



CHANGING COURSE: FACTORS AFFECTING STUDENT TRANSFER SUCCESS DURING TEACH-OUT

A Quality Improvement Study

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Changing Course: Factors Affecting Student Transfer Success During Teach-Out

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Dedication

This capstone is dedicated to my brother, Jason, who held on to life long enough for me to deliver my presentation in November 2022 in the ultimate show of support.

Executive Summary

The University of Bridgeport (UB), a small private university in Bridgeport, Connecticut, faced closure in 2020 because of financial challenges. UB discontinued some of its academic programs and reduced faculty, staff, and administrators to stay open. Discontinuing programs was disruptive to some students' academic progress but necessary for UB to minimize further financial decline.

UB seeks to understand how to support enrolled students navigating a teach-out transfer process. A teach-out is a contract between a university and its enrolled students, where the University provides opportunities for them to complete their degree after the University discontinues their academic programs. The school must minimize disruptions and treat students equitably during the process. Teach-out plans may provide change-of-major options (if the school remains open) and transfer options through formal partnership/consortium agreements between schools. Legal partnership/consortium agreements occur when a home institution (the original institution where students enrolled) agrees that another institution (the teach-out or receiving institution) will enroll and facilitate students as they finish their degree programs.

This quality improvement project will help senior leadership at UB understand the impact of the teach-out transfer process on students and make recommendations for the University to provide proper institutional support.

The theoretical frameworks that informed this study are Tinto's (1975) longitudinal model of departure and Pascarella's (1980) student integration model. These theories examined student persistence through students' characteristics and perceptions of their experiences and institutional action (Tinto, 2017). Tinto's and Pascarella's models provided context for UB senior leadership to understand students' needs and expectations during teach-out and their responsibility to meet those needs and manage expectations. The three questions this study addressed are:

1. What are the factors affecting success for students in teach-out transfer?
2. How do students perceive institutional support during a teach-out transfer?
3. How do students perceive the impact of institutional support on their transfer success?

I collected and analyzed student demographic data and conducted student surveys and interviews.

This analysis revealed the following findings:

1. UB's support measures fell short of students' needs and expectations throughout the teach-out transfer process.
2. Personal and institutional factors affected student success.
3. Lack of adequate communication played a significant part in student transfer success.

Based on these findings, these recommendations were offered to UB: Improve institutional de-emphasis on student transfers by aligning teach-out transfer success to institutional success through policy and practice integration.

1. Align home and receiving institutions' goals, objectives, and ethics for student success by setting expectations, developing a teach-out plan that complies with federal policies, and consistently working the plan.
2. Develop and follow a consortium agreement that provides a clear path to transfer from the home to the receiving institution and provides support systems and resources for each aspect of the teach-out transfer process, including financial aid, transfer credit evaluation, registration, transfer advising, and residential life.
3. Create a transition team of academic officers from home and receiving institutions, who would be tasked with developing and executing the teach-out plan and consortium.
4. Identify and train student support staff to assist students in navigating the process.

5. Provide continuous, comprehensive, and consistent communication to ensure students have the most accurate information they need to complete the transfer process.

Recommendations were informed by Tinto's and Pascarella's frameworks, which indicate the importance of both student and institutional commitment factors for students to succeed. Student word-of-mouth testimonials of their experiences, alumni pride, legacy, and institutional reputation, are powerful driving forces behind UB's success, so it is in leadership's best interest to support students through teach-out transfers.

I. Introduction

Higher education is essential for both individuals and society. Society benefits from a highly educated workforce. Individuals achieve social mobility upward when they possess a higher level of education because it gives them access to better-paying jobs, which may improve their quality of life. Student transition to higher education has increased in importance recently, with the growing trend towards universal education and the widening of participation to include previously underrepresented groups (Gale & Parker, 2013). Higher education closes achievement gaps between socioeconomic levels in our society, especially for historically underrepresented racial and ethnic groups (Webb, 2016).

Two-year junior or community colleges emerged in the higher education sphere midway through the 20th century because of the Servicemen's Readjustment Act (1944), a law enacted by President Franklin D. Roosevelt to give World War II veterans funds for college education, unemployment insurance, and housing. In the 1970s, the two-year college system saw rapid enrollment (National Center for Education Statistics, 1993). The practice of student transfer originated in the two-year college system when students transferred from two-year to four-year institutions to complete their college education. However, scholarly attention toward college transfer is relatively recent (Drury, 2003).

Transfers are usually voluntary or intentional: students elect to transfer, or, in the case of two-year institutions, they are expected to transfer to complete their education at a four-year institution. However, effective transfer in higher education posed a challenge even in 2021, as students navigated misalignment between their home institution and the institution they sought to transfer to (Brinkley-Etzkkorn & Cherry, 2020). Few colleges identify, develop, and provide transfer support programs for students as they negotiate transferring and persisting to degree completion (Eggleston & Laanan, 2001).

However, in 2021, college administrators identified an emerging category of transfer, which is involuntary or unintentional. When an institution discontinues a degree or program of study, students in

those programs either must transfer to another institution or change their major to continue their education.

In January 2021, 63 private, nonprofit, and public colleges closed or merged (Lederman 2021). According to a Higher Learning Commission (2020) document on “Provisional Plans and Teach-outs,” when a college closes or merges, federal regulations require that they enter a teach-out program with students enrolled in programs that will no longer be viable. If students do not conclude their programs before the closure date, the provisional plan must include arrangements to teach those students to complete their academic programs. The Higher Learning Commission defines “a teach-out program as a process where an educational institution engages in an orderly closure of either a school, a department, or a program of study.” When an educational institution announces that it is closing or discontinuing a program, it must provide provisional plans detailing the arrangements it will provide for students who are still in the courses that will be terminated (Higher Learning Commission, 2020).

Students who find themselves in a teach-out program choose to transfer to institutions to continue their education or change majors and continue their education at the same educational institution if that is an option. While there is abundant research on how voluntary transfers affect college students, we know very little about how involuntary transfers via teach-out affect college students. With the onset of the more recent student, political, and health factors impacting enrollment and persistence, colleges must improve their support infrastructure to address the barriers to success that students face today (St. Amour, 2020).

Teach-out programs provide new challenges for college administrators as they grapple with the best way to support students who transfer or change majors. University of Bridgeport (UB) commenced a teach-out program for 112 students in the fall of 2020 and found themselves in uncharted territory regarding the best way to support their students through the teach-out process. This study will identify the factors affecting student transfer success during a teach-out program.

II. Organizational Context

The University of Bridgeport (UB), established in 1927, is a private, nonprofit university located in Bridgeport, Connecticut. UB is one of 25 four-year colleges and one of 16 private colleges in Connecticut. According to UB's website, the campus consists of three schools, colleges, seven residence halls, and four dining facilities. UB's academic offerings included about 125 programs, minors, concentrations, and certificates.

UB is one of the most diverse campuses in the USA, with students from approximately 45 states and 80 countries. Enrollment in 2020 was around 4,615, with 60% undergraduate and 40% graduate, 36% male, and 64% female. According to the US Department of Education College Scorecard, 70% of UB's students receive federal loans, and they enrolled 30% Black students, 28% White, 25% Hispanic, 9% non-resident aliens, and 3% Asian. Their retention rate was 69%, their graduation rate was 44%, their transfer rate was 40%, and their withdrawal rate was 16%.

In its mission statement, UB states that it will “offer career-oriented undergraduate, graduate, and professional degrees and programs for people seeking personal and professional growth. The University promotes academic excellence, personal responsibility, and commitment to service. Distinctive curricula in an international, culturally diverse, supportive learning environment prepare graduates for life and leadership in an increasingly interconnected world.”

UB has positioned itself in Connecticut's higher education market as an institution mainly serving international and underserved populations who may seek career-oriented degrees. However, shifts in economic resources and immigration laws have negatively impacted both market segments over the last three years.

III. Problem of Practice

Since two-year community colleges recognized the need for students to transfer to a four-year college, clearly defined pathways and institutional support for the college transfer process began to receive attention and resources. Between 2014 and 2020, several factors, including a shrinking pool of college-age students, immigration policy changes, high discount rates—the portion of total tuition that students receive as grant-based financial aid—and most recently, the COVID-19 pandemic, impacted enrollment at colleges and universities (Center for American Progress, 2020). In fact, according to the National Student Clearinghouse Research Center, undergraduate enrollment of first-time first-year students in fall 2020 declined by 16%. Together with lower student persistence and retention rates, decreased enrollment rates have created economic uncertainty and challenged the very existence of some institutions of higher education (National Center for Education Statistics, 2020).

According to the National Student Clearinghouse, of the 2.8 million first-time students who started college in the fall of 2011, over one million students (36.0%) transferred during their educational journey. Even though there is a growing number of studies on transfer and mobility among college students, little research has studied involuntary transfers due to teach-out programs.

The UB Challenge

In spring 2020, UB announced it would no longer be viable after the 2020–2021 academic year. UB's business model fizzled even before the national COVID-19 pandemic due to declining domestic and international enrollment and was exacerbated by the pandemic. At UB, student success governed institutional success, and a lack of institutional success affected federal funding and loan financing that UB needed to survive. UB's closing created the need for a non-voluntary teach-out program that required students to transfer to another college or change majors. UB's mandate from its accreditors regarding

teach-out programs meant providing support for students in the teach-out program and focusing on a smooth transfer to another college for degree completion.

The problem for UB was that, as a four-year institution, few defined pathways or support were in place for students who transferred out. Little emphasis was placed on student-institution fit, and the University's commitment to social integration did not extend to managing its disruption when students left. Therefore, when the University asked students to transfer because they discontinued their programs, students faced challenges due to a lack of pathways, transfer process complexities, and institutional malaise. These students presented with unique needs compared to students who transferred intentionally, and UB struggled to provide institutional support to help students navigate uncertainty and ambiguity to complete the process.

In November 2020, UB announced that it would close 11 undergraduate majors (English, International Political Economy and Democracy, Political Science, Global Peace, Social Science, Environmental Biology, Finance, Performing Arts, Fashion Merchandising, Humanities, and International Business), affecting approximately 112 enrolled students. They placed three majors (Music, Math, master's in biology, and master's in finance) under review for possible closure. The initial teach-out plan was:

1. Assign each student a transition adviser responsible for communicating and interpreting information.
2. Discuss options such as changing major or transferring.
3. Enter into a consortium agreement with another college to accept UB students.
4. Facilitate transfer to the college through the consortium agreement.

Three local colleges, Goodwin University, Sacred Heart University, and Paier College of Art, were earmarked to acquire UB's assets, absorb its debt, and turn the existing Bridgeport campus into a

“University Park.” The three colleges sought approval from their accreditation body, the New England Commission of Higher Education (NECHE), for special accreditation of programs under the new University Park format and a teach-out agreement for programs that would not. The group assured that: “Every student will finish the degree they entered in for if they want. If the program is not being offered by anybody else, we will certainly work with them in getting them into another local college.”

Sacred Heart University withdrew from the group in September of 2020, leaving the lion’s share of UB’s programs to Goodwin University and Paier College. Goodwin University, which became the acquiring institution, purchased UB’s campus and most of its programs. At the same time, Paier College agreed to a consortium agreement with UB to enroll students whose programs were discontinued. The New UB became a subsidiary of Goodwin University on July 1, 2021. Goodwin University, formerly Goodwin College, located in East Hartford, Connecticut, is also a small, private institution with an enrollment of 3,397, which gained university status in January of 2020. Purchasing UB’s assets provided Goodwin with a ready-made university: enrollment, real estate, and infrastructure. The acquisition more than doubled Goodwin’s enrollment.

Purpose of the Study

This mixed-methods quality-improvement study aimed to identify and explore the factors affecting students’ transfer success and their perceptions of the institutional support they received during their teach-out experience. Research lacks studies designed to measure students’ perspectives on transfer support due to teach-out programs. This study provided students’ self-described experiences in the teach-out program. Examining students’ transfer experiences can help UB identify students’ needs, understand the differences between voluntary and involuntary transfers, and develop appropriate support interventions. This study will guide college administrators at UB to navigate student exit through teach-out programs. This form of inquiry identified participants for a sample, surveyed and interviewed them, then analyzed, coded, and reported the data (Van Manen, 2014).

IV. Literature Review

To understand a teach-out process, research on student departure and transfer models are presented to establish a foundation to capture students' perceived experience with such a process. In addition, research that identifies unintentional and possibly adverse transfer effects affecting students in a teach-out process will be discussed. Most of the research, academic frameworks, and theoretical models for the college transfer and departure process have only been concerned with students transferring from a two-year to a four-year college, with little research on unintentional transfer effects on college students (Brinkley-Etzkorn & Cherry, 2020; Taylor & Dimpal, 2017). A small body of research on forced transfers among high-school students exists. Still, that work does not fit the parameters of this study because it involves enrolling students in alternative high schools when they present with behavioral problems making transfers through a teach-out process a unique area of study.

Literature Search Strategy

The literature search strategy for this study centered on exploring transfer and departure research and is divided into two primary considerations: student characteristics and perceptions relating to change and institutional action affecting the student experience (Gale & Parker, 2014). Terms researched included various iterations of the following: *academic disruption, transfer policy, transition, student success, student transfer success, factors affecting student transfer success, institutional action involving student transfer, attrition administrators, success theories, student persistence, higher education, and teach-out programs*. I chose research articles from the last 15 years but included earlier works of well-renowned theorists. The search included reading abstracts and executive summaries to identify the factors that impact student transfer success in higher education. The articles were analyzed, categorized, and synthesized to deduce their relevance to the research questions, conceptual framework, and study methodology. The Literature Review Table included headings for author, date and title, study methodology, and gaps. An overview of the research theory and study focus was included for each study.

I used peer-reviewed articles, journal articles, books, and dissertations. My library resources included: Jean & Alexander Heard Vanderbilt Libraries, Google Scholar, Sage, ERIC, and JSTOR.

There is a gap in the research on the transfer process from the point of view of the host/home institution (the institution from which the student is leaving). Several articles use theoretical models to define the transfer process from the point of view of receiving institutions (mainly four-year schools that accept two-year community college students). The results were categorized by my conceptual frameworks, Tinto's (1975) Longitudinal Model of Departure and Ernest Pascarella's (1985) Model of Student Integration.

