
Predisposition Factors of Career and Technical Education Transfer Students: A Hermeneutic Phenomenology Study

Warren Hioki
Derek Lester
Mario Martinez

Warren Hioki is Professor Emeritus in the School of Advanced and Applied Technologies at the College of Southern Nevada.

Derek Lester is an Assistant Professor in the Department of Higher Education and Learning Technologies at Texas A&M University-Commerce.

Dr. Mario Martinez is Vice Chancellor, Strategy, for the National University System.

*Six college students, who were career and technical education (CTE) transfer students in the state of Nevada, were interviewed Spring Semester of 2009. The study used a hermeneutic phenomenology framework as the method to identify those predisposition variables that heavily influenced the students in their decision to transfer to a senior four-year institution. Some of the findings aligned with previous research on CTE student transfer motivation. However, a significant finding highlighted that CTE students are often motivated to complete a college degree because of their background, as opposed to their background acting as a hindrance to completion. Several suggestions for research and practice are offered at the conclusion of the article. **Keywords:** Career and technical education, student transfer*

The following study examined the reasons why six community college Career and Technical Education (CTE) students continued their education onto four-year colleges and universities. Hermeneutic phenomenology was the method of inquiry used to explore the predisposition factors that influenced students to continue their education to a senior four-year institution. In order to better understand college choice motives of CTE students, two questions guided this study: How do these CTE transfer students describe their career pathway experiences as they transition from high school to the community college and on to the senior institution? What

factors influence their decision to transfer to the senior institution? This article first examined these questions through the literature review as it applied to CTE student transfer. An outline of the methods, findings, and application and recommendations for institutions of higher education conclude the article.

Background to the Problem

The following section will first outline the history of career and technical education programs and current research that has been conducted on the topic. The second section will outline two prominent student choice conceptual models that were used in this study to interpret the research findings.

Career and Technical Education

CTE, also known as vocational education, workforce development, or workforce preparation, has existed in various forms for centuries (Wonnacott, 2003). Millions of CTE high school students across the United States participate in Career and Technical Student Organizations (CTSOs). These organizations have been around for the last 50 to 80 years, and their respective acronyms have become icons in American education: FFA (Future Farmers of America), DECA (formerly Distributive Education Clubs of America, and more recently known as Delta Epsilon Chi), FBLA (Future Business Leaders of America), Family Career and Community Leaders of America (FCCLA), SkillsUSA (formerly VICA), and HOSA (HOSA: Future Health Professionals). Common goals among all CTSOs are their focus to develop citizenship, and skill sets related to technical, teamwork, and leadership abilities, which are essential for students to prepare for the workforce or further their education.

As American community colleges emerged in the 20th century, vocational and collegiate education were blended together, and provided a bridge between secondary and postsecondary institutions. Bragg (2001) and Lynch (2000) coined the term, “new vocationalism,” to describe the emerging forms of vocational education that “focus on curriculum alignment, articulation, and integration between CTE and academic education, postsecondary education, and family-wage sustaining careers” (Bragg, 2007, p. 4). According to Grubb (1996), mid-skilled workers with CTE training and education account for three-fourths of all employees in the United States, and community colleges have been the major source of CTE programs. Thus, vocationalization of higher education gives stu-

dents enormous power as their choices influence the courses offered by most colleges and universities (Grubb & Lazerson, 2005). However, Long and Kurleander's (2008) findings suggest a "community college penalty" for those students who begin their post-secondary education at a two-year institution, as opposed to those that start at a four-year institution. "Our conservative estimates suggest that these students are 14.5% less likely to complete a baccalaureate degree within nine years."

While studies of CTE students have used quantitative (Laanan, Compton, & Friedel, 2006; Prindiville, 1995), qualitative (Gentry, Hu, & Peters, 2008), and mixed methods (Zinser, 2006), an analysis of existing methodological approaches used to study transfer students show that they are, by and large, quantitative studies (Cejda, Kaylor, & Rewey, 1998; Fredrickson, 1998; Laanan, 1996; Piland, 1995). This lack of qualitative research identifies a need for further qualitative inquiry into this topic.

