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Dual Enrollment Programs: Advising Policies And Practices For High School Students In Post-Secondary Institutions

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DUAL ENROLLMENT PROGRAMS: ADVISING POLICIES AND PRACTICES FOR HIGH
SCHOOL STUDENTS IN POST-SECONDARY INSTITUTIONS

by

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ABSTRACT

This study focused on the role of academic advising within dual enrollment programs, those programs that allow secondary students to enroll in college credit bearing courses while still in high school. Research questions were as follows: (1) What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs? (2) How do those that manage and advise dual enrollment students perceive these policies and how their job roles and responsibilities relate to these policies? (3) How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals? (4) How do these policies align with Conley's Four Keys to College and Career Readiness (2014)? This research includes an analysis of qualitative data collected from interviews from 10 dual enrollment personnel across the state of South Carolina. The researcher aligned their descriptions of advising roles, as outlined by Nutt (2017), and with Conley's Four Key's to College and Career Readiness (2014). Participant responses and findings from the study created a narrative that demonstrates advising strengths and highlights areas for improvement within the realm of academic advising in dual enrollment programs. Based on the data in this study, it is recommended that future studies include more focused populations, and follow-up with students one year after high school graduation.

Keywords: Dual enrollment, academic advising, transfer options, higher education

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INTRODUCTION

The community college system has been an attractive option for women, first-generation students, low-income students, and students of color because of the low tuition costs and smaller class sizes. Community colleges are charged to provide both traditional, undergraduate education, for example, general education courses that can be transferred to a four-year program, and technical training for students seeking specific professional opportunities (Katsinas, Bray, Hagedor, Dotherow & Malley, 2019; Taylor & Jain, 2017).

Community college leaders expect a certain percentage of students to transfer credits in order to reach their ultimate goal of earning a bachelor's degree, so they design some curriculum and programs to support those students (Taylor & Jain, 2017). A 2011 National Center for Education Statistics (NCES) study found that 80% of students that attend community college aspire to obtain their bachelor's degree (as cited in Baldwin, 2017). A study done by the National Student Clearinghouse Research Center (2012) followed a cohort of first-time fall 2006 students over five years. This cohort included almost 2.8 million, first-time students that began their post-secondary education at a U.S. college or university and it does not specify if they started at a two-year or four-year school. Approximately 33% of these students transferred at least once during the five-year study (Hossler, Shapiro, & Dundar, 2012). Only 29% of those transfer students performed vertical transfers (moving from a two-year school to a four year), while the remaining 71% transferred laterally, or reverse (Taylor and Jain, 2017).

With transferring becoming a more attractive route to a bachelor's degree, it should be noted that there are eight different types of transfers. The eight types of transfer pathways are: vertical; lateral; reverse; reverse credit; swirlers and alternating enrollees; concurrent enrollees,

co-enrollment, double-dipping, simultaneous enrollees; dual enrollment, dual credit; and

transient (Taylor & Jain, 2017). Lateral transfer pathways involve transferring from a two-year

school to another two-year school, or four-year to four-year; reverse transfer pathways include

students transferring from a four-year school to a two-year school. Taylor and Jain (2017)

acknowledge that the research study done by the National Student Clearinghouse Research

Center recognizes that vertical transfers do not make up the majority of transfer students, and

there is a need for understanding the various transfer types, including dual enrollment.

Transferring is a popular pathway to obtaining a bachelor's degree, and while there has been a

lot of research on vertical transfer pathways, the amount of research on other types of transfer

pathways is lacking.

The terrain of vertical transfers has been covered by scholars, but one transfer pathway

that has not been studied in depth yet is dual enrollment. At a liberal-arts college in South

Carolina, advisors in the advising center have noticed an increase in the number of students that

enter college with multiple college credits. Some of these first-year college students are

classified as sophomores or juniors upon entering the four-year university.

There has been a large increase in dual enrollment programs and some school district

leaders may not understand how these programs work. There are reports by researchers that

indicate some districts are "approaching it ad hoc and at random" (n.p.) (Balonon-Rosen, 2018).

Participation in these programs is rapidly growing. The National Center for Education Statistics

(NCES) (as cited in Thomson, 2017, p. 52) cites data that indicates dual enrollment saw a 72%

increase in participation in less than a decade. Previously, these programs were for

"academically advanced" high school students. Now the focus of these programs has shifted to

ease the financial burden of college by reducing the time spent in college and preparing students for college success (Thomson, 2017).

Dual enrollment programs allow high school students to enroll in college courses prior to high school graduation and earn dual credit. High school and college credit can be earned through this program and the college credits can be transferred to other colleges or universities (High School Dual Enrollment, 2016). This transfer pathway is promoted as a way for students to possibly save money on college tuition and to prepare them for the more demanding responsibilities of college (Shivji & Wilson, 2019). Participants in dual enrollment programs can take courses through local community colleges or at four-year colleges or universities, but most students take dual enrollment courses through the local community colleges or technical schools (Fink, Jenkins, & Yanagiura, 2017). These classes can be taught on the college campus or online. Fink et. al (2017) cites data from the Integrated Postsecondary Education Data System (IPEDS) that the rate of student participants aged 17 or younger taking college courses at a community college increased from 56% in 1995 to 69% in 2015; the number of students rose from 163,000 to 745,000. These numbers are significantly larger than the number of 17-year-olds or younger that enrolled at a four-year institution. In fall 2015, the number of high school students enrolled at a four-year institution nationally was 220,000, an increase from 72,000 in 1995.

According to the Department of Education (2016), dual enrollment is a "promising approach to improve academic outcomes for students, particularly those from low-income backgrounds" (para. 4). Dual enrollment can be an opportunity for students to have access to more rigorous coursework, and possibly increase the students' drive for academic success and achievement (Department of Education, 2016). However, according to Venezia and Jaeger

(2013), although students want to obtain postsecondary education, some of them are not ready for college coursework:

> Students are unprepared for postsecondary coursework for many reasons, including differences between what high schools teach and what colleges expect, as well as large disparities between the instruction offered by high schools with high concentrations of students in poverty and that offered by high schools with more advantaged students.
> (p. 117)

Dual credit was originally created to provide stronger, more academically prepared students with more challenging coursework while they were still in high school. However, over the last 30 years, a wider variety of students, including average and below-average students, have been allowed to participate in dual enrollment programs. This expansion of eligible participants led many programs to set standards and guidelines for eligible students. Most of the eligibility requirements are focused on GPA, class rank, and standardized test scores (Kim & Bragg, 2008). The opponents of dual enrollment suggest that students are not emotionally and socially ready for college, students may become discouraged and not succeed, and they question whether there is sufficient guidance and support for these students ("Dual Enrollment," 2013).

While dual enrollment provides students that might not have initially attended college with an opportunity to attend, there is the concern that they are not ready for college coursework (Venezia & Jager, 2013). College readiness is important, but it is difficult to determine what makes a student college ready without a clear definition of what it means, how it should be measured, and how it can be improved. Research suggests that college readiness involves more than skills and motivation, but it also includes "developmental maturity," this includes having cultural knowledge of the expectations of processes at the college level such as financial aid,

admissions, and academics (Hooker and Brand, 2010, p. 76). College readiness did not become a topic of policy research until late into the first decade of the twenty-first century. Conley (2014) suggests that students should be able to make connections between what they are learning and what their long-term goals are for college and careers.

There is research on advising traditional students in community colleges and in four-year institutions, but there is little information on the guidance and advising that high school students receive while enrolled in the dual enrollment programs at the post-secondary institutions. There is not currently enough information on how dual enrollment students are academically advised and who advises them. Advising policies within dual enrollment programs are not discussed in the literature reviewed.

The increase in popularity of dual enrollment programs (Thomson, 2017), the lack of research done on the academic advising that dual enrollment participants receive from the participating colleges, and Conley's (2014) suggestion that students should be able to make connections between their academics and their long-term college support the need to evaluate academic advising policies among dual enrollment programs. According to Nutt (2017), college academic advisors are expected to provide information about higher education processes, procedures and expectations; help students understand programs of study; teach students the difference between the college culture and high school culture; help students understand their experiences and the meanings behind them; increase academic competence; and increase students' understanding of their education and career goals. The purpose of dual enrollment is to potentially increase a student's possibility of attending college after high school, and to set students up for academic success and achievement (Department of Education, 2016).

This study explored the role of academic advising within dual enrollment programs, how it is managed, and who advises the participants. The researcher investigated the role of dual enrollment advisors and the resources that are available to prepare dual enrollment students to be college ready as defined by Conley's Four Keys to College and Career Readiness (2014). These keys include: Key Cognitive Strategies; Key Content Knowledge; Key Learning Skills and Techniques; and Key Transition Knowledge and Skills. This study focused on the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who advise the students perceive those policies and practices.

Statement of the Problem

Taylor and Jain (2017) acknowledge that one area of ineffectiveness of transferring is linked to "structural and institutional barriers" (p. 278) that are characteristic of higher education and are not designed for the "mobile college student" (p. 278). These barriers include credit loss, poor articulation agreements, lack of advising, lack of academic and social support services, and lack of financial incentives for transfer students. Some of these obstacles are due in part to institutions not communicating with partner institutions. Transfer functions within higher education provide students with different pathways to a baccalaureate degree and, while vertical transfer pathways seem most ideal, vertical transfer students are in the minority of transfer students. There is a need for more understanding on the other types of transfer pathways, which includes dual enrollment (Taylor and Jain, 2017).

The percentage of students participating in dual enrollment has increased so much that school districts have not had a chance to step back, slow down, and assess how these programs work (Balonon-Rosen, 2018). With dual enrollment being one indicator of students' enrollment in post-secondary education (Venezia & Jaeger, 2013), more research on the advising policies

and procedures in dual enrollment and how those who are charged with the responsibility of managing and advising dual enrollment students perceive these policies should be conducted.

There is insufficient research on the roles and responsibilities of those who manage and advise dual enrollment students. According to Nutt (2017), academic advisors should help students to understand their educational experiences and make decisions based on these experiences, which includes making career choices and creating academic pathways that will lead to those careers.

Purpose of the Study

The purpose of this study is to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies. Participation in dual enrollment allows students to earn college credits while in high school, potentially decreasing the amount of time that the student spends in post-secondary education and earning a baccalaureate degree (Venezia & Jaeger, 2013). Academic advising is vital to educating and retaining students according to Nutt (2017). Exploring the role of academic advising in dual enrollment programs is necessary due to the growing dual enrollment trend (Thomson, 2017).

Research Questions

The following questions were addressed in this study:

1. What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?

2. How do those that manage and advise dual enrollment students perceive these policies and how their job roles and responsibilities relate to these policies?

3. How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?

4. How do these policies align with Conley's Four Keys to College and Career Readiness (2014)?

Conceptual Framework

This study is built around Conley's Four Keys to College and Career Readiness framework (2014). Conley's Four Keys Model contains multiple variables that students must be knowledgeable or skillful of in order to be college ready. These variables are more than the standard criteria used to determine if students are prepared for postsecondary work. Conley (2014) states that once students have mastered all four keys, then they are college and career ready. This does not mean that students who have not mastered all four are not capable of college work or careers, but that they may encounter more hardships or struggles along the way.

Because of the growing trend of dual enrollment, it is important for educators to understand advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive these policies. In Table 1, Conley's Four Keys (2014) and the Role of Academic Advisors (Nutt, 2017) are presented side by side.

Table 1

How Academic Advising is Applied to Conley's Four Keys

Four Keys to College and Career Readiness (Conley, 2014)	Role of Academic Advisors (Nutt, 2017).
Key Cognitive Strategies – include ways of thinking that are necessary for work after high school. This includes doing more than memorizing and applying learned material. Students must be able to take information, process it, break it down, piece it back together, question it, analyze it, and present it.	Advisors should help students make sense of their educational experience, obtain the meaning of their experiences, and make decisions based on these experiences.
Key Content Knowledge – includes students understanding the big picture of the idea, and the details that make up the idea.	Advisors should guide students toward their desired career paths. This includes helping students to understand degree requirements versus the student's perception of what is required.
Key Learning Skills and Techniques– requires students to set goals, creating and maintaining motivation, seeking help, maintaining progress, and believing in themselves	Advisors should promote self-authorship by creating a transformational learning environment for students that teaches them how to ask questions, connect with faculty and staff, and make informed choices.