Obstacles to Academic Transition

Students' psychological and social challenges during transfer were not well documented in the early research on student retention (Laanan, 2007; Peterman, 2002). McQueen (2009) asserted that earlier research using retention and attrition data to understand student departure was not complete as it failed to assess what students experienced when they were leaving college. McQueen believed there were deeper contextualized and more nuanced psychosocial considerations.

Early theorists who studied student departure depended heavily on student-institution fit models. Then research started to consider the student experience. Spady 1970; Tinto 1975, 1982, 1993; Pascarella 1980; Bean 1982; Pascarella and Terenzini, 1991; Cabrera et al., 1992, 1999, have identified intrinsic, extrinsic, environmental, and institutional factors affecting student departure (Cabrera, Nora, & Terenzini, 1999). Spady identified personality, social integration, and attitudinal variables for transfer success. Tinto surmised that student departure was affected by both academic and campus social integration factors. Pascarella focused on the value of social integration to students, outside of the classroom but within the campus community, as a predictor of student departure. Bean compared the process of student departure to that of an employee leaving a job, where both personal and organizational elements affected the process.

Bean (1982) also developed models like Spady, Tinto, and Pascarella. These models included personality, background, organizational, financial, environmental, and attitudinal factors that affect student departure. Pascarella and Terenzini (1991) synthesized earlier research to help student affairs professionals know the best practices to make good decisions regarding student management (Thornbury, 2006). However, Tinto's work formed the impetus for further research and had the most influence on student retention strategies today. Tinto's model provides comprehensive overarching guidelines and considerations for student behavior when they leave college (McQueen 2009).

In his essay "Stages of Student Departure: Reflection on the Longitudinal Character of Student Leaving," Vincent Tinto (1988) referenced Dutch anthropologist Arnold Van Gennep's (1960) book *Rites of Passage*, where Van Gennep said that when making academic transitions, students are likely to encounter obstacles with the change they are making, limitations due to their personality traits, and a lack of institutional action. Tinto also referenced Van Gennep's belief that students go through three stages of separation, transition, and incorporation when they leave a university. This study will use Van Gennep's (1960) *Rites of Passage* framework to examine the student separation and transition stages through the lens of the perceived student experience and institutional readiness for the teach-out process.

College as Community

Student transfer is both a personal and a collective experience, as Stake (2010) highlights. The unique experience is the student's academic journey, and the collective experience involves the social and educational integration offered by the "college as a community" (Guillory & Wolverton, 2008). Research shows that positive interaction within the college social environment improves both the personal and collective experience, while negative interaction within the college community gravely affects student transfer success (Archambault, 2010).

College as a community is vital to all aspects of student retention and persistence. As researchers point out, when students enter college, they move from the communities of their high school and their

families to the community of college (Tinto, 1988, 1998; Vaughn, 2006; Guillory & Wolverton, 2008; Mortaloni, 2021). Students grow to depend on their college community to model appropriate behavior, provide guidance and a sense of belonging, and assume that the community will protect their best interests. Hallett et al. (2020) posit that college transition and support programs are critical institutional tools for student social integration into the college community. However, these tools are also necessary when students depart the community.

Part of my assessment will also be grounded in Piaget's cognitive development theory (as cited in Sidik, 2020). His theory examines how students think, reason, and make meaning out of their experiences (Evans, 2003, p.186). I aim to understand how UB's students make meaning of the transfer process. As Cherry (2020) points out, Piaget's formal operational stage relates to college-aged students and their ability for abstract thinking.

Ethical Responsibility

Archambault (2010) stated the importance of the college administrator's role when she said that college administrators have a duty to ameliorate transfer challenges by providing adequate support and resources to students in the transfer process. Furthermore, Poisel & Joseph (2018) echoed Archambault's belief that college administrators have an ethical responsibility to ensure transfer student success by providing tools and clear pathways to complete the transfer process.

Institutional goals are often incongruent with student goals, especially during a teach-out. One meaningful way to ensure that student goals are met is to align them with institutional goals. Tinto (2017) said that the student's goal is to persist, while the institution's goal is to graduate students. The goal to graduate students is interrupted when students transfer, resulting in a loss of commitment by the institution. However, the student's need to persist remains and should be a priority for both the student and the institution when the student experiences unintentional transfer.

Institutional-level operating policies and practices affect student retention in higher education (Braxton, Hirschy, McClendon, 2004). Consequently, Braxton, Hirschy, and McClendon (2004) also stated that “student departure negatively affects the stability of institutional enrollments, institutional budgets, and public perceptions of institutional quality” (p. 1). These two statements are essential to this study because the first identifies institutional policies and practices as direct factors affecting student retention and attrition, and the other confirms how student departure affects educational institutions. Any college that includes student persistence in its strategic goals emphasizes supportive relationships throughout a student's academic life, including at the time of departure or transfer, and commits to trustworthiness, collaboration, and resources (Carello & Butler, 2015). Yet, due to the incongruence between institutional goals for enrollment numbers, and student transfer goals for a smooth transition to degree persistence, significant ethical considerations may arise and often do.

The Effects of Transfer

Spady (2014) described student leaving as a complex social process, and Tinto (1986) described leaving as the student disconnecting from the social and intellectual life of the institution. Disconnecting from a social community, like college, may exacerbate feelings of alienation and what Durkheim (1952) called “anomie,” becoming unsure of one’s place in a community. Early theorists like Spady (1970, 1975, 2013, 2014) and Tinto (1975, 1986, 1993, 2017) widely referenced Émile Durkheim's (1897,1952) theory of social integration based on suicide typography to map the effects of leaving on students. Considering the devastating impact of alienation on the teach-out students with little to no institutional support offered to these students, a university may have not only a responsibility to protect students but an ethical duty to “do no harm.”

There is enough research to support the idea that student disengagement from their institution of higher education may be traumatic, and by extension, unintended disengagement may cause additional trauma experiences (Boyras et al., 2013; Duncan, 2000; Fortney et al., 2016; Kendra et al., 2012).

Whether a college/university should be held liable for those traumatic experiences, especially as they pertain to teach-out processes, remain unexplored. If students' abilities to navigate change are to be fully understood and resourced, future studies in student transfer and transition must broaden their theoretical and empirical base to include an account of students' lived experiences during teach-out programs (Gale & Parker, 2014).

Tinto's Longitudinal Model

Tinto's (1988) Longitudinal Model explores reasons for student departure during college. In an article on stages of student departure, Tinto (1988) recognized the dearth of research on student leaving but disagreed with previous research that characterized student leaving in the same way throughout a student's college life (p. 439). Tinto (1988) surmised that most researchers studying student departure focused on retention data, especially over the first year of college. Still, archival data was not enough to develop a profile of which students left and why.

On the contrary, Tinto's model examines demographic, family characteristics, pre-college, and college academic performance factors to determine persistence (as cited in Stewart, Lim & Kim, 2015). Not only does Tinto's model focus on the multi-factored approach to persistence, but he also shows how consistent interactions between students and institutions affect student success. During this quality improvement study, I will incorporate Tinto's multi-factored focus by assessing the teach-out students' cognitive, attitudinal, and interactional needs as they confront the unexpected termination of their academic programs.

Students should be able to construct a plan for their future academic goals with the help of responsive advisement. The evidence demonstrates that students' lack of preparation, motivation, confidence, fear of higher education systems and processes, and poor relationships with personal finances often result from pre-entry characteristics that pervade the process (Helm & Cohen, 2001). It will be up to UB to provide an action plan for the teach-out students to achieve transfer success.

Additional psychosocial factors to consider are the level of the students' motivation to persist, how engaged in the college community the students are, and what achieving a college degree means to the students (Rovai, 2003). These internal and external factors may also affect student persistence during a teach-out.

First-Generation College Students (FGCS)

Tinto's (1993) model listed family background as a pre-entry attribute that affected student persistence and success. Tinto's model was widely studied and quoted in student persistence research and is still referenced today. Fishman, Ludgate, & Tutak (2017), in a Deloitte Center for Higher Education series on student success, referenced Tinto's 1993 model when they noted that "the path to college graduation is more uncertain than ever." Fishman, Ludgate, & Tutak continued that "to address the barriers today's students face adequately, we must recognize that 21st-century students do not fit the traditional profile" (2017). Included in their analysis of the profile of today's students is the statistic from Brown-McNair et al. (2016) that 52% are First-Generation College Students (FGCS), or the first in their family to complete college.

Researchers have suggested that FGCS possess limited knowledge of the college student's role and culture (Ricks & Warren (2021). The Center for First-Generation Student Success also states that FGCS may lack the critical social capital necessary for college success because their parents did not attend college (2020). According to the RP group report, FGCS are 1.75 times more likely to be close to transfer and 1.94 times more likely to be ready to transfer but not complete the transfer. Therefore, for the students participating in this study, specific institutional resources must be offered proactively because they may not know how to seek the assistance they will need throughout the transitional process. It will then become the responsibility of concerned advisers supported by institutional procedures and policies to reach out to the teach-out, FGCS.

Ricks & Warren (2021) conducted a qualitative phenomenological research study to uncover the meaning of FGCS experiences. Phenomenology emphasizes a person's construction of their everyday life and world (Miles et al., 2014), as cited in Ricks & Warren (2021). The results showed that FGCS participants' transition experience was confusing and chaotic. Participants reported experiencing anxiety and fear brought on by knowledge deficits in the transfer process's academic, financial, and procedural areas. Participants also lacked adequate cultural and social capital to assist them with the process (Ricks & Warren, 2021). The college transfer process can be complicated, and not all the information necessary for the decision is readily available. This complexity is a challenge even for continuing generation and high achieving students. FGCS are at an even higher disadvantage, so they are more likely to make no decision or make poor decisions.

Student Demographics and Background Characteristics

In 2016, the Research Planning Group of California and the College Futures Foundation conducted a major quantitative research study of transfer-student behavior. Using data from a centralized community college administrative database called COMIS and the Integrated Postsecondary Education Data System (IPEDS), they examined a sample of over 749,193 students enrolled between 2010-and 2015, whom they identified as having a transfer goal.

The study identified and profiled approximately 300,000 students who were in the transfer process but were either stuck in the pipeline (near the transfer gate), were close to transferring (at the transfer gate), or transferred (transfer achievers). The study explored which characteristics were accurate predictors of an increase or decrease in students' successful transfer. The results showed that student age, ethnicity, socio-economic status, gender, GPA, and first-generation versus continuing generation, affected whether they would transfer successfully.

Another study, a longitudinal, quantitative analysis by Megan Scherzberg (2017), used descriptive statistics to analyze four years of transcript data and identified predictors of community college transfer-

student success. Scherzberg's research showed that it is vital to explore student demographics and background characteristics (e.g., race/ethnicity, gender, first-generation student status, socioeconomic status, and academic status that determines the number of transfer credit hours, attempted/completed credits) when assessing their barriers to a successful transfer. Scherzberg's study found that these characteristics were significant predictors of community college transfer-student persistence and completion.

Ethnicity

According to a National Student Clearinghouse Research Center Report on Transfer, Mobility, and Progress, investigating post-secondary student mobility concerning race and ethnicity provided additional perspectives on the factors that influence degree attainment and ultimately helped institutions better serve the transfer population (Hossler et al., 2012). The Report states that African Americans, Hispanic, and students with low socioeconomic status are less likely to transfer successfully and graduate with an undergraduate degree.

The 2018 Report showed successful transfer rates disaggregated by race and ethnicity for the first time. This new Report format showed transfer patterns among 47,555 students at two-year institutions, transferring to four-year institutions to explain how these population groups navigate the transfer pipeline. Among those who transferred from a two-year institution, Asian and White students were more likely to successfully transfer to four-year institutions (49.8 percent and 50.4 percent, respectively) than Black and Hispanic students (33.2 percent and 39.5 percent, respectively).

The Report stated that in 2011, while each ethnic group had similar mobility rates, 48.1% of Asian students and 47.7% of white students completed a transfer, only 37.2% of Hispanic students and 28.4% of African American students completed transfers. The RP report corroborated the Hispanic disadvantage by noting that Hispanic students are 1.41 times less likely to achieve a successful transfer than White students.

Socioeconomic Status (SES)

According to the American Psychological Association (APA), Report on Socioeconomic Status (Saegert et al., 2007), “socioeconomic status (SES) is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.” Saegert et al. continued that research on SES continuously underscores the effect of privilege, power, and control (2007). Those members of society on the lower end of the privilege spectrum have limited access to academic, financial, and economic opportunities (Saegert et al., 2007).

Studies by the APA found that “low socioeconomic status in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood” (2022). Aikens & Barbarin, 2008; Bergen, Zuijen, Bishop, & Jong (2016) reported that “children's initial reading competency is correlated with the home literacy environment, a number of books owned, and parent distress.” Factors such as the home literacy environment are directly related to family socioeconomic status because financial scarcity affects families’ ability to provide stimulating books and toys for their children. Parents are also forced to work long hours to provide for their families, take time away from their young children, and affect their early cognitive development (Aikens & Barbarin, 2008; Bergen, Zuijen, Bishop, & Jong, (2016).

Brown, Wohn, & Ellison (2016) found that when low-SES students prepare for college, they are less likely to have access to informational resources. They are usually unaware of the need to seek out those informational resources (2016). UB's student population included African Americans, Hispanics, and students with low socioeconomic status in higher proportions than other traditional colleges in Connecticut. In addition to others created by COVID-19, these challenges exacerbated the teach-out transfer challenges for underserved college populations like those at UB.