Student Choice Conceptual Models

Researchers examined the various influences on students' college choice and found teachers, academic counselors, peer groups, family members (especially parents), and other adults have the greatest influence on student choice (Bers & Smith, 1987; Monks, 1999; Prindiville, 1995; Walpole, 2003). For this study, two prominent models of college choice examined the influences on students' choice: Hossler and Gallagher's (1987) Three-Phase Model on College Choice and Prindiville's (1995) analysis of CTE student variables. The Hossler and Gallagher (1987) conceptual Three-Phase Model on College Choice identified factors that predispose students to attend college after high school. The phases of the model are: (a) predisposition, (b) search, and (c) choice. The *predisposition stage* is when students decide whether they aspire to continue their formal education after high school. The *search stage* is the consideration process to apply to the different types of postsecondary educational institutions. The *choice stage* is the selection to attend an institution. This model stands out as the preeminent model on the college choice process since 1987 (Gildersleeve, 2003). However, the model does not address community college transfer students or those factors that lead to their decision to attend a four-year senior institution.

Prindiville (1995) used Hossler and Gallagher's Three Phase Model on College choice to analyze a total of 25 variables with the intent to explore the differences found in personal, family background, and school variables among high school seniors electing two postsecondary options: a community college or two-year technical college CTE career pathway, or

a four-year baccalaureate-granting college or university. Prindiville found that, among the 25 variables analyzed, five of the most distinguishing variables likely to influence their decision to attend college are, in rank order: students' academic aspirations (desire to attend college), school support (teachers and counselors), parental influence, socioeconomic status (SES), and college admissions applications.

Of the five variables, Prindiville found the four top variables strongly aligned within Hossler and Gallagher's *predisposition phase*. More specifically, this phase is considered a "developmental phase" in which students decide whether or not they will continue their formal education after high school (Hossler & Gallagher, 1987). The fifth variable, *College Admissions Applications*, was found in Hossler and Gallagher's *search phase*, which indicated to Prindiville that the student was serious about searching for a postsecondary institution to attend.

Methods

This study used a hermeneutic phenomenology framework as the method of inquiry to explore the predisposition factors that influenced six CTE transfer students to continue their education to a senior institution. Phenomenology is the study of lived experiences and the ways we understand those experiences to develop a worldview (Marshall & Rossman, 1999). Due to the exploratory nature of this study, in-depth interviews of respondents were used to explore the research questions. This method of inquiry takes an ontological philosophical assumption that embraced the multiple subjective realities of the participants (Creswell, 2007). The advantage of this hermeneutic phenomenological approach is that it permits an explicit "exploratory" focus to draw on the researcher's personal experiences combined with those of the interviewees.

Hossler and Gallagher's (1987) Three-Phase Model on College Choice and the seminal work of Prindiville (1995) have direct relevance and implications to the problem statement, research questions, and theoretical framework for this study. The current study springboards off of their combined research and the relevance the research provided towards addressing the problem statement and research questions posed in this study.

Research Questions

The following research questions take two forms: broad centralized questions followed by associated subquestions that narrow the focus of the study (Creswell, 2007). The two centralized research questions appropri-

ately align with van Manen's (1990) hermeneutic structural dynamics and Moustakas' (1994) characterization of phenomenological research questions. The broad centralized questions are: *How do CTE transfer students describe their career pathway experiences as they transition from high school to the community college and on to the senior institution? What factors influence CTE transfer students the most in their decision to transfer from the community college to the senior institution?* (See Appendix 1).

Several focused subquestions were used to engage the respondent into telling their story, revealing essential themes, and capturing the essence of their lived experience as CTE transfer students. The interviews were continued until the topic was deemed exhausted and no new perspectives of the phenomenon evolved. Examples of focused subquestions include the following: *How do CTE transfer students describe their academic aspirations to attend the senior institution? Who, if anyone, had the greatest impact on a CTE transfer student's decision to transfer to the senior institution? How has socioeconomic background supported or hindered a CTE transfer student's decision to continue their education beyond the community college and on to the senior institution?*

Student Population

This study used unstructured informal, face-to-face interviews with six CTE students who successfully transferred to one of Nevada's three four-year public institutions. The students attended the University of Nevada, Las Vegas (UNLV), the University of Nevada, Reno (UNR), and Nevada State College (NSC). Student participants were all transfer students from one of Nevada's four community colleges, which include the College of Southern Nevada (CSN), Truckee Meadows Community College (TMCC), Great Basin College (GBC), and Western Nevada College (WNC). Interviews were conducted Spring Semester of 2009.

