

Overview

This study explores the psychosocial stressors and self-adjustment experiences of vertical transfer students from underserved backgrounds as they transition into engineering programs at a research-intensive institution. Recognizing the critical role of community colleges in providing pathways to engineering careers, the study seeks to address unique challenges faced by these students, particularly those from historically underserved groups. The research will investigate how psychosocial stressors and coping strategies influence persistence in engineering, guided by the Phenomenological Variant of Ecological Systems Theory (PVEST). Our study will discern variations in vertical transfer student experiences across diverse sociodemographic characteristics, different types of transfers, and disciplinary programs in engineering and computer science, providing a novel application of PVEST in this context