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Abstract- Since many universities in Japan have tended to admit transfer students in recent years, this paper has discussed to support the design of support services for transfer students. The primary purpose of the study is to explore differences in background characteristics (i.e., parental education level) and examine to what degree internal and external factors affect transfer students' and non-transfer students' college decision-making process. The second purpose is to examine student satisfaction with the quality of campus life post-transfer, as compared to non-transfer students' campus life experiences. The target population was current transfer students in Japanese universities as compared with non-transfer students. 279 college students responded to this survey. Of the 279 students, 110 were transfer students from vocational colleges that teach foreign languages and general education, 83 were transfer students from technical colleges, and 86 were non-transfer students from private universities. My findings reveal that there is a significant difference in parental education among the three groups. The majority of transfer students from vocational colleges were first-generation college students, while most transfer students from technical colleges and non-transfer students were non-first generation college students.

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Keywords: transfer student, higher education, parental education, college access, campus life, Japanese education system.

I. Introduction

a) Background

Corresponding to an overall decline in the Japanese population, the number of young students in Japan has been decreasing dramatically, to the extent that the Japanese government has predicted a situation where the number of accepted students at many Japanese universities and colleges may become equal to the number of applicants. According to 2018 data on enrollment trends in Japan, approximately 58 percent of high school students across Japan chose to attend four-year universities or two-year colleges. Many universities and colleges are no longer strictly competing for the best students, but simply for bodies to fill their classrooms. Also, according to the 2018 data on enrollment trends (MEXT), 23 percent of high school students chose to attend two-year vocational colleges. Many two-year vocational colleges have established transfer programs for those who wish to transfer up to university.

In Japan, there are three ways to transfer to the university from a two-year junior college, a five-year technical college, or a two-year vocational college (see Figure 1). First, students who have completed their associate degree programs at two-year junior colleges or at five-year technical colleges are eligible to transfer to the university. The number of transfer students from junior colleges has increased since the 1990s, and the number of transfer students from technical colleges has increased since the late 1980s. Secondly, technical colleges offer practical and professional education, such as science and engineering, in five years, and approximately ten percent of students decide to transfer to the university as a junior. Most technical college students gain good jobs once graduating from their technical colleges, so not many students transfer to the university. Thirdly, since 1999, students who complete 62 units or 1,700 hours of study at vocational colleges have been eligible to transfer to the university. Among vocational colleges, there are both general education and specialized educational institutions, such as foreign language schools, nursing schools, and culinary schools. Vocational college students who study foreign languages, general education, or nursing education, transfer to the university.

A slight decrease in the number of transfer students to the university in Japan (see Figure.2, Figure.3, and Figure.4) has increased concern over the shrinking of the student population at higher education institutions. Prestigious institutions are immune, while the majority of colleges are becoming less selective and accepting more transfer students even though fewer are applying. This situation is related to a recent trend in which many vocational colleges offer transfer programs allowing students to transfer to the university as a

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sophomore or junior. Some vocational colleges are doing well despite the declining population, and that large number of vocational students transferring to the university is changing the character of the applicant pool.

Taking these trends into consideration, this research examines the characteristics of transfer students and what factors particularly influence their educational aspirations compared to non-transfer students. It also explores their satisfaction with the quality of college life after transferring to the university. This research could benefit Japanese universities admitting transfer students by helping them to offer effective support systems, and could also help enhance access to college for transfer students.

