

**Transfer Stigma: Development of a Multi-dimensional Scale for Community College
Transfer Students**

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Abstract

Transfer stigma refers to a type of stigma associated with students' transfer status and/or their community college background. It plays a significant role in post-transfer adjustment and may negatively impact post-transfer outcomes such as retention and obtaining a baccalaureate degree. This study focused on quantitatively measuring transfer stigma among transfer students attending a four-year institution. Drawing from previous studies, we developed a 13-item transfer stigma measure and included it in a transfer student survey. The survey data was collected from 450 current transfer students at a public, flagship four-year university in Louisiana. Through an exploratory factor analysis and a confirmatory factor analysis, we revealed a four-factor structure of transfer stigma measures: internalized self-stigma, perceptions about community colleges, lack of support, and perceived judgment. Subsequent statistical analyses examined group differences in the degree of transfer stigma across various transfer student subgroups defined by transfer type, gender, race/ethnicity, age, and major.

Keywords: transfer stigma, vertical transfers, community college transfer students, post-transfer adjustment, factor analysis

Transfer Stigma: Development of a Multi-dimensional Scale for Community College Transfer Students

Vertical transfers, or those who transferred from community colleges to four-year institutions, have been focused on by policymakers and researchers in higher education. While some previous studies generated a wealth of knowledge for creating a seamless transfer pathway for vertical transfers (e.g., Jackson & Laanan, 2015; Jorstad et al., 2017; Starobin et al., 2016), others focused on significant challenges that transfer students face *after* arrived at the receiving four-year institutions.

Upon arriving at the receiving institutions, transfer students tend to have lower success rates compared to their non-transfer peers (Long & Kurlaender, 2009; Xu et al. 2018). Various factors contribute to this low success rate: “transfer shock,” credit loss, lack of a sense of belonging, and transfer stigma (Laanan et al., 2010; Umbach et al., 2019). Transfer stigma refers to a stigma associated with students’ transfer status or their community college background (Laanan et al., 2010; Shaw et al., 2019). For some, community colleges may be viewed as “minor leagues” and are for those who are less academically capable. Such negative perceptions from institutional agents, peers, and transfer students themselves may cause anxiety and contribute to lower academic confidence as well as a lack of sense of belonging (Shaw et al., 2019).

Although previous studies warned of the potential negative impact of transfer stigma, only a few measured transfer stigma quantitatively using a single-dimension scale (i.e., Laanan et al., 2010; Blaney et al., 2024). The current study aimed to develop a comprehensive, multi-dimensional measurement for transfer stigma. Additionally, we explored group differences in the level of transfer stigma across various transfer student subgroups defined by gender,

race/ethnicity, and major. We also included lateral transfers, or those who transferred between four-year institutions, in our analysis. Because many lateral transfers face similar post-transfer issues as vertical transfers and may suffer from transfer stigma (McKee, 2019; Kirk-Kuwaye & Kirk-Kuwaye, 2007). The following research questions guided this study:

1. What is the underlying measurement structure of transfer stigma?
2. Are there any significant group differences in the degree of transfer stigma across transfer student subgroups defined by transfer type, gender, race/ethnicity, age, and major?

Brief Literature Review and Theoretical Foundation

Previous Studies about Stigma in Higher Education

According to Goffman (1963), stigma is an “attribute that is deeply discrediting” which makes individuals “from a whole and usual person to a tainted, discounted one.” (p.3) Stigma can be divided into three types: blemishes of character, deformations of the body, and tribal or group identity (Goffman, 1963). Higher education literature has explored two stigma types: blemishes of character (e.g., mental health conditions, learning disabilities, etc.) and group identity (e.g., enrolled programs). For example, Pompeo-Fargnoli (2019) surveyed 352 college students to reveal that mental health stigma consists of perceived stigma and personal stigma. Perceived stigma, or individuals’ perception of stigmas, was significantly greater than personal stigma, or stereotypes and prejudices individuals have (Pompeo-Fargnoli, 2019). The mental health stigmas as well as learning disability stigmas deter college students from disclosing their struggles and seeking necessary help from counselors, faculty, and peers (Hansen & Dawson, 2020; Jennings et al., 2015; Pompeo-Fargnoli, 2019).