Key Transition Knowledge and Skills – made up of contextual, procedural, financial, cultural, and personal skills. Contextual skills involve students taking responsibility and determining if the institution is right for their career path. The procedural aspect includes understanding the requirements of the institution and following procedures. The financial aspect requires students to understand the cost of attendance. The cultural and personal aspects require students to understand the differences between high school and college and that there is more responsibility and independence expected from a college student.	Advisors should help students explore and understand their new environment by helping students make connections around campus and in the community. It is important for advisors to provide assistance to students early during the beginning of the student's post-secondary career in order to help students understand the difference between the cultures and expectations of college and high school.

This study explores the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive these policies. The researcher aligned Nutt's (2017) explanation of advising roles with Conley's (2014) framework in order to illustrate how academic advising align can align with college readiness. Conley's (2014) framework is used to assess how current dual enrollment advising policies and practices and advising staff's perceptions align with preparing students to be college ready.

Theoretical Framework

Conley's Four Keys to College and Career Readiness framework (2014) has been used in dissertations, higher education research centers, and other educational research studies. The Four Keys include: Key Cognitive Strategies; Key Content Knowledge; Key Learning Skills and Techniques; and Key Transition Knowledge and Skills.

Key Cognitive Strategies include the ways of thinking that are necessary for work after high school. Students must be able to do more than memorize and apply the information that they learn. In order to be successful, they must be able to process it, break down the information, piece it back together, question it, analyze it, and present it. Conley (2014) explains that teachers instinctively use guided learning techniques and provide students with a task and steps to follow to complete it. However, key cognitive strategies require students to process the information and determine the necessary steps to follow to complete the task.

Key Content Knowledge consists of students understanding the big picture of the idea and the details that make up the idea. By understanding the foundation or "structure," students are able to better understand and retain terms and terminology. Teachers can better engage their students and help them increase this skill by explaining how the information that they are teaching is related to other courses or previous material (Conley, 2014).

In order to be successful in the key learning skills and techniques category, students must have "ownership" of their learning. Ownership of learning consists of students setting goals, creating and maintaining motivation, seeking help when they need it, maintaining progress, and believing in themselves. The following skills are required in order to maintain ownership of one's learning: time management skills, study skills, test-taking and note-taking skills, memorization, strategic reading skills, and collaborative learning skills (Conley, 2014).

The last key, Key Transition Knowledge and Skills, is important because these skills are necessary in order to "transition" from high school to college or career. Conley (2014) explains that there are five aspects of Key Transition Skills: Contextual; Procedural; Financial; Cultural; and Personal. Each of these are important in the transition from secondary to post-secondary education and each of these aspects illustrates the challenges and changes that students must deal with during that transition.

The contextual aspect of this key relates to how students choose their post-secondary institution and if it is a good match for them. Students must take responsibility and determine if the institution is right for their desired career path, have a back-up plan if their first choice does not work out, and be aware of how to succeed at the institution that they choose. Understanding the procedural aspect is important for students so that they understand the admissions procedures of their desired institution and applying and submitting all documents on time. Financial issues involve knowing the actual cost of attending the institution. Understanding financial responsibilities is challenging and involves studying financial aid policies and attending meetings to learn how financial aid works. Conley explains that the cultural and personal aspects include understanding the differences between being a high school student and a college student and that there is more responsibility and independence expected from a college student. He explains that the personal aspect requires students to learn how to advocate for themselves or they will get lost in the new culture of college (Conley, 2014).

Assumptions, Limitations, Scope

According to Nutt (2017), academic advising is an important factor in the education and retention of students. It is assumed that there are active, academic advising policies in place at the 29 dual enrollment programs located in South Carolina's higher education system.

Participants of this study are individuals that manage, recruit, and advise high school students participating in dual enrollment programs. It is assumed that participants understood the questionnaire and answered the questions honestly and to the best of their knowledge.

This study may pose some potential limitations and biases that should be considered. Concerns about personal bias stem from the researcher previously being an academic advisor in an advising center at one of the institutions that has a dual enrollment program. The researcher did not interact with dual enrollment students during their time of employment and was able to recognize personal bias as it occurred.

The timing of this study occured in 2020 after many schools have converted to online programs due to COVID-19 (Daprile, 2020). Changes in policies due to this pandemic may better suit online and virtual advising which may result in different perceptions of policies by the participants.

Significance of the Study

With the increase in popularity of dual enrollment programs (Thomson, 2017), this study explored the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive these policies.

The findings of this study may affect those who manage and advise dual enrollment students and dual enrollment participants by introducing advising policies and procedures that are used in different dual enrollment programs and help better prepare students for post-secondary education. The purpose of dual enrollment is to potentially increase a student's possibility of attending college after high school, and to set students up for academic success and achievement (Department of Education, 2016). The results of this study could also provide a

better understanding of current advising policies, procedures, and advisors' perceptions of the policies which in turn could help better prepare students to be college ready according to Conley (2014).

Key Terms

Academic advisors – college advisors that provide information about processes in higher education, procedures and expectations; help students understand programs of study; teach students the difference between college culture and high school; help students understand their experiences and the meanings behind them; increase academic competence; and increase students' understanding of their education and career goals (Nutt, 2017).

College readiness – the ability for students to be able to make connections between their academics and long-term college and career goals based on Conley's Four Keys to College and Career Readiness (Conley, 2014).

Dual enrollment – dual enrollment programs allow high school students to enroll in college courses prior to high school graduation. High school and college credit can be earned through this program and the college credits can be transferred to other colleges or universities (High School Dual Enrollment, 2016).

First-Generation College Student – there are numerous variations of the definition of a first-generation college student (Peralta & Klonowski, 2017). For the purposes of this study, a first-generation college student is defined as a student whose parent(s) did not complete a four-year college degree (Higher Education Act of 1965, 1998).

National Alliance of Concurrent Enrollment Partnerships (NACEP) – the national accrediting body for concurrent enrollment partnerships. "NACEP helps these programs adhere

to the highest standards so students experience a seamless transition to college" (About Us, 2020).

Retention rate – the percentage of a school's first-year undergraduate students who continue at that school the next year (What are graduation, retention, and transfer rates?, 2017).

Conclusion

There has been an increase in popularity of dual enrollment programs, which is a type of transfer pathway (Thomas, 2017). However, there is limited research on advising in dual enrollment programs. Advising, according to Nutt (2017), is vital to retaining and educating students; dual enrollment programs have the potential to increase a student's possibility of attending college after high school and to set students up for academic success and achievement (Department of Education, 2016). It is important to understand the advising policies and procedures that are in place, and how those who are charged with managing and advising dual enrollment students perceive those policies. The purpose of this study is to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies.

CHAPTER 2

LITERATURE REVIEW

This review of the literature will explore college readiness, dual enrollment, transfer processes, and academic advising. Dual enrollment is considered one of the transfer pathways and is growing in popularity, but at the rate it has been growing, it has been difficult to assess its effectiveness as a bridge between high school and college. There is not sufficient data collected on students' outcomes and program level evaluation about whether and how dual enrollment is preparing them to be ready for post-secondary education.

Evaluation within higher education includes measuring student success, retention, and graduation rates. Poor outcomes have steered academic advising into a more holistic, developmental approach. Over the last century, academic advisors have taken on a role of making a difference in how students live and think, ultimately resulting in student success (Zarges et al., 2018). This chapter explores the transfer pathways and the impact of academic advising, especially in community colleges that are preparing students for transfer opportunities. These concepts, and the relationships between them, expose a gap in the literature surrounding academic advising in dual enrollment programs.

What Does It Mean to Be College Ready?

Researchers Tierney & Duncheon (2015) state that more students are starting post-secondary education, but many are not completing their degree. Underrepresented students such as students of color, first-generation students, and those from low-income families face more challenges with access to higher education and degree completion. These researchers acknowledge that college readiness is important, but without a clear definition of what it means,

how it should be measured, and how it can be improved, it is difficult to discern what makes a student college ready (Tierney & Duncheon, 2015).

Hooker and Brand (2010) suggest that college readiness does not rely completely on having the skills and motivation to continue on into post-secondary education, but students must also have the "developmental maturity" to be successful. The developmental maturity includes having the "cultural knowledge" to understand the different expectations that are at the college level: admissions process, financial aid options, academic expectations, and the cultural difference between high school and college.

Hooker and Brand (2010) said that "disconnected youth" need to be surrounded by a group of adults who can provide support, encouragement, and resources that will allow the student to make educated decisions regarding their post-secondary education. Many of these students are first-generation college-attending, and underrepresented students that do not have the social capital knowledge to understand how college works. The lack of guidance available for these students to help them understand how their personal interests match their career goals is hindering these students, causing a lack in understanding what types of academic and social preparation are required to go to college and be successful. It is suggested that programming should be provided that allows high school students access to college campuses and classes does provide students with a glimpse into the life of a college student and giving them a way to see themselves in college. There should also be programming for middle school students and their families since many families dismiss the idea of college years before high school graduation (Hooker & Brand, 2010).

The Reach Higher Initiative (2015) and the creation of the Council of National School Counseling and College Access Organizations (2017) were created and implemented to construct

a focus on post-secondary preparation, access and success (McMahon et al., 2017). The Reach Higher Initiative is unique because it uses school counselors to help increase post-secondary success. School counselors are under-utilized but have been found to have a profound influence on students' post-secondary planning. The Reach Higher Initiative also recognizes that the earlier students are exposed to college and planning for post-secondary life, the better they will be prepared for the workforce and other life demands (McMahon et al., 2017).

Hooker and Brand's (2010) study on college readiness is one of the few that discusses readiness as being more than academically prepared, but emotionally and socially as well. Their suggestions for programming and policies were a sign of the times. The concept of college readiness, according to Conley (2014), did not become a topic of discussion until 1989 and was not a fully developed topic of policy until late into the first decade of the twenty-first century (p. xi). In today's economy, the academic skill level of a high school graduate may not be enough to get an entry-level job, retain a job, explore and act on new opportunities, or handle changes in the economy. With more than 25 years of experience as an educator, Conley suggests that certain elements must be present in order for students to become effective learners and be capable of taking responsibility in their education. They must be able to make connections between what they are learning and what their long-term goals are for college and careers. Conley (2014) discusses how changes in K-12 and post-secondary education need to and should occur in order to allow students to take ownership and control over their learning and their futures.

The definition of college readiness is not uniform across the board. Readiness depends on the student's individual goals and what they want to do next in their educational journey according to Conley (2014). The focus of readiness should always be on what students can do,

not just on what they cannot do. While college readiness and career readiness are not exactly the same, they do share many of the same elements such as: study skills, time management skills, goal orientation, persistence or tenacity, ownership of learning, self-awareness, ability to ask for help, and technological competence. Readiness is not meant to have students pick occupations but make stronger connections between what they are learning and what they are interested in pursuing after high school. Students' aspirations should be encouraged by parents and educators, and students should be offered more and better counseling (Conley, 2014).

Are Students College Ready?

According to Moore (2012), 66% of high school seniors are underprepared for college and careers and approximately 33 percent of college freshmen are enrolled into remedial classes. It is the responsibility of the K-12 system to provide students with the skills to be successful in post-secondary life, but many K-12 systems do not align their graduation standards with any of the college readiness definitions. A general lack of academic preparation leads to a large number of students that require remediation upon college admission (Moore, 2012). The United States is ranked sixth for adult education level according to the Organisation for Economic Co-operation and Development (OECD). OECD defines a country's adult education level as the percentage of people between the ages of 25 and 64 who have completed post-secondary education (OECD, 2021).

The majority of college students enter into postsecondary education with a lack of basic knowledge, skills, and habits required to succeed in college (Venezia & Jaeger, 2013). Influences from students' peers, family expectations, and the socioeconomic differences among the students have been observed. Not only were influences studied, but reviews of program effectiveness in programs like dual enrollment, federal TRIO programs were conducted (Upward Bound, Talent

Search and GEAR UP), and early college high school and middle school programs have been studied. The federal government is trying to create consistency across the states in high schools, colleges and entry-level job opportunities. According to Venezia and Jaeger (2013), this consistency is being tested by implementing the Common Core State Standards (CCSS) Initiative. The goal of CCSS is to help students take more responsibility for their learning, increase rigor, and create a deeper understanding of the material (Venezia & Jaeger, 2013).