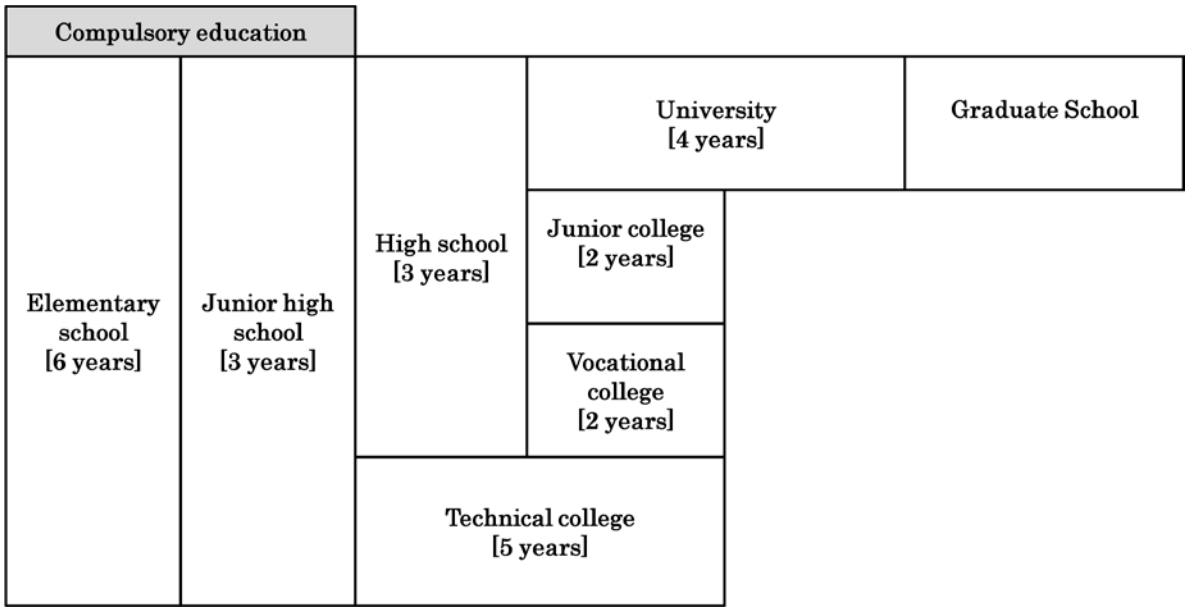
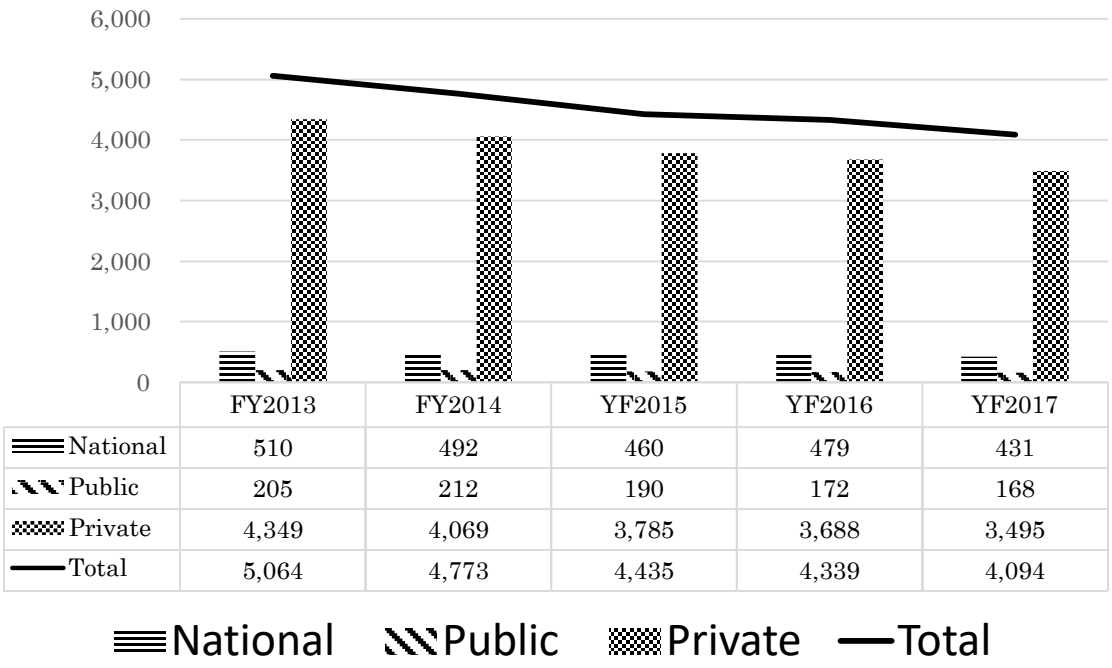