Further, previous studies focused on stigmas associated with enrollment in online degrees and CTE programs. The online degree stigma is rooted in the stereotypes that perceive online

degree programs as inferior to residential degree programs. It can create psychological barriers and negatively impact online students' academic and workplace outcomes (Kizilcec et al., 2019). Likewise, through interviewing students, alumni, and administrators in Career and Technical Education (CTE) programs at community colleges, Gauthier (2020) confirmed that CTE students were stigmatized under the perception that the CTE programs were less rigorous and were designed for less academically capable individuals.

Transfer Stigma

Transfer stigma is a type of stigma associated with individuals' group identity, namely, students' identity of being a transfer student at a four-year institution. It can be manifest as a feeling of academic inadequacy due to transfer status (Shaw et al., 2019). Additionally, some transfer students may perceive credit loss as a part of the transfer stigma. Credit loss occurs when receiving institutions do not accept certain credits earned at sending institutions. This is primarily due to unclear transfer policy and articulation agreements (Giani, 2019). However, students may feel that their transfer credits are not recognized because their previous institutions are perceived as inferior to the receiving institutions (Blaney et al., 2024).

Transfer stigma may affect lateral transfers as well. Like vertical transfers, lateral transfers experience challenges such as transfer shock, credit loss, and a lack of sense of belonging upon transfer (McKee, 2019; Simone, 2014), leading to a lower probability of timely degree attainment compared to non-transfers (Shirley et al., 2023). Lateral transfers "transferring up" from a non-flagship four-year institution are more likely to be academically underprepared and from underrepresented minority groups (Andrews et al., 2014).

Students' transfer identity often intersects with other identities related to age, gender, race/ethnicity, and socioeconomic status (Reyes, 2011). For instance, female students in

computer science experience more feelings of transfer stigma compared to their male counterparts (Blaney et al, 2024). Underrepresented racial minority students in STEM can feel a lack of belonging due to the intersecting racial/ethnic identities and their identity as transfer students (Jackson et al., 2013; Reyes, 2011). Transfer students also encounter stereotypes due to their age and socioeconomic status (Laired, 2019).

The Research Gap: A Multi-dimensional Measure for Transfer Stigma

In previous studies, only a few quantitatively measured transfer stigma. Laanan and colleagues (2010) developed a three-item scale to measure the felt stigma of vertical transfers at a four-year institution. The scale gauged whether vertical transfers felt faculty and non-transfer peers underestimated their academic abilities and whether they experienced a transfer stigma overall. The scale has been validated as a one-factor measure (i.e., three items combined as one factor) and has been subsequently applied to subgroups of vertical transfers in STEM majors (Blaney et al., 2024; Lopez & Jones, 2016). The findings of these studies indicated that transfer stigma could negatively impact students' post-transfer adjustment and success (Blaney et al., 2024; Laanan et al., 2010; Lopez & Jones, 2016).

Drawing from previous stigma studies in Psychology (Cockrill & Nack, 2013; Cockrill et al., 2013; King et al., 2007), stigma measures can demonstrate a multi-dimensional structure. For instance, stigma can be categorized into internalized and enacted stigma (Cockrill et al., 2013). Internalized stigma pertains to individuals' feelings towards their identities as well as their attitudes and beliefs regarding the key issue related to the stigma. Conversely, enacted stigma focuses on interactions between individuals and key persons. Expanding on prior research in transfer stigma, internalized transfer stigma can encompass (1) transfer students' feelings of academic inadequacy compared to non-transfers and (2) their attitudes towards community

colleges (e.g., perceiving community colleges as inferior). Enacted transfer stigma focuses on the interactions between transfer students and key persons such as peers, instructors, staff, and other institutional agents at the receiving four-year institution. This multi-dimensional structure can assist us in developing a comprehensive measure for transfer stigma.

Methodology

Instrument and Measures

In this study, we included 13 survey items that measure internalized and enacted transfer stigma among transfer students at a four-year institution. These items were developed based on a literature review of existing transfer stigma scales (e.g., Laanan et al., 2010) and stigma scales in Psychology (e.g., Cockrill & Nack, 2013; Cockrill et al., 2013; King et al., 2007). The wording of the items was influenced by a series of individual interviews with previous and current transfer students at the research site. The 13 items utilized a five-point Likert scale from strongly agree to strongly disagree. These transfer stigma items were included in a comprehensive survey, namely, the Louisiana Research University (LRU) post-transfer success survey, which collects first-hand information from current LRU transfer students about their self-efficacy and identity, experiences at previous institutions, post-transfer experiences, and demographics.