In order to characterize a breadth of experiences of CTE transfer students, purposeful sampling was used to select the six students whose baccalaureate majors represent each of Nevada's six Career and Technical Student Organizations (CTSOs). The six CTSOs, common among all 50 states, include DECA, FBLA, FCCLA, FFA, HOSA, and Skills USA. Students were selected based on discussions and recommendations from Nevada CTE secondary and postsecondary faculty, the Nevada Association of Career and Technical Education (NACTE) current and past board members, and the Nevada Department of Education's Office of Vocational and Adult Education. This type of purposeful "criterion sam-

pling works well when all individuals studied represent people who have experienced the phenomenon” (Creswell, 2007, p. 128).

A selection of one student per career cluster may not adequately characterize the respective CTSO. Though this may be true to some extent, the intent of this study is not to represent and/or characterize each organization as a whole, but rather to identify, interpret, and describe the CTE transfer student *phenomenon* by purposely sampling one student in each respective area. That is, to capture the “essence” of their “lived experience” in which they all share, including how they experience the phenomenon as a whole.

Data Analysis

When new questions or themes (patterns, categories, perspectives, issues, etc.) emerged during the course of the interview, they were added or used to replace prior anticipated questions. An appropriate *Interview Questions and Protocol Sheet* was used for ease of reference to pertinent research questions necessary to explore the participants’ experiences as CTE transfer students. It was also used to record detailed handwritten field notes.

In order to ensure the trustworthiness and integrity of this study, four traditional qualitative practices were used to analyze the data, which aligned with Lincoln and Guba’s (1985) four constructs. These constructs were: *triangulation*, *peer review*, *member checking*, and *thick descriptions*.

Triangulation was accomplished by horizontalization and blending of student data through manifest and latent content, event mapping, and domain analysis. *Peer review* or *peer debriefing* was facilitated by the Dissertation Committee, guidance of several CTE professionals and faculty, and results from the pilot study. *Member checking* involved the inclusion of participants to critique the researcher’s working drafts and make adjustments to the transcriptions and interpretations of their transcriptions. *Thick descriptions* were taken of each student’s lived experience as they transitioned from high school to the community college and on to UNLV, UNR, or NSC.

Content analysis, both manifest and latent, was used to initially provide a systematic focus on student transcripts. From these results, event maps were constructed, followed by domain analysis that utilized Spradley’s (1980) methodological approach that included a taxonomic and componential analysis of the data. Graphical illustrations, accompanied with detailed explanations of the outcomes, including a stacked Venn

diagram to identify the phenomenon, were used to reinforce the analysis and understanding of the data.

Results

Table 1 illustrates the componential analysis results and identifies the resulting Nevada CTE student phenomenon, which includes 25 discriminate variables that contributed most to understanding individual differences of college choice. Dimensions of Contrast, depicted on the left column of the table, lists the themes, patterns, domains, components of meaning, and other nomenclature used to identify and describe each student's lived experience as they transitioned from high school, to the community college, and on to UNVL, UNR, and NSC. Each of these dimensions falls within Hossler and Gallagher's (1987) *predisposition phase* on college choice. The predisposition phase of the college choice process is when students decide whether they aspire to continue their formal education after high school. For this study, the predisposition phase is when students aspire to continue their education beyond the community college and transfer to UNLV, UNR, or NSC.

In Table 1, an "X" identifies students who exhibited the given Dimensions of Contrast. Areas shaded in light green indicate that all students shared the same influencing, or predisposition, factors as an end result of data analysis.

Table 1 shows the eight factors identified as the phenomenon that influenced all of the students to attend their respective four-year institution. Those factors were:

1. Career aspirations
2. Teacher influence
3. Parental influence
4. SES background
5. Academic achievement
6. Self-improvement
7. 2+2 Career Pathways
8. College location

Career aspirations are those comments that indicate the desire, or lack thereof, to attend college to achieve a career goal. *Teacher influence* includes the influence an instructor had on a student's desire to pursue

Table 1. Componential Analysis of all six Nevada CTE transfer students and the influencing factors to attend UNLV, UNR, or NSC.