Figure 1: Japanese Education System

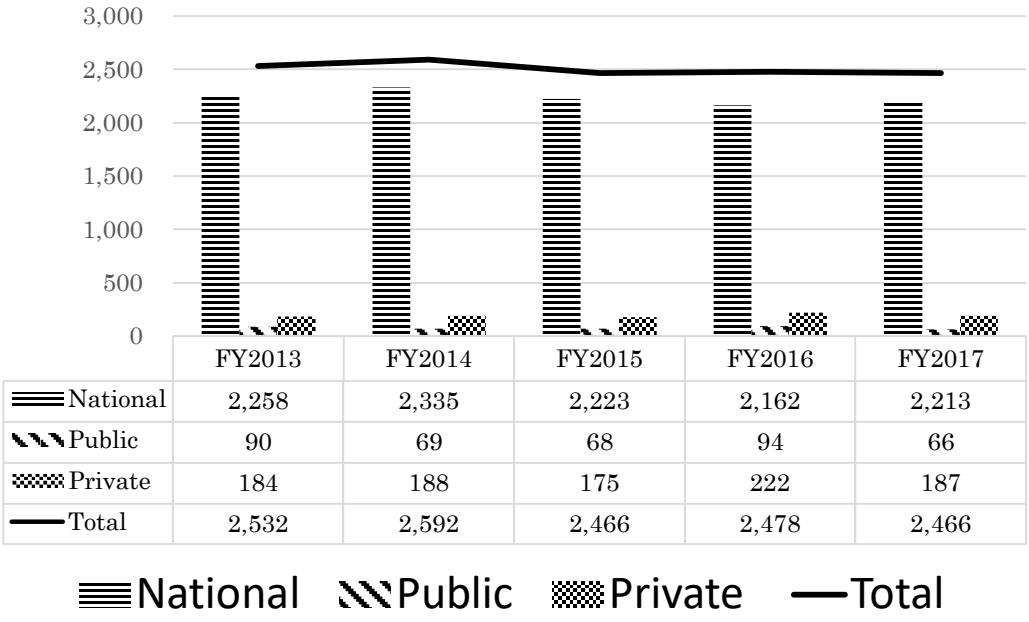


	FY2013	FY2014	YF2015	YF2016	YF2017
National	510	492	460	479	431
Public	205	212	190	172	168
Private	4,349	4,069	3,785	3,688	3,495
Total	5,064	4,773	4,435	4,339	4,094

Data from MEXT 2017

Figure 2: The Number of Transfer Students from 2-Year Junior Colleges

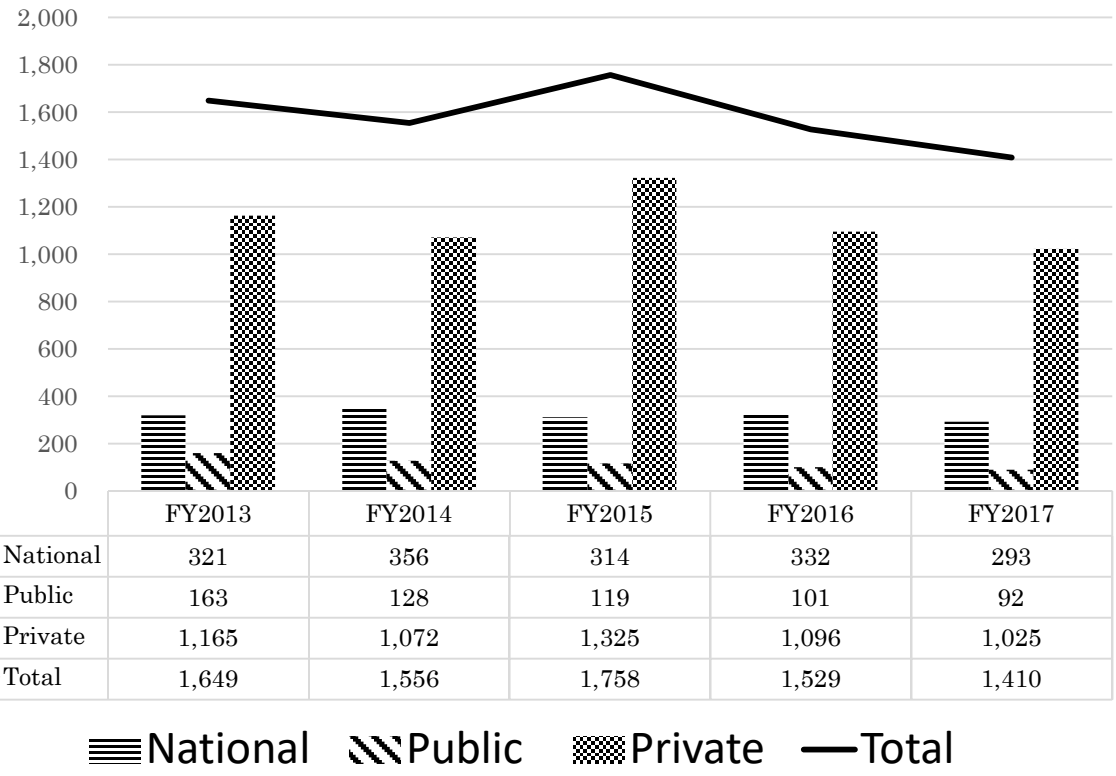
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	FY2013	FY2014	FY2015	FY2016	FY2017
National	2,258	2,335	2,223	2,162	2,213
Public	90	69	68	94	66
Private	184	188	175	222	187
Total	2,532	2,592	2,466	2,478	2,466

Data from MEXT 2017

Figure 3: The Number of Transfer Students from 5-Year Technical Colleges



	FY2013	FY2014	FY2015	FY2016	FY2017
National	321	356	314	332	293
Public	163	128	119	101	92
Private	1,165	1,072	1,325	1,096	1,025
Total	1,649	1,556	1,758	1,529	1,410

Data from MEXT 2017

Figure 4: The Number of Transfer Students from 2-Year Vocational Colleges

b) Theoretical Perspective

There are many factors which work together when a transfer student is deciding whether or not transfer to the university and whether or not to drop out of the university after having transferred. Also, the intensity of these external and internal forces may differ from transfer student to transfer student. Tinto's Model of Persistence addresses students' college decision-

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making factors and helps to understand many of the conditions that cause students to drop out (see Figure 5). Tinto's model will be helpful in researching transfer student's decision-making processes as well as what causes them to drop out of the university when they do. There would be a significant difference in the highest level of parents' education between transfer students and non-transfer students. Considering this, I have included parents' education level in this study.