Data Collection

We collected data from a large, research-intensive, public four-year university located in Louisiana, namely Louisiana Research University (or LRU, pseudonym). The full-time equivalent enrollment of undergraduate students at LRU was about 24,600 in spring 2023 and 25,500 in spring 2024. The transfer student enrollment is approximately 2,500 in both years.

We disseminated the LRU post-transfer success survey in spring 2023 and spring 2024 via Qualtrics. In spring 2023, we randomly selected half of the transfer student population at

LRU (about 1,250 students) as potential participants. In spring 2024, we included all current transfer students and excluded those who responded to the spring 2023 survey. All potential participants received an email invitation with an individual link to the survey. Email reminders were sent to those who did not respond or did not complete the survey. Participants who completed the survey in spring 2023 entered a random draw to win four \$100 cash awards. Participants who completed the survey in spring 2024 all received a \$5 gift card. This study received IRB approval.

Sample

After data cleaning, the final sample included 450 completed responses (a 16% response rate) from the spring 2023 and spring 2024 surveys. There are more females (59.6%, $n=268$) than males (34.9%, $n=157$). About 16.9% were 25 years old and above. Compared to 63% White in the overall LRU undergraduate population, 54.7% of the LRU transfers were White. About 12.2% of the transfer students were first-generation. About 49.8% were STEM majors. See Table 1.

Insert Table 1 here

Analytical Plan

To answer the first research question, we conducted an exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) to explore and confirm the underlying structure of the transfer stigma items. We split the sample into two halves using the SOLOMON method, which is the preferred method for splitting a sample into equivalent subsamples for factor analysis (Lorenzo-Seva, 2022). The EFA was conducted with the first half of the sample ($n=225$) whereas the CFA was conducted with the second half of the sample ($n=225$).

In EFA, we adopted the principal axis factoring (PAF) method to reduce the dimension of the measurement and explore the latent factors of the 13 transfer stigma items (Fabrigar & Wegener, 2012). Promax rotation was used to account for the correlations between emerging factors. Cronbach's alpha was calculated for internal reliability. The CFA model utilized the Maximum Likelihood (ML) estimator. We used Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Standardized Root Mean square Residual (SRMR) to examine the model fit. For RMSEA and SRMR, a value smaller than .08 indicates an acceptable fit and a value smaller than .05 indicates a good fit. For CFI and TLI, a value greater than .90 indicates a good fit (West et al., 2012). While our sample is sufficient for a CFA analysis in general (Myers et al., 2011), we examined the performance of statistical estimators in the CFA model through Monte Carlo simulation (Muthen & Muthen, 2017).

To answer the second research question, we conducted four independent sample *t*-tests and one one-way ANOVA to detect group differences in transfer stigma across various subgroups. The dependent variables were the average scores of each latent *factor* that emerged in the EFA and confirmed in the CFA. The grouping variables for the *t*-tests were binary coded, indicating students' transfer type (vertical transfer =1, lateral transfer=0), gender (female=1, male =0), race/ethnicity (non-White=1, White=0), and age (25 and older =1, younger than 25 =0), respectively. Levene's test was conducted to test the assumption of homogeneity of variance. For the one-way ANOVA, the grouping variable indicates transfer students' major (STEM =1, Social Sciences =2, Other Majors =0). F statistics was used to detect any group differences in the one-way ANOVA. Post-hoc tests were conducted when the F test showed significance. Cohen's *d* was calculated to indicate the effect sizes for all *t*-tests.