The results of dual enrollment, TRIO, and early college programs are limited, but at the time of the study, they did not present an overwhelming improvement in college readiness. No program or intervention will work in every school or meet the needs of all students but streamlining a consistent set of standards across different educational interventions could help define college readiness. These standards should illustrate what works and how to scale the methods to fit particular schools or student needs (Venezia & Jaeger, 2013).

Research by Young, Hoffmann and Chung (2017) showed that while these interventional programs designed to improve college readiness are on the rise and high school graduation rates are at an all-time high nationally, career and college readiness (CCR) rates are not where they should be to meet the demands in current job-market trends, putting more weight on the concern that high school graduates are not ready for college and the workforce. Eighty percent of jobs in the United States require some form of post-secondary education, and 63% of the fastest growing occupations require their employees to have at least a bachelor's degree for entry-level work. Another concern stated by Young, Hoffmann and Chung (2017) is the population of first-generation, low-income, and minority students that do not have the same access as higher-income students that have parents or guardians that attended post-secondary education and greater financial resources and social capital. These students are less likely to attend high schools

that have "highly qualified teachers, rigorous curricula, high educational expectations, AP courses, or post-secondary planning. These students have much lower college graduation rates than students with higher incomes" (Young, Hoffmann, & Chung, 2017, n.p.).

In a 2014 study, it was noted that a legislative bill in Texas, "Advancement of College Readiness in Curriculum" was passed and in turn, high schools and colleges formed an early college high school. This program was created in order to allow the high schools and colleges to work together and maintain academic rigor but save time and money for students. Its intent is to replace remediation for college freshmen, but high school students must pass the Texas Success Initiative (TSI) to enroll into this program (Chapa et al., 2014). This program was initiated because according to Jobs for the Future (2012), "over 93 million adults lack the basic literacy skills necessary to be successful and advance in college and in the workplace" (as cited by Chapa et al., 2014, p. 2). The purpose of this study was to determine if students enrolled in the Early College High School (ECHS) were more prepared for college than traditional high school students. There was no significant difference between traditional students and the ECHS students in math, but it was recommended that students participate in the reading area at the ECHS. Participating in reading appeared to result in students scoring higher in the reading section of the TSI. The TSI reports that students should be academically prepared if they pass the standardized test (Chapa et. al, 2014).

Although different interventional programs have been implemented in high schools, no one program is going to meet the needs of every school and student population. College and career readiness is not where it needs to be in order to meet the standards of post-secondary education and the workforce.

Transferring: Path to a Bachelor's Degree

Transferring institutions or credits is becoming a more common way to obtain a baccalaureate degree. Researchers have found that one-third of first-time college students will transfer or co-enroll at different institutions at least once within five years of initial enrollment (Taylor and Jain, 2017). The first generation-students, low-income, and minority students that do not have access to the same resources as other students may choose to attend a community college after high school. Approximately 50% of community college students are first-generation college students and slightly over half of these students receive need-based federal financial assistance (Hodara et al., 2016). There are different types of transfer pathways. While supporting students with vertical transfer pathways (transferring from a two-year institution to a four-year institution) is considered an important part of the mission of the community colleges, vertical transfer students are not the majority of transfer students, and the researchers suggest that more focus be put on the other various transfer types (Taylor and Jain, 2017).

Transfer Pathways

Taylor and Jain (2017) list eight types of transfer pathways: vertical transfer, lateral transfer, reverse transfer, reverse credit transfer, swirlers and alternating enrollees, concurrent enrollees, dual credit/enrollment, and transient. Vertical transfer students begin at two-year institutions and transfer to four-year institutions with or without an associate degree. Lateral transfer students transfer from a two-year to another two-year institution or four-year to four-year institution. Reverse transfer students begin at a four-year institution and transfer to a two-year institution. Reverse credit transfer is the transfer of credits from a four-year institution to a two-year institution for the purpose of obtaining an associate degree. Swirlers and alternating enrollees are students that attend more than two institutions and transfer to and from community

colleges. Concurrent, co-enrollment, double-dipping, or simultaneous enrollees are students that attend more than one institution at the same time and transfer courses. Dual credit and dual enrollment students are students that complete college credits during high school. Transient students take courses as non-degree seeking students at institutions other than their home institution with the intention of transferring the course credit back to their home institution.

According to the Taylor and Jain (2017) study, there should be more research conducted on the other types of transfer pathways. Students that participate in dual enrollment, swirlers, co-enrollees, reverse transfers, and lateral transfer students are a large percentage of the undergraduate population, yet there is little information about the causes and consequences of these transfer patterns.

Transfer Challenges

While the data from Lipscomb et al. (2019) appears to demonstrate transfer opportunities as successful, transfer students face a number of challenges and struggles. Students that transfer often face articulation agreements that do not provide a clear pathway, an accumulation of credits that will not transfer, credits that only transfer as electives and are not applied to degree requirements, increased costs and debt, and longer times to degree attainment. Transfer students, on average, earn 17 additional credits in comparison to non-transfer students. A quarter of those transfer students will graduate with 31 extra credits beyond their degree requirements (Lipscomb et al., 2019).

In order to help improve these numbers, some states have implemented different systems to help transfer students transfer with a more seamless approach. These include the 2+2, credit equivalency, and institution-driven systems (Hodara et al., 2016). The 2+2 system guarantees that students can complete all general education and prerequisite course credits at the community

college and are ensured that their work will transfer and allow them to start upper-division course work. Credit equivalency systems offer guarantees for the student to have general education and some pre-major coursework transfer for all programs, popular programs, or programs with very specific lower-division coursework. Individual institutions are given flexibility to specify prerequisite courses that students need in order to transfer in as a junior to a particular program. Institutions have articulation agreements that guarantee the transfer of general education course credits. The institutions specify the prerequisite major courses that students must take in order to transfer in as a junior into a particular program (Hodara et al., 2016).

Hodara et al. (2016) found that, even though these programs are in place, many transfer students still lose credits due to uncertainty about majors and destination institutions. The other major reason cited for credit loss was a lack of advising for students interested in transfer. Early, personalized, and knowledgeable advising can be difficult for community college staff to administer due to large caseloads and other demands. Transferring adds to the complexity of advising where community colleges may have thousands of articulation agreements for different degree programs and universities. Many of these transfer students were self-advised in finding their path and the right courses to take (Hodara et al., 2016).

Academic Advising and its Role in College Retention

Academic advising supports student retention, engagement, and success and it has evolved over the last century. Academic advising roles have shifted from course registration and prescriptive advising, or information-based advising, to a more holistic approach, focusing on proactive approaches, developmental advising, and student learning outcomes (He & Hutson, 2017).

Harris (2018) explains that prescriptive advising as an advising practice that focuses on course selection, registration processes, and the explanation of degree requirements. This entails the student following the advice of an advisor. While this approach is commonly used, it does not lead to the development of an advising relationship. Developmental advising, as explained by Harris (2018), contributes to student growth in personal, cognitive, career, and psychosocial areas. Using developmental theories in advising, helps students to create goals, be more active in decision-making and problem solving, and be more self-aware in order to be more successful, academically.

NACADA: The Global Community for Academic Advising (NACADA) and the Council for the Advancement of Standards (CAS) define advising as a purposeful teaching and learning activity (Steele, 2018). NACADA's Concept of Advising (2006), is made up of equal parts: curriculum, learning outcomes, and pedagogy. According to Steele (2018), academic advisors should create an advising curriculum that outlines what students need to accomplish in order to reach their academic and career goals, providing students with learning outcomes. This approach creates an opportunity for students to visualize how their academic path affects their plans and outcomes.

Critical issues within higher education include the need to improve rates of student success, retention, and graduation. Attention to these measures have caused a shift in the role of academic advising to focus on the increase of retention and graduation rates. Retention and graduation rates are positively influenced by student persistence, and one of the largest factors in student persistence is the students' feelings of belonging on campus. Advisors play an important role in helping students find a sense of belonging on their college campus, and students that work closely with academic advisors and create assessment plans are more likely to have higher

retention and graduation rates. Having a plan creates accountability and connects the student to the academic process (Zarges, et al., 2018).

Academic advisors work with a variety of students across various programs and majors. These students represent numerous demographics such as class standing, residential status, and other characteristics that could correlate to success in college. Advising programs vary across institutions, so it is important for advisors to analyze their own institutions to determine barriers that students face that prevent them from reaching graduation, and what areas the institution is excelling in, allowing students to persist and graduate (Zarges, et al., 2018).

Within the various advising programs, there are various advising roles that can be found across institutions. Some institutions have faculty advisors who teach and advise, some have staff members whose primary role is to only advise, and some institutions have both. No matter the role, Zarges et al. (2018) suggest that all advisors are responsible for providing students with information that can create opportunities that allow students to experience the outcomes that they have planned for themselves, making a difference in how students live and think and positively impacting student success.

Current Academic Advising Programming for Students in Transition

Academic advising in community colleges is crucial due to the large number of underrepresented student populations that attend community college according to Jabbar et al. (2019). Community colleges often provide their students with resources and support, but students must know that the services exist and how to use them. Advisors usually provide this information to students, and students that receive advising and additional institutional support are more likely to continue in their education. At the same time, a lack of advising or poor advising can contribute to students being behind in their academic and career paths (Jabbar et al., 2019)

According to Hodara et al. (2016), college staff and students agreed that uncertainty about majors and their destination institution, and the lack of advisor capacity to offer transfer-related support, are some of the biggest reasons for credit loss during transfer. Transfer policies can be complex making the transfer process difficult to navigate. Students may struggle to choose a major early on. With adequate, personalized advising this struggle could be reduced, but a major challenge in community colleges is providing students with one-on-one, knowledgeable advising. Community college advisors in every state have expressed the challenges of having an insufficient number of advisors for all community college students, resulting in quick advising sessions that are not personal. Other challenges include knowing and being able to communicate major requirements at four-year schools. Advisors realize the importance of understanding the degree requirements of specific institutions but find it nearly impossible to keep up with every program in the state. Online resources for advisors have been made available, as well as advisor training and professional development to include information about transfer policies and articulation agreements. However, many advisors spoke of how those efforts do not usually work out (Hodara et al., 2016).

Hodara et al. (2016) reports that community college students planning to transfer experienced confusion and misinformation from overworked advisors. Advisors worked with students to try to navigate online resources or directed the students to the intended transfer destination for answers. Online resources were outdated and provided wrong information resulting in students taking the wrong courses or taking courses at the wrong time. According to Hodara et al. (2016), community college advisors should meet with transfer students early and regularly, encourage students explore major options and transfer destination options early, and instruct students on how to use their degree audit system and compare it to their desired program

at their intended transfer destination. These recommendations are based on the positive experiences that transfer students had. Students that had positive transfer experiences had community college advisors that offered personalized and knowledgeable advising sessions. However, mentions of these positive outcomes were rare in this report, and more intense advising was not utilized until students were doing poorly in their classes, or had not declared a major after earning 30 credits (Hodara et al., 2016).

The Role of Dual Enrollment in Creating Access

The College and Career Readiness and Success Center (n.d.) report highlights the Every Student Succeeds Act (ESSA) and explains its importance in school improvement. ESSA stresses the importance of evidence-based programs to support low-performing schools. One of the foundations of ESSA includes early-college high schools (ECHSs) as a college and career readiness program. ECHS is an evidence-based practice that has been proven to improve outcomes in high school and post-secondary education, while also improving outcomes for first-generation college students, low-income students, and students of color. While the outcomes of ECHS are positive, such as students being more likely to enroll in college, and are more likely to earn a college degree, the report does not provide evidence that ECHS is preparing students for college according to Conley's (2012) college readiness model.

The U.S. Department of Education (2016) documents in a report the importance of funding for high schools to collaborate with colleges in order for students to have access to affordable higher education by allowing "responsible" students to participate in a program that offers two years of free college through participating community colleges. In 2016, then Vice President Joe Biden and his wife, Dr. Jill Biden introduced the $100 million America's Promise Grants which provides students with free community college.

This dual enrollment experiment by the Department of Education also gave educators and administrators a look into how high schools can better educate and prepare students for college success and careers. By allowing more high school students to take college courses for college credit, this expanded the Obama administration's efforts to make higher education more affordable and accessible in order to provide more economic prosperity and education opportunities for Americans. The U.S. Department of Education (2016) presents the same definition of dual enrollment that previous sources have stated in that dual enrollment is a way for students, especially those from low-income backgrounds and first-generation college students, to improve their grades and lead to higher rates of continuing into college and increasing their college success rates.