Also, Bean (1982) states that "in the academic system, goal commitment leads to higher grade performance and intellectual development, which leads in turn to academic integration such as tutoring and reduces the likelihood of dropping out." In this survey, I have included student's anxieties and worries in college life after having transferred to the university of their choice. Compared to non-transfer students, it would be expected that there should be a significant difference in experiences of depression and loneliness after transferring to the university. Bean (1982) also states that whether or not college students are likely to drop out of college can be predicted by their degree of social and academic integration. It is significant for universities and colleges to put support programs into place that help transfer students adjust to the new circumstance of their academic lives and succeed both academically and personally after they have transferred to the university. Vocational colleges and technical colleges need to provide opportunities that deliver appropriate information for transfer students. Transfer students need to be encouraged to develop their own goals as well as to adjust to the new college circumstance with their peers after having transferred to the university.

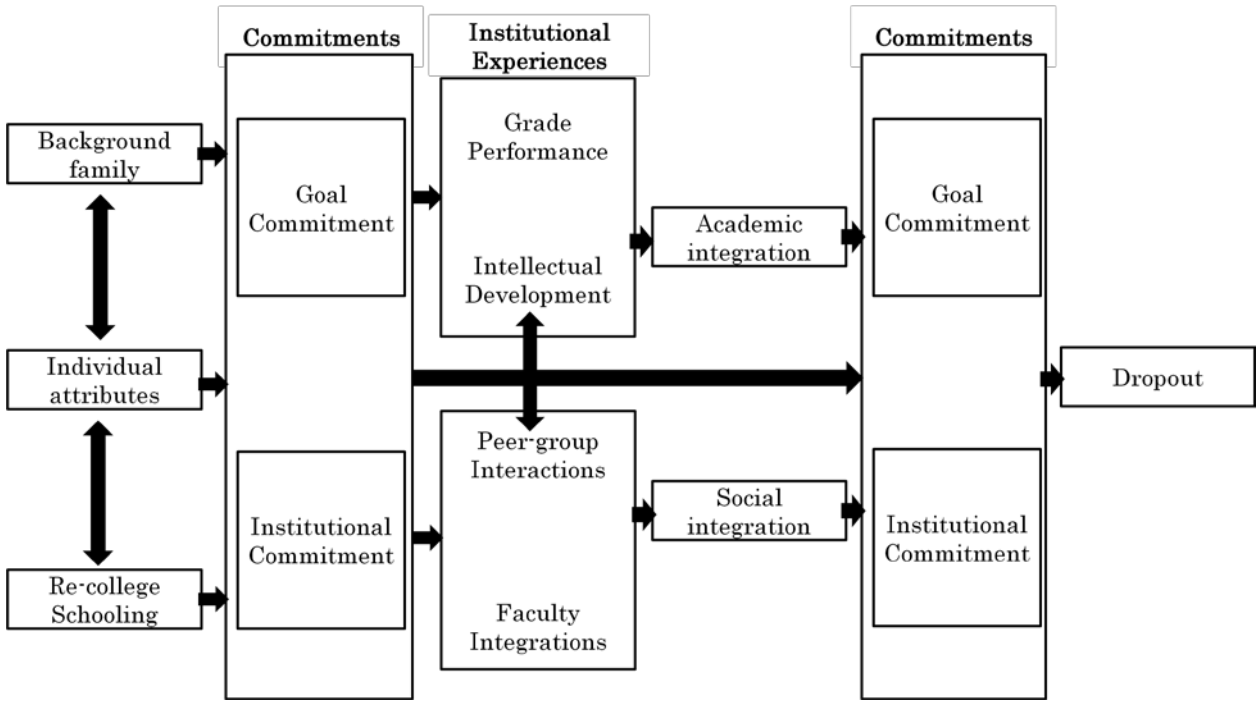


Figure 5: Tinto's Model of Persistence

c) Research Questions

The primary purpose of the study is to explore differences in background characteristics (i.e. parental education) and examine to what degree internal and external factors affect transfer students' and non-transfer students' college decision-making process. The second purpose is to examine student satisfaction with the quality of campus life post-transfer, as compared to non-transfer students' campus life experiences. Since many universities in Japan have tended to admit transfer students in recent years, this paper will discuss to support the design of effective support services for transfer students.

d) Literature Review

In the U.S., approximately forty percent of college-bound students go to two-year community colleges, and eighty percent of community college students transfer to the university as a junior. In Japan, the transfer process is more complicated than the community college system in the U.S. Previous Japanese research has provided little information about the characteristics of transfer students from vocational colleges and technical colleges. Researchers in the U.S. have found that the parental educational background of transfer students has a significant effect on children's academic achievement and aspirations. As parental