Results

The Four-factor Structure of Transfer Stigma Measures

The EFA resulted in a four-factor solution with 10 out of the 13 transfer stigma items. We dropped three items due to low factor loadings and cross-loading on multiple factors. The four factors are internalized self-stigma, perceptions about community colleges, lack of support, and perceived judgment. The Kaiser-Meyer-Olkin (KMO) and Bartlett's test indicated the sufficiency of the sample size (KMO=.740; Bartlett's test $p < .001$). The four factors accounted for 66.2% of the total variances. Cronbach's alpha demonstrated high internal reliability (ranging from .613 to .845) for all factors. The factor loadings ranged from .664 to .931. The first factor, "internalized self-stigma," consisted of two items describing participants' attitudes toward their identity as a transfer student. The second factor, "perceptions about community colleges" consisted of two items about participants' beliefs and perceptions about community colleges. The third factor, "lack of support," consisted of three items measuring the feeling of a lack of support through interactions with institutional agents and non-transfer peers. The last factor, "perceived judgment," consisted of three items describing the felt negative judgment from non-transfer peers and instructors. The first two factors reflected the internalized stigma and the last two reflected the enacted stigma. This four-factor structure emerged with the entire sample and was verified with the vertical transfer subsample and the lateral transfer subsample. Table 2 reported the findings with the entire sample.

Insert Table 2 here

A confirmatory factor analysis (CFA) was conducted with the second half of the sample. The model had a good fit ($\chi^2(38) = 54.065$, RMSEA=0.063, CFI=0.964, TLI=0.948, SRMR=0.064). The factor loadings were high (ranging between 0.675 and 0.910) and

statistically significant. The CFA results confirmed the four-factor structure of the transfer stigma measures. Table 3 and Figure 1 present the details of the CFA results.

Insert Figure 1 & Table 3 here

While our sample size ($n=225$) is sufficient for a theoretical CFA model in general (Myers, et al 2011), we conducted Monte Carlo simulations to verify the performance of statistical estimators in the CFA model. We replicated the CFA analysis 500 times with a sample size of 225. The Chi-square distribution was well approximated. For the expected critical value of 0.05, the observed value was very close (0.048). The average RMSEA and SRMR were 0.013 and 0.045 respectively. Similar to the Chi-square test, the observed critical values (0.077 for RMSEA and 0.063 for SRMR) were very close to the expected critical values (0.05 for RMSEA and 0.05 for SRMR). In terms of the factor loadings, the average estimates from the simulation were very close to the population estimates (parameter bias ranged from 1.12% to 7.3%).

Group Differences in Transfer Stigma

We conducted four independent samples t -tests (Tables 4-7) and one one-way ANOVA (Tables 8a & 8b) to compare the level of transfer stigma across transfer student subgroups. For the dependent variables, we computed four composite variables representing the average scores of each of the four factors. For example, the score of “internalized self-stigma” represents the average scores of the two survey items contributing to the factor of “internalized self-stigma” (see Table 2).

Three out of the five tests showed statistical significance. Compared to lateral transfers, vertical transfers had a stronger feeling of lack of support ($p<.01$). Non-White transfers reported a higher level of perceived negative judgment ($p<.05$) and a lower level of internalized stigma ($p<.05$) compared to White transfers. Transfer students in social science majors scored lower on

lack of support ($p < .01$) compared to transfer students in STEM and other majors. The effect size of the t -tests was large (i.e., Cohen's d between 0.824 – 1.033).

Insert Tables 4-8b here

Discussion and Implications

Future Research

This study added new knowledge to the field by exploring and confirming a multi-dimensional measure for transfer stigma. We encourage future studies to continue examining group differences in transfer stigma. For example, a qualitative study may explore why non-White transfers experienced significantly higher levels of negative judgment from instructors and classmates (i.e., scored higher on perceived judgment) but lower internalized self-stigma, compared to their White counterparts. It is also beneficial to qualitatively examine why transfer students in social science majors felt better supported compared to those in STEM or other majors (i.e., scored lower on lack of support).

Group comparison in transfer stigma can contribute to the understanding of the intersectionality of transfer students. For example, future studies can examine whether female transfers in STEM score higher on the transfer stigma factors compared to males. Multiple transfer stigma factors (e.g., internalized transfer stigma, lack of support, perceived judgment) can be associated with the experienced chilly climate both in and out of the classrooms (Jorstad et al., 2017). A qualitative study could further elucidate the nuanced relationships between transfer stigma factors, the chilly climate, and the persistence of female transfers in STEM.

