Vocational Identity, Academic Locus of Control and Campus Engagement 0f Disability Focused Major Students

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ABSTRACT

For many college students, who have transferred to four-year universities, it can be difficult to develop student engagement and sustain a positive academic performance. Several factors contribute to the academic and social success of students transferring from two-year community colleges to four-year universities. The purpose of this study is to expand the understanding of factors affecting transfer students' experience in four-year institutions. Explicitly, the researchers evaluated the relationship between vocational identity, academic focus of control and student alienation among transfer students enrolled in disability services majors. In this study, a survey method was utilized to explore factors shaping transfer students' campus engagement in a rural four-year higher education institution. Findings indicate that many transfer students have an internal locus of control and benefit from student engagement opportunities. Moreover, transfer students' academic locus of control interacts with their vocational identity and student isolation during their college experience. The findings of this study aimed to improve the understanding of factors that could shape the transfer college experience of students in disability service fields.

Keywords: Transfer students, academic locus of control, vocational identity, disability services, student engagement

INTRODUCTION

For many higher education students, enrollment in a community college functions as a steppingstone to a four-year university. In fact, nearly half (49.2%) of all postsecondary students start their college experience at a two-year institution (Shapiro et al., 2015). According to the National Student Clearinghouse Research Center (2012), one-third of all college students transfer colleges at least once, frequently during their second year of college, with 41.2% of students transferring from a two-year to a four-year institution. An upward or vertical transfer, which occurs when a community college student transfers to a four-year institution to receive a Bachelor's degree, has been studied for many years (Giani, 2019; Nutting, 2011; Roksa & Calcagno, 2010; Wang, 2012). Vertical transfer students have a less probability of obtaining a bachelor's degree than native four-year students (Bowen et al., 2009; Monaghan & Attewell, 2015; Witteveen & Attewell, 2020).

College students start their higher education in community college for multiple reasons. Logistical factors other than student academic ability often influence their decision to begin postsecondary education at a two-year college, including proximity to home, flexible course schedules, and low tuition (Ashmore, 2011; Belfield & Bailey, 2011; Marling, 2013). Moreover, students enroll at a community college are more likely to be part of families from lower-income families than students at four-year institutions (Radwin et al., 2013). Community colleges also attract more students from underserved groups, including ethnic minority groups, first-generation students, and single-parent family structures, than four-year universities (Ma & Baum, 2016). After completing lower-level courses at community colleges, many students focus on a specific major at their new four-year institution.

As students transfer from two-year community colleges, several factors contribute to their academic and social success in four-year universities. Wang (2009) identified student grade point averages (GPA) at the community college as the single best predictor of obtaining a subsequent bachelor's degree. Grubbs (2020) suggested that support services and opportunities can strengthen student retention of community transfer students at four-year universities. Additionally, students' interactions with peers, advisors, academic staff, and instructors are also critical to their academic success (Winterer et al., 2020). Lastly, institutional policies, including acceptance of transfer credits through articulation agreements or other policies, may have significant implications for success among transfer students (LaSota & Zumeta, 2016; Monaghan & Attewell, 2015). Therefore, transfer students have a unique experience that shapes their educational success and degree attainment.

Transfer College Experience

Community colleges face multiple challenges to retain and support students when transferring to a four-year institution. In fact, less than half of all community college students graduate or transfer to a four-year institution within six years of enrollment (Juszkiewicz, 2016). Besides, 75% of first-year, first-time community college students plan to acquire a baccalaureate degree. However, only one-quarter of these students transfer, and 14% of these students earn a bachelor's degree (Horn & Paul, 2011; Jenkins & Fink, 2016). Research suggests that transfer students from community college to four-year universities encounter penalties or have lower educational attainment and longer paths to bachelor's degree completion compared to students who start at four-year institutions (Alfonso, 2006; Lichtenberger & Dietrich, 2017; Monaghan & Attewell, 2015; Shapiro et al., 2015).

Furthermore, transfer college students encounter an array of obstacles, including moving to a new location, transferring course units, and finding childcare (Chin-Newman & Shaw, 2013). Additional barriers for transfer students include poor academic preparation, reduced family support, limited financial resources, and work responsibilities, reducing the study time (Dennis et al., 2008; Packard et al., 2012). Moreover, the academic rigor of the new university (Pennington, 2006; Wang, 2016), academic major (Carlan & Byxbe, 2000; Lukszo & Hayes, 2019), and students' personal characteristics (Wang, 2012) can affect the college transfer experience. Nevertheless, self-doubt may be one of the greatest challenges for transfer students since it influences their ability to thrive at their new four-year university (Schmertz & Carney, 2013). Additionally, transfer students experience less social engagement with their university community than students who entered straight from high school (Ishitani & McKitrick, 2010).

