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ABSTRACT

This study examined how pre-transfer experiences and preparation, along with post-transfer experiences, influenced the adjustment of community college transfer students to life at a four-year university campus. A survey of 372 community college transfer students attending a large, public four-year university measured the students' academic achievement and satisfaction with various aspects of the university experience. The results indicated that students who are best informed and who have actively prepared for the transfer are more likely to achieve higher grades and to be more satisfied in the university environment. It seems crucial that students should actively engage in seeking advice from faculty and staff. Patterns of student involvement while enrolled appear to be related to how satisfied they are with their university experience. Other strategies are also described that can be instituted at both two-year and four-year institutions to assist students in the transition to a four-year university. (Contains 36 references, 4 figures, and 2 tables.) (JDM)

Assessing the Transition of Transfer Students  
from Community Colleges to a University

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Assessing Students' Transition from a Community College to a University

Abstract

The purpose of this study is to examine how pre-transfer experiences and preparation, along with post transfer experiences, influence the adjustment (measured by academic achievement and satisfaction with various aspects of the university experience) of community college transfer students to life on a four-year university campus. A survey of 372 community college transfer students attending a large, public four-year university indicates that students who are best informed and who have most actively prepared for transfer are most likely to achieve higher grades and be more satisfied in the university environment. The paper concludes with a discussion of strategies that can be instituted at both two-year and four-year institutions for assisting community college transfer students with making a successful transition to a four-year college or university.

As enrollment continues to grow in community colleges, there is increased concern about helping students who desire baccalaureate degrees to successfully transfer to and succeed in four-year institutions. There is a growing body of literature that focuses on community college transfer students and their experiences in four-year institutions (Lanaan, 1996). This body of research is particularly significant given that community colleges, through the transfer function, should and do play a valuable role in providing a gateway for many individuals to pursue baccalaureate degrees (Lanaan, 1996). In particular, community colleges have provided an educational gateway for those students from groups (including racial/ethnic minorities, low income, and non-traditionally aged students) that have been historically under-represented in four-year institutions (Astin, 1985). However, many students do not make the successful transition from two-year to four-year colleges, and the adjustment is not always easy or smooth for those students who are able to successfully transfer from a community college to a four-year institution. In fact, the term "transfer shock" has been used to describe the lack of success many of these students encounter in their initial experiences after transferring to and enrolling in four-year colleges and universities (Cejda, 1994; Cejda, Kaylor & Rewey, 1998; Hills, 1965; Lanaan, 1996).

Student affairs professionals can be instrumental in assisting two-year college transfer students in their adjustments to four-year institutions. In order to help these students, administrators need to be able to understand the students' backgrounds and concerns. Surveys of these students can provide useful information regarding the students' experiences. To be on the leading edge, administrators must make an effort to study the particular needs and desires of students who transfer from two-year institutions, so that the transition to and subsequent experiences in the four-year environment are successful. Therefore, the purpose of this study is to examine how pre-transfer experiences and preparation along with post transfer experiences influence the adjustment (measured by academic achievement and satisfaction with various aspects of the university experience) of

community college transfer students to life on a four-year university campus.

### Background

Over half of first-year college students in the United States are enrolled in community colleges (Cohen & Brawer, 1996) and eighty percent of those students indicate they plan on transferring to a four-year institution (Cejda, 1997). Moreover, the numbers of community college students who plan on transferring to a four-year institution continues to rise (Cejda, Kaylor & Rewey, 1999). Yet, less than 40% of community college students end up in a college transfer track and only about 10% of those students actually transfer to a four-year institution (Conklin, 1993). Community college students represent a large and growing pool of potential students for four-year institutions in an increasingly competitive admissions market. Yet, there is obviously a great deal of work that needs to be done to help the millions of students who enter community colleges with aspirations of eventually earning a bachelor's degree. Both community colleges and four-year institutions need to be more aware of and better able to assist community college students with making successful transitions to four-year institutions.

Many four-year institutions are wary of recruiting and admitting community college students and many community colleges are frustrated by the lack of success their students have after transferring (Diaz, 1992; Cejda et al., 1999). Despite the increasing numbers of students who are choosing to begin their postsecondary educational careers at two-year institution, many four-year institutions remain hesitant about enrolling them as transfer students for a number of reasons. Hesitancy on the part of four-year colleges to enroll transfers from community colleges has been attributed to perceptions by four-year institutional administrators that community college transfer students are less prepared for success and less likely to adjust to campus life in a four-year setting (Cejda et al., 1999; Laanen, 1996).

In general, the successes and failures (often studied in terms of academic achievement as

measured by grade point average) of community college transfer students at four-year colleges and universities have been attributed to a number of factors. The earliest studies in this area focused on the individual characteristics of these students (e.g. Hills, 1965; Johnson, 1987; Pascarella, Smart, & Ettington, 1986). Later, other studies emphasized the role of the community college in preparing students for subsequent success at four-year institutions (e.g. Graham & Hughes, 1994; Kinnick & Kempner, 1988). Most recently, other studies have found that experiences in the four-year institution impact community college transfer success (e.g. Cejda, 1997; Lanaan, 1996). All three sets of factors -- individual student characteristics, community college experiences, and university experiences -- must be taken into account in order to better understand and improve the success of community college transfers in four-year college settings.