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education level increases, students are more likely to go to college (Hossler & Stage, 1992; Hossler, Schmit, & Vesper, 1999; Stage & Hossler, 1989). Hossler, Schmit, and Vesper (1999) also address the consideration that parents who have college degrees are likely to value education and to transmit their educational values to their children more than parents who have high school degrees or less. Japanese researchers have found that Japanese parents with college experience have influenced their children's college decisions through parental involvement and investment in education (Takeuchi & Fukuyama, 1996; Ogata & Tateishi, 2009). Amaki (2010) and Takeuchi (2003) also state that if parents have less than a high school degree, the expectation is lower, only an associate degree, than for children of college graduates. Considering these facts, Japanese parents' educational background appears significantly to influence children's educational motivation. In this study, it is expected that the majority of non-transfer students will have parents with college degrees, relative to transfer students.

In Japan, not much research has focused on transfer students because most students begin university as freshmen. In order to investigate transfer student's parental background and motivations for transferring to the university, the concept of the first-generation college student will be important. A first-generation college student is defined as a student whose parents did not graduate from a four-year university. Kawano (2003) notes that non-first generation college students and first-generation college students have different experiences in making decisions to go on to college. Considering Japanese and American research results, it is reasonable to expect that many transfer students in Japanese universities may be first-generation college students in need of various advising and support programs after transferring to the university. Developing transfer students' educational aspirations and academic achievement is important, and Japanese universities need to consider differences in background and aspirations between transfer students and non-transfer students.

II. Method

a) Procedures

The target population was current transfer students in Japanese universities as compared with non-transfer students. I conducted an online survey of undergraduate students who had transferred to the university and of non-transfer students in Japanese universities. The online survey was distributed through several social network services. The results provide insights into the need of the support systems for transfer students and reveal differences in expectations and campus life experiences between current transfer students and non-transfer students.

In the background section of this survey, I have included each student's year in university and major, public or private university status, the highest level of parents' education, and participation in extracurricular organizations after class. There would be a significant difference in the highest level of parents' education between transfer students and non-transfer students and that there would be another significant difference in the involvement in extracurricular activities after transferring to the university among transfer students versus non-transfer students. Also, Student's household income and parental education were two related factors influencing student aspirations to transfer (Cabrera, Burkum, & La Nasa, 2005; Dougherty & Kienzl, 2006; Dowd & Melguizo, 2008; Lee & Frank, 1990; Steffler, McCloy, & Decock, 2018). However, the information about student's gender, student's household income, and parents' occupations are not included because permission was not obtained to survey the background information from some student organizations and universities.

The next section of the survey measured the single-most influential person in students' decision to apply to university. There would be a significant difference here between transfer students and non-transfer students. Also, the survey measured transfer decision-making processes and the reasons for choosing particular universities. It is significant to better understand differences in the aspirations of transfer students and non-transfer students.

At the end of the survey, I asked about student's anxieties and worries in university. There would be a significant difference in the experience of depression and loneliness among transfer students. Student advising services are important for transfer students (Steffler, McColy, & Decock, 2018), and it might be not easy for transfer students to connect with non-transfer students after they have transferred to the university. These survey questions sought to measure differences in the needs of transfer and non-transfer students for assistance and support systems in Japan.

III. Data Analysis in the Quantitative Study

a) Description of the Sample

279 college students responded to this survey. Of the 279 students, 110 were transfer students from vocational colleges that teach foreign languages and general education, 83 were transfer students from technical colleges, and 86 were non-transfer students from private universities. Unfortunately, no transfer students from two-year junior colleges responded to this survey.

Of the 110 transfer students from vocational colleges, 92.9% were enrolled in private universities, and 7.1% were in public universities. Of the 83 transfer

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students from technical colleges, 1.2% were enrolled in private universities, and 98.8% were public universities. All non-transfer students were enrolled in private universities in this survey. The transfer students from vocational colleges were 88.4% juniors and 11.6% seniors. In the group of transfer students from technical colleges, the breakdown was 59.0% juniors and 41.0% seniors. Non-transfer students were 62.8% juniors and 37.2% seniors. Also, the majority of transfer students from vocational colleges (92.9%) were students who study at private universities, while only 7.1% were students enrolled in national universities. The majority of transfer students from technical colleges (98.8%) were students enrolled in national universities. The data indicated that they were more likely to choose a national university than transfer students from vocational colleges and non-transfer students. Among the transfer students from vocational colleges, 98.2% majored in arts and social sciences, and only 1.8% were majors in science and engineering. 95.2 percent of the transfer students from technical colleges were majoring in science and engineering. All non-transfer students in this study had majors in arts and social sciences.