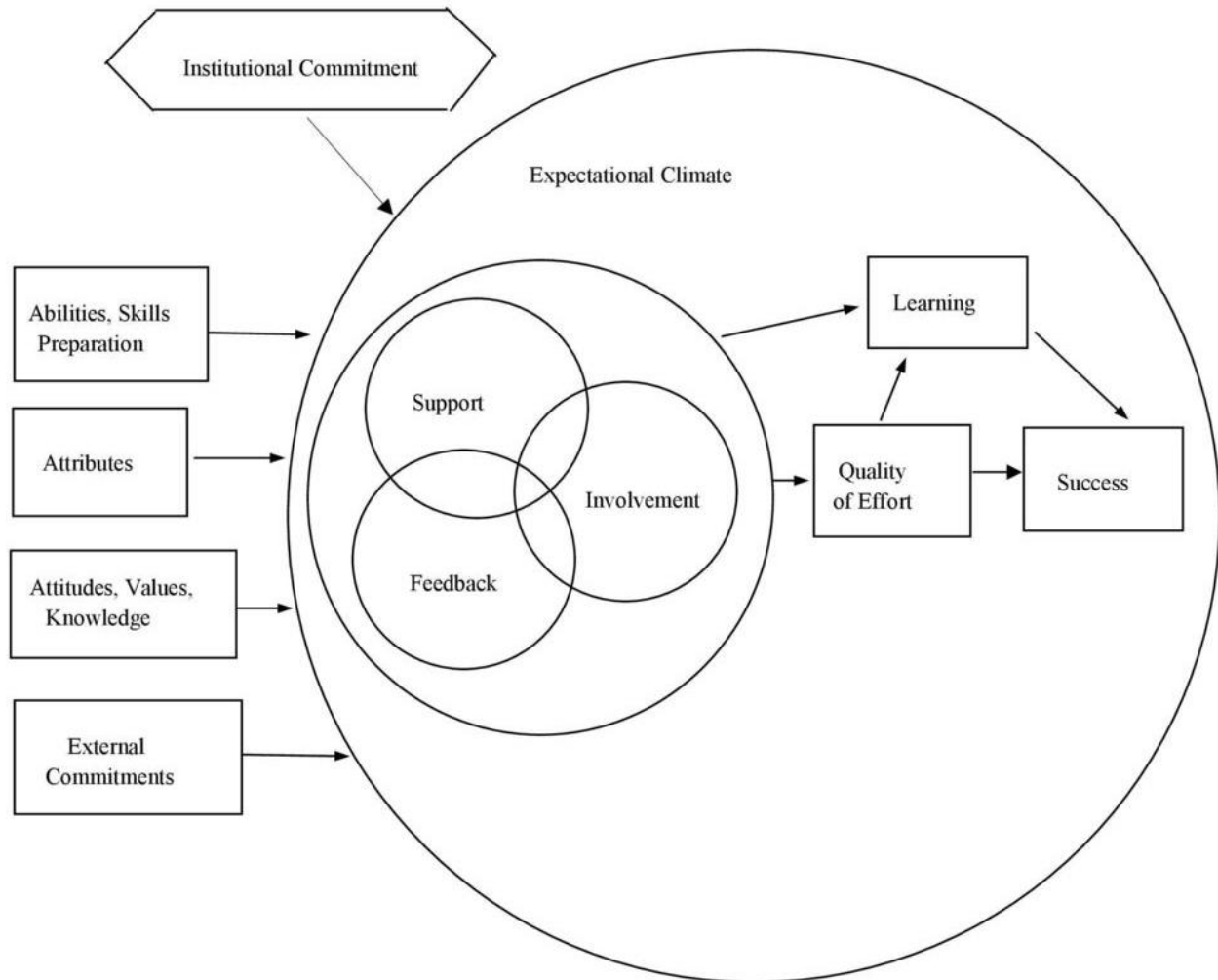
Gender

Females make up a more significant percentage of college students than males, and while some majors attract more males than females, females outnumber males in successful transfer and graduation rates. According to the National Center for Education Statistics, in 2011, females were 1.10 times more likely to graduate after six years than males. The RP report stated that female students are 1.19 times more likely to transfer successfully than male students. The ratio of females to males at UB is 1.77, and of the students whose programs will be discontinued, 23.4% are male.

Institutional Action

Tinto (2006) posits that despite robust research and debates over theories of student persistence, more attention must be paid to guidelines for effective institutional action. The institutional perspective places culpability on the college community to help or hinder successful student transfer (Hagedorn, Cypers, & Lester, 2008, p. 647). According to Pascarella (1980), depersonalization of the college experience, lack of communication, and a reduction in out-of-classroom contact negatively affect student persistence. These factors may also negatively affect the teach-out transfer process. Tinto & Pusser (2006) developed a preliminary model of institutional action for student success. They found that in addition to students' intrinsic and extrinsic attributes, institutional action factors into their success. Aikens & Barbarin (2008) agreed with Tinto and Pusser (2006) that classroom environments and student-faculty interaction outside of the classroom play an essential role in student outcomes.

Figure 1: Tinto and Pusser's Preliminary Model of Institutional Action for Student Success



Tinto & Pusser (2006) contended that "Institutional commitment to student success in the form of support, feedback, and involvement, sets the tone for the climate that students encounter in their everyday interactions with the institution." (p. 10). Tinto & Pusser stated that "federal and state policies as it relates to institutional action, directly shape students' persistence, as the state shapes institutional actions, and institutional action shapes student success." (p. 1). Developing a teach-out plan is a federal requirement for educational institutions embarking on a teach-out program. This plan should provide guidelines and

transparency throughout the transfer process. Tinto and Pusser also referenced that misplacing institutional commitment will negatively impact students when they stated: “that institutional commitment to student success, when placed at a lower order than competing commitments, constitutes institutional neglect and negatively affects student success” (2006, p.10).

Communication

The information most relevant to transfer students differs from the information geared toward first-time, first-year students (Reinoehl, 2017). It is vital for students who are transferring or changing majors to be provided with relevant information concerning their new academic pathways, viable alternatives, loss of course credit, and changes in financial aid and time to graduation. A qualitative research study by Tucker (2015) examined communication theory to address academic concerns and find barriers to effective communication practices between students and advisers during the transfer process. The results show that communication is a critical factor in successful transfers, and it informs transfer behaviors between students and administration (Tucker, 2015). Tucker also refers to successful student transfer linked to communication factors such as transfer advising, counseling, information framing, and student stress management (2015).

In a study on students who previously transferred, Corkery, Ingram & Davis (2007) found that 75% percent of participants stated that information about resources was the most helpful element at the point of transfer. Educational institutions should provide adequate and consistent transfer information to their students, but they seldom do so because of a lack of institutional interest in students leaving the institution. Instead, educational institutions provide information about the mechanics of transfer that is perfunctory and incomplete, while students' most significant needs and concerns go unaddressed. Creating a comprehensive program with clear messaging regarding the mechanics, FAQs, student concerns, barriers to success, and how to overcome them is significant when attempting to reach constituencies unfamiliar with or even hostile to the idea of transferring.

Roles and Responsibilities of Administrators

While studies indicate that institutional receptivity is essential to transfer student success (Tinto, 1993), Swing (2000) and Ricks and Warren (2021) concluded that transfer students receive minimal institutional support. In a survey of 38 four-year receiving institutions, Swing found that nearly one-third of campuses did not provide support programs for transfer students (as cited in Eggleston & Laanan, 2001).

During this teach-out, administrators' roles and responsibilities to students are directed by a teach-out plan developed by UB's accrediting body, the New England Commission of Higher Education (NECHE). According to NECHE, this teach-out plan should provide for the equitable treatment of students when higher education institutions cease to operate. However, administrators face tenuous circumstances during a teach-out as they risk losing employment. They remain in flux during the process, diminishing their morale and commitment to the institution. Both faculty and administrators are mandated to successfully implement a teach-out plan by NECHE's requirements despite these circumstances.

Transfer Advising

A large body of research shows that effective academic advising has a significant positive impact on student persistence (Habley, 1994; Kuh, 1997; McGillin, 2000; Noel, 1978; Tinto, 1987). Kuhn (2008) refers to academic advising as "situations in which an institutional representative gives insight or direction to a college student about an academic, social or personal matter" (p. 3). Astin (1993) asserts that quality interactions between students, faculty, and staff positively affect student persistence. Research on academic advising is applied to transfer advising to illuminate its value to student transfer success.

Based on the literature reviewed, UB leaders will effectively transition their teach-out transfer students by developing a teach-out transfer model using an evidence-based approach. The teach-out transfer process at UB should be designed to consider models of student success, attrition, and theories of student social interaction and departure. UB's leaders must understand that teach-out student success

affects institutional success because the student experience at UB will linger after students leave the institution. UB will not achieve organizational success by neglecting its most vulnerable students. Instead, UB may erode its reputation, alumni legacy, stakeholder confidence, and future enrollment if it does not prioritize teach-out transfers and ensure student success.

V. Conceptual Framework

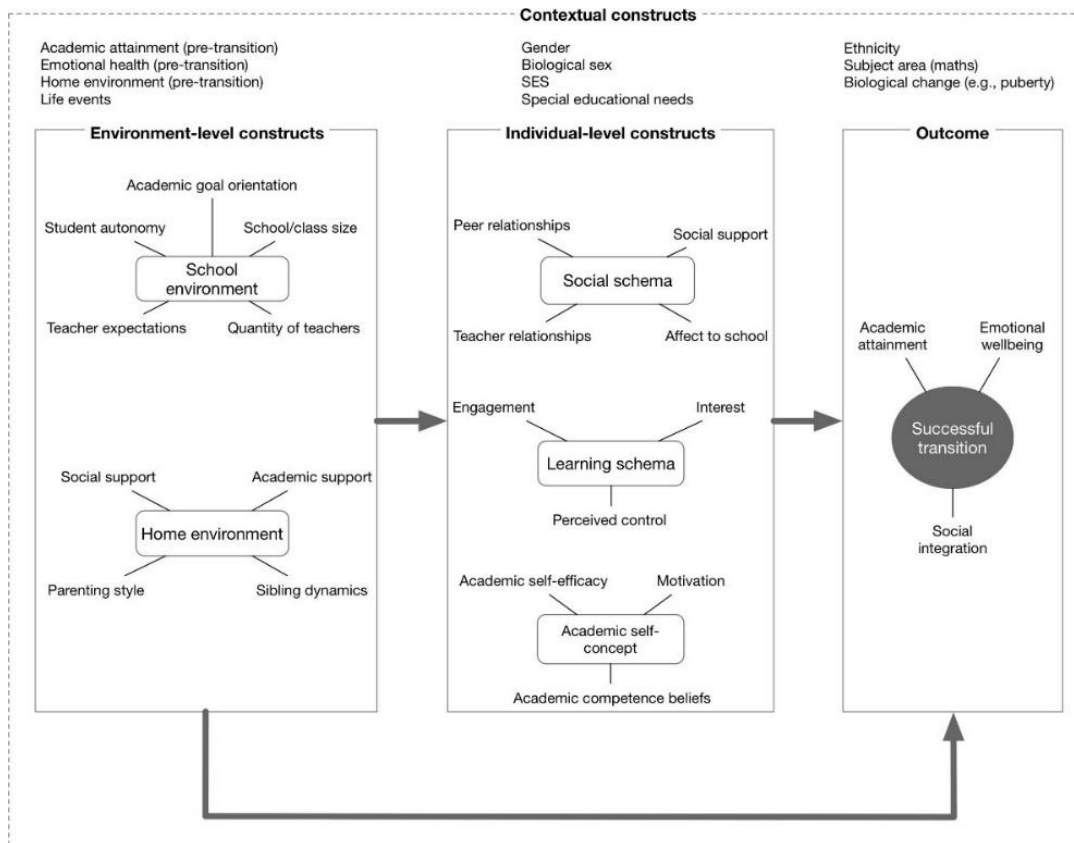
Many theories have viewed student success through the lens of institutional action, but as Tinto shows us, students' perception of the institutional experience leads to their success (Tinto, 2005). Brinkley-Etzkorn & Cherry (2020) posit that while the study of transfer students is a growing body of scholarship in higher education, scholarly literature is still limited regarding frameworks and models developed specifically for the study of transfer practices, and challenges, solutions, and outcomes. The college student transfer process is complex and multi-faceted, and students' pre-entry, cognitive and attitudinal attributes affect how they respond to barriers to success. These mitigating factors often intersect and provide layers of challenges to student success. Before exploring elements of a successful teach-out model, it is crucial to understand the factors that affect successful transfers (Scherzberg, 2017).

This study relied on conceptual frameworks of academic practices around student departure and integration to establish the constructs of teach-out advising practices. The study defined constructs of educational advising practices and demonstrated the importance of specific practices within these constructs for improving student outcomes. Creamer (2000) stated that "the framework for academic advising relies on valid explanations of complex student behaviors and institutional conditions to assist college students in making and executing educational and life plans. Academic advisors may be required to understand many theories...to grasp sufficient knowledge to help advise students" (p. 18). Academic advisors should be aware of sociological, organizational, psychosocial, and person-environment interaction theories (Creamer, 2000; King, 2005).

Student Individual and Environmental Constructs

Successful completion and adjustment to educational transition are measured differently in academic research (Duchesne, Ratelle, & Roy, 2012). However, like Creamer (2000) and King (2005), Duchesne, Ratelle, & Roy contend that most researchers agree that successful transition is reflected in person-environment contextual constructs: how well a student adapts socially, academically, and emotionally (2012). Duchesne, Ratelle, and Roy developed the Table of Student Contextual Constructs in Figure 2 to organize the constructs that, “based on research, contribute to a successful educational transition” (2012).

Figure 2 – Duchesne, Ratelle, & Roy, (2012) Table of Student Contextual Constructs



Although most students transition and adapt to their new circumstances despite challenges, others find that the transition is negatively impacted by contextual constructs present in their domain (Duchesne,

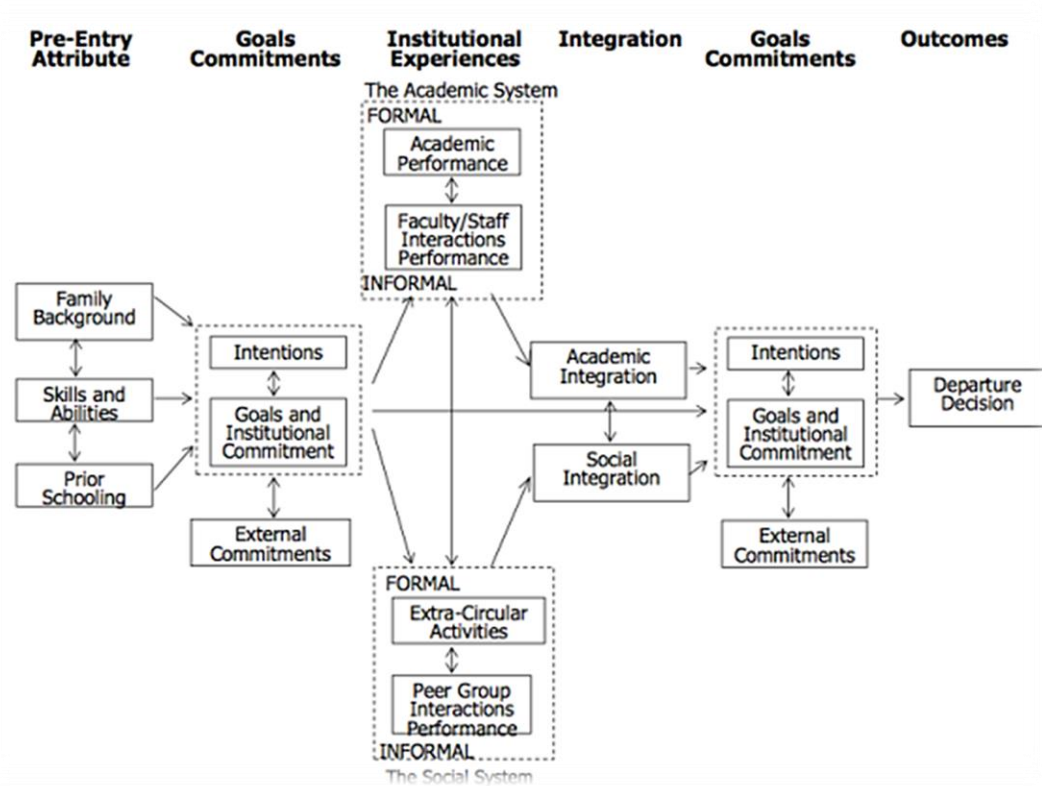
Ratelle, & Roy, 2012). the Table of Student Contextual Constructs is a simplified version of Tinto's (1993) Model Longitudinal Departure and Pascarella's (1997) Student-Faculty Interaction models, defined as student contextual constructs. This study will utilize Tinto's (1993) and Pascarella's (1997) theoretical frameworks.