For many students who transfer to four-year colleges, the degree of student engagement varies, especially when compared to "traditional" students who attend four-year colleges from the beginning of their academic journey. This preliminary introduction to university protocols helped to increase campus familiarity and minimize "transfer shock" that might impede student success at the time of transition and throughout the first year. Transferring college students experience transfer shock and the subsequent initial instability that students experience upon enrolling in a 4-year institution (D'Amico et al., 2014; Hills, 1965). Generally, this transfer shock can result in lower grade point averages (GPA) that tend to improve after the shock has passed.

Nonetheless, Tobolowsky and Cox (2012) explained that many universities ignored the social and university challenges faced by transfer students, resulting in poor overall performance among transfers. Conversely, community colleges and universitiies partnerships can support transferring students' academic success and maximize public resources (Ocean et al., 2020). Ishitani and Flood (2018) found that student's sense of connection with the university impacted student retention, thereby promoting a better sense of belonging. Transfer students benefited from socio-academic integration (Deil-Amen, 2011), with these students enjoying a sense of social integration from interactions within rather than outside of the classroom (Lester et al., 2013). However, many transfer students engage more outside of their classrooms with interaction with professionals in their fields of study.

Transfer Preservice Students

For upward transfer students, attending a four-year university translates to declaring a major and making a career decision. Career decision involves making a choice for a profession, education program, job, or school (Doğan, 2014). In fact, a person's chosen academic major can potentially affect student's academic performance and long-term career success (Milsom & Coughlin, 2017). Transfer students who have completed enough credits in a community college tend to declare a major at their new four-year institution. In their new four-year institution, transfer students enhance their professional identity and understanding of their future careers as pre-service professionals in helping professions.

Postsecondary education offers a significant developmental period involving many changes in academic, social, personal, and occupational areas (Baum et al., 2010). Students' fields of study could also shape the professional and personal development of students as they prepare to start their careers. Transfer students tend to choose a helping profession major in their new four-year university. For future professionals working with people with disabilities, training, knowledge, and awareness raising are essential (Hemmings et al., 2009) to improve the quality of life and inclusion of their clients. Furthermore, undergraduate students in disability service-oriented or helping professions may benefit from hands-on experience to learn how to successfully interact with people with disabilities, leading to developing skills to confidently meet the demands of their future careers (e.g., elementary education teachers) (Carlson & Witschey, 2018).

Additionally, personal values and experiences may also shape professional goals and education plans. Previous studies have shown that students acquired valuable knowledge from direct and tangible interaction with people with disabilities (Castillo & Larson, 2020). Students have reported that interaction with people with disabilities affected their career choices in disability-related fields (Bassette et al., 2021). Undergraduate students in health care fields found that their views toward clients with intellectual disabilities, substance abuse, and acute mental illness influenced their attitudes toward their future clients and could potentially affect their therapeutic relationships (Boyle et al., 2010). For instance, Bean and Hedgpeth (2014) reported that social work students found that their education increased their knowledge and confidence when working with people with disabilities and exhibited a decreased social discrimination toward their clients.

Moreover, pre-service professionals can change their dispositions and perceptions of people with disabilities during their academic careers. For future professionals, it is important to challenge their assumptions and upset the apprenticeship of observation (Westrick & Morris, 2016) and offer experiential

education experiences in pre-service teacher education to positively impact attitudes and perceptions of students (Glazier & Bean, 2019). In order to disrupt the reproduction of problematic practices that exclude and ignore the disability experience, education programs must create opportunities to challenge students' biases about disability and create new understandings of themselves as educators and professionals (Lawrence & Butler, 2010).

Pre-service professionals possess and develop knowledge, skills, and awareness in training to support their desire to work with people with disabilities. For instance, empathy can reduce stigma towards individuals from certain groups (Batson et al., 1997; Shih et al., 2013), and listening to clients and parents can improve understanding of experiences (Koch, 2020). Rehabilitation professionals develop clinical judgment skill competencies that address cultural bias, cognitive complexity, and evidence-based practices (Austin, 2018). By strategically supporting transferred students' sense of belonging, attainment of educational goals, and involvement at their four-year universities, institutions of higher learning will better ensure the academic success of these students who plan to work within the helping professions.