Most studies of community college transfers have focused on academic achievement, usually measured in terms of grade point average, as an indicator of how well students have adjusted to life at a four-year institution. However, adjustment to college life involves more than performing inside of the classroom; there is a wide range a range of academic and social interactions and outcomes that must be considered in any comprehensive view of the college adjustment process. It is important to consider how well students adjust to and fit with the academic and social environments of a campus in order to have a more complete understanding of how well transfer students adjust to a four-year university (Tinto, 1975; 1993). One means of assessing how well students perceive their own adjustment to a university campus is to ascertain their levels of satisfaction with various aspects of the academic and social environment on campus (Berger, 1998).

Student satisfaction with college is an important student outcome commonly used as a measure of organizational effectiveness (Cameron, 1978; Cameron & Ettington, 1988) and as an indicator of student adjustment to college (Berger, 1998). Additionally, there is a great deal of existing knowledge about student satisfaction at both two-year (e.g. Smart & Hamm, 1993; Smart,

Kuh & Tierney, 1997) and four-year institutions (e.g. Berger, 1998; Cameron, 1986; Ewell, 1989). However, there is almost no existing information about the satisfaction of students who have attended both a two-year and a four-year institution.

There also is a growing body of literature that indicates that student satisfaction is often dependent on the backgrounds of students and the nature of their experiences while in college. For example, student satisfaction has been studied as a precursor to student persistence (Aitken, 1982; Bean, 1980; 1983; Bean & Bradley, 1986; Cabrera, Casteneda, Nora & Hengstler, 1992), as an indicator of the quality of student life on campus (Benjamin, 1994; Benjamin & Hollings, 1995; Hearn, 1984), as a component to organizational effectiveness (Cameron, 1985; Cameron & Ettington, 1989; Ewell, 1990; Smart & Hamm, 1994), and as a function of student interaction with the dominant patterns of administrative and leadership behavior on campus (Astin & Scherrei, 1980).

Student satisfaction is a key factor in Bean's (1980, 1983) model of student persistence. Bean (1980, 1983) focuses on how the role of student satisfaction has a positive impact on the persistence process for undergraduate students. Other studies have used Bean's model, or variants of it, to study persistence (e.g. Bean & Bradley, 1986; Bean & Metzner, 1985; Cabrera et al., 1992). Bean & Metzner (1985) note that previous studies of student persistence (e.g. Aitken, 1982; Bean, 1980; 1983) have consistently found satisfaction to be negatively related to attrition. Later work by Bean & Vesper (1992) demonstrates a positive relationship between student satisfaction with institutional quality and subsequent persistence.

There is a clearly documented need to learn more about the experience of students who transfer from community colleges to universities. Guided by what is already known about student satisfaction and academic achievement, the purpose of this study is to examine what factors influence community college students' level of success, in terms of student satisfaction and academic

achievement. All studies of college impact should take into account student entry characteristics and aspects of the campus environment in order to estimate how college influences student outcomes (Astin, 1993). In this study, academic achievement and student satisfaction as outcomes of a multiple campus experience are examined. Hence, in addition to controlling for individual student differences as entry characteristics, student experiences at both two-year and four-year campuses are investigated. Additionally, because this study focuses on the transitions of students from one type of institution to another, we also examine specific issues associated with preparation for transfer. The conceptual model used in this study is presented in Figure 1.

(Insert Figure 1 about here)

#### Methodology

##### Sample

From February 22 to March 7, 2000, researchers in the Student Affairs Research, Information, and Systems office at the University of Massachusetts Amherst (UMass) conducted a telephone survey of a random sample of undergraduate students who had transferred to the University from two-year colleges. Interviewers attempted to contact 666 transfer students of whom 486 were successfully contacted and 392 agreed to be interviewed, providing a response rate for the survey of 58.9%. A review of the survey results revealed that the prior institution for 20 of the respondents was not a two-year college, so those cases were dropped from the data set, leaving a data file of 372 cases for analysis. Also dropped from most analyses were 53 respondents who were in their first few weeks of enrollment at UMass.

##### Instrument

The authors designed the instrument using prior literature and a standardized instrument (The Cycles Survey) that has been in use at UMass for over 25 years. Standard 4-point satisfaction scales (very satisfied, satisfied, dissatisfied, very dissatisfied) used in the Cycles Survey were



included in this instrument. The questions assumed the following format: "Since transferring to UMass, how satisfied have you been with . . . your University experience, your academic progress, your social life, your decision to transfer to UMass, the sense of community on campus, your academic advising, the accessibility of faculty, and your ability to make friends."