Tinto's 1993 Longitudinal Model of Departure

Tinto's 1993 Longitudinal Model of Departure was designed to understand college student drop-out behavior (Brinkley-Etz Korn and Cherry, 2020). Tinto's model provides a heuristic and theoretical framework for understanding student persistence behavior (Tinto 1975; Tinto 1982; Tinto 1987; Tinto 1993). The first part of Tinto's framework defines persistence and integration characteristics for student success. This study will examine whether these characteristics also form a good foundation for successful teach-out transfer behavior. This study will examine the framework from the lens of 'regular' transfers, hinged on institutional, cognitive, and attitudinal factors (Allen, Robbins, & Sawyer, 2009).

Tinto's Longitudinal Model of Departure is listed below in Figure 3. When students enter college, their chances of success are predicated upon pre-entry attributes, goal commitments, and institutional experiences (Tinto, 1993). Eventually, most students achieve academic and social integration. When a student transfers from one educational institution to another, there is a disruption in their academic and social integration status. They must begin the integration process again at a new school or in a new major. The teach-out process is similar to traditional transfer, except students did not have an original transfer goal.

Figure 3: Tinto's Longitudinal Model of Departure (1993)



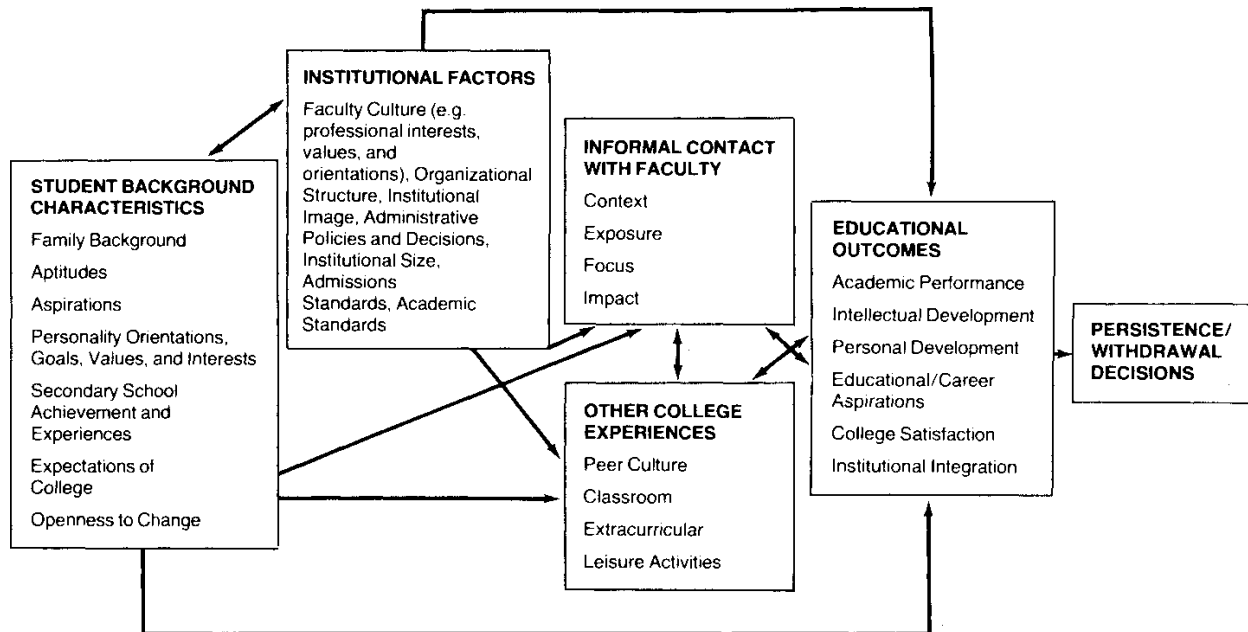
Tinto (1975) pointed out pre-entry and background characteristics that indirectly impact student persistence by affecting educational expectations and commitment (Hagedorn, Cypers, & Lester, 2008). Subsequent studies by several researchers confirmed that parental education, high school grades, ethnicity, and socioeconomic status also play a significant role in student persistence (Cabrera, Nora, & Castañeda, 1993, Nora, 1987; Nora & Rendon, 1990). Transferring is an act of system persistence, so the same theories about student persistence also explain transfer behaviors and outcomes (Hagedorn, Cypers, & Lester, 2008).

Earnest Pascarella's (1977) Student-Faculty Interaction Model

Earnest Pascarella's (1977) Student-Faculty Interaction Model, which was developed as an expansion of Tinto's theoretical model of attrition, incorporates a student-faculty interaction model that indicates that with the influence of student pre-enrollment traits held constant, significant positive

associations exist between quality of student-faculty informal contact and student attitudes toward college, academic achievement, intellectual and personal development, and persistence (Pascarella, 1980).

Figure 4: Pascarella's Student-Faculty Interaction Model (1980)



According to Pascarella, this model examined individual student characteristics, personalities, differences, prior schooling, families and home environment, college experience, external institutional factors, and faculty-student interaction to determine college integration (1980). In fact, Pascarella (1980) identified different forms of student-faculty interaction during students' college life and the influence and outcome of each interaction. Pascarella (1980) concluded that the most positive faculty influence resulted from student interactions that extended to non-classroom contexts.

Tinto's and Pascarella's frameworks will serve as blueprints for my study of transfers because they help to identify factors that affect student college success and show how these factors may also impact student transfer success. With no individual framework for teach-out transfer success, UB administrators, faculty, and students may be guided by these frameworks. In this context, leadership and administrators act as thought leaders and change agents who work together with faculty and students to

successfully navigate the teach-out transfer process. Defining the roles of administrators, faculty, and students in the process is critical to success, thus making it an essential element of this study.

UB wants to learn to effectively serve students in teach-out, despite a lack of relevant research and institutional practice in higher education. By defining the process and investing in the outcomes, UB will create a positive, valuable relationship with students, faculty, and its stakeholders, all toward its value proposition of institutional success. Plus, a successful teach-out transfer experience will augur well for other higher education institutions that may need to embark on similar exercises at their colleges.

Table 1 - Definitions

Term	Definition
<i>Academic Achievement</i>	Students achieve satisfactory or superior levels of academic performance as they progress through and complete their college experience (Cuseo & College, n.d.).
<i>College Transfer</i>	College transfer is the movement of students from one institution to another with some level of coursework completed.
<i>Educational Attainment</i>	Students attaining their degree or completing their academic program or goal.
<i>First-Generation College Students (FGCS)</i>	Students whose biological parents did not complete a four-year college degree. Some institutions also include students whose parents completed a four-year degree outside of the United States as FGCS.
<i>Persistence</i>	Students' drive and determination to achieve educational goals.
<i>Student Retention</i>	Students remaining enrolled in college and completing their education.
<i>Success</i>	A favorable or desired outcome.
<i>Teach-out</i>	Teach out is when a provider has decided to phase out a course or a program that still has students enrolled.
<i>Teach-out agreement</i>	A contract between schools that will allow a student to finish their program of study at one or more schools.
<i>Transfer Advising</i>	Institutional support services, including the academic, enrollment, and advising required to help steer students through the complexity of changing institutions or programs of study and help them understand the impact on requirements for degree completion.

VI. Research Questions

Three research questions (RQs) guided this study. After a careful review of the literature consideration for the conceptual frameworks, these three questions emerged. See Table 2 below:

Table 2 – Research Questions

	Question
RQ1	What are the factors affecting success for students in teach-out transfer?
RQ 2	How do students perceive institutional support during teach-out transfer?
RQ 3	How do students perceive the impact of institutional support on their transfer success?

RQ1 sought to identify the cognitive and non-cognitive factors that affect student transfer success through voluntary transfers to apply them to the context of non-voluntary transfers. Determining factors that affect student-transfer success will help administrators develop appropriate interventions to support different populations of students through the process.

RQ 2 then addressed students' perception of institutional support by recording and reporting their lived experiences from the announcement of the teach-out to the stage of transfer they were in at the time of the survey and interview process.

The goal of RQ 3 was to understand students' perceptions of the impact of institutional support on their transfer success. This question examined how students thought their treatment affected their experiences during the transition.

VII. Study Design

This study seeks to understand how students enrolled in discontinued academic programs perceive differences in the quality and effectiveness of institutional support as they go through the teach-out transfer process. This descriptive study was conducted using a mixed-methods quantitative and qualitative design to identify themes and employ thematic data analysis. Qualitative descriptive studies look at a group of participants and collect data using participant observations, interviews, and examination of records (Becker et al., 1994–2021).

Researchers who conduct descriptive case studies present a detailed, comprehensive description of the status of an identified variable. These studies are designed to provide systematic information about a phenomenon, including the context of the situation, to shed light on why participants responded the way they did about their experience (Merriam & Tisdale, 2016; Stake, 2010; Yin, 2014). Comprehensive descriptions provide context for students' perceptions of self-described experiences during the teach-out program. The descriptions drew from participant surveys, interviews, summary notes, and institutional documentation (Chester, 2018).

Mixed methods research is a methodology that integrates quantitative and qualitative data within a single investigation or sustained program of inquiry. This mix of quantitative and qualitative methods incorporates every day, qualitative language, and quantitative technical data (Wisdom & Creswell, 2013). Using qualitative and quantitative methods, this study attempts to capture accounts of lived experiences, using student data from the student management system at UB and qualitative data from surveys, interviews, and student self-reporting to explore changes in institutional support experiences when students participate in a teach-out program.

Data Analysis Plan

The data analysis plan addressed the three research questions to provide structure and relevance. Students' responses through surveys, interviews, and archival data, were collected, analyzed, and interpreted to answer the research questions. Interviews were recorded and transcribed for analysis of themes and trends.

Data Collection

The primary data sources were student surveys, interviews, and student self-reporting. Students were selected based on the study criteria, which was that UB discontinued its program of study in November 2020. First, to examine and assess student teach-out transfer experiences within the conceptual framework, I designed and created a survey using Qualtrics software to capture qualitative and quantitative data from my student population. I used archival data from the UB student management system to create a spreadsheet of factors defined within the conceptual framework, such as high school GPA and a comparison of academic progress before and after the teach-out.

Next, I created an interview to dive deeper into students' survey responses and collect qualitative information to support those responses. The explanation of the study, invitation to participate, and link to the survey were sent to qualifying students via email. Then, students were invited to submit their email information for a follow-up interview. The results were organized and analyzed according to the conceptual frameworks, and the results and recommendations were presented to UB to inform their teach-out transfer process. See Table 3 for the Data Collection Plan.

Table 3 - Data Collection Plan

Evaluation Questions	Indicators	Data Source	Collection Methods	Analysis Procedures
<p>RQ1:</p> <p>What are the factors affecting success for students in teach-out transfer?</p>	<p>Cognitive and non-cognitive factors among students</p>	<p>Archival data from the SMS database</p>	<p>Emailed survey questions</p>	<p>Analyze quantitative data through descriptive statistics within parameters of conceptual framework:</p>
<p>RQ2:</p> <p>How do students perceive institutional support during teach-out transfer?</p>	<p>Student satisfaction with the transfer process</p>	<p>Students self-report through: Survey Interviews</p>	<p>Interviews online or in-person Verbally asking participants open-ended, partially closed-ended, and closed-ended questions. (Ordered response, unordered response)</p>	<p>Summarize data to detect patterns: averages, ranges, percentages, and frequency distributions Analyze qualitative data through interpretations and categorizations.</p>
<p>RQ3:</p> <p>How do students perceive the impact of institutional support on their transfer success?</p>	<p>Student transfer process and procedure for students in teach-out.</p>		<p>Program records</p>	<p>Report findings and recommendations</p>

Participants

The target population consisted of students enrolled in a program at UB that was earmarked for teach-out in November 2020. The criteria for selecting students included (a) full-time, traditional undergraduate students; (b) students whose degree programs were identified for teach-out; and (c) students who chose to transfer to Paier College via a consortium agreement. There were 112 students

across majors, academic status, and academic achievement who participated in a teach-out program at UB from November 2020. Students ranged from first year to juniors (seniors, athletes, and international students were allowed to remain at UB and finish their courses). First, participants were informed of the study and requested to participate verbally and via email. See Appendix E for survey participant demographic information.

Surveys

The survey was developed using Qualtrics and was delivered to students via their personal and school email addresses on record in UB's student management system. The survey questions focused on answering research questions 1 and 2. The conceptual frameworks guided five survey categories: Academic Advising; Pre-entry Attributes; External Support; Self-efficacy; and Satisfaction. The survey (see Appendix C) was organized to collect academic and demographic information, student experience, perceived academic advising, support, and resources. Fifty-one students completed the online survey. The survey was delivered anonymously, so there was no identifying information. I included questions that specifically requested demographic data to determine the non-cognitive characteristics of participants. These questions included year of birth, high school GPA, college GPA before teach-out, general location, and socioeconomic status. See Appendix E for survey respondent demographics and Appendix F for interview respondent demographics.