Academic Locus of Control

Academic locus of control (ALC) entails how strongly people believe they have control over their educational success and goals (Hasan & Khalid, 2014). The effects of Academic Locus of Control indicating the success of college-level students have been studied for over 30 years (Trice, 1980; 1985; 1987). Since the concept was first introduced, several studies measuring the impact of ALC on the academic success of college-level students have continued to demonstrate a positive relationship with overall academic success, including grade point average (GPA), final exam grades, and attendance (Boyraz et al., 2019; Curtis & Trice, 2013; Drago et al., 2018; Trice, 1987).

According to Trice (1980), college students who exhibit a strong internal locus of control believe that overall academic success is contingent on their own internal behaviors (e.g., the importance of strong study habits the effects of social activities on academic performance). Students who have internal locus of control allow their inner voice to influence their self-concept (Mohamed et al., 2018), leading to feelings of control over their lives and taking proper responsibility for their life experiences and for their responses to emotions. This ability enables people to interpret unexpected adverse events in a more positive light and react fittingly to different emotions.

In contrast, individuals with an external locus of control attribute control of their situation to external factors, including others, institutions, and God (Akça & Yaman, 2010). According to Trice (1980; 1985), college-level students who exhibit an external locus of control explain that outside factors (e.g., enrollment in a course because of the reported ease of a class, the belief that learning is based on requirements rather than self-determination) can affect their academic performance. These students who have external academic locus of control recognize that external forces, at least to some extent, will have an impact on their academic success in school.

Previous research has found that different factors shape students' academic locus of control. For instance, Hasan and Khalid (2014) reported that high-achieving students scored low on academic locus of control, indicating a strong internal academic orientation. Moreover, they indicated that female students scored significantly higher on an academic locus of control, signifying less internal academic orientation than males do. Finally, they reported that a significant inverse relationship between academic locus of control and GPA and simple linear regression indicated that academic locus of control is a predictor of GPA. Similarly, learning approach goals are important determinants of internal locus of control (Cetinkalp, 2010). Can and Durukan (2019) reported that the pedagogical formation of students could shape students' level of academic locus of control. They explained that students' academic locus of control may not vary due to gender and college department but may vary significantly depending on age. Finally, they described how the level of satisfaction was correlated with the external locus of control but not with academic locus of control.

In order to enhance the understanding of the experience of transfer students, this study aims to explore the impact of personal and institutional factors on the transfer experience. Identifying how transfer students can mitigate transfer challenges is important, considering that only 21% successfully transferred to a four-year university within five years to earn a bachelor's degree (Horn & Paul, 2011). The purpose of this study is to expand the understanding of factors affecting transfer students' experience in four-year institutions. Explicitly, the researchers evaluated the relationship between vocational identity, academic locus of control, and student alienation among transfer students. Additionally, the study analyzed the role of academic locus of control in transfer students, which sources helped students navigate transfers, and how these sources shape their academic journey as community college transfer students at a public 4-year university.

METHODS

In this study, survey research was utilized to explore factors shaping transfer students' experience who are enrolled in a rural four-year higher education institution. Specifically, a quantitative approach, using surveys, aimed to evaluate the relationship between vocational identity, academic locus of control, and student alienation among transfer students.

Participants

All upward transfer students in this study were recruited from a Southwestern university in the United States. Forty students (n=40) participated, with the majority 95% (n=38) identifying as females and only 5% (n=2) as males. The average age of the participants was 25.8 years old (sd = 7.4), with a range from 20 to 51. The majority of the participants identified as Caucasian or White (n = 28, 70%), then African American or Black (n = 8, 20%), Hispanic or Latino (n = 2, 5%), Asian American (n = 1, 2.5%), and Native American (n = 1, .5%). These undergraduate students majored in Communication Disorders (n =16, 40%), Special Education (n = 14, 35%), and Rehabilitation Services (n

= 10, 25%). The majority were Seniors (n = 31, 77.5%), and the rest were Juniors.