Three dependent variables used in the analysis consisted of scales adapted from the satisfaction variables. A social satisfaction scale was developed from satisfaction with ability to make friends and social life (alpha reliability = 0.69). An academic support satisfaction scale was derived from satisfaction with academic advising and faculty accessibility (alpha reliability = 0.51). A university satisfaction scale stemmed from satisfaction with university experience and transfer decision (alpha reliability = 0.75). The results of the factor analysis are presented in Table 1. The following three single-item variables also were included as dependent variables: satisfaction with the sense of community at UMass, satisfaction with academic progress at UMass, and the cumulative grade point average obtained at UMass. All six of these dependent variables are key indicators of different aspects of the extent to which transfer students from community college were successfully making the transition to a four-year university.

(Insert Table 1 about here)

Using the previously described conceptual model, key independent variables were categorized into four groups – (1) pre-college characteristics, (2) levels of community college involvement, (3) information regarding knowledge about and preparation for transfer, and (4) levels of university involvement. The measures of pre-college characteristics were race (white/non-white), gender, age, and local/non-local 2-year college attendance (local community colleges were the four in-state community college campuses within a fifty mile radius of the university). Involvement in community colleges was measured using variables that asked students about their levels of participation in the community college setting: hours spent per week in organized clubs, off-campus

work for pay, on-campus work for pay, informal socializing with other students at the college, family commitments, and studying or doing homework. Identical measures were used to assess levels of involvement in the university setting. Transfer readiness measures consisted of the following four variables designed as four-point agreement scales (strongly agree, somewhat agree, somewhat disagree, strongly disagree): a) The two-year college courses prepared you to be academically successful at UMass, b) You consulted with academic counselors about the process of transferring to a four-year institution, c) You sought career counseling advice, and d) You knew about the graduation requirements at UMass prior to transferring.

#### Data Analysis

In addition to the factor analysis used to construct some of the dependent variables and the use of some basic descriptive statistics, blocked hierarchical regression was used against each dependent variable. Each of the four groups of independent variables discussed above was included as a block in each regression model. This method was used to estimate the unique effect of each variable as well as the effect of each block of variables on the six outcome measures.

Given that all of the satisfaction variables were negatively skewed (some more so than others), measures were taken to alleviate the problems associated with highly skewed dependent variables in the regression analyses. In order to mitigate the adverse effects of high levels of negative skewness, the scores on these variables were squared as an appropriate means for transforming the satisfaction items so they could be appropriately used without violating the assumptions of ordinary least-squares (OLS) regression. This procedure is the most commonly recommended method for making adjustments to negatively skewed data in a manner that makes the distribution in the main body of the data more symmetrical while protecting the integrity of distribution within each measure (Fox, 1997). The data were corrected at the item level prior to constructing the multi-items measures of satisfaction.

## Results

An examination of some basic descriptive and univariate statistical analyses shows some differences in the levels of student involvement when students transfer from a community college to a university. Figure 2 displays the differences in the hours per week students spent on various activities when they were in their two-year schools and at UMass. The results showed that at UMass community college transfer students had to reduce outside commitments and increase their study time. For instance, students reported working off-campus for pay an average of 18.07 hours per week while attending their two-year schools and 10.53 hours while attending UMass. The number of hours per week of family commitments was reduced from 12.17 while in community college to 8.74 at UMass. Studying increased from 13.61 hours per week in community college to 18.10 hours at UMass. Interestingly, socializing also increased from 10.31 to 14.96 hours.

(Insert Figure 2 about here)

Figure 3 provides students' level of satisfaction with aspects of the university experience: 88% of the students were satisfied or very satisfied with their university experience, and 89% were satisfied or very satisfied with their social life; 68% were satisfied or very satisfied with the academic support; 83% were satisfied or very satisfied with the sense of community on campus; and 86% were satisfied or very satisfied with their academic progress.

(Insert Figure 3 about here)

Figure 4 shows levels of satisfaction with academic progress by university grade point average. Students with mid-range grades were most likely to be very satisfied with their academic progress, although students with grade point averages above 3.50 reported the highest combined levels of satisfied or very satisfied responses.

(Insert Figure 4 about here)

The results of the regression equations can be found in Table 2. The results of the

regression equation predicting satisfaction with the university accounted for 24% explained variance. Five of the independent variables were positive predictors of overall satisfaction with the university, while three other independent variables were negative predictors. White students ( $B=.12^{**}$ ) were more likely to be satisfied with their university experience and with their transfer decision. Additionally, students who knew the graduation requirements prior to transferring ( $B=.24^{***}$ ), had received advice from a faculty or staff member about transferring ( $B=.14^*$ ), lived on campus at the university ( $B=.13^*$ ), and who reported higher levels of social engagement with their peers at the university ( $B=.20^{**}$ ) were more likely to be satisfied with their university experience. In contrast, students who spent more time studying and doing homework prior to transferring ( $B=-.18^*$ ), worked more off-campus while enrolled in the university ( $B=-.13^*$ ), and who spent more time focused on family commitments as university students ( $B=-.20^{**}$ ) were less likely to be satisfied with their university experience.