The respondents were asked about the highest level of education obtained by their parents. Their highest level of formal education was coded as 1=junior high school graduate, 2=high school graduate, 3=vocational college graduate, 4=associate degree, 5=bachelor's degree, 6=graduate degree. This parental educational level was scored on a 6-point scale from 1 to 6. Table 1 demonstrates that most transfer students from vocational colleges were first-generation college students, while most transfer students from technical colleges and non-transfer students were non-first generation college students. Concerning the parental education level of the transfer students from technical colleges and non-transfer students, mothers tended to have earned an associate degree, while fathers had earned a bachelor's degree.

Table 1: The Highest Level of Parents' Education

	Transfer Students from Vocational Colleges			Transfer Students from Technical Colleges			Non-Transfer Students		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Father	110	2.83	1.42	83	4.27	1.69	86	4.22	1.34
Mother	110	2.80	0.99	83	3.23	1.27	86	3.77	1.33

*(*SD=Standard Deviation)*

b) The Single-Most Influential Person in Students' Decision-Making

Students were asked to identify the single most influential person affecting their decision to go to a 4-year university. In the group of transfer students from vocational colleges, 45.7% indicated that their high school teachers most influenced their decisions to transfer to the university. 20.0% indicated their friends, and 16.2% their elder friends. 11.4% responded that their mother influenced their decision to transfer to the university, while 1.9% indicated their fathers. High school teachers played a more significant role than other external factors, and they were moderately influential in the decision-making for transferring to the university. The data show that parents' encouragement was not a positive factor across this group.

On the other hand, the data indicate that peers and classmates influenced the decision-making among transfer students from technical colleges and non-transfer students. In the group of transfer students from technical colleges, 44.6% indicated their friends, and 35.7% elder friends. 10.7% indicated their fathers, while 5.4% indicated their mothers. In the group of non-transfer students, their friends (22.1%), their mothers (19.8%), their high school teachers (19.8%), their pre-college school teachers (18.6%), their fathers (11.6%), and their siblings (4.7%), respectively, were the single greatest influence. The data show that peer influence among transfer students from technical colleges is slightly higher than among non-transfer students. Peer influence is one of the significant external factors in the college decision making process among both transfer students from technical colleges and non-transfer students.

c) Decision-Making Factors for Transferring to The University

The following data are derived from a survey of 112 transfer students from vocational colleges and 83 transfer students from technical colleges. They responded on a 4-point scale to six questions regarding their decision making for transferring to the university. The responses were converted to a 1-4 scale (1=totally agree, 2=somewhat agree, 3=somewhat disagree, and 4=totally disagree), with 4 representing "totally disagree." Lower scores indicated respondents strongly agreed about the reason to transfer to the university. Table 2 showed that there were no significant differences between transfer students from vocational colleges and transfer students from technical colleges in the mean score for each response. Compared with transfer students from technical colleges, the majority of transfer students from vocational colleges agreed that having at least a bachelor's degree is important to find a good job. Another important finding was that their

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classmates did not necessarily influence their decisions to transfer to the university, although 44.6% of transfer students from technical colleges did indicate their peers most influenced their decision. Also, the data show that transfer students did not think of changing their majors when they decided to transfer to the university. In Japanese universities, it is not easy to change majors after being accepted.

Most transfer students from vocational colleges indicated they wanted to transfer to the university in order to expand their knowledge, as did most transfer students from technical colleges. Also, the majority of transfer students from vocational and technical colleges indicated that it is necessary to have at least a bachelor's degree to find a good job.

Table 2: Reasons to Transfer to The University

	Transfer Student from Vocational Colleges				Transfer Student from Technical Colleges			
Reasons	N	Mean	SD	CV	N	Mean	SD	CV
1. I heard that it was possible to transfer to a four-year university from a vocational college or technical college.	112	1.62	0.67	41.36	83	2	1.27	63.50
2. I decided to transfer to the university because most of my classmates planned to transfer to the university.	112	2.66	1.06	39.85	83	2.82	1.06	37.59
3. I wanted to change my major after transferring to the university.	112	3.21	0.76	23.68	83	3.02	1.10	36.42
4. I wanted to expand my knowledge.	112	1.7	0.72	42.35	83	1.55	0.74	47.74
5. It is necessary to have at least a bachelor's . degree in order to find a good job.	111	1.55	0.77	49.68	83	1.69	0.88	52.07
6. I just had the desire to transfer to the university.	111	2.23	1.00	44.84	83	2.49	1.05	42.17

*(*CV=Coefficient of Variation)*

d) Decision Making Factors in Choosing a University

Students were asked to use a 4-point scale to indicate factors relating to their selection of a college. 281 students responded to 12 items stating potential reasons for choosing the universities they did (see Table 3). The choices were converted from 1 to 4 (1=totally agree, 2=somewhat agree, 3=somewhat disagree, and 4=totally disagree), with four representing "disagree." There are some significant differences in the mean scores among the following three groups.