Dimensions of Contrast	CTE Transfer Students					
	Dennis DECA	Fred FBLA	Florence FFA	Francine FCCLA	Henry HOSA	Scott Skills
Career aspirations	X	X	X	X	X	X
Teacher influence	X	X	X	X	X	X
Parental influence	X	X	X	X	X	X
Socioeconomic status	X	X	X	X	X	X
Ethnicity		X		X	X	
Peer influence		X			X	
Sibling influence			X	X		
*Spousal influence	X					X
Counselor/Advisor influence			X			X
Administrator influence		X	X	X	X	X
*CTSO influence		X	X			
Academic achievement	X	X	X	X	X	X
Self-improvement	X	X	X	X	X	X
*Monetary attainment					X	X
Scholarships/Financial aid		X	X	X	X	X
Parent education level			X			
*Family legacy			X			
*2+2 Career pathway	X	X	X	X	X	X
Community Coll. curriculum	X	X		X	X	X
College cost		X	X			X
College climate			X			
College location	X	X	X	X	X	X

*Influencing factors outside of Prindville’s (1995) discriminant variables.

further education. *Parental influence* includes parental educational expectations of their children. *SES background* is the student's socioeconomic background and included financial challenges and the need to work. *Academic achievement* is the student's scholastic record. *Self-improvement* is the individual's desire to improve one's personal or employment position. *2+2 Career Pathways* are partnerships between a community college and four-year institution. *College location* is the student's proximity to the four-year college or university campus.

The first four predisposition factors of the Nevada CTE transfer students, (a) career aspirations, (b) teacher influence, (c) parental influence, and (d) SES background, are in unison with Prindiville's study. These four factors are among Prindiville's highest ranked variables that occurred in Hossler and Gallagher's predisposition phase on college choice. The results of this study suggest Prindiville's factors also apply to Nevada CTE transfer student participants.

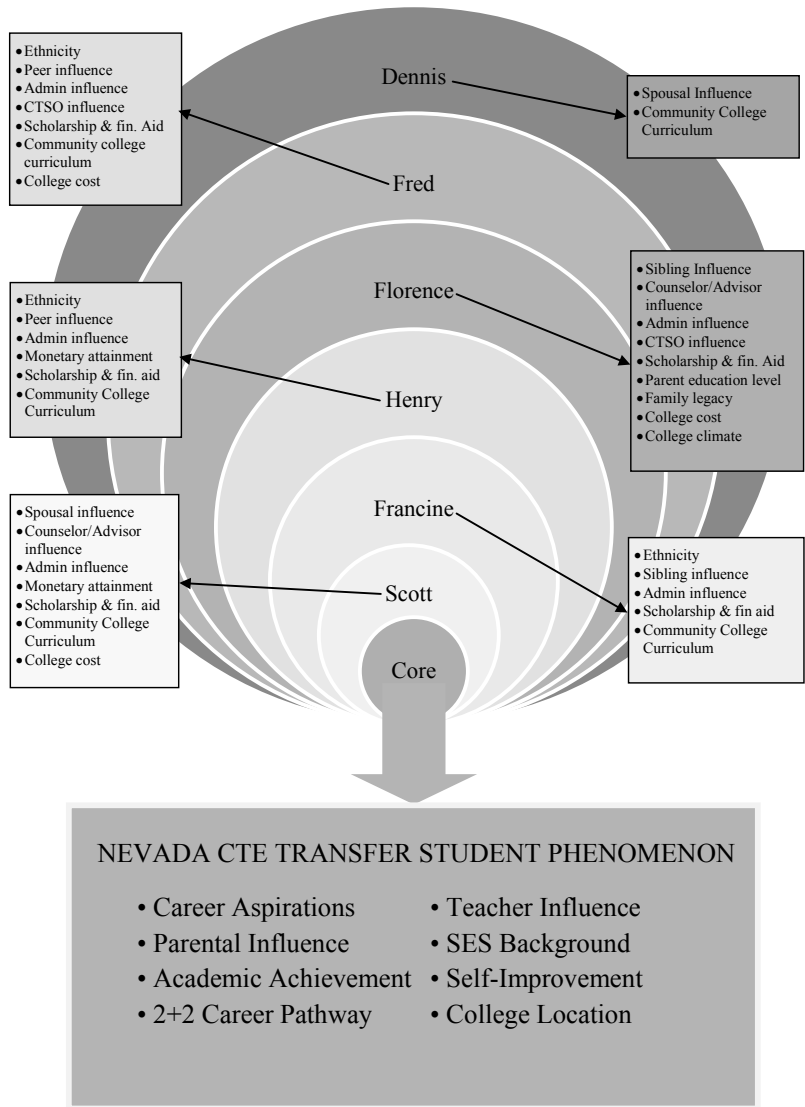
Dimensions of Contrast are highlighted and marked with an asterisk in Table 1. These predisposition factors distinguish themselves from Prindiville's (1995) study. The five predisposition factors for some of the Nevada CTE transfer students that differed from Prindiville's study are: (a) spousal influence, (b) CTSO influence, (c) monetary attainment, (d) family legacy, and (e) 2+2 Career Pathways. Among these five predisposition factors, only 2+2 Career Pathways is linked to the Nevada CTE transfer student phenomenon.