Dual enrollment programs are programs in which high school students are enrolled in two different educational institutions such as high school and college and receiving credit for the course at both levels (Dual Enrollment, 2013). The National Alliance of Concurrent Enrollment Partnerships (NACEP) strives to uphold the rigor of the college courses that are taught by high school teachers at the sponsoring college campus. By ensuring that the courses are as rigorous as other college courses, NACEP holds programs to a set of standards that will create a smooth transition for students from high school to college ("About NACEP," 2018). NACEP continues on to explain that dual enrollment is also a low-cost option to introduce college courses to students in rural and urban areas ("What is Concurrent Enrollment," 2018).

In "Dual Enrollment" (2013), The Great Schools Partnership, a non-profit, school-support organization, explains that dual enrollment is used by some students as an academic challenge, and for others it is a way to see if college is an option for them. Supporters of dual enrollment suggest that the programs can increase a student's desire to continue on to post-

secondary education, improve their chance of college success, and allow the student to graduate with a post-secondary degree faster. The opponents of dual enrollment suggest that students are not "emotionally and socially ready for college," students may become discouraged and not succeed, and they question whether there is sufficient guidance and support for these students. Other concerns are whether the courses meet the high school standards, whether the high schools should allow students to double dip by receiving high school graduation requirements and college course credit, and whether there are proper standards being upheld to guarantee that the college courses are rigorous enough ("Dual Enrollment," 2013).

According to Kim and Bragg (2008), dual credit was originally created to provide stronger, more academically prepared students with more challenging coursework. However, over the last 30 years, a wider variety of students, including average and below-average students have been allowed to participate in dual enrollment programs. This expansion of eligible participants, led to many programs to set standards and guidelines for eligible students. Most of the eligibility requirements were focused on GPA, class rank, and standardized test scores. While dual enrollment offers benefits such as preventing senioritis, providing more affordable post-secondary options, and reducing the number of remedial classes a student might take, there are also downfalls to dual enrollment. Many courses are taught by college adjunct faculty or high school teachers. In an experiment that compared two groups of students taking the same math course, one course taught by a high school teacher, and one taught by a college faculty member, the students in the group that were taught by the high school teacher, received more A's and B's than the students that were taught by the college faculty member. The students in the latter group received more D's and F's. However, dual credit participants, once they reached college, showed better academic performance than non-participants (Kim & Bragg, 2008).

Impact of Dual Enrollment on College Readiness

According to An and Taylor (2015), the current literature describes dual enrollment as a predictor of college success by claiming it will motivate students to enroll into college, earn college credits, and graduate. They found that most research on dual enrollment illustrates outcomes of students that are still in high school or that have recently entered college. Most research determines that participation in dual enrollment reduces the need for remediation and claims that college readiness is the "mechanism through which dual enrollment affects academic performance" (An & Taylor, 2015). However, they state that most researchers have not tested this hypothesis.

Hughes et al. (2012) conducted a three-year study that followed the outcomes for students in California that participated in career-focused dual enrollment programs. These programs proved that they are beneficial for "underachieving and underrepresented" students in higher education (p. 5). The outcomes showed that students who participated were more likely to graduate from high school and enroll into a four-year college, less likely to enroll in remedial courses, and less likely to drop out. Hughes et al. (2012) also suggested that participating students were more likely to earn college credits than their peers that did not participate.

Hughes et al. (2012) believes that dual enrollment can be a successful program in connecting with disadvantaged, underrepresented students and improving their academic performance and completion. Recommendations were made that could enhance the experience of dual enrollment and improve college readiness for students. The recommendations include:

- Ensuring the classes being taken at the college campus give students the experience and easier access to support services and provides them with an opportunity to be in a class with other college students that could help improve their maturity level.

- Providing professional development for college professors to help them be able to understand and connect with high school students, and providing professional development for high school teachers to be able to teach at the college level and create an environment that is more rigorous and authentic if the classes are taught at the high school; and

- Providing appropriate courses and advising students on which courses to take that will help them establish and reach their career goals and improve study habits simultaneously.

The results from this study showed positive outcomes and identified ways of supporting underprepared students and preparing them for post-secondary education. The recommendations were the most detailed among the research in how to prepare dual enrollment participants for the cultural differences that are associated with being a college student.

Impact of Dual Enrollment on High School Students

A 2013 study examined how dual enrollment affects academic performance and college readiness. In his research, An (2013) found that many students enter college underprepared, with almost 50% of high school graduates being considered "highly qualified" for admission to a four-year college or university (p. 410). Many freshmen entering college require remediation in courses such as reading, writing or math due to "senioritis" (p. 411). Dual enrollment courses can keep high school students engaged and encouraged to keep working hard.

"Senioritis" refers to high school seniors that tend to disengage from their coursework after applying and being accepted into colleges during their senior year (An, 2013, p. 411). Many students who are college-bound find that there is no incentive to work hard during their final semester as high school students. An (2013) states that the high levels of remediation that is needed in college is related to the "senioritis" (p. 411). Dual enrollment is one way to reduce

"senioritis" among high school students by providing them with coursework that will help them to gain college credits, therefore motivating seniors to continue working hard (An, 2013, p. 411).

This study showed that dual enrollment programs did not affect academic performance and college readiness for first-generation college students. An (2013) discovered that dual enrollment was an effective program that raised "academic preparation" for more students than educators originally thought it would (p. 425). With college readiness meaning that students are more capable of earning college credits and entering college, participation in dual enrollment helped to increase college readiness, but it did not produce a reduction in the academic gap between first-generation and non-first-generation college students.

In a 2015 study, An and Taylor observed that students who participated in dual enrollment were more "college ready" than students that did not participate (p. 1). When looking at college readiness, they observed cognitive (academic performance and coursework) and non-cognitive (commitment to academic goals and effort) characteristics. They looked at the differences between students who took exam-based college credit courses (Advanced Placement or CLEP), students that took dual enrollment courses, and students that did not take any courses to earn college credit.

This study reported observations of students in their first year of college and based the results around a college readiness model designed by Conley (2012). The model examines key cognitive strategies, key content knowledge, key learning skills and techniques, and key transition knowledge and skills. The results showed that students that took Advanced Placement or CLEP exams scored higher in the college readiness model measures than students that did not earn college credit in high school, and that participation in dual enrollment impacted motivation, study habits, expectations, and higher levels of engagement with college faculty. However, the

researchers did not find that dual enrollment participants displayed higher levels of "key transition knowledge and skills" (An & Taylor, 2015, p.16).

AP courses and dual enrollment both provide students with some college readiness. AP courses require students to pass an exam to prove their understanding of college-level material, while dual enrollment allows high school students to enroll in college courses while still in high school, allowing them to earn credit for both high school and college. While AP courses require students to pass a national exam, passing scores may not be enough to earn them college credit, but passing a dual enrollment course guarantees earned college credit (Bock, 2013).

While dual enrollment is the more popular option, and leaves students with a college transcript, sometimes transferring credits to a college or university can be one of the downfalls of the program. Bock (2013) suggests that offering college-level courses in high school can be a positive thing because schools raise the bar for students by allowing them to take more rigorous courses, but the quality of dual enrollment programs can be difficult to measure since there is no standard to measure it by, unlike Advanced Placement courses.

Advising for Dual Enrollment Students

Despite the inconsistent outcomes of programs that earn students college credit while in high school, there is increase in participation of dual enrollment programs. The number of students taking dual enrollment courses has significantly increased in the last 20 years (Balonon-Rosen, 2018). In 1995, less than 300,000 students that participated, but in 2015, there were over 1 million – with 10 states making it mandatory for school districts to offer these programs. Dual enrollment potentially increases the likelihood of students to graduate high school and continue on to college and earn more credits than their peers. According to Balonon-Rosen (2018), the large increase in dual enrollment programs has not led to appropriate staffing at both sending and

receiving institutions. Some school districts have not had a chance to actually understand how these programs work and researchers report that staff are "approaching it ad hoc and at random." It has also been reported that community colleges are still recovering from the recession, but that dual enrollment has helped these schools get back on their feet by guaranteeing them a number of junior and senior high school students to be enrolled every year. Approximately 70 percent of students who participate in dual enrollment programs complete them through a local community college (Balonon-Rosen, 2018).

There is a lack of research on advising in dual enrollment programs, thus exposing a gap in the literature about dual enrollment and academic advising. Advisors provide students with a plethora of information ranging from academic plans of studies to financial aid. Their roles in the academic progression of a student are important, because they are crucial in increasing retention and graduation rates. Advising is important part of the college experience, but there is no information about advising policies and practices in current research.

Conceptual Framework

This study is built around Conley's Four Keys to College and Career Readiness framework (2014). The framework that Conley presents is a "Four Keys" model that includes cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills. These "keys" must be present in order for students to be effective learners and make the connections between their current education level and their future. This deeper understanding and responsibility lead to better retention and not only helps to prepare them to meet the high school standards, prepares them for college and careers. Once students have mastered all four keys, then they are considered college and career ready. This does not mean that students who

have not mastered all four are not capable of college work or careers, but that they may encounter more hardships or struggles along the way (Conley, 2014).

Key cognitive strategies include the ways of thinking that are necessary for work after high school. Students must be able to do more than memorize and apply the information that they learn. In order to be successful, they must be able to process it, break down the information, piece it back together, question it, analyze it, and present it. Conley (2014) explains that teachers instinctively use guided learning techniques and provide students with a task and steps to follow to complete it. However, key cognitive strategies require students to process the information and determine the necessary steps to follow to complete the task.

Key content knowledge consists of students understanding the big picture of the idea and the details that make up the idea. By understanding the foundation or "structure," students are able to better understand and retain terms and terminology. Teachers can better engage their students and helping them increase this skill by explaining how the information that they are teaching is related to other courses or previous material (Conley, 2014).

In order to be successful in the key learning skills and techniques category, students must have "ownership" of their learning. Ownership of learning consists of students setting goals, creating and maintaining motivation, seeking help when they need it, maintaining progress, and believing in themselves. The following skills are required in order to maintain ownership of one's learning: time management skills, study skills, test-taking and note-taking skills, memorization, strategic reading skills, and collaborative learning skills (Conley, 2014).

The last element, key transition knowledge and skills, is important because these skills are necessary for students to "transition" from high school to college or career. Conley (2014) explains that there are five aspects of Key Transition Skills: Contextual; Procedural; Financial;

Cultural; and Personal. Each of these are important in the transition from secondary to post-secondary education and each of them illustrates the challenges and changes that students must deal with during that transition.

Chapter Summary

Current literature on academic advising suggests that advising has developed into a more holistic approach that provides students with curriculum, learning outcomes, and pedagogy (He & Hutson, 2017). The available literature pertaining to dual enrollment all supports dual enrollment as a transfer option that is growing in popularity, and provides a way to gain college credits, increase high school graduation rates, increase the likelihood of students attending college, and increase college retention rates. The literature does not provide a clear definition of college readiness, but there is plenty of literature that illustrates the skills and habits that students should have to be college ready.

The gap in the literature is defined by the lack of information on academic advising within dual enrollment programs. It is the role of academic advisors to connect students' academic skills with their choice of courses and choice of major. Advisors should create a pathway for students to follow in order to reach their career goal post college (Nutt, 2017). Both academic advising and dual enrollment have been linked to higher retention and rates, but there was no literature found on the advising programs that are available to dual enrollment students. Hooker and Brand's (2010) suggestion that college readiness involves the student being mature, independent, and knowledgeable of the cultural differences between high school and college are areas that advisors could be fulfilling in dual enrollment programs. While there have been recommendations from researchers on how to improve the maturity and independence of first-year college students, none of the dual enrollment studies address academic advising. With the

lack of academic advising being one of the challenges that transfer students face, and dual

enrollment becoming a popular transfer option, Conley's Four Key Model (2014) provides a

framework for research that advisors can use in accordance with NACADA guidelines that will

better prepare students for college and career readiness.

CHAPTER 3

METHODOLOGY

The purpose of this qualitative, phenomenological study was to investigate advising policies and practices within dual enrollment programs, while exploring the perceptions on advising of those charged with managing students enrolled in dual enrollment programs. Phenomenology can be used to increase understanding of experiences of individuals in a common setting and provide more insight in order to develop "relationships of meaning" (Bloomberg & Volpe, 2016, p. 48). Phenomenology is not used to create theories, but instead it helps the researcher develop a better understanding and make better connections. This type of research uses smaller numbers of subjects that include long periods of engagement in order to develop patterns and meaningful relationships in order for the researcher to better understand the participants' experiences. Textural and structural descriptions of the participants experiences are developed and used to produce a combination of descriptions in order to illustrate the phenomenon (Bloomberg & Volpe, 2016, pp. 48-49).