Other questions addressed non-cognitive characteristics to help determine student motivation, family support, and relationship with academic advisers. I used a combination of Likert-scaled questions that asked respondents to what extent they agreed or disagreed with statements. I also included questions with answer options for students to select. There were two interactive GPA scales for students to indicate their high school GPA and their GPA before teach-out. The questions and answer options were designed to capture students' honest responses about their experiences and provide additional data for matching, mapping, and identifying trends.

I sent my survey to two neutral administrators at UB before sending it to the study participants. These administrators examined my survey for validity, question design, and alignment with research questions. One administrator suggested fewer Likert-scale questions and a different order for a couple of questions. They also informed me of a glitch with the question about birth-year that prohibited respondents from entering the correct answer. Both administrators felt that the questions were clear, unbiased, and met the criteria set by the research questions. After making the necessary changes, I emailed my survey to my partner organization representative for approval. Once I secured approval, I emailed the survey link to the population with an explanation of the study and an introductory email.

Table 4: Aligning Survey Items to Study Questions

	Capstone Study Question	Corresponding Survey Item
RQ1	What are the factors affecting success for students in teach-out transfer?	Theme: Factors affecting transfer success Q2 Q3 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q20 Q21 Q22 Q23
RQ2	How do students perceive institutional support during teach-out transfer?	Theme: Perceptions of Institutional Support Q13 Q14 Q15 Q16 Q17 Interview Questions
RQ3	How do students perceive the impact of institutional support on their transfer success?	Theme: Perceptions of the Impact of Institutional Support Q18 Q19 Q25 Interview Questions

Interviews

The survey was delivered to students via a hyperlink, so identifying information was not included in the results. At the end of the survey, an invitation was extended to students to participate in an hour-long follow-up interview. They were asked to indicate whether they wished to be contacted to participate in an interview by answering a question and including their email addresses. Students were incentivized to participate in interviews via a \$5.00 Amazon gift card. Fourteen students indicated that they would be interviewed. Each was sent an email encouraging them to schedule a recorded interview.

The 14 students who agreed to be interviewed did so either one-on-one or with a parent or both parents present. Students chose between in-person, telephone, or Zoom for their interviews. Four students were interviewed in person, eight elected a telephone interview, and two selected Zoom. I sought verbal consent from each interviewee at the start of their session and received permission to record the Zoom sessions. I took notes during the in-person interviews because students felt uncomfortable about being recorded. In fact, the Zoom interviews were my last two interviews, where the students only agreed to Zoom because of my Vanderbilt student credentials. When parents were present, I secured Family Education Rights and Privacy Act (FERPA) permissions from the students before discussing academic information with their parents present. The interviews gave context to the survey results and explored student behaviors, experiences, and opinions. The interview protocol is below in Table 5.

Table 5 - UB Teach-out Program Interview Protocol

Dear Prospective Interviewee,

You were involved in the teach-out transfer process at the University of Bridgeport. You also completed a survey on your experience and indicated that you would be willing to participate in a follow-up interview.

I am inviting you to participate in an interview to share your experiences for a confidential research study as my capstone project for my doctoral program at Vanderbilt University.

As part of this study, I would like to schedule an informational interview with you to give you the opportunity to talk about your transfer experience. All your answers will be confidential so that you may speak freely. I am available to meet via Zoom days, evenings, and nights for the next week. Would you please respond to this email to schedule your interview this week?

Here are the general questions I will ask:

1. Let's talk about your teach-out transfer experience.
2. Let's talk about your teach-out advising experience.
3. Let's talk about communication during the teach-out transition process.
4. Let's talk about how you felt during the teach-out experience.
5. Let's talk about your external support system during the process and how it influenced your experience
6. Let's talk about your goals.
 - a. What is your career goal?
 - b. How has the teach-out process affected your plans?

- i. Major change?
 - ii. Time to graduation?
 - iii. Plans for further education?
- c. Is there anything else you would like to add to this interview?

Secondary Data Sources

Secondary data sources for the study participants were the UB teach-out student information database and archival student management system data, including student GPAs, demographic information, majors, academic advisers, and graduation dates. This data was used to answer RQ1 by creating a profile of non-cognitive characteristics for each student for examination using the conceptual frameworks.

Data Coding – Quantitative Data

After I collected survey and interview data, I set about finding patterns by developing a simple coding system to connect the data in a way that made sense. I used two approaches: one for quantitative data and one for qualitative data. For the quantitative survey results, I looked at the graphs and tables of student responses generated in Qualtrics to deduce trends. I grouped survey responses to develop ranges of quantitative data, as this provided a more comprehensive picture based on demographics, advising, pre-entry attributes, external support, self-efficacy, student perceptions of institutional support, and student satisfaction. I also used the graphs to identify the most popular responses to questions to establish a foundation for emerging trends and patterns in the data.

Data Coding – Qualitative Data

I reviewed interview notes to determine trends to understand respondents' thoughts, feelings, and actions. This review helped me with sense-making, as students communicated their lived experiences and corresponding feelings about the transfer process. I also connected the survey responses with the interview responses to identify the depth and breadth of students' accounts of their experiences. These responses would have been missed if I did not include an interview. While only 27% of the survey respondents completed an interview, the trends in the interviews were strong and recurring, so much so that I was confident that they represented the views of the surveyed population accurately. Keyword analysis helps identify similar words and phrases, to define or describe thoughts and behaviors. Keyword analysis can assist me to determine metrics and develop actionable tasks to improve the teach-out process.

I identified and gathered keywords and phrases for the surveys and interviews, then grouped them based on context and meaning. I then interpreted the groups of words and extracted the main, recurring themes. Five main themes recurred from the data, see Table 6 below:

Theme 1	Objections to teach out and transfer
Theme 2	Dissatisfaction with the transfer process
Theme 3	Poor communication, loss of trust
Theme 4	Hurt feelings and disappointment about disintegration with UB
Theme 5	Concerns for interruption of educational journey and delays to graduation

VIII. Study Findings

Four main findings emerged from the study. Each finding mapped to a research question. Finding one mapped to RQ1, findings two and three mapped to both RQ2 and finding three mapped to RQ3.

Table 7 shows how the findings relate to the research questions.

Table 7 – Findings from Surveys and Interviews	
RQ 1: What are the factors affecting success for students in teach-out transfer?	<p>Finding 1: Non-cognitive factors identified in the literature and conceptual frameworks were present in the population of students in the transfer process. There may be a correlation between these non-cognitive factors and student transfer success. This study did not measure cognitive factors.</p>
RQ2: How do students perceive institutional support during teach-out transfer?	<p>Finding 2: Students perceived institutional support to be inadequate or non-existent. The transfer process was disorganized, and students felt unsupported.</p>
	<p>Finding 3: Students and their parents felt undervalued and disconnected from the institution. Social and professional bonds were broken.</p>
RQ3: How do students perceive the impact of institutional support on their transfer success?	<p>Finding 3: Students and their parents felt undervalued and disconnected from the institution. Social and professional bonds were broken.</p>
	<p>Finding 4: Students expressed anxiety and uncertainty regarding time to graduation, the continuation of their education, changes in financial aid, and loss of a sense of belonging.</p>
	<p>Finding 5: Students felt helpless and bullied into transferring to Paier College. They felt forced and rushed into the transfer to Paier and were not informed that they had other options.</p>

Finding #1: Non-cognitive factors

Finding #1 was that non-cognitive factors identified in the literature and conceptual frameworks were present in the population of students in the transfer process. There may be a correlation between these non-cognitive factors and student transfer success. This study did not measure cognitive factors. This finding mapped to RQ1, which asked about the factors affecting success for students in teach-out transfer.

The literature review and the conceptual frameworks identified non-cognitive factors as potential barriers to transfer success. Referring to Allen, Robbins, and Sawyer (2009, p.2) from the literature, non-cognitive factors are “nontraditional predictors that represent behavioral, attitudinal, and personality constructs, primarily derived from psychological theories.” I asked participants about non-cognitive factors, such as academic level, gender, ethnicity, external support, first-generation, and household income. Non-cognitive factors identified in the literature and conceptual frameworks as barriers to academic success were present in the population of students in the transfer process. These non-cognitive factors suggest that there may be a correlation to student transfer success. Each factor is explored below.

ACADEMIC LEVEL

The literature highlighted that the number of credits students completed at the time of transfer might affect their transfer success. The transition would have more heavily impacted students who were closer to the end of their education because their requirements for graduation were less flexible than students at other academic levels. Of my respondents, 34% were seniors. These students elected to stay with UB and complete their coursework by taking any core courses they needed at Paier College through the consortium. These students then elected to graduate from UB. Seniors chose that option because they realized that transferring to another institution that late in their educational journey would negatively impact their graduation date. They stood to lose credits in the transfer.

Students at other academic levels had different concerns about the transfer. Sophomores and juniors were more concerned about their time to graduation than first-year students. This is supported by the student quote: “What if they don’t take all my credits? I will be in school forever! Will I lose a year? This is so unfair.” During the interview, a student in junior academic status said, “I am very dissatisfied with how this was handled, and I am debating whether or not even to come back next year.” Deciding not to come back to school or take a semester off would negatively affect students’ time to graduation.

GENDER

Female students outnumber male students at most colleges (Eddy et al., 2014). Eddy et al. (2014) found that females make up about 60% of college students, and males make up about 40%. My respondents were not representative of the national average. Still, they were closer to UB’s population, which was about 64% female and 36% male, with no category for non-binary or preferred not to say. In the study, about 70% were female, 23.4% were male, 3.3% non-binary, and 3.3% preferred not to say. During my analysis, I noted that female students were represented at higher rates than male students throughout. Referring to the literature where the RP report stated that female students are 1.19 times more likely to transfer successfully than male students, the fact that female students significantly outnumbered male students in the study meant that female students would transfer at a higher rate than males. My analysis did not include opportunities for a deeper exploration into the differences in transfer behaviors between males and females that may affect their transfer success. Appendix E provides demographic information on the survey respondents, while Appendix F includes demographic information about the interview participants.

ETHNICITY

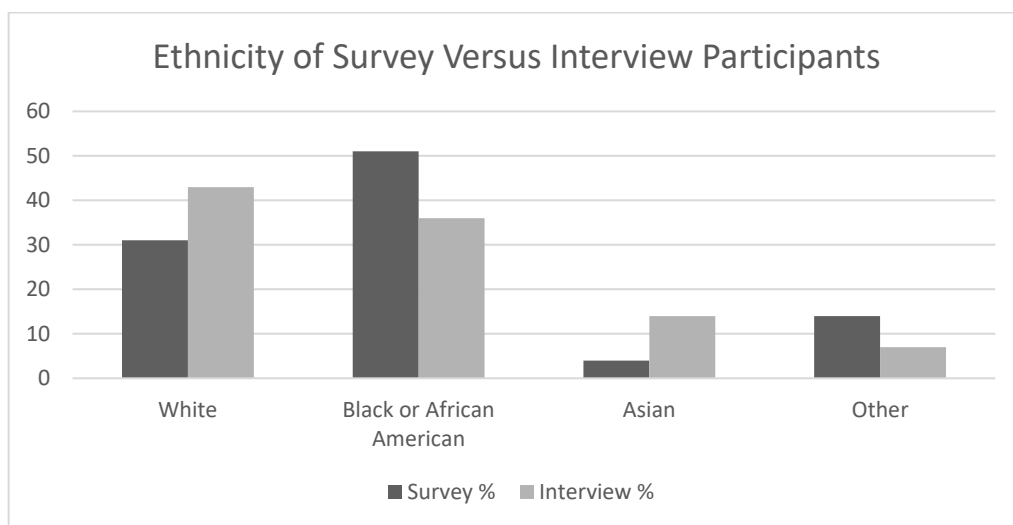
Greene, Marti & McClenney (2008) posit that “little in higher education seems more intractable than the access and achievement gaps between ethnic groups” (p.1). African American and Hispanic students are more likely to be first-generation, lack social capital, and have less access to financial and other

support services than their White and Asian counterparts (Greene, Marti & McClenney, 2008). By extension, African American students are less likely to complete a transfer process for the same reasons.

Of the survey respondents, 51% were African American, while 31% were white, 4% were Asian, and 14% were Other, including Hispanic. Hossler et al. (2012) reported that African Americans, Hispanic, and students with low socioeconomic status are less likely to transfer successfully or graduate with an undergraduate degree. The ethnic makeup of the respondents suggests that ethnicity may have factored into student transfer success.

I noticed a change in the ethnic makeup of the students in the survey from those who were interviewed, with a 12% increase in white students and a 10% increase in Asian students interviewed. Comparatively, there was a 15% reduction in African American students interviewed and a 7% reduction in Other, including Hispanic students. The increase in the number of Asian and White students and reduction in the number of African American and Other including Hispanic students aligns with the literature on how White and Asian students behave and their level of success. They were more likely to persevere through the experience, seek help, voice their concerns, and follow up with the process than African American and Hispanic students. See the comparison below in Table 8.