The regression equation predicting satisfaction with sense of community on campus explained approximately 10% of the variance. Three predictors – knowing graduation requirements prior to transferring ( $B=.17^{**}$ ), socializing with peers at the university ( $B=.14^*$ ), and working on-campus at the university ( $B=.11^*$ ) – were all positive predictors of satisfaction with the sense of community at the university.

The extent to which students felt prepared to transfer ( $B=.13^*$ ) and higher levels of socializing with peers ( $B=.33^{***}$ ) appears to have positive effects on satisfaction with university social life. This regression equation accounted for 20% of the explained variance.

Four variables were statistically significant predictors of satisfaction with academic support – age ( $B=.15^*$ ), time spent studying and doing homework in community college ( $B = -.14^*$ ), self-perceived level of preparation for transfer ( $B=.18^{**}$ ), and knowledge of graduation requirements at the university ( $B=.23^{***}$ ). The equation predicting academic satisfaction explained 18% of the

variance.

The regression equation predicting satisfaction with academic progress indicated that only getting advice from faculty or staff about transferring ( $B=.14^*$ ) and knowledge of graduation requirements ( $B=.14^*$ ) were significant sources of influence on this outcome. This equation accounted for 12% of explained variance.

The regression equation predicting university grade point average accounted for 18% of explained variance and had four significant predictors. Two entry characteristics – age ( $B=.16^*$ ) and being white ( $B=.18^{**}$ ) – had positive effects, as did self-perceived level of preparation for transfer ( $B=.14^*$ ). Students who reported spending more time socializing with peers at the university were less likely to have high grade point averages ( $B= -.17^*$ ).

(Insert Table 2 about here)

#### Discussion

Students who transferred from community colleges to UMass were generally satisfied with their decision and with various aspects of their academic and social life at the university. The ways in which students prepare to transfer seem to be as much a factor in their high satisfaction rates as the actual levels of involvement with the university. Students' level of satisfaction was fairly consistent across the five indicators of satisfaction; although, satisfaction with academic support, while still generally high, was lower than any other type of satisfaction. This may indicate that students may be having a harder time finding faculty and obtaining academic advising at the university than they were used to from their community college experience.

Students who spent the most time studying and doing homework at the community college were least likely to be satisfied with academic support at the university. This may indicate that the students who need the most academic assistance and/or most academic support are the least likely to be satisfied with this aspect of the university environment. Individuals and offices at the university

with the most direct responsibility for academic support may want to look for ways to increase faculty accessibility and academic advising for transfer students.

One of the most important findings from this study appears to be that the adjustment to four-year universities, in terms of satisfaction and academic performance, is most strongly influenced by how well transfer students have prepared for the transfer process. Using specific resources to gain more knowledge about the transfer process clearly leads to greater satisfaction with aspects of the university and better academic performance. The block of variables measuring transfer readiness accounted for more explained variance than did any of the other blocks of variables (entry characteristics, community college involvement, and university involvement) in four of the six regression equations (see Table 2). This would seem to indicate that the degree to which community college transfer students have actively prepared for and been able to learn about the transfer process is crucial to their ability to be satisfied with and academically successful in the university environment.

It is not particularly surprising that students who actively prepare for transfer are likely to be more satisfied and successful in the four-year institution. However, this finding does suggest that campus leaders at both types of institutions, community colleges and universities, should make sure that community college students interested in transferring to four-year institutions are actively engaged in seeking advice about and learning the requirements of the transfer process and requirements at four-year institutions. Awareness of and responsiveness to this issue will help community colleges do a better job of not only increasing access to four-year institutions for their students, but this should also help community colleges to ensure that their students are successful and well adjusted in the university environment. Four-year institutions will also benefit, in the form of increased academic performance and satisfaction among transfer students, from making sure that the students they enroll as transfers from community colleges are well prepared for the adjustment to a

four-year campus.

The transfer readiness variables used in the study represent both process and outcome indicators. Two of the items, the extent to which students sought advice from faculty and staff members and the extent to which students sought career counseling, measure aspects of preparing for transfer as a process. The other two variables, measuring students' self-perceptions of preparedness for transfer and knowledge of graduation requirements, are outcome indicators of the community college experience. It appears that educators concerned with helping community college students be successful in their transition to four-year colleges and universities should pay attention to both the process of preparing to transfer as well as the outcomes of such preparation. Therefore, community college educators may want to make sure that faculty members, counselors, and student affairs professionals are well versed in the transfer process and know where to send students seeking information about the transfer process or about specific four-year institutions. Additionally, admissions officers and other administrators at four-year institutions may want to make sure that community colleges are supplied with accurate and up-to-date information about the transfer process and admissions requirements at their institutions.