Instruments

The Revised Academic Locus of Control Scale for College Students (ALC-R; Curtis & Trice, 2013) was used to measure students' Academic Locus of Control. ALC-R consists of 21 true and false scales with scores ranging from 0 to 21. This scale has four subscales: hopelessness, distractibility, poor attitudes, and impaired planning. Example statements include, "I am easily distracted" and "For some courses, it is important not to go to class." The internal consistency of Cronbach's α for the ALC-R was computed at .88.

Classroom Life Instrument (Johnson & Johnson, 1983), adapted for a college sample, measures student alienation based on participants' perceptions of being isolated in college. The 7-point Likert scale ranges from 1 (not at all) to 7 (absolutely). Statements included, "I should get along with others better than I do," "I get discouraged in school," and "I feel upset at school. The internal consistency of Cronbach's Alpha for the scale was .75.

Vocational Identity Measure (VMI; Gupta et al., 2015) measured students' awareness of their stable career goals. The 5-point Likert scale ranged from strongly agree to strongly disagree. Statements included "I know what occupational path I want to pursue when I get out of school" and "I have a clear sense of my occupational interests." For this scale, the internal consistency of Cronbach's Alpha was .86.

Procedures

After obtaining approval from the Institutional Review Board, participants received an invitation as part of a convenience sample. The researchers contacted coordinators of undergraduate programs with latent future employment opportunities working with people with disabilities. After receiving approval from coordinators, researchers sent an email invitation, including a link, to coordinators for distribution to potential participants. To ensure confidentiality and privacy of each participant and to uphold ethical guidelines and considerations, the participants acknowledged their informed consent to take part in the study by selecting the "Agree" button to activate the online survey. Participants completed an online survey with items from each instrument to measure the different variables.

Data Collection and Analysis

The data was analyzed using SPSS (Statistical Package Program for Social Sciences). An alpha level of .05 was used for all significance tests in this study. First, Spearman correlation analysis (Cohen et al., 2003) was performed between vocational identity and academic locus of control. Data was analyzed to verify normal distribution with acceptable skewness and kurtosis values for most of the variables according to a recommended cut-off value of twice the standard error. Second, a linear regression analysis (Cohen et al., 2003) was conducted to explore the predictive relationship between independent variables (student alienation and vocational identity) and the criterion variable, academic locus of control. Statistics of leverage, Cook's distance, and DfBeta (Cohen et al., 2003) were computed to identify potential outliers with high influences on model estimation. R^2, defined by Cox and Snell (1989), measured the success of the model in explaining the variations in the data (Peng et al., 2002).

RESULTS

This study aimed to assess factors that could affect transfer students' academic experience at a rural four-year university. Most students (92.5%) scored as oriented students with an internal academic locus of control, while the other three students scored as having an external academic locus of control. This group of transfer students reported a sense of having control over their academics rather than being a result of luck or fortune.

A Pearson's product-moment correlation assessed the relationship between vocational identity and academic locus of control (Table 1) among transfer students. The four subscales of academic locus of control were included in the analysis. Vocational identity had moderate significant negative correlation with hopelessness and distractibility as well as a strong negative correlation with impaired planning.

Table 1. Correlations between Vocational Identity and Academic Locus of Control

	1
1. Vocational Identity	
2. Hopelessness	-.312*
3. Distractibility	-.347**
4. Poor attitudes	-.188
5. Impaired planning	-.589**

Note. *Indicates p< .05; ** indicates **p< .01

A linear regression model was fitted to the data to answer the research question concerning the relationship between transfer students' academic locus of control, vocational identity, and student alienation. Scatterplots of leverage indicated that no case sharply distinguished from other cases. Based on Cook's distance statistics normal range of one (Jayakumar & Sulthan, 2014), no case with unusually high influence on the overall regression equation. DfBeta statistics were all within the normal range of ±1 and indicated that no individual case skewed the regression coefficient estimation.

A multiple regression was run to predict academic locus of control from student alienation and vocational identity. A unified score from the ALC-R scale was used as a criterion variable. Partial regression plots and a plot of residuals against the predicted values assessed for linearity. There was no evidence of multicollinearity based on tolerance values greater than 0.1. Results of the multiple linear regression revealed that student alienation and vocational identity could statistically significantly predict academic locus of control, F (χ^2 (2) = 17.67, p < .005), and they accounted for 48.9% of the explained variability in academic locus of control.