The need for this phenomenological study was supported by the increase in popularity of dual enrollment programs (Thomson, 2017), the rapid progression and lack of understanding in how dual enrollment programs work (Balonon-Rosen, 2018) and Nutt's (2017) recommendation that advisors should provide students with an understanding of their educational experiences and relate the experiences to possible career choices by creating academic plans that will guide them towards those careers. This study utilized Conley's Four Keys to College and Career Readiness (2014) framework to examine the perceptions of advisors in dual enrollment programs about whether they are preparing students to be more college and career ready.

Purpose of the Study

The purpose of this study was to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies. Participation in dual enrollment allows students to earn college credits while in high school, potentially decreasing the amount of time that the student spends in post-secondary education and earning a baccalaureate degree (Venezia & Jaeger, 2013). However, the research found on dual enrollment and how it prepares students for post-secondary education does not mention academic advising. Academic advising is vital to educating and retaining students according to Nutt (2017). The lack of information about the role of academic advising in dual enrollment programs creates an opportunity for exploration within the growing dual enrollment trend.

Research Questions and Design

The researcher interviewed dual enrollment managers and advisors. These interviews provided information about the policies and practices that are currently in place for advising in dual enrollment programs. The data collected provide a more detailed picture of how advisors are preparing dual enrollment students to be more college ready according to Conley's Four Keys (2014). This study may also provide insight into areas of dual enrollment program advising that need to be addressed and strengthened. Interviews were conducted with university employees that serve as dual enrollment program coordinators and advisors. The data collected were used to answer the following research questions:

1. What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?

2. How do those that manage and advise dual enrollment students perceive these policies and their job roles and responsibilities in relation to these policies?

3. How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?

4. How do these policies align with Conley's Four Keys to College and Career Readiness (2014)?

Site Information & Population

This study took place in South Carolina. South Carolina has 33 public, state-supported colleges and universities. After reviewing each institution's individual website, the researcher determined that 29 of the 33 institutions host dual enrollment programs. These 29 institutions are made up of one research institution that awards undergraduate, graduate, and numerous doctoral degrees; seven baccalaureate plus institutions that award undergraduate and graduate degrees; one baccalaureate institution; and 20 associate degree institutions. The four-year schools provide a small variety of dual enrollment courses, while the technical colleges offer a variety of dual enrollment courses and the opportunity for students to earn an associate degree at the same time they earn their high school diploma. See Appendix A for more information about the institutions in SC.

Participants in this phenomenological study were chosen based on purposeful sampling. This type of sampling, often associated with phenomenological studies, allowed the researcher to examine advising policies and practices in dual enrollment programs on a smaller scale. Purposeful sampling allows the researcher to choose participants based on specific characteristics in order for the sample to have the same distribution as characteristics of the whole population (Taherdoost, 2016). There are 29 public colleges and universities in South

Carolina that offer dual enrollment and in order to collect data from a representative sample, the researcher interviewed staff from 10 institutions: one research institution, one baccalaureate, three baccalaureate plus institutions, and five associate degree institutions. These staff members may be the program coordinators, advisors of dual enrollment programs, or both coordinators and advisors depending on the school and their practices.

Participant information was de-identified to protect the participants and minimize any potential harm. The researcher obtained permission from the Institutional Review Board (IRB) at the University of New England (UNE). In order to be informed of research practices that are hazardous to participants, UNE requires that researchers be certified by Collaborative Institutional Training Institute (CITI). The researcher is certified by CITI. The study presented no more than minimal risk to the participants. Electronic data were stored in a password-protected cloud, and hard copies of interviews, data, or other material were kept in a locked file that belongs to the researcher.

All participants were issued informed consent forms through email asking them to voluntarily participate in a research study to explore dual enrollment advising policies and the perceptions of the dual enrollment employees. Participants were informed that their personal information would be de-identified, and they would be assigned a pseudonym known only to the researcher. All participants were made aware that there would be no known risks associated with this study and that they could withdraw from the study at any time.

Instrumentation & Data Collection Procedures

Each of the 29 schools in SC that have dual enrollment programs listed a contact person on their school website. The researcher used the available contact email and phone numbers to reach out to each potential participant and request an interview. The researcher randomly

selected institutions in each category. If the researcher attempted contact twice with no success, they replaced that school with another one and repeated the process. Once the dual enrollment staff member agreed to participate in the research study, the researcher emailed them a link to participate in a GoToMeeting phone interview. Participants were able to call in to the interview using the provided toll-free number from GoToMeeting or clicking the link to join a video conference with the researcher. Interviews were conducted over the phone and computer, and GoToMeeting allowed the researcher to record and save the audio into the GoToMeeting cloud.

The interview instrument was developed by the researcher and allowed participants to answer openly and honestly without guidance and persuasion from the interviewer (See Appendix B). Responses from the interviews provided insight into how the participants perceive advising and how they utilize advising practices in the programs in order to prepare students to be college ready according to Conley (2014).

Data Analysis

The GoToMeeting business plan provides a transcription service. This allowed the interviews to be professionally transcribed and those transcripts coded by the researcher. The researcher developed and applied codes manually and with Quirkos, a cloud-based, qualitative analysis software. Codes were developed and applied to the data, code definitions were created, and methods used to address coding reliability were also applied. A data summary table is provided (Appendix C) to organize responses and provide the reader with a visual of the number and type of participant responses, frequency of responses, and overall findings in respect to the research questions. (Bloomberg and Volpe, 2016, p. 160).

Limitations of the Research Design

This study posed some potential limitations and biases that should be considered. Concerns about personal bias stemmed from the researcher previously being an academic advisor in an advising center at one of the participating institutions. Multiple attempts were made to contact other institutions to participate in the study, but after no response, the researcher included this institution in the study. The researcher did not interact with dual enrollment students during their time of employment and was able to remove personal bias.

An additional limitation in this qualitative study includes timing of the study. The data collection for study occurred in 2020 after South Carolina schools had converted to online programs due to COVID-19 (Daprile, 2020). Changes in policies to better suit online and virtual advising may have resulted in different perceptions of policies, thus contributing to a potential limitations due to the timing of the study.

Conclusion and Summary

This qualitative, phenomenological study increased understanding of academic advising policies and how they are enacted in dual enrollment programs. Ten participants from various colleges and universities in South Carolina provide insight into their advising policies and procedures at their respective institutions. Each interview will illustrate how academic advising is utilized in dual enrollment programs, in order to better understand one aspect of the rapidly growing trend of dual enrollment. Better understanding of advising policies and procedures in dual enrollment programs can help to close the gap in the literature by exposing current policies and recommendations for further studies.

CHAPTER 4

PRESENTATION OF FINDINGS

The purpose of this study was to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies. This chapter presents the findings obtained from 10 interviews with dual enrollment personnel. The following research questions were answered:

1. What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?

2. How do those that manage and advise dual enrollment students perceive these policies and how their job roles and responsibilities relate to these policies?

3. How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?

4. How do these policies align with Conley's Four Keys to College and Career Readiness (2014)?

Following is a discussion of the recruitment, data collection, and analysis procedures, as well as the research questions with details that support and explain each finding. Included in the chapter are tables used to present data as well as vignettes from individual interviews used to emphasize key themes.

Analysis Method

The researcher interviewed personnel from a variety of post-secondary institutions in South Carolina to gain a better understanding of advising policies and practices in dual

enrollment programs. Ten participants were interviewed for this study, and all 10 participants work at public colleges or universities in South Carolina. Each participant is involved with the dual enrollment programs at their institution (Table 2).

Participants

Participant contact information was available on each institution's website. The researcher made a list of potential participants from one research, one baccalaureate, two baccalaureate plus, and six associate degree institutions. An email was sent to each potential participant asking them to participate in the study. After two unsuccessful attempts at contacting a potential participant, the researcher would contact the next potential participant in each institutional category. Due to unsuccessful attempts to get a sixth participant from an associate degree institution, the researcher contacted a potential participant from a baccalaureate plus institution. Dual enrollment personnel that participated in this study work at the following: one research institution, one baccalaureate institution, three baccalaureate plus institutions, and five associate degree institutions.

Table 2		
Research Participants		
Participant	**Job Title**	**Institution**
Participant 1	Dual Enrollment Coordinator	Associates
Participant 2	Associate Director of Admissions	Research
Participant 3	Director of K-12 Relations	Associates
Participant 4	Director of Dual Enrollment and Continuing Education	Baccalaureate +
Participant 5	Dual Enrollment Director	Associates
Participant 6	Director of Special Cohort Outreach & Bridge Programs	Baccalaureate +
Participant 7	Director of High School Engagement and Outreach	Associates
Participant 8	Dean, School and Community Initiatives	Associates
Participant 9	Director of Academic Advising	Baccalaureate
Participant 10	Assistant Director of Freshman Admissions	Baccalaureate +

Data Collection

The 10 research interviews with dual enrollment personnel served as the source of

research data. Each interview was conducted virtually through GoToMeeting.com. The

researcher used the business plan of GoToMeeting.com to schedule and conduct the interviews

and also transcription services. Nine of the ten interviews were transcribed by GoToMeeting.

Due to a technical glitch, one interview had to be transcribed manually. The researcher took each

transcribed interview and entered them into a Microsoft Excel workbook. Each sheet in the

workbook contains a column for research questions and responses. Each transcribed response

was reviewed by the researcher, edited for correct verbiage that was not correctly transcribed by

GoToMeeting. Filler words and identifiable information were deleted and the response was inserted into the chart.

Data Analysis

After each interview was transcribed and entered into the interview chart, the researcher reviewed all the data once before creating a preliminary list of themes. Next, the researcher created a free account with Quirkos, a cloud-based, qualitative analysis software. The preliminary themes and each participant's responses were entered into Quirkos. The researcher read through each response, highlighted relevant information, matched it to the existing themes, and developed the finalized coding list of categories and themes. Using the coding list, the researcher coded each interview during a third reading. Quirkos kept count of the frequency of references made to each category (Appendix C). Finally, Quirkos sorted the categorized responses and analyzed them for themes and patterns. The researcher evaluated those themes and patterns in relation to the research questions.

Presentation of Results

After the coding process was complete, the researcher arranged the themes and patterns that had emerged in the data by research question. The answers to the research questions that follow tell a story of how academic advising plays a role in dual enrollment programs.

Research Question 1

The first research question asked, "What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?"

Policies

The researcher's perception of advising policies for dual enrollment students related to the policies at the colleges and universities. None of the research participants discussed advising policies that they abide by at their institutions for dual enrollment students. There were policies addressed, but they were policies that are in place at the high schools.

Practices

Each research participant was given a definition of prescriptive and developmental advising strategies. Harris (2018) explained prescriptive advising as an advising practice that focuses on course selection, registration processes, and the explanation of degree requirements. This entails the student following the advice of an advisor. While this approach is commonly used, it does not lead to the development of an advising relationship. Developmental advising, as explained by Harris (2018), contributes to student growth in personal, cognitive, career, and psychosocial areas. Using developmental theories in advising helps students to create goals, be more active in decision-making and problem solving, and be more self-aware to be academically more successful.

While speaking with each participant, it was clear that they understood the advising strategies as defined by Harris (2018), but there was a noticeable difference in the advisors' understanding of advising strategies and their perception of how they utilize the advising strategies. Some of the advisors claimed to practice advising one way, but their explanation of their advising practices detailed a different advising strategy.

Five of the 10 research participants described their advising strategy for dual enrollment students as prescriptive advising, which consists of strictly academic matters. It limits advising to course selection, registration processes, and explanations of degree requirements.

One of the participants responded that they use developmental advising. Participant 3 identified as using the developmental advising strategy that provides students with the benefits of goal setting, self-awareness, problem solving, and decision-making skills to increase academic success. The remaining four participants responded that they use a mix of prescriptive and developmental advising strategies. According to their responses, this is not the case. This was also the case with Participant 3. Responses later in the interview revealed that their actual advising strategies do not align with how they perceive their advising strategies.