The patterns of involvement in community college were surprisingly different than the patterns of involvement at the university. Students were more likely to spend time socializing with peers and studying while enrolled at UMass than while attending community colleges. Conversely, students were more likely to spend time working off campus and taking care of family commitments while enrolled in community colleges than they had as UMass students. These data seem to confirm the conventional wisdom in higher education that has often portrayed community college students as more likely to be involved in higher levels of off-campus work and family commitments, while suggesting that university students are more likely to socialize with peers and be engaged with the academic life of campus. Future studies should focus on exploring patterns of on and off-campus

involvement for students who transfer from community colleges to universities. Such studies should not only examine the frequency of these involvement patterns, but should also investigate the reasons behind such shifts in behavior.

Educators at four-year institutions may also want to pay attention to the findings from this study for a number of reasons. First, this study provides some preliminary indicators, in terms of patterns of student involvement and awareness/preparation of transfer issues, which may be good indicators of which students are most likely to be satisfied and successful at a four-year university and therefore be least likely to suffer "transfer shock." An examination of the effects of student entry characteristics on satisfaction and academic achievement suggests that older students are more likely to be satisfied with the academic advising and faculty availability on campus and more likely to attain high grades. This may indicate that older students are better at using advising services and finding faculty for advising. It may also be the case that faculty take more time to work with older students. This is an issue that merits further study in the future.

The findings from this study suggest that White students are more likely to receive higher grades and are more likely to be satisfied with their overall university experience. This may indicate that the university needs to do a better job of providing a supportive environment for students of color who transfer into the university from community colleges. The transfer process and adjustment to four-year university life for students of color is another area that could benefit from further study. This could be a particularly important line of inquiry given that community colleges serve a disproportionately high numbers of students of color as a gateway to four-year institutions.

Perhaps the most surprising finding from this study was that levels of involvement in community college had almost no effect on students' satisfaction with and academic achievement in the university setting. These activities may be more likely to influence whether students transfer than they are likely to influence student satisfaction and academic achievement upon transfer to a four-



year institution.

The nature of student involvement on and off campus after matriculation to a four-year institution is also important for understanding how well students are able to adjust to university life after transferring from a community college. Students were most likely to be satisfied with social aspects of university life when they were actively engaged in social activities with peers at the university. Overall satisfaction with the university experience was likely to be higher if students lived and worked on campus, indicating that increased immersion in campus life may lead to greater satisfaction.

It is interesting that the three academic outcomes examined in this study were not affected much by measures of student involvement in university life. Socializing with peers had a negative effect on grades, but no other measures of university involvement were significantly related to the academic outcomes. It appears that students who spend more time socializing with peers are more likely to be satisfied with their university experience, but may not be performing as well in the classroom. This may indicate that some transfer students may need assistance and advising about how best to handle the balancing of academics and social life on a four-year campus. While increased levels of satisfaction are positively related to persistence, this is not the case if students find themselves in academic distress.

This study has some potentially important implications for campus leaders and scholars interested in postsecondary educational attainment. Most studies of persistence have focused on retention within a single institution. This type of study, which focuses on patterns of student behavior across two types of institutions, provides some insight into how students persist across institutions rather than merely in an institution. This is an important distinction given the large numbers of students that transfer institutions as they work towards an undergraduate degree. There is already a great deal of knowledge that exists about how to retain students within a particular

institution; however, less is known about how students move towards degree attainment through multiple institutions. Moreover, retention studies usually focus on first-time college students and not on the persistence of transfers. Hence, more studies are needed that help us to better understand how students persist across institutions.

One limitation of this study was that we were not able to gather accurate data about students' grade point averages in community college. This could be an important source of influence on student satisfaction with and academic achievement in the university. Future studies of this kind should try to obtain this type of data.

#### Conclusion

The results from this study suggest that educators at two- and four-year postsecondary institutions can have a positive influence on the ability of community college transfer students to make a successful transition to a four-year institution. In particular, it seems that it is crucial for students to actively engage in obtaining advice from faculty and staff and that students believe that they are prepared and know the graduation requirements of the university. At the same time, patterns of student involvement while enrolled at the university appear to be related to how satisfied they are with their university experience.

The findings from this study are particularly important given the desire to increase the rate at which community college students transfer to and succeed at four-year institutions. The responsibility for helping transfer students have successful transitions to four-year universities rests with both community colleges and with four-year institutions. Community colleges must provide adequate academic preparation and make sure that faculty, counselors, and staff members are available to help provide advice about transferring to interested students. Universities have a responsibility to provide information to community college personnel and students about what expectations and requirements lead to successful transitions and ultimately to degree attainment at

four-year institutions.