Four variables of the phenomenon were not specifically addressed in Prindiville's predisposition phase: academic achievement, self-improvement, 2+2 Career Pathways, and college location. Each of these variables predisposed all six Nevada CTE transfer students to transfer to a senior institution. The exclusion of these variables in the predisposition phase of Prindiville's results was not a surprise, because this study specifically targeted transfer students who were already attending college. However, College Location is a ranking variable in the search phase of her study. College Location is an integral part of the phenomenon for the Nevada CTE transfer students. This is consistent with Cohen and Brawer's (2003) characteristics of college choice on transfer students and how enrollment in an institution is influenced by proximity to the four-year college or university campus, community demographics, employment or economic conditions, two-year branch campuses, and 2+2 Career Pathways partnerships between the community college and four-year institution, all play an influencing role in the transfer process.

Student Experiences

The “stacked” Venn diagram shown in Figure 1 is used to graphically illustrate the phenomenon, including Dimensions of Contrast unique to each CTE transfer student.

Figure 1. The stacked Venn diagram illustrates the phenomenon of the lived experience shared among six Nevada CTE transfer students.



As seen in the Venn diagram of Figure 1, the six students experienced eight of the same predisposition factors. The examples of Fred (FBLA) and Florence (FFA) offer representative examples of the experiences of

the six students studied and also some unique predisposition factors. Fred's experience with a CTSO organization influenced his desire to pursue academics. In his case, becoming a member of FBLA turned his "troubled" life around. Fred was unmotivated by academic course work until he saw his brother's experience and travel opportunities with FBLA. Fred said, "Once I was introduced to the program, then it was a huge exposure to careers that are out there. I was excited about business, about the possibilities of owning a business, of being an executive in a corporation, and of the travel and of all the experiences that I had been exposed to from the mentors and the coaches and the people, the alumni that were involved with FBLA." Fred received multiple FBLA achievement awards and scholarships, and he was FBLA president at his high school; this business-related CTSO experience was likely the most influential factor in Fred's decision to attend the community college and UNR.

Florence, also an outstanding CTSO student, was the only one who expressed Family Legacy as an influencing factor to continue her education beyond the community college. Not only did her family have a long-standing history of CTSO and FFA involvement, several generations of family members graduated from the University of Nevada, Reno, specifically in agriculture. When Florence graduated from high school she was simply not ready for UNR and chose to attend a community college instead. When she transferred from Great Basin College to UNR, her brother still attended UNR. It gave her great comfort knowing her brother was there to encourage and support her. "I was worried coming from a small town, if I would like Reno, or if I would be able, you know, to even handle it up here. And he definitely was able to tell me, 'No it's not that big of a town. It's not that bad.' You know, he really enjoyed his time up here [UNR], so he made me more comfortable, I guess, in coming up here."

Prindiville, among her 25 variables, included Students' Perceptions of Parental Aspirations and Parental Involvement under her category of Family Characteristics. Both of these variables are listed in the predisposition phase of college choice, and may account for Florence's family legacy influence on her desire to transfer to a senior institution. Fred's and Florence's experiences offer examples of how the models of Prindiville and Hossler and Gallagher offer insight into the experiences and college choice motivations of CTE students.