Further discussion revealed that only one participant does true, developmental advising. Participant 6 responded that they use a blended strategy, but they actually use true, developmental advising, and only considered their process as a blend because students receive prescriptive advising before they are accepted and enrolled into the dual enrollment program at that institution. They work with each student carefully by looking at the students' career goals and working backwards from there. Participant 6 tells students "So, if your ultimate goal is to go to medical school, then let's begin there and work our way back down to right now where you are, which is a rising junior in high school."

Each participant that identified as providing prescriptive advising had a clear understanding of prescriptive advising and this reflected in their perception of their advising strategy. Participant 2 described their advising as more prescriptive "because they [dual enrollment students] are just taking gen eds that apply to their intended major." This was the general sentiment from each participant that described their advising practices as more prescriptive. Participant 9 shared,

> We do a mass advising for them. We're actually doing that next week. We provide time
>
> slots for them to sign up and then we'll meet with those students individually to register

them for their classes. But it really just becomes more of a "let's make sure we're getting you registered for the right course."

Most of the participants that provide prescriptive advising were concerned about making sure students fulfill their high school graduation requirements and that the classes they are taking will transfer in their post-secondary career. Participant 10 stated,

I would say that as much as I would love to be able to be more developmental, I would say more prescriptive for what we have to do on a general basis with our students. We are really more likely to say, "here's what you need to take, here's what you can take if this is your degree path."

The only participant that claimed that they use developmental advising strategies described more prescriptive advising later in the interview. When originally asked if they used prescriptive or developmental strategies, Participant 3 responded,

Although we call it something else, I think we take the developmental advising focus. We call it appreciative advising, and this is where we take into consideration the goals of the student and really do what's best for the student, while also incorporating them into the solution.

However, after further discussion, Participant 3 revealed,

We allow students to come in, and they say, "Hey, I want to take this and this." We can do that via e-mail. I do create a form where they can just circle the classes that they want to take. And those are all typically district approved. So, pretty much anything that's on that universal transfer list. We break it out by term, and they just circled the classes they want to take. In the past we've met with students individually and our doors have been

opened to them, but you know during the pandemic, things have been different. So, everybody's done email and virtually.

Of the four schools that described their advising practices as a blend of prescriptive and developmental, only one does a true blend of both. Participant 4 likes to know what their students want. Their approach to advising depends on the student. This participant shared,

On one hand, some students only want to take dual enrollment to boost their GPA because it's a higher weighted class. On the other hand, there's quite a few students that know what they want to do, where they want to go to college, and we sit down and kind of map it out, "here's what you should take each semester to get you closer to your goal."

The schools that identified as a blend leaned more towards prescriptive advising but provided developmental advising when needed. The other two participants, Participant 2 and Participant 5, claimed they used a blended strategy, but they were actually more prescriptive. The developmental advising that they described was saved for students enrolled in Early College programs or the few students that are certain of their career paths and college choice. When asked which strategy their institution uses, Participant 5 responded,

I would say both, so prescriptive is more with the public school students. I think the guidance counselors do more of the goal setting and career for us, because when they're in their meetings discussing dual enrollment, they will kind of tailor that conversation. And then, for our staff, it's more putting them into classes that they've decided upon.

Even though the advising practices are different at each school, nine out of 10 participants (Participant 2 was the exception) acknowledged that they rely on the guidance counselors from the participating high schools as part of their advising practices. "Guidance counselors have to give the OK for the student to join the program," stated Participant 1.

According to the participants, these nine dual enrollment programs were guidance counselor-approved, meaning that students must have permission from the guidance counselor to enroll in dual enrollment, and guidance counselors must approve their courses. Participant 7 described their institution's relationship with guidance counselors as one that guidance counselors handle all of the paperwork. This participant shared,

> The students submit the paperwork to the counselors. The counselor signs off on the permission form, and then the counselor sends us the paperwork. So, the students have to apply online, do the dual enrollment application online, but to be admitted, they also have to submit a permission form. And then we have a course registration form that they submit that outlines all the course options for them and they checkoff. They turn that paperwork into the counselor. The counselor reviews it, approves it, and then sends it to our office. So, in a way, the counselors are giving permission for the students to take the courses that they've decided to take.

Paperwork is not the only thing guidance counselors help with. They are a strong ally for each institution's dual enrollment recruitment processes and advising. Participant 5 stated,

> I talk to most of my counselors every day. So, we work with them to coordinate recruitment events on campus – so whether we go there, or we did virtual events in the spring. Then the students actually have to filter through their counselors to do the application process. So, a lot of times, they are collecting applications to send to me, and then they have to provide counselor approval in order for the students to participate. They will also help with course selection on the front end, and then on the back end, they're the ones that are transposing the grades and converting them according to the uniform grading scale and putting it on the transcript.

Summary

None of the participants have an advising policy in place for their dual enrollment students. However, each participant acknowledged advising practices for dual enrollment students at their institution. While there are no active advising policies indicated by the participants in their interviews, each participant described their advising practices as either prescriptive, developmental, or both. Five participants stated that they use prescriptive advising strategies. Four participants acknowledged that they take more of a hybrid approach, using both prescriptive and developmental advising strategies; and one participant said that they use developmental or appreciative advising, by considering what's best for the student and looking at the whole picture. According to the definitions of these practices, only one participant uses developmental advising, one uses a true blended model, and eight are more prescriptive in their regular advising roles. Participant 3 who claimed to be more developmental, is more prescriptive; and Participant 6 who claimed to be a blend is the only one that uses a true developmental advising approach with all dual enrollment students.

Advising practices at nine of the 10 institutions include the dual enrollment employee, the student, and the guidance counselors at the local high schools. Guidance counselors play an important role of gatekeepers in dual enrollment programs. Many of them not only approve students to enroll, but they do a lot of advising, paperwork, and behind-the-scenes work.

Research Question 2

The second research question asked, "How do those that manage and advise dual enrollment students perceive these policies and how their job roles and responsibilities relate to these policies?"

Perception of Policies

While advising policies are perceived as non-existent at the post-secondary institutions by the participants in this study, registration policies were discussed by each participant. Registration policies seemed to be perceived as the same as advising policies at each institution. These policies appear to be used in place of advising policies among the participants.

Registration Policies. All 10 participants discussed registration policies and understood the registration time period as time for advising. Participant 9 stated,

> They will come to us with their classes already picked out. So, they're able to come into our office, the classes might be full, so we'll help them pick a different one, but for the most part, they come into our office with classes picked out based on conversations with their counselors.

> Only one of the participants, Participant 2, stated that students are allowed to register themselves. Participant 2 stated that students are given school email accounts and when their registration time frame opens, "they can register any time after their timeframe opens." The other nine participants state that they do not allow the students to register themselves. Participant 1 said, "They [dual enrollment students] are not allowed to register themselves; the dual enrollment coordinators register them for every semester that they're in." According to Participant 7, the registration process starts with an orientation and the permission form. They shared,

> It starts with orientation. We give them the handbook and the permission for the course registration form. We tell them what their opportunities are. We set a deadline and work with their high school counselors on that deadline too. They get to turn in the permission form and the course registration form to their counselor. The student has to sign it, the

parents have to sign, and the counselor signs it. The counselor sends it to us, and we work

with our registrar's office to admit the students, and then with the course registration

form, we in this office actually register the students. (Participant 7)

Perceptions of Roles and Responsibilities. Dual enrollment personnel play many roles

in their respective programs, from recruiter to advisor, to supervisor, and any job in between.

Participant 9 is the only participant that does not recruit students, as their institution is the only

one that houses advising through the campus advising office, not admissions. All other

participants recruit and advise students to some degree, and eight participants also supervise

other staff in addition to their other responsibilities. Participant 7 shared,

I have a staff of three other people, who, one is a coordinator, who works with our

university transfer students. And one is a coordinator that works with our technical career

pathway students. Those are students in technical programs, and then I have an

administrative assistant, and so I supervise staff. We work on recruitment plans early in

the academic year. We work with seven school districts, we advise students, we do

orientations at the schools, and then we also register. So really, in this office for dual

enrollment at the college, we're like a one-stop shop.

When asked about the size of student caseloads and if participants think it is manageable

in relation to other responsibilities, two participants, Participant 3 and Participant 8, said that the

caseload in relation to the workload is not manageable. According to the participants in this

study, student caseloads for dual enrollment range from 100 students to 2,300 students.

Participant 3 described their workload,

We've had periods where we had 1500 students. We don't have that currently, thank

God, because I am the only one right now. My caseload right now is around 500ish,

which is a lot, but thankfully, I have some support here from other staff members and other departments that are helping me with administrative type things. And then I also have the guidance counselors. So, right now, do I think that's a bit much, Yes, it is, but I don't see that changing in the future.

Participants were asked how their student caseloads affect their advising strategies. Participant 8 stated that they would like for advising to be more developmental, but with their other responsibilities, it is not possible at this time. They shared,

It's a huge challenge. I will say that not all 2,300 students contact me for advising. Some of the students, you know, their sole interest is to complete whatever high school graduation requirement that they need and kind of move on from there. But I'd say that about a third of that population rely on us to provide some sort of academic advising. And it's difficult for me personally to come up with a more streamlined process for advising because I'm so involved in the details of scheduling classes that are going to be offered on the high school campuses, and talking with parents, and trying to be the face for both the school districts, the individual high schools, and to students and parents. So, I'm pulled in multiple directions when it comes to the logistics of managing the program. So much so that I can't devote the time that I need and want to devote into making a more streamlined advising experience for the students. It's a bit frustrating for me because I know that a lot more high school students are becoming more invested in trying to achieve those long-term goals using dual enrollment nowadays.

Summary

Data from this study shows that advisors in the dual enrollment programs do not have advising policies in place. According to Steele (2018) advising policies should include an

advising curriculum that outlines what students need to accomplish in order to reach their academic and career goals, providing students with learning outcomes. Participants in this study perceive their registration policies to be advising policies.

Registration policies at nine of the 10 institutions do not allow students to register themselves for dual enrollment courses. The registration process at these nine institutions includes the dual enrollment employee, students, guidance counselors, and permission from the parents. Registration times are used as advising times to discuss course selections and future plans.

In this study, student caseloads did affect the advising strategies and workloads of participants. Two participants discussed in detail the large impact that the student caseloads have on their workloads. Caseloads in this study were as high as 2,300 students. Participants that stated they had large caseloads also said that they wish they could do more developmental advising but cannot at this time.

Research Question 3

Research Question 3 asked, "How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?"

Academic goals

With no advising policies in place, and registration policies perceived as advising policies, it might be considered difficult to assist students with their academic or career goals. However, with dual enrollment considered a transfer pathway, all of the advisors discuss transfer options during orientation and course registration. Discussing transfer options opens the door for the advisor to have a conversation about the student's academic and career goals.

By introducing the students to various transfer resources such as articulation agreements, degree requirements at other institutions, and contact information for other institutions, the participants are putting the responsibility of transferring into the hands of the students and teaching them how to advocate for themselves. Participant 7 shared, "We use the college website, and we give instructions in the dual enrollment handbook, and we try to guide the students to do that too, so that they can advocate for themselves as much as possible."

Not only does sharing this information put the responsibility on the students, but it also introduces them to major and degree requirements that they might not have known about or understood. This is important in the realm of college choice, in order to make sure students decide on an institution that has what they are looking for in terms of desired major and future career goals. Participant 6 shared,

> I ask them "Do you have several institutions in mind? Do you have several majors at several institutions that you're toying with?" And so, I share with students, well then, let's go to each one of those webpages. Let's pull up the four-year guide, and let's look for those common denominator courses, and that's what I refer to them, as common denominator courses. And those are the courses that ultimately are going to give you the greatest advantage, because those are the courses that we're going to count toward a degree audit toward whatever program you decide.

Career goals

In high school, sometimes it is hard to know what career they want to have when they get older. Participant 8 explained how important it is to have a conversation about career choices with dual enrollment students.

It's one of the first questions I ask. Unfortunately, when working with such a young

population, they're not exactly sure what they want to do, but it is an important part of

the conversation that we have, and we try to encourage them to think about a couple of

different areas that they're interested in. And then we use that information to kind of pick

courses that could be applied to each of those options that they may have indicated when

you talk to them. (Participant 8)

Summary

Nine research participants completely or mostly use prescriptive advising strategies.