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**Figure 1.**  
**Conceptual Framework**

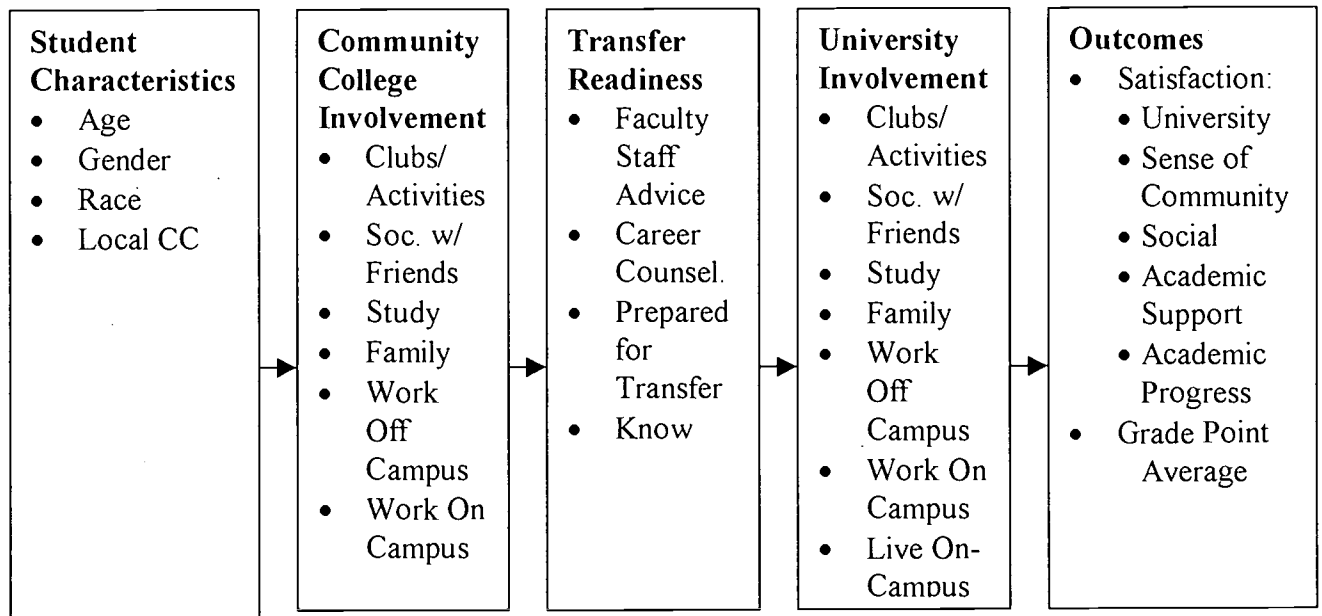




Figure 2.  