DISCUSSION

This study aimed to add to the understanding of the experiences of transfer students by identifying factors that shape their college engagement at a rural four-year university. Previous research shows that social integration (Laanan et al., 2010; Tinto, 1975; Tinto, 2017; Pascarella et al., 1986) and locus of control (Hasan & Khalid, 2014) influence students' success in higher education. In this study, the majority of transfer students had an internal locus of control and benefited from student engagement opportunities. Moreover, transfer students' locus of control interacts with their vocational identity and student isolation during their college experience.

Results demonstrate that transfer students reported a sense of having internal academic locus of control over their academics rather than external locus of control. An internal academic locus of control may help to decrease academic procrastination and academic perfectionism, supporting students' academic life (Delibalta & Akbay, 2020). Additionally, findings reported a correlation between vocational identity and hopelessness, distractibility, and impaired planning. These findings suggest that transfer students with higher levels of internal locus of control struggle less with factors that could hinder their ability to do their academic work successfully. Finally, student alienation and vocational identity could predict academic success among transfer students.

IMPLICATIONS

The findings of this study aimed to improve the understanding of factors that could shape the transfer college engagement of students. Higher education institutions can strengthen policies and practices that smooth students' transition to postsecondary education (Perez, 2021) with all types of learning experiences and education paths. Specifically, this study provides valuable suggestions for higher education administrators and educators to enhance services and practices that support transfer students' academic performance, college engagement, and degree attainment in disability-related programs. Most participants had an internal academic locus of control, showing an inclination for internal value for academic success and graduation goals.

Considering the level or type of transfer student's locus of control can facilitate planning for academic and social activities (Barzegar, 2011). Transfer students with internal locus of control, for instance, may be more likely to do well in activities that require independence compared to those who need more encouragement from others due to their internal locus of control. Since learning approach goals and pedagogical formation can impact students' locus of control (Can & Durukan, 2019; Cetinkalp, 2010), training programs can assess their teaching practices to incorporate methods that promote academic locus of control. Furthermore, higher education administrators and educators can identify college practices and academic projects that value independence among transfer students while enhancing their connection to their current institution.

Likewise, transferring students' academic locus of control can influence their career decision-making in school and after graduation. Transfer students make a career decision before enrolling in a major degree at a four-year institution; thus, they utilize non-cognitive as academic locus of control to select a major (Mendolia & Walker, 2014; Piatek & Pinger, 2016). For transfer students, a four-year degree represents a clear decision for a future stable career that supports personal goals and preferences. Previous studies found individuals with internal locus of control to use a more active strategic approach when looking for a new job (McGee, 2015; Caliendo et al., 2015). Therefore, transfer students may transfer to a four-year institution with intent to successfully graduate and land a job after graduation.

Having plans to join the workforce after graduation, transfer students usually select a career choice before attending a four-year institution. Findings in this study pinpoint that vocational identity correlates with hopelessness, distractibility, and impaired planning. While there is limited research, hopelessness also can impede individuals' career development processes (Diemer & Blustein, 2007; Sung et al., 2013). Hopelessness can also influence an individual's self-efficacy beliefs (Bandura, 1999), leading to negative consequences in career choice. Transfer students with baccalaureate expectations tend to have more success in four year institutions (Wang, 2016). Since these transfer students were already enrolled in their majors, they showed a strong positive effect on their ability to complete their degrees.

Similarly, transfer students' vocational decisions play an important role when selecting a four-year institution. For transfer students, sources of capital—particularly peers, family, and counselors—can be very powerful in influencing students' transfer plans and the development of their prospects (Maliszewski Lukszo & Hayes, 2020). In this study, distractibility and impaired planning showed a negative relationship with vocational identity. Consequently, transfer students carefully plan their transfer, evaluate vocational options, and gather information before choosing a degree granting institution. Because of the value of sources of capital for these students, K-12 and higher education administrators should properly inform students about transfer opportunities, effective institution partnerships, career options, and supports available to facilitate transition from high school to college to a university.

Since career development can influence individuals' motivation and academic performance, higher education professionals should work closely with transfer students to successfully transition to professional disability spaces after graduation. Vocational identity, based on these findings, could influence transfer students' perception of the causes of their academic success or failure in school. Previous studies have suggested a significant and positive correlation between academic locus of control and academic procrastination (Dervishaliaj & Xhelili, 2014) and pedagogical formation of students could shape students' level of academic locus of control (Can & Durukan, 2019). Transfer students may trust their own ability and have a strong commitment to degree completion because of having a clear career plan. Transfer students in

disability-related majors might have a strong vocational identity that shapes their perceptions of their own ability to work effectively with people with disabilities.