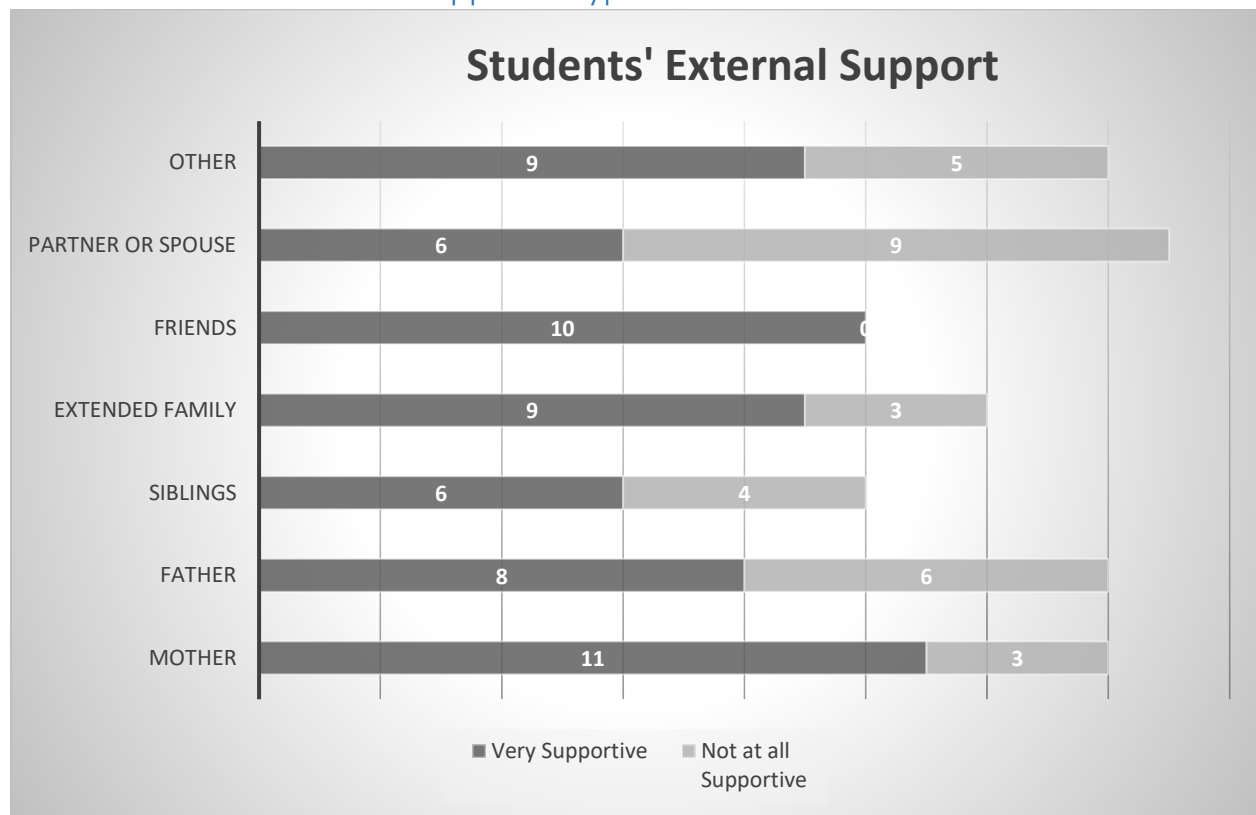
Table 8 – Ethnicity Comparative



EXTERNAL SUPPORT

Only 39% of students reported having external support while in college, and the number one support system for most students was their mothers (9%). The literature and the conceptual frameworks highlight the importance of external support to student success in college. Students’ social capital stems from their family’s social capital, so external support for students from their families and friends does impact their ability to transfer successfully. Table 9 shows the type of external support students reported and the extent to which each type of support was helpful.

Table 9 – Student External Support – Type and Extent



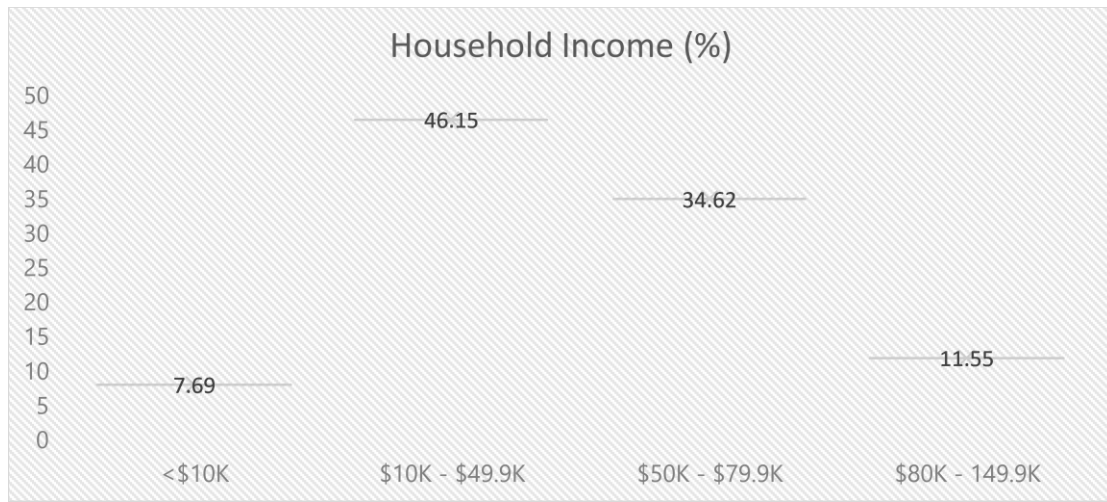
FIRST GENERATION

Brown-McNair et al. (2016) indicated that 52% of today's college students are the first in their families to complete college. First-Generation students are less likely to complete transfers because they lack the social capital and information to navigate the process. Of my study participants, only 7% reported that they were First-Generation. Non-First-Generation students, at 93% of the respondents, outnumbered First-Generation students, leading me to conclude that the factors that prohibit First Generation students from being successful in transfer were not present to a significant degree among my respondents.

HOUSEHOLD INCOME

Socio-economic status (SES) affects every area of human life, including education and professional accomplishments (APA, 2022). Morgan, Farkas, Hillemeier, & Maczuga (2009) contend that students from low-SES households are slower to excel in school than students from higher SES groups. About 53.84% of students reported household income from \$0K – \$49K. See Table 10 below for a breakdown. Lower socioeconomic status and household income negatively impact students' ability to select transfer institutions. Students in lower socio-economic circumstances often lack the knowledge and ability to research colleges before attending. They also lack the financial resources to adequately cover the cost of continuing their education, even with federal aid. Lower household income also impacts students' ability to apply to schools outside of their city or state because they may not be able to afford the additional commute, on-campus housing, or out-of-state tuition. Both conceptual frameworks support the possibility that the number of students in the study who reported low SES would negatively impact student success outcomes.

Table 10 – Student Household Income



Finding #2 and #3 – Perception of Institutional Support

Finding #2 stated that students perceived institutional support as inadequate or non-existent. The transfer process was disorganized, and students felt unsupported. Finding #3 said that students and their parents felt undervalued and disconnected from the institution. Social and professional bonds were broken. These findings mapped to RQ2, which asked how students perceived institutional support during the teach-out transfer process. The literature and conceptual frameworks highlight the importance of institutional support for student success. Both Tinto (1993) and Pascarella (1997) included institutional support as a relevant factor in their models. Tinto and Pusser (2006) listed support, feedback, and involvement as three critical components that institutions must include to create a climate of success for college students.

The study results showed that students perceived institutional support as disappointing and mostly unavailable during the teach-out transfer process. For this study, institutional support was

examined in both the survey and the interview. The survey included questions that asked students to describe support from advisers, communication, and the overall transfer process.

UB was responsible for providing a similar level of institutional support to students in the transfer pipeline as they did to students in their graduation pipeline. The teach-out plan described that responsibility and administrators should have taken their role seriously. According to Aikens & Babarin (2008) school environment plays a more significant role in student outcomes than family characteristics. Muijs et al. (2010) also posit that faculty and administrators' interaction outside the classroom in the form of learning communities, professional development opportunities, support programs, funding, and resources improved students' chances of success.

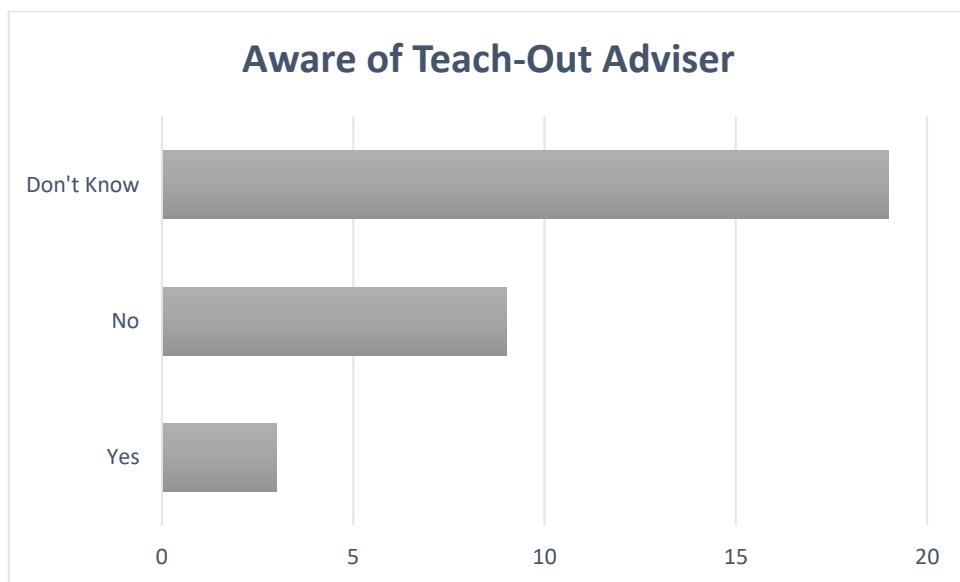
Of the students in the study, 89% reported that the transfer process was chaotic or disorganized. The both the surveys and interviews supported this view. One of the survey questions asked students to rate faculty and administrative staff's helpfulness out of the classroom. Twenty-nine percent of students thought the faculty was helpful. Regarding advising staff, 20% of students felt that they were helpful, while 22% of students found Student Services staff helpful. Students intimated their frustration with their perceived lack of support during the interviews. There were resounding opinions that students and their parents felt that UB did not care about them because they were leaving the University and UB would no longer benefit from their tuition. Students and their parents highlighted the lack of communication and absence of a defined transfer process as proof of their beliefs. Table 11 outlines the answers to questions about institutional support.

Appointment of Teach-Adviser

The survey asked respondents if they were appointed a teach-out/transition adviser. This question was an important indicator of whether UB followed the requirements of a teach-out plan by providing dedicated teach-out advisers to guide students through the process. The results showed that only 9% of students responded yes, while 29% responded no, and 61% said they did not know. A critical requirement of the teach-out plan was that students be appointed teach-out advisers. The teach-out advisers' role was to facilitate the transfer process and liaison between the student and the institution. If only 9% of students knew that they had a teach-out adviser, 91% of students navigated the process without the benefit of a qualified adviser. Table 11 shows the results of the survey question.

Table 11 – Survey Results Appointment of Teach-Out Adviser

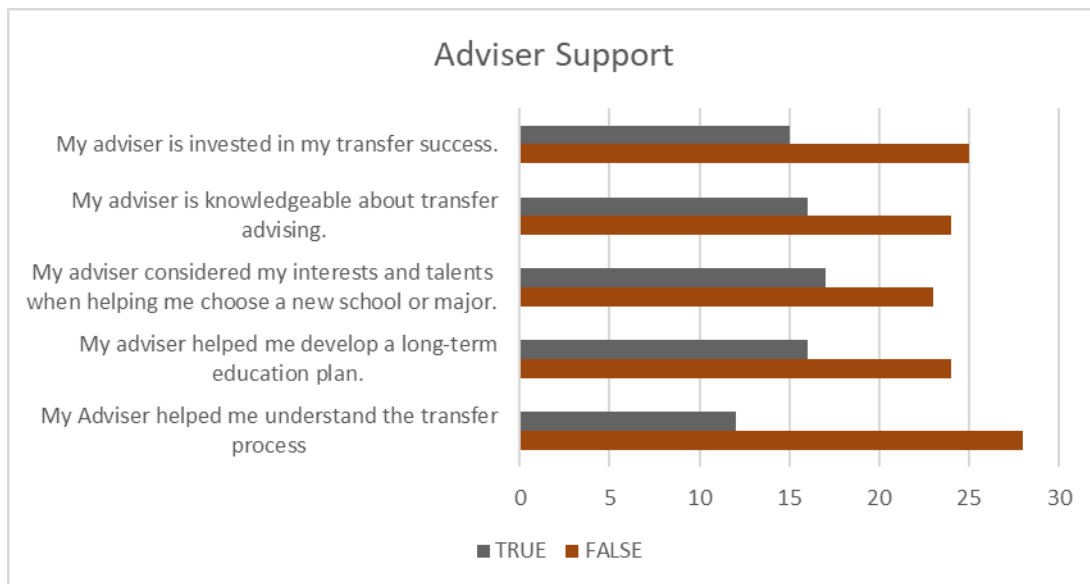
Were you appointed a Teach-Out/Transition Adviser for the Program?



Adviser Support

The study also examined student perception of adviser support to answer RQ2 about students’ perception of institutional support. The results support Finding #2 that students did not feel the institution’s support. The literature and conceptual frameworks also underscored the importance of institutional support in the form of student/staff and student/faculty interactions outside of the classroom. Adviser support is one of the main ways institutions show support for students. To explore this consideration in the study, one group of survey questions asked students to indicate whether statements about adviser support were true or false. Overwhelmingly, more students answered false for each question regarding adviser support than those who answered true. See Table 12 for the results. These results were also reflected in a student quote from the interview: “At this point, we don’t know who to talk to, what is going on, and where things stand.”

Table 12 – Adviser Support



Communication

Of the interview respondents, 100% said that poor communication was their biggest obstacle during the transfer. This was true, even when students transferred successfully. This finding is supported by the student quote during an interview: “I need clarification immediately. Given that I have been trying to get this situation rectified for several months now, someone from the consortium should have been able to figure it out by now. I have done everything asked of me.” When students and their families sought direction from administrators at UB and Paier, they were met with silence. Several of them reported that “phones rang and went unanswered for most of the summer, with no one calling back or following up.” In contrast, they sought to make sense of the transfer process and figure out the best way to complete it so that they could continue with their education in the fall.

Students felt at a loss for direction and information regarding every area of the transfer. A student quote supports this: “We don’t know what we will be expected to pay for tuition, room, and board and do not know when we will have that information.” This quote was impactful because students were unaware of how to pay tuition once they transferred. They were confused about whether they remained UB students and took classes at the other institution or if they were to be enrolled in the other institution. This confusion pointed to a lack of basic information.

The survey asked students questions about adviser outreach before and during the teach-out. Students reported a distinct difference between adviser outreach before the teach-out and during the teach-out. Students reported a reduction in adviser outreach during the teach-out transfer, as highlighted by the two graphs below. Table 13 shows student-reported adviser outreach before the teach-out was announced, using multiple modes such as emails, text messages, virtual and in-person meetings, and telephone calls. The responses were grouped in ranges from zero times to 9-12 times. The results showed that more students reported zero outreach via emails, text messages, virtual, in-person, and telephone calls

than any other category. Table 14 shows student-reported adviser outreach after the teach-out was announced.