Most transfer students from vocational colleges were not likely to consider whether an institution was small or large, but transfer students from technical colleges and non-transfer students were likely to do so. The majority of transfer students from technical colleges and non-transfer students tended to select a large university. Also, transfer students from vocational schools were not likely to choose a university to which they could commute from their homes, as were non-transfer students. These three groups may not have been suffering from financial problems, as financial aid and scholarships were not an important factor for them. Compared to transfer students, the majority of non-transfer students were likely to choose a university based on whether its graduates secure good jobs. Also, compared to non-transfer students, the majority of transfer students from vocational and technical colleges indicated that the quality of college education and the educational environment were one of the external factors influencing their decisions.

Table 3: Reasons for Choosing the Desired University

	Transfer Students from Vocational Colleges				Transfer Students from Technical Colleges				Non-Transfer Student			
Reasons	N	Mean	SD	CV	N	Mean	SD	CV	N	Mean	SD	CV
1. I wanted to study at a small college.	112	2.91	0.83	28.52	83	3.77	0.53	14.06	86	3.45	0.71	20.58
2. I wanted to study at a large university.	112	3.04	0.89	29.28	83	1.65	0.92	55.76	86	1.9	0.75	39.47
3. I wanted to study in a small class.	112	2.16	0.83	38.43	83	3.75	0.46	12.27	86	3.07	0.84	27.36
4. I chose this university because of the reputation of its faculty members.	112	2.04	0.73	35.78	83	2.36	1.08	45.76	86	2.5	0.75	30.00
5. The quality of college education and the educational environment are much better than other universities' educational system.	112	1.89	0.65	34.39	82	1.96	0.97	49.49	86	2.14	0.72	33.64
6. My university offers various financial aid and scholarships for my college life.	111	3.18	0.78	24.53	81	3.56	0.71	19.94	86	3.1	0.83	26.77

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7. Its graduates gain a good job.	112	2.2	0.96	43.64	82	2.77	1	36.10	86	1.76	0.78	44.32
8. I wanted to join an extracurricular organization at my university.	112	3.37	0.68	20.18	83	3.61	0.7	19.39	86	3.13	0.87	27.80
9. The cost of tuition is lower than other universities.	112	3.55	0.72	20.28	83	3.11	0.92	29.58	86	3.38	0.62	18.34
10. I can live in an on-campus dormitory.	112	3.73	0.6	16.09	83	3.89	0.38	9.77	86	3.73	0.54	14.48
11. My university offers various study abroad programs.	111	2.49	0.92	36.95	83	3.37	0.95	28.19	86	2.31	0.91	39.39
12. I wanted to be able to commute from my home.	112	2.46	1.14	46.34	83	3.43	0.98	28.57	86	2.55	1.07	41.96

e) Satisfaction with College Life

The following data are derived from a survey of 281 college students who responded on a 4-point scale to ten questions regarding their college life. Their responses were converted to a 1-4 scale (1=totally agree, 2=somewhat agree, 3=somewhat disagree, and 4=totally disagree), with four representing "totally disagree." When I analyzed students' responses on an agree-disagree scale, significant differences emerged between these three groups (see Table 4).

Compared to transfer students from technical colleges and non-transfer students, the data indicated that the majority of transfer students from vocational colleges were not likely to get accustomed to a new college environment and make new friends after transferring to the university. Non-transfer students, by contrast, have ample time to make new friends and get accustomed to the college environment from their freshman year. In this survey, the data also indicated that 45% of transfer students from vocational schools had participated in some extracurricular organizations after class, while 73% of transfer students from technical colleges and 76.7% of non-transfer students have participated in those organizations. Most transfer students from vocational colleges feel lonely on campus, and they need to get involved in campus activities after they transfer. Most transfer students from technical colleges were majoring in science and engineering and were required to take laboratory classes. Through those laboratory classes, they may have had a chance to make new friends.

Also, compared to transfer students from technical colleges and non-transfer students, the data indicated that many transfer students from vocational colleges were likely to feel the desire to drop out of college after transferring because they did not easily get accustomed to the college environment or make new friends on campus. Considering this, universities need to adopt dropout prevention approaches for these transfer students from vocational colleges.