However, this does not hinder their abilities to assist students with working toward their

academic or career goals. When asked if the participants discuss college choices with students,

none of them said that they have that conversation specifically, but each interview provided

insight that all of the advisors discuss transferability of courses or the transfer process with their

students. While the course selection may be more prescriptive, the transferability of courses to

schools that have their intended major is an important aspect of dual enrollment. During that

conversation, they provide the student with the statewide transfer articulation agreement, or

information on how to call their college or university of choice. They put the transfer

responsibility on the students so that they can advocate for themselves.

Research Question 4

Research Question 4 asked, "How do these policies align with Conley's Four Keys to

College and Career Readiness (2014)?" As previously stated, there were no policies in place

among the participants; however, advising practices will be examined in place of this element.

Each participant's advising practices are similar with their own unique elements. While each

participant provided different advising strategies for their students, the different strategies united

to align with Conley's Four Keys to College and Career Readiness (2014).

The first key, Key Cognitive Strategies, includes ways of thinking that are necessary for

work after high school. This includes doing more than memorizing and applying learned

material. Students must be able to take information, process it, break it down, piece it back

together, question it, analyze it, and present it Conley (2014). Key Content Knowledge includes

students understanding the big picture of the idea, and the details that make up the idea.

According to Conley (2014), Key Learning Skills and Techniques require students to set goals,

creating and maintaining motivation, seeking help, maintaining progress, and believing in

themselves. Key Transition Knowledge and Skills are made up of contextual, procedural,

financial, cultural, and personal skills. Contextual skills involve students taking responsibility

and determining if the institution is right for their career path. The procedural aspect includes

understanding the requirements of the institution and following procedures. The financial aspect

requires students to understand the cost of attendance. The cultural and personal aspects require

students to understand the differences between high school and college and that there is more

responsibility and independence expected from a college student (Conley, 2014).

Key Cognitive Strategies

This key involves the student understanding college choice and how their college choice

can affect their long-term career goals. In this study, each participant discussed transfer

processes and course transferability and how this can impact students post-secondary goals.

Participant 1 shared, "We strongly encourage them to check the South Carolina State website for

transferability and make sure that those courses that they are taking are going to transfer to the

institutions that they choose to apply to." In addition, Participant 9 who also provides more prescriptive advising stated,

>A lot of times more of our questions are "where are you thinking about going to college?" not as much as "what are you thinking about doing career path-wise?" because we want to make sure what they're taking is going to fit and transfer.

>Not only did the participants discuss course transferability with students, but they also put the responsibility of contacting other institutions about transfer procedures and course transferability on the student. Participant 10 explained,

>If there's a degree program somewhere else, and if they go in the state of South Carolina, we have articulation agreements with every technical school in South Carolina. So, we're able to see directly what classes will transfer over, what it will be, what's the equivalent course number at another campus. As far as schools outside of the tech schools that we don't have set articulation agreements for transfer processes, then the student has to reach out to the school they're going to go to. They've been doing dual enrollment here, but they want to go to (school name), they reach out to that school and it'll be their job to send in their transcript to have it evaluated for course equivalency and transferability.

Key Content Knowledge

Key Content Knowledge aligns with developmental advising (Conley, 2014; Nutt, 2017). Only one participant provides true, developmental advising for their entire caseload. Participant 6 shared, "I tell students every opportunity I get, whether it's the large group, or whether it's an individual appointment, we're going to start with where you want to end up. That's how dual enrollment works."

Key Learning Skills and Techniques

Key Learning Skills and Techniques focus on goal setting, motivation, and students believing in themselves (Conley, 2014). Participants 4, 6, and 7 mentioned that they host orientations to expose students to that college experience. Only one participant, Participant 4, acknowledged that they talk to students about the importance of getting to know their faculty members, spending so many hours outside of class studying, and tips for success for in-person and online classes. Participant 4 shared,

> I actually do an orientation with them. I go through everything like the catalog policies. Everyone applies to them, but obviously not some because they aren't on campus, so they aren't really applicable. I go through all of that, we talk about tips for success in their regular classes in person and then online classes. We talk about the ramifications towards the LIFE scholarship and their GPA and that if they don't do well in the classes, that they understand that their LIFE GPA will start with these courses. So, we talk a lot about that, and how important it is to really get to know your professor, and to spend an X amount of time outside of class studying, that sort of thing.

Key Transition Knowledge and Skills

Key Transition Knowledge and Skills, relate to the cultural differences between high school and college. Advisors should help students explore and understand their new environment by helping students make connections around campus and in the community (Conley, 2014; Nutt, 2017). According to Conley (2014), one of the biggest cultural differences between high school and college is tuition and financial aid. All participants except for the participants from Associate degree schools discuss tuition costs with students. The Associate degree schools have lottery funds for tuition assistance. According to the participants, dual enrollment students at the

four-year schools are expected to pay some form of tuition. According to interview responses some school districts pay for students to take classes, and in other districts, students pay tuition, sometimes at a reduced rate. Failure to pay tuition does result in the dual enrollment students being dropped from courses. Participant 10 shared,

> So, tuition, it's different. Some schools that we partner with, the districts pay for it. One of the schools, we bill the district, the district bills back, so students don't really pay for it. The majority of the students are paying for classes themselves. It's just a significant discount. There are no other fees included other than book, so they'll pay that fee and then it's considered the same as any other process. We have a drop date, even for them. If they don't pay, they get dropped from their classes. But during dual enrollment information sessions that we do with our partners, we go over all of that, like tuition, when stuff is due, when you should pay it, how to pay it, and all those sorts of things for tuition.

> Six participants, Participants 3, 4, 5, 6, 7, and 8 acknowledged that they discussed

financial aid and state scholarships with students. According to the participants, discussing scholarships and financial aid is important, as dual enrollment could impact these later on. Participant 7 explained,

> What we talk about is, LIFE scholarship, which is a South Carolina scholarship, that high school students get after high school graduation, and we talk to them about the importance of being successful in dual enrollment. Because LIFE scholarship, at the end of freshman year, whether they keep their scholarship, depends on their college GPA, and all college courses, including dual enrollment is included in that LIFE GPA. So, we talk to them about things like that, about how important it is for them to be successful in dual

enrollment, because it can definitely impact whether they retain future scholarships. And

certainly, with dual enrollment, if they're taking the courses for dual credit, is going to

impact their high school GPA, which can also impact their class rank, and scholarships

that they receive as soon as they graduate from high school and going to college.

Participant 3 also explains these items to dual enrollment students, but they collaborate

with the financial aid office at their institution to provide financial aid discussions for students

and parents at the local high schools.

It's always been a collaboration, typically near the end of high school. We would go out

and have parent nights, with seniors and even juniors or whoever wants to show up. Or

for dual enrollment students, they don't have to apply for FAFSA. But we do go over

that, and we do talk about scholarships like LIFE scholarship and how that is awarded at

the two-year level versus the four-year level. So, we do try to educate, and I'm not saying

that it's targeted toward any one population. It's just anyone at the school, so we're not

limiting it just to dual enrollment, but it is a collaboration between the dual enrollment

office and financial aid. (Participant 3)

In order to bridge the gap between the cultural differences between high school and

college (Conley, 2014), Nutt (2017) suggests that advisors help students create relationships and

make connections on campus and with the community. All participants explained that students

are allowed to use student services such as tutoring, or counseling; and they are allowed to join

organizations, with the exception of Greek organizations and NCAA sports. Participant 6

explained,

So, our Dual enrollment students are eligible for every resource on campus, that a

traditional collegian is eligible for. The only two things we do not allow dual enrollment

students to participate in is Greek life and NCAA sports. Other than that, if a student wants to participate in a club or organization, if they need to visit the Wellness center, or clinical counseling – (school name) students receive free tutoring for any courses that they're in. Dual enrollment students receive that resource. If a student wants to come swimming in the summertime, as long as they have their (school name) ID card, we consider a dual enrollment student a (school name) student.

Meeting new people can be difficult in college, so dual enrollment classes are offered on the schools' campuses in order to immerse students into the college atmosphere. Participant 4 shared that students have commented that by having class on a different campus other than their high school, they are able to make friends that they never would have made. Participant 4 shared,

Let's face it, in the lower part of the county, most of these kids have grown up together, and it's neat to see the little groups that have developed. You've got kids from (school name) that have become best friends with (school name) kids. It's just neat I think that gives them a little taste of what college life is going to be like.

Summary

The participants may not have specific advising policies in place, but their practices align with Conley's Four Keys to College and Career Readiness (2014). It is not necessary for students to master all four keys in order to be college and career ready, but they may encounter more hardships or struggles along the way if they have not mastered all of them (Conley, 2014).

All 10 participants explain transfer processes with dual enrollment students. They help students navigate the state's statewide online articulation agreement and guide them on how to contact their desired school choice to talk to them about how classes will transfer to their

institution. By talking to students about transfer policies and procedures, participants in this study are introducing students to Key Cognitive Strategies.

Participant 6 is the only participant to fully align with Conley's Four Keys to College and Career Readiness (2014) by being the only one to provide true, developmental advising to all dual enrollment students. By working backwards and providing students with an understanding of their college degree requirements, Participant 6 introduces students to Key Content Knowledge.

While several participants mentioned that they host orientations for their dual enrollment students to introduce them to the college experience, Participant 4 was the only one to explain what they talk about in orientation. By explaining to students the importance of getting to know their professors, understanding how much time should be spent outside of class studying, and the importance of good study habits, they have introduced students to Key Learning Skills and Techniques Strategies.

All of the participants introduce to their dual enrollment students to Key Transition Knowledge by allowing them to have access to student resources and organizations on campus. While all of them introduce students to this Key by providing them with the same resources as traditional collegians, some of the participants take it a step further and discuss the impact of dual enrollment on students' future scholarships and financial aid, introducing them to one of the biggest cultural differences between high school and college, tuition and financial aid.

Summary

This chapter presented the results of this qualitative phenomenological study. The researcher interviewed 10 dual enrollment personnel across the state of South Carolina using purposeful sampling. Each interview was conducted virtually through GoToMeeting.com,

transcribed and coded for themes and patterns. Findings were organized according to the research questions.

The primary finding of this study is that there are no advising policies in place at any of the participants' institutions according to the responses of the participants in the interviews. While the participants shared that there are no policies in place, they do use prescriptive, developmental, and hybrid advising strategies when registering students for classes. Each participant described their advising practices as prescriptive, developmental or both. Further discussion revealed that not all participants were implementing the advising strategies they claimed to be using. Nine out of 10 participants use the high school guidance counselors as gatekeepers for their programs, using them for the behind-the-scenes work and some advising.

The second finding was that participants perceive their registration policies as advising policies. Registration times during the semester are used as advising times for the participants to talk to students about course selections and future plans. However, the student caseloads for some participants makes it difficult to do more developmental advising. In this study, student caseloads ranged from 100 to 2,300 students. Other participants stated that for now their caseloads are manageable, but acknowledged that if their programs grow anymore, they will need more support staff.

The third finding was that while eight of the 10 participants provide more prescriptive advising to their students, that does not hinder them from discussing college choice and transfer processes with students. Students are taught how to navigate other institutions' websites, who to contact at other institutions, and how to determine transferability of courses. These lessons teach the student how to advocate for themselves and provide them with more information about different colleges and universities based on the students' career goals. Understanding degree

requirements at different colleges for different majors could impact a student's major or career goal.

The fourth finding was that while there are no advising policies in place, each participant shared practices that align with Conley's Four Keys to College and Career Readiness (2014). It is not necessary for students to master all of the keys, but by mastering them all they are better equipped and set up for success in their future college and career choices. Key Cognitive Strategies and Key Transition Knowledge are the only two keys to which all 10 participants expose their dual enrollment students.

CHAPTER 5

CONCLUSION

The purpose of this study was to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies. This study used Conley's Four Keys to College and Career Readiness (2014) to determine how current dual enrollment personnel are preparing dual enrollment students for success in their post-secondary education. This research analyzed qualitative data gathered from interviews of dual enrollment personnel at 10 public colleges and universities across South Carolina.

The qualitative data collected illustrated themes and patterns of college experience, career paths, degree requirements, advising strategies, relationships with guidance counselors, advisor resources and more. For a full list, see Appendix C. Through in-depth conversations with each participant, it was discovered that none of the participants are aware of advising policies in place for their dual enrollment students. Qualitative coding led to the discovery that advising practices are utilized during registration, and registration policies are perceived as advising policies by the participants in this study. Large caseloads of students, some reaching 2,300 students, have prevented participants from providing more developmental advising for students. Conley's Four Keys to College and Career Readiness (2014) are introduced to students, but only two of the keys are introduced to all students that the participants in this study have worked with, Key Cognitive Strategies and Key Transition Knowledge.