Future studies can also combine students' responses to transfer stigma measures with their transcript data to explore the longitudinal effect of transfer stigma on student outcomes, such as retention, degree attainment, and time-to-degree. If such an effect is identified,

subsequent studies can delve deeper into determining which of the four transfer stigma factors has the most significant impact.

Due to the data availability, our study was restricted to a large, research-intensive, four-year institution located in Louisiana. We recommend that future studies expand their analyses to a more diverse sample in different institutional settings and/or in other regions of the U.S.

Implications for Practice and Policy

The multi-dimensional transfer stigma measure can assist institutional leaders in obtaining a comprehensive understanding of transfer student experiences and subsequently enhancing transfer student services. In particular, these measures can help institutional leaders in assessing the transfer receptive culture at the receiving institution (Jain, Herrera, et al., 2011; Jain, Bernal, et al., 2016). The transfer stigma measures can serve as an evaluation tool for intervention programs aimed at fostering transfer receptive culture and/or facilitating transfer student success. Evaluators can utilize transfer stigma measures in pre-and post-surveys to examine whether the implemented programs have mitigated transfer stigma (i.e., whether scores on transfer stigma decreased after program participation) and thus fostered transfer receptive culture at the receiving institution.

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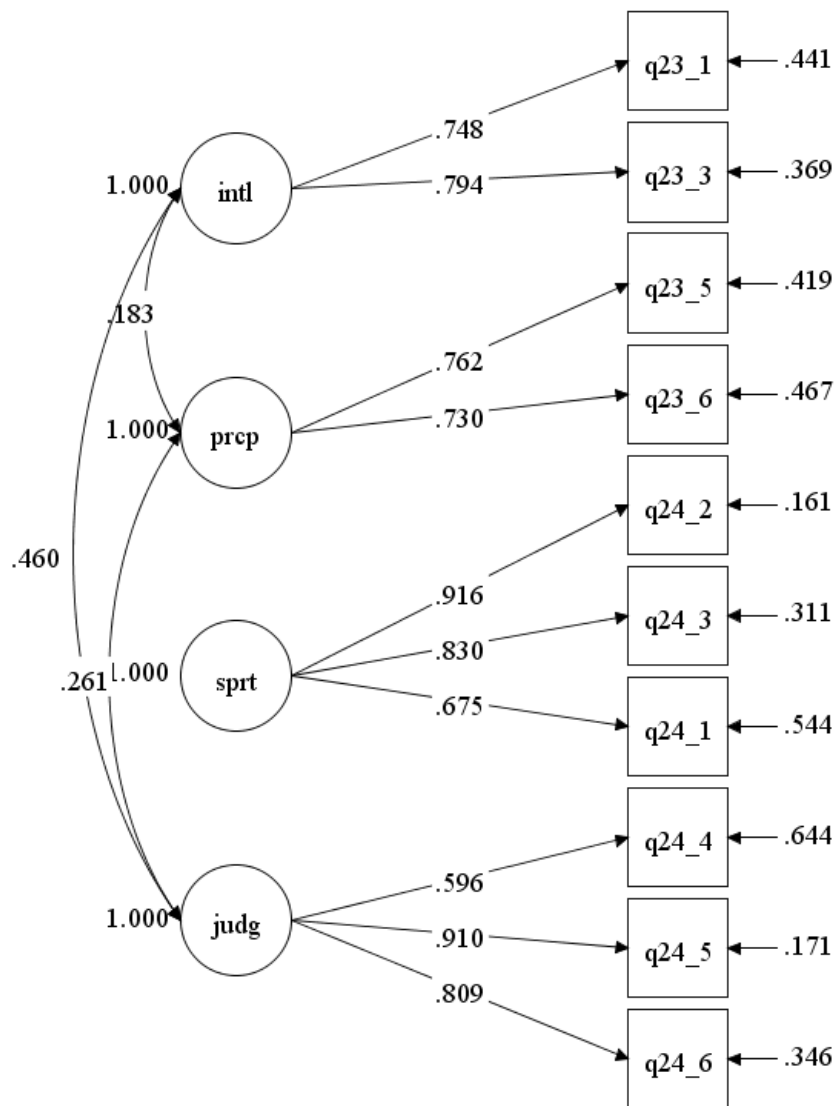
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Figures and Tables

Figure 1

CFA results ($n=225$)

Note. intl=internalized self-stigma, prcp=perceptions about community college, sprt= lack of support, judg=perceived judgement.