Significance of the Study

Several conclusions can be drawn from this study. Some of the variables that heavily influenced these six Nevada CTE transfer students in their decision to transfer to the senior institution were in line with Prindiville's findings. Likewise, the results of this study substantiate Piland's (1995) claims: The ones who do make the transition to the senior institution are in fact the winners. Their high levels of motivation and academic accomplishments at the community college may have provided them with the foundation to persist to graduation from a four-year institution.

One of the most significant findings in this study is the alignment of items 1 through 4 (Career Aspirations, Teacher Influence, Parental Influence, and SES) with Prindiville's (1995) findings. The alignment of these variables strongly supports Prindiville's findings that "the predisposition stage has the greatest influence on the college choice process" (p. 175). However, some findings of this study are contrary to Prindiville's findings. Prindiville's study strongly suggests that these four variables, all associated with the predisposition phase on college choice, reveal the largest discrepancies between the two groups of high school seniors who choose to attend a vocational or technical two-year community college versus those who chose to attend a four-year university. Prindiville's variables "depict an enormous gap between the two-year and the four-year aspirants, suggesting the need for a closer consideration and treatment of the personal, family background, and school variables influencing students' on collegiate goals" (p. 176). The results of this study, taken at the transfer level, indicated otherwise. That is, there was no significant gap between the successful transfer students and the four-year aspirants. For these students, despite a "disadvantaged" background, they were not hindered from earning a four-year degree. Their desire to succeed and encouragement from family and teachers helped them attend a four-year university and reach their goals.

While this study substantiated some of Prindiville's findings, the study found that these six students also defied some of Prindiville's variables. These students had characteristics that are generally thought to predispose individuals to non-completion of a four-year degree, but they successfully defied the historical and long-standing research findings against "vocational students," such as community college attendance, enrollment in a CTE program, coming from a low socioeconomic status, or being a first-generation college student or a first-generation American.

These students succeeded to the baccalaureate level despite coming from a student group known for low academic aspirations, less teach-

er and parental influence, low SES backgrounds, high dropout rates, ethnicity challenges, *transfer shock* and *swirl* challenges, and all of Prindiville's other discriminant variables such as lack of planning, financial aid, working moms, peer influence, college planning, and more. Most importantly, these six CTE transfer students, from a variety of backgrounds, proved themselves to be talented and exemplary students. Five of the six Nevada CTE transfer students successfully graduated from their senior institution as of Summer 2014.

Findings of this study support Piland's (1995) research, which showed that those students who do successfully transition from the community college to a senior institution are accomplished and highly motivated individuals that are demonstrated winners. These six CTE students are likely to be equally successful in their junior and senior year at a senior institution, if not more so, than their counterparts. "Their prior academic accomplishments at the community college level and high levels of motivation may provide them with the foundation to persist to graduation" (Piland, 1995, p. 4).

Implications of the Study

It has been nearly six years (2009) since this study was completed. Despite this lapse of time, the authors strongly agree that the findings are not only relevant to date, but also for the foreseeable future. That is, CTE students who opt to attend the community college out of high school, and successfully transfer to a four-year college or university, are equally likely to succeed at the baccalaureate level as their native counterpart. More specifically, those predisposition factors identified as the phenomenon of the lived experiences of the students in this study are likely to be the most influential toward their decision to continue their education at the baccalaureate level. Consider the strength and continued growth of Career and Technical Student Organizations (CTSOs) such as DECA, FBLA, FFA, FCCLA, HOSA, and Skills USA. They remain active in all 50 states (ACTE, 2015; DOE-OCTAE). Federal funding through the Carl D. Perkins Act Career and Technical Education Act of 2006 continues to provide over \$1 billion each year to CTE programs in all 50 states, and the federal appropriations is slated to be reauthorized in the forthcoming years with bipartisan support (CTE, 2015). And considering President Obama's recent goals to have the highest portion of college graduates in the world by 2020, with community colleges at the forefront (The White House, 2015), the researchers' findings on community college transfer

students gives further relevance to readers and continues to incentivize the exploration of the CTE transfer student phenomenon.