Table 13 – Adviser Outreach/Communication prior to Teach-out

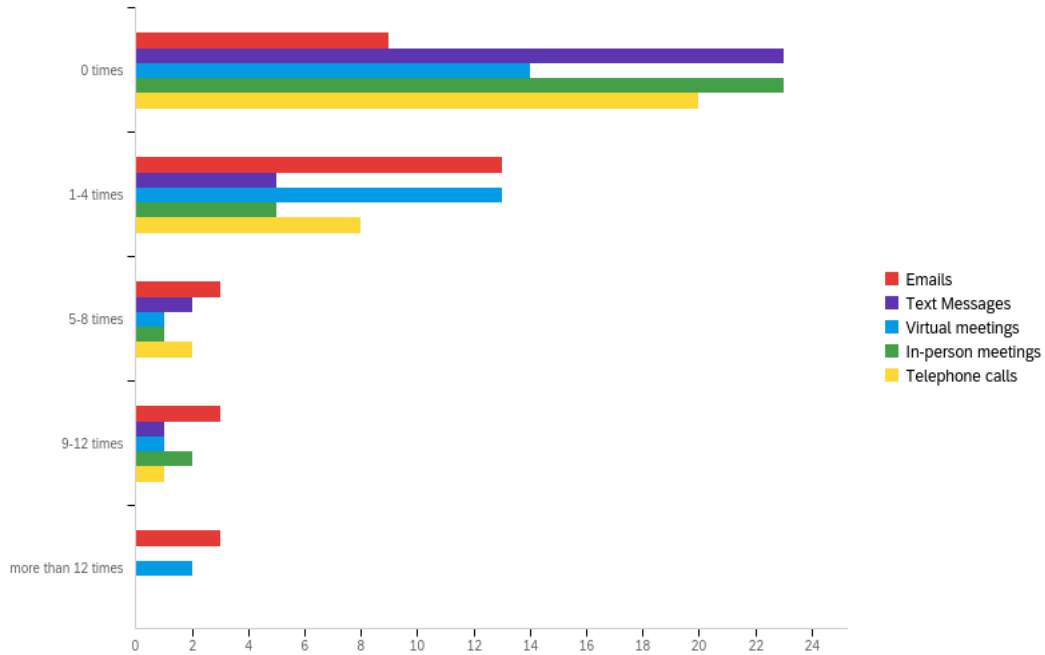
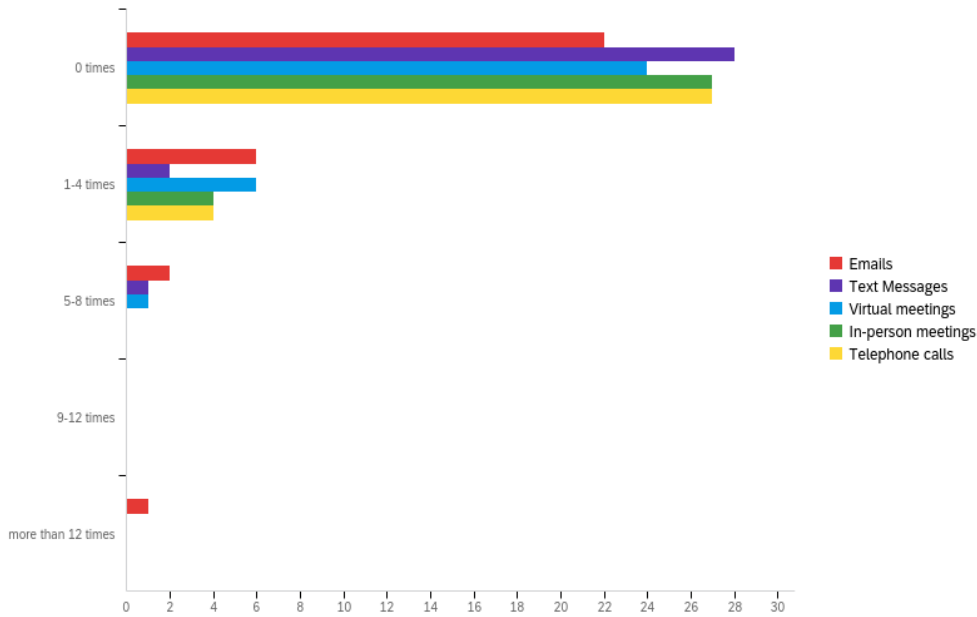


Table 14 - Adviser Outreach/Communication during Teach-Out



Again, more students reported zero outreach via each modality, but there was an increase in the number of students reporting zero contact for each modality. This result supported the finding that students were under-supported. See Table 15 for the breakdown.

Table 15 – Change in Lack of Adviser Outreach by Modality

	% Before	% After	% Change
Emails	29	70	41
Text Messages	74	90	16
Virtual Meetings	45	77	32
In-Person Meetings	74	87	13
Telephone calls	65	87	22

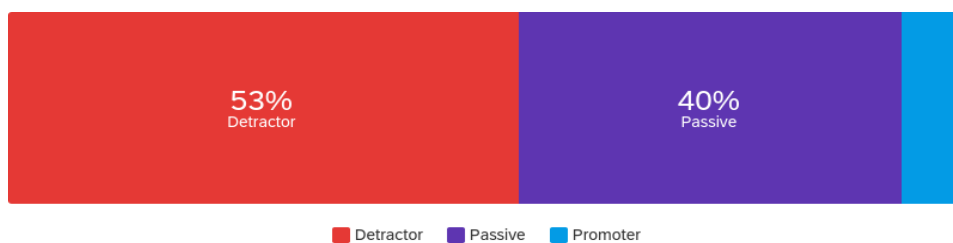
Finding #4 - Student Perceptions of Impact of Transfer

During my interviews, I noted a trend among students who said they felt bullied into transferring to one school. The terms of the teach-out required UB to inform students of their options which were to remain at UB (if they qualified), transfer to the school in the consortium, or transfer to another educational institution, based on their academic goals. 100% of students interviewed said they were not aware that they could transfer to another college or university. Instead, they were made to feel like they were obligated to transfer to the school in the consortium because of the consortium agreement. In fact, the students reported that they received an email from the school requesting that they transfer their financial aid and sign a Family Educational Rights and Privacy Act (FERPA) waiver giving the school in the consortium the ability to access their academic information.

Students reported that the tone of the email suggested that they were required to make these changes. Early in the process, UB did not provide students with any messaging that they had the option to transfer to the school in the consortium or to other schools. Students reported that they felt like this was underhanded on UB's part, and they felt bullied into the transfer.

During interviews, students reported a strong sense of disconnection with UB during the teach-out process. They said they no longer felt like they belonged at UB once the teach-out was announced. One student used the term “throw-away student” to describe how she felt about her connection to UB once the teach-out was announced. Students reported that the feeling of not belonging persisted further when they could not get answers to their questions about the process. Students reported feeling despair, anxiety, and uselessness. As a result of their experiences, students were not eager to promote UB anymore. One of the survey questions asked: on a scale of 0 to 10, with 0 being the lowest and ten the highest, how likely are you to recommend this university to friends or colleagues? Fifty-three percent of students said they would not recommend UB, and 40% were passive. Altogether, -46% of students said they would recommend UB to friends or colleagues.

Table 16 – Recommending UB to Others



Not recommending UB to others was an important indicator of how students would represent UB in the future. This finding indicated that UB was not building loyalty or legacy with these students. This meant that these students would not send their kids to UB, they would not join the Alumni association, and they would not donate or contribute to UB financially in the future. One parent said that her grandmother attended UB, then worked there, she attended UB, and now her daughter was attending UB. She expressed hurt and displeasure that her daughter was being asked to leave. The parent reported that the disruption in their family tradition deeply affected their family. This finding showed how UB might be affected financially by their treatment of students in teach-out. UB was projecting growth for the

institution after surviving closing its doors. Still, that growth may be impacted by the loss of loyalty, and goodwill students felt towards the institution because of the teach-out.

IX. Recommendations

A successful teach-out transition is dependent on both individual and environmental contextual constructs (Duchesne, Ratelle, & Roy, 2012, Evans, Borriello & Field, 2018). Both the literature and the conceptual frameworks point to the fact that individual and environmental constructs influence the process and students' approaches and outcomes. Duchesne, Ratelle, & Roy (2012), and Evans, Borriello & Field (2018), stated that most students enter the transfer process with constructs that are fixed and do not change during the transition (e.g., pre-entry attributes, gender, SES, and external support). However, institutional support is not fixed and can be designed to support students as they enter the teach-out process.

After exploring the findings that resulted from this study, these findings informed recommendations that UB should consider providing for their students in teach-out. Based on the findings, some of Tinto's pre-entry attributes were identified among the teach-out students. While all students needed support, the students for whom pre-entry attributes were present needed an extra layer of support. Pascarella's theory supported institutional success factors around integration, value, and belonging identified in the study. The following recommendations for improvement were informed by Tinto's and Pascarella's frameworks.

Recommendation #1-Align teach-out students' success goals to institutional goals.

Both institutions were projecting financial growth as a result. Paier College projected growth because of the number of students transferring to their institution, and UB projected growth based on their acquisition by Goodwin University. When each institution strived for success in separate bubbles,

without taking the realities of the transition into account, conflicts arose that threatened each institution's growth. Based on students' record of their lived experiences during the teach-out, each institution stood to lose enrollment, reputation, and goodwill. The fact that they were operating with disparate goals and practices proved unsuccessful for them as individual institutions. Both institutions would be more successful if they worked together. Individual-environmental constructs influence student success (Duchesne, Ratelle, & Roy, 2012, Evans, Borriello & Field, 2018). These constructs

Recommendation #2 – Follow the Teach-Out Plan

The second recommendation was to follow the teach-out plan. The federally mandated teach-out program was UB's blueprint for student success. Both institutions would benefit from following the teach-out plan and creating an effective transition process for students. The teach-out process would provide consistency and assure students of the best service and support as they transitioned through the teach-out process. Based on the study results, flouting the plan led to chaos, hurt feelings, and poor outcomes. The plan was the closest thing UB had to a play-book, and considering their inexperience with teach-out programs, working the plan would have helped with areas of concern, confusion, and contention for students. The plan must also be implemented across administrative offices on campus. Everyone should be aware of the plan, understand their role, and be provided with resources to fulfil their role in the transfer process.

Recommendation #3 – Create a Transition Team

The third recommendation is to create a transition team. UB and Paier should create teams of subject-area experts to help define and implement the teach-out process and close gaps in communication and efficiency. The process was dynamic and evolving, so subject-area experts could follow students' progress, predict changes, and adapt the plan accordingly. Student support should be as dynamic as the process and evolve as students experience the transition. The transition team should have been predictive,

flexible, and resourced to assist students every step of the way. This is an essential step because UB and Paier's future success depended more on this transition than they first realized.

Recommendation #4 – Communication Plan

The transition team tasked with spearheading the process should be provided with information on an on-going basis. During any dynamic process, information will change during the planning process, execution phase, and completion. One of the main tools for any successful transition is communication. Team members should be aware of not only the communication plan, but also the frequency, channels, and sources of communication. The teach-out plan should have included a comprehensive communication plan. To eliminate guessing, rumor, and noise, the communication plan should identify stakeholders, their level of involvement, and the types and frequency of communication they should expect.

The communication plan should give students access to accurate, timely, and consistent information. The plan should also provide transparency, clearly defined goals, and identified reporting relationships, with both institutions agreeing on the narrative. The communication plan should also have been evolving and honest, developed before commencing the teach-out transfer process, and adjusted as the plan evolved.

Recommendation #5 – Empower Students to Achieve their Success

Institutional goals around student success should include student empowerment and self-authorship. The literature, conceptual frameworks, and study results showed that pre-entry individual and environmental contexts could hinder student goal achievement. As a result, both institutions should develop evidence-based programming to meet students where they were and tool them with the means to empowerment. This is the best way to ensure student transfer success, despite the presence of pre-entry attributes and individual contexts that challenged student transfer success.

Recommendation #6 – Recruit and Train Support Staff

The Teach-out plan would be deficient if it did not include trained support staff to guide students through the process. Academic advisers are trained to keep students enrolled. The teach-out process is meant to facilitate student departure from the institution. Understandably, academic advisers may not have the information or skills to effectively navigate the teach-out process with students. As a result, advisers and administrators should be trained to adequately support students as they transfer. Two-year educational institutions train advisers as ‘transfer-out’ advisers to help students transition to four-year institutions by providing support and information for students to navigate the process. A teach-out transfer is no different. Advisers should be trained in the same way to help students successfully transfer.

The preceding recommendations were informed by Tinto’s and Pascarella’s theories and models, indicating the importance of student and institutional commitment for student success.

X. Conclusion

This study articulated the experiences of students attending UB during a teach-out but may serve as an example to other institutes of higher education about the value of getting it right. Teach-outs, an emerging trend in higher education, will increase as more colleges and universities experience financial challenges. Transferring is a complex activity anyway, so transferring through teach-out, where student success is predicated on intrinsic, extrinsic, and environmental factors can be exacerbated by imperfect student and organizational factors. Teach-out transfers should be given more consideration and resources. Leadership should strive to develop a comprehensive plan, a clear path, and best practices.

As the study showed, college faculty, administrators, and staff who provide support while students navigate teach-out may lack resources, training, and motivation to help students navigate the process. These challenges emphasize the changing landscape in education and increasing dependence on evidence-based decision-making. By its very nature, teach-out transferring is counter-intuitive to what the

college community is more comfortable with which are retention-based activities. However, as the findings showed, successfully teaching-out students is a retention initiative and should be treated as such and awarded adequate resources.

Students have choices about where they attend college and often select an institution with care after research and comparisons. How comfortable would your student be at their college of choice if they felt that they could be asked to leave? What is the long-term effect of a lack of stability in our colleges of choice? College leadership is duty-bound to ensure that students feel comfortable and integrate into the campus environment. Campus environments should remain welcoming and productive for students. Tinto, Pascarella, and Braxton, et al. are theorists who believe that institutional and non-institutional factors play a role in college students' academic success. This study added another dimension to the concept of student success -- additional elements introduced by teach-out programs. These elements need to be addressed to ensure success for every student, whether they graduate from the institution or move to another institution to complete their education.

While research shows that the first year of college is critical for student retention and persistence (Braxton et al., 2014), the college student's entire academic journey matters, student outcomes are often changed when students transfer, and with dwindling, enrollment continuing to be a challenge in 2022, higher education's "great interruption" has been seismic (Conley & Massa, 2022). According to the National Student Clearinghouse Research Center, undergraduate enrollment fell 6.6 percent from fall 2019 to fall 2021, representing a loss of just over a million students. Colleges also experienced an acceleration in the number of students who stop out (enrolled college students pausing their education), and the number of students entering teach-out is also increasing. These sobering higher education statistics are signals of a decade-long enrollment decline. Conley and Masa (2022) projected that college enrollment challenges have just begun, with the number of high school graduates expected to decrease from 2027 through 2037.