Note. This figure only shows statistically significant parameter estimates ($p<.05$). Only standardized estimates are showed.

Table 1*Frequency Table for Demographics and Background Characteristics (n = 450)*

Variables	Labels	Frequencies (%)	
Transfer Type	Vertical Transfer	236	52%
	Lateral Transfer	207	46%
	Missing	7	2%
Gender	Male	157	34.9%
	Female	268	59.6%
	Trans, Queer & Other	15	3.3%
	Missing	10	2.2%
Age	18-24	331	73.6%
	25 and older	76	16.9%
	Missing	43	9.6%
Race/Ethnicity	White	246	54.7%
	Black or African American	83	18.4%
	Hispanics	48	10.7%
	Asian	31	6.9%
	American Indian or Alaskan Native	2	0.4%
	Native Hawaiian or Pacific Islander	3	0.7%
	Two or more races	23	5.1%
	Race/Ethnicity Unknown	5	1.1%
	Missing	9	2.0%
Frist Generation	Yes	55	12.2%
	No	365	81.1%
	Missing	30	6.7%
Native Speaker	Yes	393	87.3%
	No	48	10.7%
	Missing	9	2.0%
Enrollment Pattern	Full-time	406	90.2%
	Part-time	37	8.2%
	Missing	7	1.6%
Major	STEM	224	49.8%
	Social Science	101	22.4%
	Others	125	27.8%

Table 2*EFA Results for Transfer Stigma (n=225)*

Variable name and shortened statements	Factor loading
Internalized self-stigma ($\alpha = .789$)	
I do not like to talk about my transfer experience with non-transfer students.	.880
I do not want others to know that I am a transfer student.	.746
Perceptions about community college ($\alpha = .613$)	
Community colleges are “minor leagues.”	.686
Community colleges are for those who are not academically capable.	.682
Lack of Support ($\alpha = .845$)	
As a transfer student, I do not feel the support of instructors at LRU.	.901
As a transfer student, I do not feel the support of my non-transfer classmates at LRU.	.784
As a transfer student, I do not feel the support of the administrators and staff at LRU.	.732
Perceived Judgement ($\alpha = .832$)	
The instructors think I am not adequately prepared for the academic rigor.	.931
The instructors showed little confidence in my success at LRU.	.792
My classmates think I am not as capable as them.	.664

Note. EFA = exploratory factor analysis.

Note. This table reported the findings with the entire sample. Results were verified with the vertical transfer subsample and the lateral transfer subsample.

Table 3*CFA Results for Transfer Stigma (n=225)*

Factors and Statements	Estimate	Std Estimate	S.E.	p-Value
Internalized Self-stigma				
I do not want others to know that I am a transfer student.	1.000	.748***	.073	<.001
I do not talk about transfer experiences with non-transfer peers.	1.188	.794***	.075	<.001
Perceptions about Community College				
Community colleges are “minor leagues.”	1.000	.762***	.131	<.001
Community colleges are for those who are not academically capable.	.807	.730***	.126	<.001
Lack of Support				
As a transfer student, I do not feel the support of instructors at LRU.	1.000	.916***	.030	<.001
As a transfer student, I do not feel the support of the administrators and staff at LRU.	.911	.830***	.033	<.001
As a transfer student, I do not feel the support of my non-transfer classmates at LRU.	.657	.675***	.042	<.001
Perceived Judgement				
My classmates think I am not as capable as them.	1.000	.596***	.048	<.001
The instructors at LSU think I am not adequately prepared for the academic rigor at LRU.	1.615	.910***	.032	<.001
The instructors showed little confidence in my success at LRU.	1.451	.809***	.034	<.001

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4*Independent Sample t-test Results for Transfer Student Stigma – Transfer Type (n=450)*

	Levene's Test for Equality of Variances		Vertical Transfers		Lateral Transfers		Mean Difference	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>F</i>	sig	Mean	SD	Mean	SD				
Internalized Stigma	2.173	.141	2.125	.960	2.082	.893	.430	.484	.628	.930
Perceptions about CC	.077	.781	2.163	.951	2.155	.944	.086	.095	.925	.948
Lack of Support	.000	.993	3.189	1.012	2.934	1.044	.255**	2.610	.009	1.027
Perceived Judgement	1.692	.194	1.959	.789	1.939	.894	.020	.253	.800	.840