Specific implications of this study are important for secondary and postsecondary stakeholders, both within Nevada and nationally. Policy makers, administrators, and educators may implement the following recommendations to improve baccalaureate attainment for CTE, low SES, and disadvantaged students. The implications are listed below with the names of students who were influenced by these factors.

- Optimize the facilitation of baccalaureate pathways to four-year institutions (Long & Kurleander, 2008): All six CTE students.
- Encourage transfer on the part of CTE students (Townsend & Wilson, 2006): All six CTE students.
- Ensure our community college systems remain open for students to take occupational retraining courses. Provide for 2+2 Career Pathways broad enough in scope so that they are applicable to a multitude of CTE occupations (Cohen & Brawer, 2003; Laanan, Compton, & Friedel, 2006; Fredrickson, 1998): All six CTE students.
- Integration of traditional academic rigor necessary for students to attain functional literacy and interpersonal skills (Perkins federal legislation): All six CTE students.
- Safeguard the community college's traditional open-access and comprehensive character so it remains particularly open to working-class and minority students (Dougherty, 1997) such as first-generation minority students, Francine, Fred, and Henry, and working-class students, Dennis, Florence, and Scott.
- Provide collegiate-grade lower-division university course work (Cohen & Brawer, 2003): Dennis, Florence, Francine, and Fred.

These findings may be used to inform parents, administrators, academic counselors, faculty, and other secondary and postsecondary personnel to better prepare CTE students who opt to pursue a career pathway that starts in high school, continues through community college, and ends at a four-year college or university.

The students of this study defied research findings that suggest community college attendance significantly reduced the probability of attaining a bachelor's degree (Alfonso, 2006). Their success adds to the body of literature that exposes the myths of CTE being viewed as an undesirable curricular track (Dare, 2006). We, society and the educational establishment, categorize students because of their background or own prejudices. Many low SES students hear, "You have too much against you. Just go

into wood shop.” It is time that we encourage all students to aspire for a college degree, and inform low SES or disadvantaged students that they can complete a four-year college education. Our CTE students need to know that if they are able to complete a two-year degree, and then they will also do well at a four-year university or college. These six CTE students proved that if someone wants to make it through community college then they can also succeed at a four-year institution.

Conclusion

This study contributes to the literature by filling in the research gap on those CTE students who successfully advanced their career pathway beyond the community college and into a four-year college or university. This research may be used to inform K–16 administrators, academic counselors, and faculty to better prepare CTE students to potentially pursue a career pathway that spans from high school to community college, and finally on to a four-year college or university. These results are also important in that they expound upon the salient studies presented in the literature, not only on college choice (Hossler and Gallagher, 1987; Prindiville, 1995), but also the pivotal role community colleges continue to play in the transfer function.

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Appendix I

INTERVIEW QUESTIONS AND PROTOCOL SHEET

Broad centralized questions:

1. How would you describe your career pathway experience as you transitioned from high school to the community college and on to the senior institute (UNLV, UNR or NSC)?
2. What factors influenced you the most into transferring from the community college to the senior institute?

Examples of focused subquestions include the following:

3. Have you always aspired to attend the senior institute?
4. Who, if anyone, had the greatest impact on your decision to transfer to the senior institute?
5. Describe how your socioeconomic background has supported or hindered your decision to continue your education beyond the community college and on to the senior institute.

Additional focused subquestions:

6. How would you describe your overall desire (academic aspirations) to attend the senior institute; i.e., did you fully intend to eventually go to UNLV/UNR/NSC?
7. Who, if anyone, has had the greatest impact (parents, teachers, counselors, peers, etc.) on your decision to transfer to the senior institute?
8. How has socioeconomic background supported or hindered your decision to continue your education beyond the community college and on to the senior institute?
9. Are you familiar with Career and Technical Student Organizations (CTSOs)? For example, DECA, FBLA, FCS or FCCLA, FFA, HOSA, and Skills USA. Were you a member and to what extent has the CTSO influenced your decision to go to college, especially the senior institute?

continued

Other:

Age: _____

High school name: _____

Date of high school graduation: _____

CSN _____ TMCC _____ GBC _____ WNC _____

Date entering community college: _____

Date graduating community college: _____

UNLV _____ UNR _____ NSC _____

Date entering UNLV, UNR, or NSC: _____

Field Notes:

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