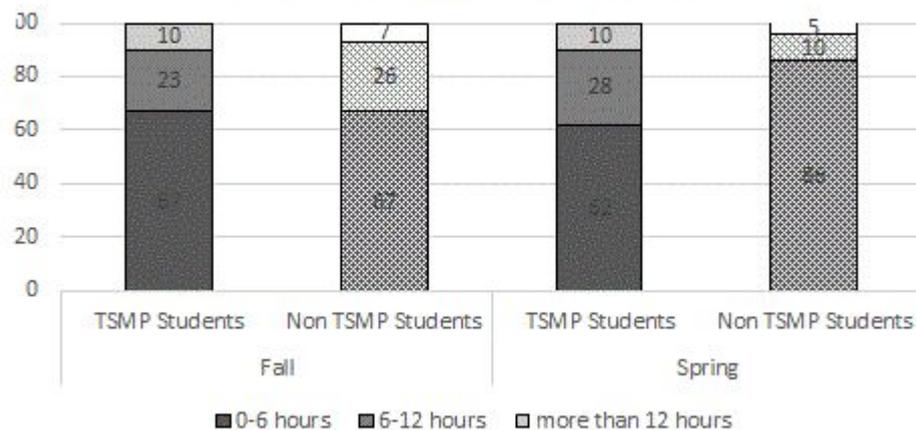


Have you Found Community at the University?
2018/19 Cohort



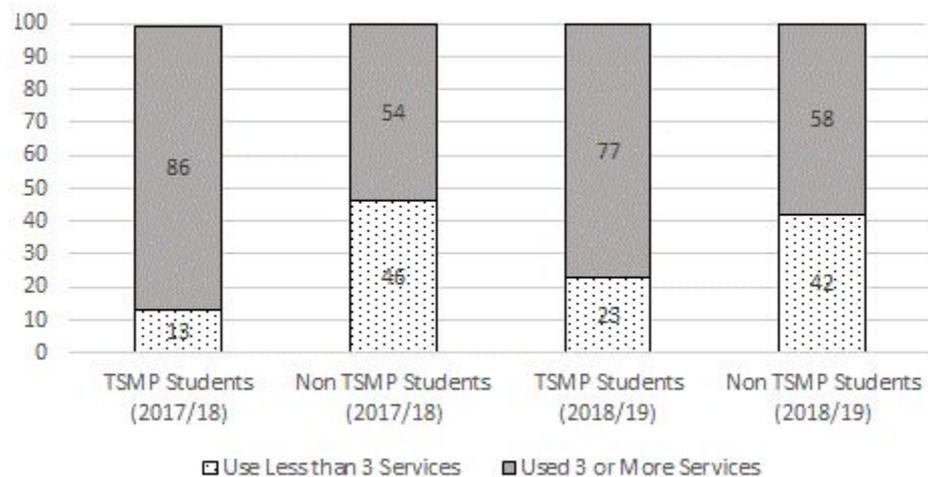
Results

Campus Engagement: Time Spent on Campus
Outside of Class 2018/19 Cohort

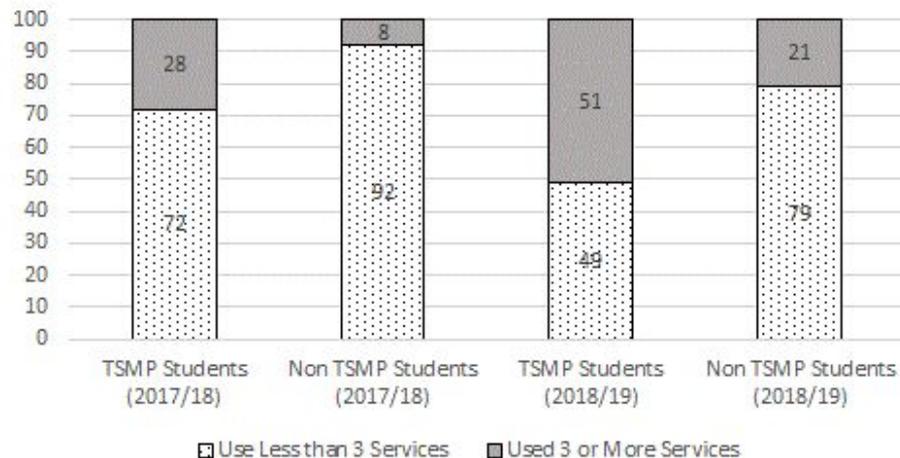


Results

Use of Navigational Campus Resources in Spring



Use of Counterspace Resources Spring



Discussion - Chat

1. What questions do you have?

Discussion

- The program was effective in ***increasing students' self-efficacy, sense of belonging, and academic success***
 - Mixed methods data allowed for a broader understanding of students' experiences
- TSMP students ***used more services*** and ***accessed more counterspaces*** than students not in the program
- Qualitative findings indicated TSMP students ***expressed a greater sense of belonging***, which related to a wider use of resources and counterspaces.
 - Analysis revealed that counterspaces offered an opportunity to connect with other transfer students, access more resources, feel supported as a transfer student, and gain a sense of home or community within a large university

Takeaways: Intentional Program Design

- Intentional support of marginalized students is an effective means of supporting all transfer students
- We urge institutions that are working towards building a transfer receptive culture to develop mentoring programs grounded in the academic research of supporting marginalized student populations

Takeaways: Securing Continuity

- Legacy of continuation of mentorship and yearly research that stemmed from the goal of supporting transfer students
 - Transfer student research and publication opportunities
 - Longitudinal program data
 - Faculty has continuing research project with publication opportunities
- Research-based program for procuring funding and institutional support
 - i.e. institutional grants available to undergraduate students interested in research, Academic Senate grants for faculty

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Questions?



Please feel free to email
Adriana Sanchez at
adriana_sanchez@ucsb.edu

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