According to the website Inside Track, there are twelve top Higher Ed trends to Watch in 2021. Financial flux and acute budgeting changes in colleges was identified as trend number three. Part of the “big interruption” in college enrollment is because students and potential students are no longer placing the same value on their education and its potential return on investment (Conley & Massa, 2022). The minimum wage increased in several States as well, pulling low-income students (especially males) from the college classroom to the workforce (Conley & Massa, 2022). With enrollment declines continuing, policymakers will have to re-think assumptions about who enrolls in college, the value placed on a college education, and how long students stay enrolled at any college

When considering measures to stay in business, college leadership will have to take a more critical look at the value of every tuition dollar. It is not prudent for college leadership to ignore any student population that has the potential to increase revenue, and add value to its name, rank, and reputation among potential students. Colleges cannot afford to endure any unnecessary or unintentional loss of revenue that may result in them having to discontinue programs, or worse, close their doors. As is evident in this study, tending to all students, regardless of whether they are graduating from that school, or transferring to another institution, is critical to colleges’ financial survival. As a result, colleges must honor their commitment to student success as it may make the difference between institutional success and failure.

Appendices

Appendix A: Survey Invitation

Invitation to Participate (Survey)

Subject Line:

Hello,

My name is Jill Jemmott, and I am studying at Vanderbilt University.

I am reaching out to you because you are enrolled in an academic program scheduled for discontinuation at the University of Bridgeport (UB).

I am conducting a confidential study to learn more about your Teach-out Program at UB. I am interested in knowing how your transfer or change-of-major experience is going. You may answer questions honestly because your identity and answers will be confidential. Even if you have already left UB or changed your major, I would still like to hear about your experience.

Attached to this email is an explanation of the study for your information. Should you agree to participate, you may click the confidential electronic survey. The survey will take ten minutes to complete, and you may complete it on your laptop, tablet, or mobile phone.

After you complete the survey, I may contact you to set up a virtual or in-person interview at a time of your convenience. During the one-hour interview, I will ask you about your experiences and perceptions during the teach-out process.

I hope you will choose to participate in this important study that will benefit students whose academic programs are discontinued. If you are willing, please click the link below to take the survey.

Link to Survey:

I look forward to hearing from you.

Thank you,

Jill Jemmott, MBA

Vanderbilt University, Peabody College, **Class of 2021**

Ed.D. in Leadership and Learning in Organizations

Pronouns | **She, Her, Hers**

Appendix B: Explanation of Study

Explanation of Study:

My study will examine student perceptions of the changes in their academic experiences when asked to participate in a teach-out program and identify differences between their experiences and the documented experiences of “regular” transfers. Students participate in teach-out programs when their major or course of study is discontinued. Teach-out programs facilitate the process for students to either change majors or change schools to complete their education.

Most of what colleges and universities know about the student transfer process focuses on students who choose to transfer. Transferring to a different college or changing your major because of the teach-out program at UB is not voluntary for you, so UB needs to understand your unique experience during this transition.

The results of this study will guide college administrators at UB to develop and provide relevant and adequate interventions for students like you who must navigate teach-out programs.

Appendix C: UB Student Teach-out/Transition Experience Survey

Start of Block: Introduction

Welcome to the UB – Paier Transition research study!

We are interested in understanding your experiences and perceptions of the transition (Teach-Out) process at the University of Bridgeport. Please be assured that your responses will be kept completely anonymous.

The study should take you around 10 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please email Jill Jemmott at jjemmott@bridgeport.edu.

By clicking the button below, you acknowledge that your participation in the study is voluntary. You are 18 years of age. You are aware that you may choose to terminate your participation in the study at any time and for any reason.

This survey is mobile-friendly but will display best on a laptop or desktop computer.

- I consent, begin the study (1)
- I do not consent; I do not wish to participate (2)

Skip To: End of Survey If Welcome to the UB - Paier Transition research study! We are interested in understanding your... = I do not consent; I do not wish to participate.

Display This Question:

If Welcome to the UB - Paier Transition research study! We are interested in understanding your... = I consent begin the study.

Q1 What is your major? Choose one.

- Biology (50)
 - English (51)
 - Fashion Merchandising (52)
 - Finance (53)
 - Humanities (54)
 - International Business (55)
 - International Political Economy and Diplomacy (56)
 - Martial Arts (57)
 - Political Science (58)
 - Social Sciences (60)
 - Theater Arts (61)
 - Other (63)
-

Q2 What is your academic level? Choose one.

- Graduated (20)
 - Graduating this semester (21)
 - Freshman (22)
 - Sophomore (23)
 - Junior (24)
 - Senior (25)
 - Don't know (26)
-

Q3 What year did you expect to graduate from the University of Bridgeport?

- 2021 (19)
 - 2022 (20)
 - 2023 (21)
 - 2024 (22)
 - after 2024 (23)
-

End of Block: Introduction

Start of Block: Teach-Out Program Advising

Q4 In November of 2020, the University of Bridgeport discontinued your program and commenced a Teach-out/Transition program. The following questions refer to events BEFORE the Teach-out/Transition Program was announced.

Before the Teach-out was announced, who was your Academic Adviser?

Q5 The following questions relate to your academic plans BEFORE the Teach-out/Transition program. All your responses are completely confidential.

	Definitely yes (1)	Definitely no (2)
I was planning to transfer out of UB before the Teach-out/Transition announcement. (26)	<input type="radio"/>	<input type="radio"/>
I was planning to change my major before the Teach-out/Transition announcement. (29)	<input type="radio"/>	<input type="radio"/>

Q6 Focusing on your experiences with your adviser BEFORE the Teach-out/Transition announcement, record your response to the following statements:


	True (57)	False (58)
I could easily get in touch with my adviser outside of an appointment. (1)	<input type="radio"/>	<input type="radio"/>
My adviser helped me understand the transfer process. (5)	<input type="radio"/>	<input type="radio"/>
My adviser helped me develop a long-term education plan. (6)	<input type="radio"/>	<input type="radio"/>
My adviser considered my interests and talents when helping me choose a new school or major. (8)	<input type="radio"/>	<input type="radio"/>
My adviser is knowledgeable about transfer advising. (9)	<input type="radio"/>	<input type="radio"/>
I feel that my adviser listened to me when I expressed my emotions about my transfer or change of major. (10)	<input type="radio"/>	<input type="radio"/>
I feel like I will graduate in a reasonable timeframe because of my adviser's planning. (11)	<input type="radio"/>	<input type="radio"/>
My adviser is invested in my transfer success. (12)	<input type="radio"/>	<input type="radio"/>

End of Block: Teach-Out Program Advising

Start of Block: High School Experiences

Q6 Provide information about your High School GPA at the time you graduated from HIGH SCHOOL.

0 1 2 3 4

High School GPA ()	
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Q7 Q8 Select all that apply to you regarding your high school experiences.

- I completed AP classes in high school. (1)
- I repeated at least one class in high school. (2)
- I was on at least one sports team in high school. (3)
- I participated in extracurricular activities in high school. (4)
- I had a group of friends in high school. (5)

End of Block: High School Experiences

Start of Block: External Support Factors

Q8 These questions refer to how you feel about studying at home.

	True (32)	False (33)
I feel comfortable studying at home. (6)	<input type="radio"/>	<input type="radio"/>
I like being at home more than I like being at school. (9)	<input type="radio"/>	<input type="radio"/>
I feel I can focus on my work better when I am at school. (11)	<input type="radio"/>	<input type="radio"/>
I like being on campus more than I like being at home. (13)	<input type="radio"/>	<input type="radio"/>

Q9 To what extent do the following people support you during your college journey?

	A great deal (110)	A moderate amount (111)	A little (112)	None at all (113)
Mother (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Father (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siblings (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended family (Grandparents, aunts, etc.) (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friend(s) (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner or spouse (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (e.g., counselor) (51)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: External Support Factors

Start of Block: Self-efficacy

Q10 The following questions relate to how well you think you can accomplish your goals. Please select the response that closely represents how you feel.

	Agree (54)	Disagree (55)
I can learn what is being taught in class. (16)	<input type="checkbox"/>	<input type="checkbox"/>
I will succeed in whatever college or major I choose. (17)	<input type="checkbox"/>	<input type="checkbox"/>
Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought. (18)	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I will achieve the goals that I set for myself. (19)	<input type="checkbox"/>	<input type="checkbox"/>
When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged. (20)	<input type="checkbox"/>	<input type="checkbox"/>
I will succeed in whatever career path I choose. (21)	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: Self-efficacy

Start of Block: Administrative Process

Q11 Registration Process

Regarding the registration process, please indicate how easy or difficult you found the following?

	Finding information about the courses in your degree. (4)	Registering for courses at this university. (1)	Making changes to your class schedule. (2)
Extremely easy (21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moderately easy (22)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slightly difficult (23)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moderately difficult (24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extremely difficult (25)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 Perceived Academic Support and Resources

Regarding Academic Support and Resources, please indicate how helpful or unhelpful did you find the following staff:

	Extremely helpful (29)	Very helpful (30)	Moderately helpful (31)	Slightly helpful (32)	Not at all helpful (33)
Faculty, when you have questions outside of class (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff at the Heckman Center when you have questions. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff at the Career Center when you have questions. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in the Student Services office when you have questions. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in the library. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in the bookstore. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13. Were you appointed a Teach-out/Transition Adviser for the Program?

- Yes (5)
- No (6)
- Don't know (7)

Q14 The following questions specifically relate to who is advising you about the Teach-out/Transition program. The term 'Adviser' refers to your Teach-out/Transition adviser if you have one, OR your regular adviser if you do not have a Teach-out/Transition adviser.

How many times have you heard from your adviser or AFTER the Teach-out/Transition was announced? Select an option for each form of communication.

	Academic Adviser					Teach-out Adviser				
	0 times (1)	1-4 times (2)	5-8 times (3)	9-12 times (4)	more than 12 times (5)	0 times (1)	1-4 times (2)	5-8 times (3)	9-12 times (4)	more than 12 times (5)

Q15 Focusing on your experiences with your adviser AFTER the Teach-out/Transition announcement, record your response to the following statements:

	True (54)	False (55)	Don't know (56)
I could easily get in touch with my adviser outside of an appointment. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser helped me understand the transfer process. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser helped me develop a long-term education plan. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser considered my interests and talents when helping me choose a new school or major. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser is knowledgeable about transfer advising. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my adviser listened to me when I expressed my emotions about my transfer or change of major. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I will graduate in a reasonable timeframe because of my adviser's planning. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My adviser is invested in my transfer success. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Administrative Process

Start of Block: Overall satisfaction

Q16 Overall, how satisfied or dissatisfied are you with your academic experience at UB?

- Very Dissatisfied (1)
 - Dissatisfied (2)
 - Somewhat Dissatisfied (3)
 - Neutral (4)
 - Somewhat Satisfied (5)
 - Satisfied (6)
 - Very Satisfied (7)
-

Q17 On a scale of 0 to 10, with 0 being the lowest and ten the highest, how likely are you to recommend this university to friends or colleagues?


- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

End of Block: Overall satisfaction

Start of Block: Demographics

Q18 Provide information about your GPA for the last semester you attended UB.

0 1 2 3 4

CUMULATIVE GPA ()	
-------------------	--

Page Break

Q19 How do you identify?

- Male (5)
 - Female (6)
 - Non-binary / third gender (7)
 - Prefer not to say (8)
-

Q20 How would you describe yourself? (Please select all that apply.)

- White (46)
 - Black or African American (47)
 - American Indian or Alaska Native (48)
 - Asian (49)
 - Native Hawaiian or Pacific Islander (50)
 - Other (51)
-

Q21 Which members of your family attended college? Select all that apply, even if they did not graduate.

Mother (1)

Father (2)

Brother (3)

Sister (4)

None of the above (15)



What is your ZIP code?



What YEAR were you born (e.g., 2001)?

Q22 Information about income is very important to understand. Would you please give your best guess? Please select any that includes your entire household income.

- Less than \$10,000 (18)
- \$10,000 - \$19,999 (19)
- \$20,000 - \$29,999 (20)
- \$30,000 - \$39,999 (21)
- \$40,000 - \$49,999 (22)
- \$50,000 - \$59,999 (23)
- \$60,000 - \$69,999 (24)
- \$70,000 - \$79,999 (25)
- \$80,000 - \$89,999 (26)
- \$90,000 - \$99,999 (27)
- \$100,000 - \$149,999 (28)
- More than \$150,000 (29)

End of Block: Demographics

Start of Block: Follow Up

Q23 Would it be okay for us to follow up with you about your responses?

- Yes (1)
 - No (2)
-

Display This Question:
If yes, would it be okay for us to follow up with you about your responses? = Yes



Q24 What's the best email to reach you? You must include your email to receive the \$5 gift card.

End of Block: Follow Up

Start of Block: Block 9

Q25 Is there anything You would Like to Add? Please use the comment box below to add your confidential comments.

End of Block: Block 9

Appendix D: Aligning Survey Items to Study Questions

	Capstone Study Question	Corresponding Survey Item
RQ1	What are the factors affecting transfer success for students in teach-out?	Theme: Factors affecting transfer success Q6 Q31 Q29 Q24 Q14 Q61 Q40 Q18 Q35
RQ2	How do students perceive institutional support during teach-out transfer?	Theme: Perceptions of Institutional Support Q58 Q6 Q15 Q16 Q12 Q68 Q18 Q17 Interview Questions
RQ3	How do students perceive the impact of institutional support on their transfer success?	Theme: Perceptions of the Impact of Institutional Support Interview Questions

Appendix E: Survey Demographic Information

n = 51

Gender	Male	23.4%
	Female	70%
	Non-binary	3.3%
	I prefer not to say	3.3%
Ethnicity	White	31%
	Black or African American	51%
	Asian	6%
	Other	14%
Academic Level	Senior	34%
	Junior	28%
	Sophomore	22%
	Freshman	16%
First Generation	No	88%
	Yes	12%

Appendix F: Interview Demographic Information

n =14

Gender	Male	36%
	Female	64%
	Non-binary	7%
	I prefer not to say	0%
Ethnicity	White	43%
	Black or African American	36%
	Asian	14%
	Other	7%
Academic Level	Senior	64%
	Junior	21%
	Sophomore	7%
	Freshman	7%
First Generation	No	93%
	Yes	7%

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