* $p < .05$, ** $p < .01$, *** $p < .001$.**Table 5***Independent Sample t-test Results for Transfer Student Stigma – Race/Ethnicity (n=450)*

	Levene's Test for Equality of Variances		White Transfers		Non-White Transfers		Mean Difference	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>F</i>	sig	Mean	SD	Mean	SD				
Internalized Stigma	.099	.753	2.215	.935	1.997	.908	0.219*	2.270	.024	0.925
Perceptions about CC	1.591	.208	2.209	.971	2.122	.904	0.087	.881	.379	0.946
Lack of Support	.520	.471	3.088	1.040	3.054	.998	0.034	.315	.753	1.024
Perceived Judgement	4.945	.027	1.884	.803	2.077	.911	-0.194*	-2.130	.034	0.845

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 6*Independent Sample t-test Results for Transfer Student Stigma – Gender (n=450)*

	Levene's Test for Equality of Variances		Male Transfers		Female Transfers		Mean Difference	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>F</i>	sig	Mean	SD	Mean	SD				
Internalized Stigma	.45	.832	2.172	.875	2.056	.939	.116	1.260	.208	.916
Perceptions about CC	4.814	.029	2.255	1.020	2.121	.903	.134	1.358	.176	.948
Lack of Support	.949	.331	3.091	1.075	3.076	1.007	.015	.149	.882	1.033
Perceived Judgement	.000	1.000	1.926	.818	1.934	.827	-.008	-.101	.919	.824

* $p < .05$, ** $p < .01$, *** $p < .001$.**Table 7***Independent Sample t-test Results for Transfer Student Stigma – Age (n=450)*

	Levene's Test for Equality of Variances		Younger than 25		25 and Older		Mean Difference	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>F</i>	sig	Mean	SD	Mean	SD				
Internalized Stigma	.091	.763	2.127	.908	2.059	.913	.068	.585	.559	.909
Perceptions about CC	1.351	.246	2.149	.921	2.230	1.018	-.081	.675	.500	.940
Lack of Support	.150	.699	3.051	1.020	3.118	1.076	-.067	.512	.609	1.030
Perceived Judgement	6.745	.010	1.932	.806	2.013	.965	-.081	.676	.501	.838

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 8a*One-way ANOVA Results for Transfer Student Stigma – Major (n=450)*

	STEM Transfers		Social Science Transfers		Other Transfers		Mean Square	F	p	η^2
	M	SD	M	SD	M	SD				
Internalized Stigma	2.074	.890	2.139	.906	2.108	1.005	.156	.182	.834	.001
Perceptions about CC	2.154	1.003	2.223	.811	2.128	.933	.266	.299	.742	.001
Lack of Support	3.129	1.009	2.766	1.009	3.197	1.037	6.084**	5.880	.003	.026
Perceived Judgement	1.981	.821	1.861	.848	1.976	.859	.543	.773	.462	.003

* $p < .05$, ** $p < .01$, *** $p < .001$.**Table 8b***One-way ANOVA Post-Hoc Results for Transfer Student Stigma – Major (n=450)*

						95% Confidence Interval	
						Lower Bound	Upper Bound
			Mean Difference	Std. Error	Sig.		
Tukey HSD	STEM	Social Science	.364**	.122	.008	.077	.650
		Other	-.068	.114	.821	-.335	.199
	Social Science	STEM	-.364**	.122	.008	-.650	-.077
		Other	-.432**	.136	.005	-.752	-.112
	Other	STEM	.068	.114	.821	-.199	.335
		Social Science	.432**	.136	.005	.112	.752
Scheffe	STEM	Social Science	.364*	.122	.012	.064	.663
		Other	-.068	.114	.837	-.347	.211
	Social Science	STEM	-.364*	.122	.012	-.663	-.064
		Other	-.432**	.136	.007	-.766	-.097
	Other	STEM	.068	.114	.837	-.211	.347
		Social Science	.432**	.136	.007	.097	.766

* $p < .05$, ** $p < .01$, *** $p < .001$.