Moreover, training programs can support interaction-learning experiences for students to work directly with people with disabilities. Participants highlighted the importance of interacting with people with disabilities to understand their field and diminish misconceptions about future clients. Additionally, students have previously reported that they chose to pursue careers that involved working with people with disabilities due to camp experiences that affected career choices (Bassette et al., 2021). Furthermore, training programs can provide hands-on experiences for students to change perceptions and increase understanding of the experiences of people with disabilities. By increasing students' understanding of the experiences of living with disabilities, professionals can identify ways to promote self-advocacy skills and development of valuable skills (Killam & Castillo, 2021).

Additionally, training programs can help to decrease discriminatory behaviors and marginalization towards people with disabilities. When students are unsupported and unchallenged, they tend to draw upon existing beliefs and experiences, reproducing traditional marginalizing special education practices (Ashby, 2012). In addition to increasing disability awareness and diversity sensitivity in training, students in care-related professions can enhance their empathy, listening skills, and communication by participating in program activities and workshops. Using a person-centered approach can support clients with disabilities to increase their acceptance, social inclusion, and resilience. Similarly, increasing a sense of empathy and effective listening skills among individuals can help to reduce stigma towards individuals from certain groups (Batson et al., 1997; Koch, 2020; Shih et al., 2013).

LIMITATIONS AND FUTURE DIRECTIONS

While the findings of this study were favorable toward assessing factors that could affect transfer students' academic performance and college engagement, it is important to interpret them based on its context. After all, this study was conducted at a Southwestern university within the United States, which may reflect a variety of cultural, demographic, and geographic characteristics. Thus, one methodological limitation consists of the lack of generalizability of findings since this study was only conducted at a single institution with a small sample size. Moreover, this study lacked diversity since most of the student participants identified as white females, affecting the generalizability of this study from which researchers and practitioners can make comparisons or draw conclusions for their own institutions/student population. Another form of limitation is how participants were recruited and selected. This study consisted of a convenience sample where the researchers contacted coordinators of undergraduate programs to recruit potential participants. This further limited who had access to the study, affecting the results of this study. Finally, it is possible that with internal academic locus of control are more likely to respond to a survey about education.

Nonetheless, despite the limitations of this study, many findings can still contribute to the existing literature on the experience of transfer students. This study adds to literature in support of the development of academic locus of control when applied to transfer students entering and majoring in the field of helping professions. Because there is a higher need to support student retention in these academic fields, this study demonstrates that four-year universities that strategically plan to promote the inclusion and overall sense of belonging of transfer students, in turn, will support the communities in which these students ultimately serve upon graduation. Secondly, this study demonstrates that there are factors that universities could target that would support the overall sense of belonging and academic success of students preparing to enter fields of helping professions. Incorporating these factors in student advising and promoting these factors within individual colleges will support student involvement that may be needed in order for students to take ownership of their college experience and support the retention and academic success of these students. Lastly, this study indicates that many students transferring to four-year universities have an internal academic locus of control that could foster feelings of empowerment and control over their academic training and immersion into their professional fields. By supporting the involvement and ownership of students' experiences when transferring to four-year universities, institutions of higher education will better develop communities that are inclusive of all students, especially those who are transitioning to new settings within their field of study.

CONCLUSIONS

For many college-level students who have transferred to traditional four-year universities from two-year universities, it can be difficult to develop an overall sense of belonging and involvement in school (Ishitani & Flood, 2018). However, four-year institutions can provide services and support for these students to actively participate in their future professional fields and effectively navigate their new campuses. By actively promoting campus-wide involvement, students transferring into four-year institutions will be more supported to take ownership of their college experiences (Hasan & Khalid, 2014). This may be especially important for students planning to enter into the helping professions as this overall sense of belonging may better help them to navigate the various university requirements necessary to adjust (Caldwell et al., 2021) and to thrive academically when transferring from two to four-year universities (Oseguera & Rhee, 2009). By promoting the involvement of students, who are transferring to four-year universities, institutions of higher education will ultimately grant degrees and credentials within the helping professions and support future professionals to properly serve their communities.

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CONFLICTS OF INTEREST

None

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