Levels of Involvement

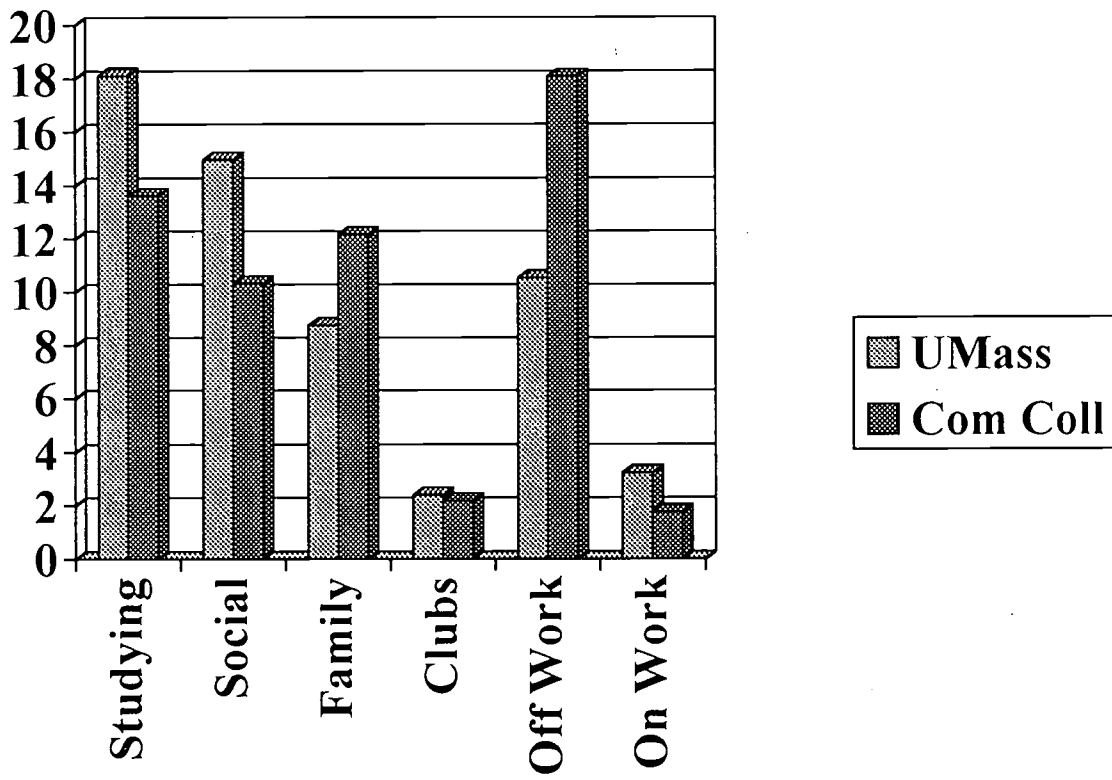
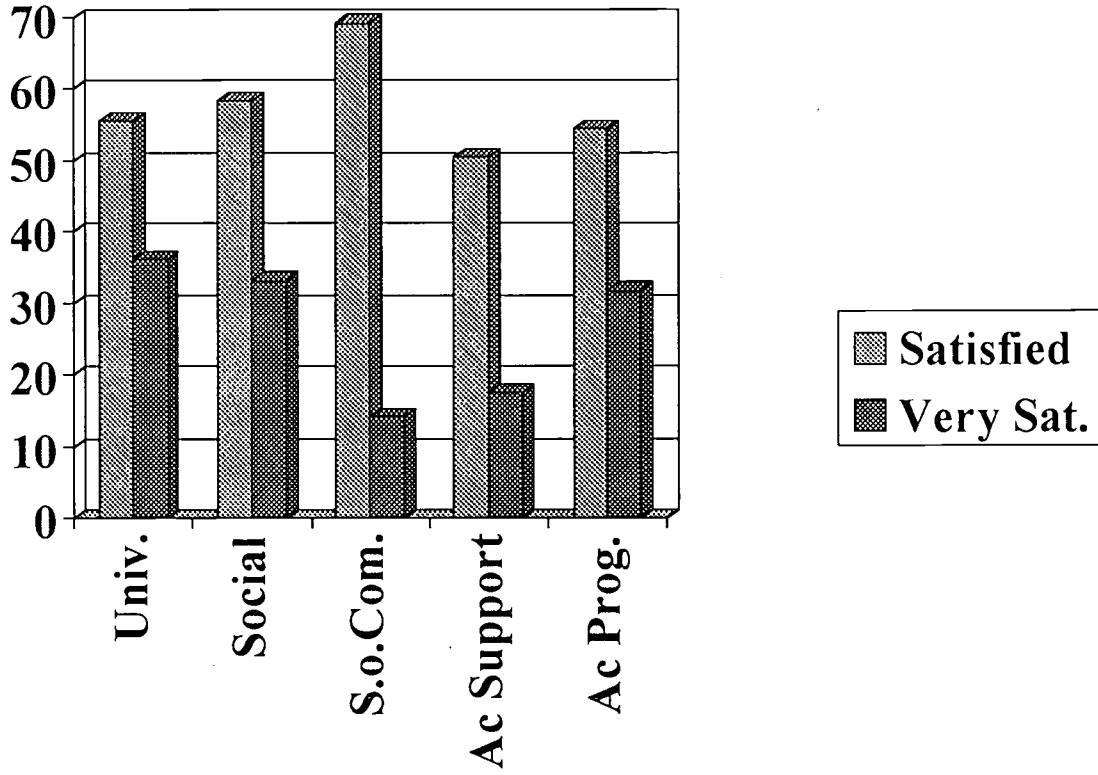
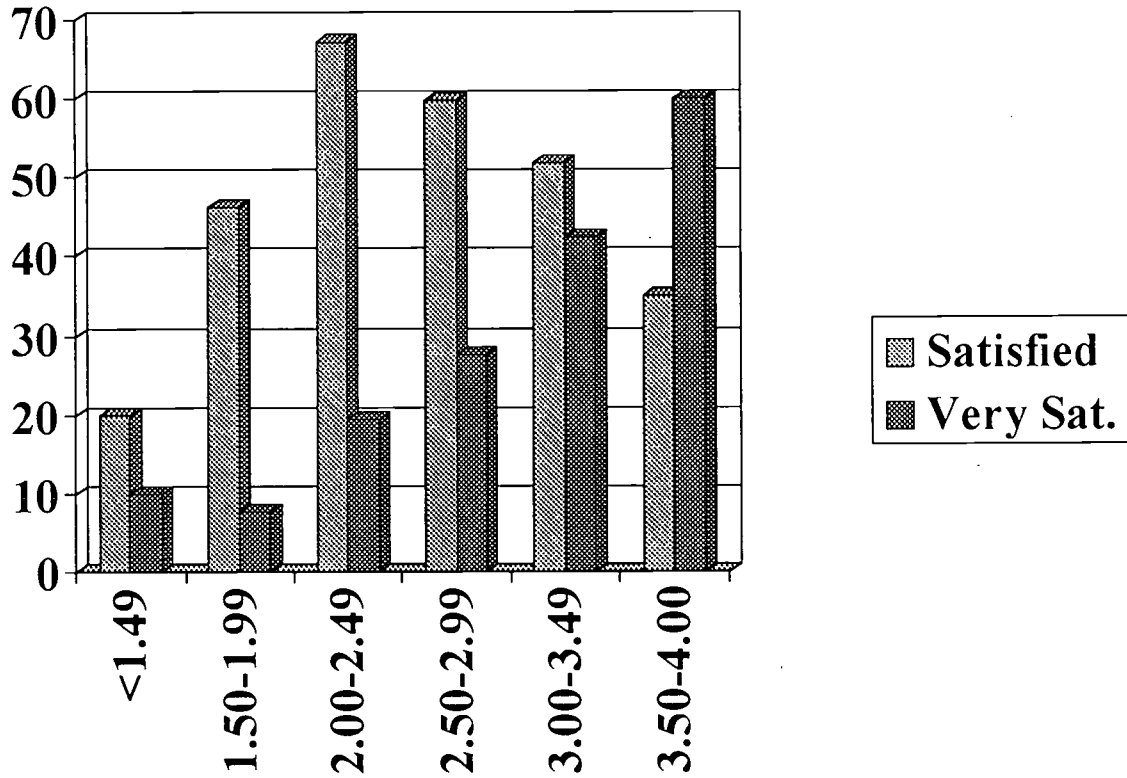