Table 4: Satisfaction with College Life

	Transfer Student from Vocational Colleges				Transfer Student from Technical Colleges				Non-Transfer Student			
College Life	N	Mean	SD	CV	N	Mean	SD	CV	N	Mean	SD	CV
1. I was able to get accustomed to a new college environment.	112	3.33	0.68	20.42	83	2.04	0.82	40.20	86	2.16	0.68	31.48
2. My college life affords me the opportunity to make many friends.	112	3.12	0.73	23.40	83	2.28	0.95	41.67	86	2.16	0.77	35.65
3. My college life affords the opportunity to join extracurricular organizations.	112	3.10	0.97	31.29	83	2.05	1.06	51.71	86	2.13	0.85	39.91
4. I am satisfied with my college experience.	112	3.23	0.74	22.91	81	2.11	0.84	39.81	86	2.49	0.75	30.12
5. My professors and academic staff members helped guide my educational and career goals.	111	2.68	0.67	25.00	82	2.88	1.01	35.07	86	2.97	0.69	23.23
6. All of the lectures just feel impossible to follow.	112	2.49	0.98	39.36	82	2.85	0.86	30.18	86	2.56	0.81	31.64
7. Too much homework is assigned every day.	112	2.38	1.12	47.06	83	2.63	0.93	35.36	86	2.64	0.89	33.71
8. Balancing my part-time job and school is too difficult.	112	2.52	1.04	41.27	83	2.78	1.05	37.77	86	2.58	0.91	35.27
9. It is difficult to make new friends, and I sometimes feel lonely on campus.	112	1.87	0.89	47.59	82	2.87	0.95	33.10	86	2.98	0.84	28.19
10. I decided to apply to this university by myself, but I want to drop out of the university.	111	2.93	1.17	39.93	83	3.49	0.93	26.65	86	3.14	0.86	27.39

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IV. Conclusions and Recommendations

a) Conclusions

In this study, I have examined student's parental education and have explored how external and internal factors affect transfer students' and non-transfer students' college decision-making processes. My findings reveal that there is a significant difference in parental education among the three groups. The majority of transfer students from vocational colleges were first-generation college students, while most transfer students from technical colleges and non-transfer students were non-first generation college students. Compared to transfer students from vocational colleges, transfer students from technical colleges have similar characteristics to those of non-transfer students. In this survey result, non-transfer students indicated their mother was the significant force influencing their decision to go to college, while parental influence did not have an important influence for transfer students from vocational colleges. The insights and perspectives of high school teachers as influences on college decision-making among transfer students from vocational colleges became an important dimension, compared to transfer students from technical colleges and non-transfer students. Kawano (2003) finds that most first-generation college students tended to seek a teacher's advice. In this study, transfer students from vocational colleges did seek advice from high school teachers when they decided to transfer to the university. Parental involvement did not emerge as a positive external factor in determining whether transfer students would go to the university.

Also, the findings in this study indicate that there are some differences in satisfaction with the quality of campus life among the three groups. The majority of transfer students from vocational colleges were not likely to get accustomed to the college environment, and they felt lonely after transferring to the university. Some of them thought that they wanted to drop out of college after transferring. According to Tinto's model of persistence, whether students will drop out or not can be predicted by their degree of academic and social integration. Without any academic or personal advice, or high quality support programs for transfer students, it might be difficult for transfer students who enter in a sophomore or junior year because most non-transfer students have already made their friends in their freshmen year and have already developed effective college skills. The lack of social integration and academic integration may lead transfer students to drop out of the university.

Also, this data indicated that financial factors were not the most important determinant amongst those three groups when deciding whether to go to college at a four-year university. Many Japanese parents are likely to cover their children's college expenses without educational loans because they believe that paying for the college education is one of their parental responsibilities (Amaki, 2010; Kobayashi, 2008). Most 2-year vocational colleges are private institutions, and these students spend $10,000US for tuition per year. Most 5-year technical colleges are public institutions, and these students spend $2,500US for tuition per year. Perhaps, parents of first-generation students understand how much they need to spend to cover their children's college expenses. National university students spend $7,000US for tuition per year, while private university students spend $12,000US for tuition per year. Transfer students from technical colleges tend to choose the cheapest educational plan, so this survey result indicates that they are likely to choose a national university for transferring.

Considering those factors related to the reasons for transferring to the university and the college life satisfaction, it is clear that transfer students are influenced by some external and internal factors. Japanese universities need to undertake more proactive educational reforms to accept and support more transfer students.

b) Limitations

More research is needed to understand the characteristics of transfer students and their parents. Because of Japan's personal information protection law, I was not allowed to ask college students about their parents' income and occupations, but I was able to collect other data on their parents' highest levels of education. In this study, Socio-Economic Status (SES) was not determined. If I could have asked them about their parents' annual income and occupations through the survey, I could have provided more precise data on the SES classification of transfer students' and non-transfer students' family backgrounds.

c) Implications

The patterns of students who transfer to the university should be important indicators for Japanese universities as they seek to provide effective support programs to increase the transfer admission rates. The data show that high school teachers are the most influential factor among transfer students from vocational colleges. High school teachers need to provide more support programs for transfer students and their parents.

Furthermore, Japanese universities need to establish transfer student support centers on campus. In the U.S., there are transfer student centers on campus in order to help students get involved and feel plugged into university life, but there are few transfer student centers in Japanese universities and colleges. Various advising support services at an early stage after students have transferred to the university are needed. Japanese universities need to investigate protectively

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and identify risk factors related to retention among transfer students. It would help prospective transfer students take steps toward university education, and would help increase the number of students who transfer to the university. Based on my findings, I believe longitudinal research is needed about how transfer students in Japan make college decisions and how they spend their campus life until graduation.

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