Figure 3.  
Levels of Satisfaction



**Figure 4.**  
**Levels of Satisfaction by Grade Point Average**



**Table 1.**  
**Results of Factor Analysis**

Factor Items	Factor Loading
Social Satisfaction	
Making friends.....	.82
Social life.....	.77
<b>Alpha Reliability .....</b>	<b>0.69</b>
Academic Satisfaction	
Academic advising.....	.79
Faculty accessibility.....	.76
<b>Alpha Reliability .....</b>	<b>0.51</b>
University Satisfaction	
University experience.....	.62
Decision to transfer here.....	.57
<b>Alpha Reliability .....</b>	<b>0.75</b>

**Table 2.**  
**Results of Multiple Regression Equations**

	University Satisfaction	Sense of Community Satisfaction	Social Satisfaction
<b>Entry Characteristics</b>			
Age	.07	-.06	-.00
Gender: Female	.10	.05	.08
Race: White	.12*	.10	.07
Local CC	.06	.04	-.00
R <sup>2</sup> for Block	.041	.020	.035
<b>Community College Involvement</b>			
Clubs/Activities	-.02	-.03	-.08
Socializing with Peers	.07	.01	.05
Studying/Homework	-.18*	-.10	-.01
Family Commitments	.02	-.09	-.06
Off-campus Work	-.01	-.08	-.04
On-Campus Work	-.01	.01	.01
R <sup>2</sup> for Block	.016	.011	.028
<b>Transfer Readiness</b>			
Faculty/Staff Advice	.14*	.06	.07
Career Counseling	.02	-.01	.01
Prepared for Transfer	.06	-.06	.13*
Knew Grad Requirements	.24***	.17**	.06
R <sup>2</sup> for Block	.093	.038	.039
<b>University Involvement</b>			
Clubs/Activities	.03	.04	-.03
Socializing with Peers	.20**	.14*	.33***
Studying/Homework	.09	.07	-.01
Family Commitments	-.20**	.05	-.08
Off-campus Work	-.13*	-.02	.10
On-campus Work	.05	.11*	.07
Live On-campus	.13*	.04	-.01
R <sup>2</sup> for Block	.092	.035	.096
Total R <sup>2</sup>	.24***	.10**	.20***

\*p≤.05; \*\* p≤.01; \*\*\* p≤.001

**Table 2 - continued.**  
**Results of Multiple Regression Equations**

	Academic Support Satisfaction	Academic Progress Satisfaction	University Grade Point Average
<b>Entry Characteristics</b>			
Age	.15*	.10	.16*
Gender: Male	.02	.04	-.07
Race: White	.01	.07	.18**
Local CC	-.06	.03	-.04
R <sup>2</sup> for Block	.037	.029	.077
<b>Community College Involvement</b>			
Clubs/Activities	.01	-.09	-.04
Socializing with Peers	.09	.01	-.08
Studying/Homework	-.14*	-.10	.02
Family Commitments	.02	-.04	-.05
Off-campus Work	-.07	-.03	.08
On-Campus Work	.04	-.10	.00
R <sup>2</sup> for Block	.033	.033	.036
<b>Transfer Readiness</b>			
Faculty/Staff Advice	.04	.14*	.06
Career Counseling	-.03	-.05	-.08
Prepared for Transfer	.18**	.08	.14*
Knew Grad Requirements	.23***	.14*	-.04
R <sup>2</sup> for Block	.092	.049	.032
<b>University Involvement</b>			
Clubs/Activities	-.03	.07	-.01
Socializing with Peers	-.08	.02	-.17*
Studying/Homework	.04	.05	-.07
Family Commitments	-.02	-.02	.04
Off-campus Work	-.06	.09	.03
On-campus Work	.01	.02	-.11
Live On-campus	.10	.05	-.04
R <sup>2</sup> for Block	.016	.013	.035
Total R <sup>2</sup>	.18***	.12**	.18***

\*p≤.05; \*\* p≤.01; \*\*\* p≤.001



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