Research Questions

This study was based on the following research questions and the interpretation of the findings are noted.

1. What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?

2. How do those that manage and advise dual enrollment students perceive these policies and how their job roles and responsibilities relate to these policies?

3. How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?

4. How do these policies align with Conley's Four Keys to College and Career Readiness (2014)?

Interpretation of Findings for Research Question 1

Research Question 1 asked, "What advising policies and practices are in place for those that advise high school students at post-secondary institutions that host dual enrollment programs?" According to Steele (2018), academic advisors should create an advising curriculum that outlines what students need to accomplish in order to reach their academic and career goals, providing students with learning outcomes. This approach creates an opportunity for students to visualize how their academic path affects their plans and outcomes. None of the participants discussed advising curriculums for dual enrollment students.

With no perceived advising policies in place at the post-secondary institutions, participants still do have advising strategies that they use during registration to help students choose classes. One participant provides developmental advising to dual enrollment students,

one participant provides a blend of developmental and prescriptive, and the other eight

participants provide prescriptive advising. Advisors play an important role in helping students

find a sense of belonging on their college campus, and students that work closely with academic

advisors and create assessment plans are more likely to have higher retention and graduation

rates. Having a plan creates accountability and connects the student to the academic process

(Zarges, Adams, Higgins, & Muhovich, 2018). With the rapid growth of dual enrollment and

little understanding of its implications, and the data collected from this study, it can be

interpreted that advising policies have not been developed and implemented in dual enrollment

programs, hence the reason for this study.

Interpretation of Findings for Research Question 2

Research question 2 asked, "How do those that manage and advise dual enrollment

students perceive these policies and how their job roles and responsibilities relate to these

policies?" Through interviews and subsequent analysis, it was discovered that each participant

perceived registration policies as advising. Over the last century, academic advising has evolved

from more prescriptive to more of a holistic approach focusing on developmental advising and

student learning outcomes (He & Hutson, 2017). This study exposes that the majority of

participants in this study still use more of a prescriptive advising approach with their dual

enrollment students.

Advisors play an important role in helping students find a sense of belonging on their

college campus. Working with students to create an assessment plan creates accountability and

connects the student to the academic process (Zarges, et al., 2018). In this study, large student

caseloads have hindered some advisors from providing more developmental advising; this aligns

with not having enough advisors for all students, one of the challenges that college advisors

across the country have expressed. A major challenge in community colleges is being able to provide students with one-on-one, knowledgeable advising (Hodara et al., 2016).

Interpretation of Findings for Research Question 3

This research question asked, "How do those that manage and advise dual enrollment students enact current policies to coach students towards their academic and career goals?" All of the participants discuss transfer processes and transferability of courses with their dual enrollment students.

Discussions with students about transfer options, lead participants in this study into further discussions about college choice which developed into steering students toward schools that would better suit them for their academic and career goals. However, Hodara et al. (2016) recommended that community college advisors meet with transfer students early and regularly, encourage students explore major options and transfer destination options early, and instruct students on how to use their degree audit system and compare it to their desired program at their intended transfer destination. None of the participants discussed meeting with their students early and regularly, highlighting the main finding again that there are no advising policies in place, but there are elements of advising practices throughout each dual enrollment program that participated in this study.

Interpretation of Findings for Research Question 4

This fourth research question in this study asked, "How do these policies align with Conley's Four Keys to College and Career Readiness (2014)?"

Key Cognitive Strategies: According to Nutt (2017), advisors should help students make sense of their educational experience, obtain the meaning of their experiences, and make decisions based on these experiences. All participants discussed college choice with students and

how the students' majors and career choices would impact their college choices. The discussion of transfer processes, course transferability, and if colleges offer certain degree programs provides students with guidance on which schools may be a better fit for them based on the majors and classes that are offered at their intended institutions. Understanding transfer policies and how courses will transfer, in addition to knowing if a college offers certain provides the student with the opportunity to make a college choice based on their knowledge of each school that they discussed with their dual enrollment advisor.

Key Content Knowledge: Advisors should guide students toward their desired career paths. This also includes helping students to understand degree requirements versus the student's perception of what is required (Nutt, 2017). Participant 6 was the only participant to provide developmental advising to all of their dual enrollment students by advising students to take classes that relate to their intended goals and work backwards to fulfill the requirements of their goals. It can be interpreted that by understanding degree requirements at different institutions, students can better decide if a major or career path is right for them. Knowing the required core classes, may steer a student a different direction if they are not strong in a certain field.

Key Learning Skills and Techniques: Consistent with Nutt (2017), advisors should promote self-authorship by creating a transformational learning environment for students that teaches them how to ask questions, connect with faculty and staff, and make informed choices. Participant 4 discussed the details of the orientation that they provide for dual enrollment students. They discuss university policies, the amount of hours that should be used outside of class to study, and how to communicate with professors. By providing this information at orientation, Participant 4 provides students with helpful, productive information that could create an element of student persistence which has been known to positively influence student retention

and graduation rates (Zarges, et al., 2018). These are skills that will follow students through their post-secondary academic career and potentially set them up for success.

Key Transition Knowledge and Skills: It is important for advisors to provide assistance to students early during the beginning of the student's post-secondary career in order to help students understand the difference between the cultures and expectations of college and high school (Nutt, 2017). Advisors play an important role in helping students find a sense of belonging on their college campus, and students that work closely with academic advisors are more likely to have higher retention and graduation rates (Zarges, et al., 2018). All of the participants introduce their dual enrollment students to Key Transition Knowledge by allowing them to have access to student resources and organizations on campus. Not only do all of the participants allow students the same rights as traditional collegians, some of the participants also take the time to explain the future implications of financial aid and scholarships with their dual enrollment students. This is important to note since previous studies explained that researchers did not find that dual enrollment participants displayed higher levels of "key transition knowledge and skills" (An & Taylor, 2015).

Implications

This study was significant as it explored the advising policies and procedures that are currently in place according to the participants and how they are preparing students to be college ready. While there is a plethora of literature surrounding academic advising, and different transfer pathways, there is not as much concerning dual enrollment, and none revolving around academic advising in dual enrollment.

The main implication of this study is that the findings exploit the issue that there are no advising policies in place within the participating dual enrollment programs, according to

participants of this study. While there are no policies in place, participants do understand the elements of prescriptive and developmental advising strategies and use these advising practices during course registration periods.

Another implication of this study is that staffing of advisors is a well-known, documented challenge, and along with large student caseloads in dual enrollment programs, it can be difficult to provide developmental advising to students, according to participants. Community college advisors in every state have expressed the challenges of having an insufficient number of advisors for all community college students, resulting in quick advising sessions that are not personal. Large caseloads make it difficult to have personal, longer advising sessions that would provide more developmental advising (Hodara et al., 2016). This study further emphasizes that there are an insufficient number of advisors for all dual enrollment students in order to be able to provide developmental advising.

Recommendations for Action

Based on the findings of this study and the participants' responses, the researcher offers two recommendations for action. The recommendations are as follows:

1. Dual enrollment programs should implement an academic advising policy for students.
2. Dual enrollment programs should consider utilizing more staff for dual enrollment advising.

Recommendation 1

The premise behind this study was to explore advising policies and procedures in dual enrollment programs. Findings revealed that the programs involved in this study did not acknowledge advising policies. Academic advisors should create an advising curriculum that outlines what students need to accomplish in order to reach their academic and career goals,

providing students with learning outcomes. This curriculum and plan, allows students to visualize their long-term goals (Steele, 2018).

Recommendation 2

Recommendation 2 is that dual enrollment programs should consider utilizing more staff for dual enrollment advising. Staffing is a challenge for advisors, but it is important to create advising policies and help students develop major and career goals in order to visualize their long-term goals (Hodara et al., 2016; Steele 2018). Each institution should review their school's dual enrollment procedures and if hiring is not an option, look to utilize staff in other offices within the institution such as advising offices. Only one school (Participant 9) uses their advising office for dual enrollment students. Other participants work in Admissions offices. It could be considered a benefit to the post-secondary institutions to utilize more advisors and build relationships during dual enrollment. Early relationships with advisors may encourage students to stay at that institution after high school graduation, therefore helping admissions recruitment.

Recommendations for Future Study

The findings of this study offer insight into advising practices in dual enrollment programs from the perspective of the colleges, highlighting advising practices, advising barriers, and student needs and serves as a starting point for future research in dual enrollment.

First, this research could be continued and expanded upon by focusing on one type of institution such as those that offer only Associates, Bachelors Plus, Bachelors, and Research, instead of looking at all institutions in a single study. Further research into one type of institution may provide more insight on how to create advising policies that fit specific institutions.

Second, the research could be expanded by replicating this same study in a different state to determine if policies and procedures are in place and if they are working. Different state standards may present opportunities for policy changes and development.

Third, future research could be focused on the students after they have graduated from high school and been in post-secondary education for one year. Understanding student performance in their post-secondary careers, could provoke policy changes and developments according to Conley's Four Keys (2014). It is recommended to observe a student's academic performance; utilization of campus resources such as tutoring center, counseling, and advising; participation in student organizations; understanding of scholarships; understanding of degree requirements; and the student's perception of career choice.

The final future research study could be focused on the eligibility of dual enrollment students. None of the participants discussed the eligibility of dual enrollment students, but most of the participants did discuss the role of guidance counselors and how they determine which students can participante in dual enrollment. Future studies should look into who is eligible to participate in dual enrollment and how students are selected.

Conclusion

The purpose of this study was to explore the advising policies and procedures that colleges have in place for high school students in dual enrollment programs, and how those who manage and advise dual enrollment students perceive and enact these policies. From the analysis of the data gathered in the interviews, a better understanding of these policies and procedures and how they relate to Conley's Four Keys to College and Career Readiness (2014) provided a more informed perspective for dual enrollment programs and how to better prepare students for post-secondary life. The researcher found that, according to participant perceptions, there are no

advising policies in place in dual enrollment programs, but there are advising practices that are used throughout each program that was a part of this study.

Conley's Four Keys to College and Career Readiness (2014) illustrated the advising strengths of dual enrollment personnel, and also highlighted areas for improvement on the part of the advisors. Based on the data collected from interviews in this study and Conley's Four Keys to College and Career Readiness (2014), the participating dual enrollment programs have implemented some advising strategies that should help students be successful in their post-secondary career. However, by creating an advising policy that could standardize the advising strategies, it is possible to increase student success and retention rates after they have graduated high school and enrolled into a college or university. Implementation of an advising policy and further research into students' academic progress after their first year of post-secondary education could potentially be beneficial to dual enrollment personnel and students.

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Appendix A

Name of Institution	Type
Clemson University	Research Institution
Medical University of South Carolina	Research Institution[a]
Univ. of South Carolina - Columbia	Research Institution
Citadel	Baccalaureate Plus
Coastal Carolina University	Baccalaureate Plus
College of Charleston	Baccalaureate Plus
Francis Marion University	Baccalaureate Plus
Lander University	Baccalaureate Plus
South Carolina State University	Baccalaureate Plus
Univ. of South Carolina – Aiken	Baccalaureate Plus
Univ. of South Carolina – Upstate	Baccalaureate Plus
Winthrop	Baccalaureate Plus
Univ. of South Carolina – Beaufort	Baccalaureate
Aiken Technical College	Associate
Central Carolina Technical College	Associate
Denmark Technical College	Associate
Florence-Darlington Technical College	Associate
Greenville Technical College	Associate
Horry-Georgetown Technical College	Associate
Midlands Technical College	Associate
Northeastern Technical College	Associate
Orangeburg-Calhoun Technical College	Associate
Piedmont Technical College	Associate
Spartanburg Community College	Associate
Technical College of the Lowcountry	Associate
Tri-County Technical College	Associate
Trident Technical College	Associate
Univ. of South Carolina – Lancaster	Associate[b]
Univ. of South Carolina – Salkehatchie	Associate[b]
Univ. of South Carolina – Sumter	Associate[b]
Univ. of South Carolina – Union	Associate[b]
Williamsburg Technical College	Associate
York Technical College	Associate

Note. Baccalaureate Plus institutions award undergraduate and graduate degrees, including some doctoral degrees. [a] MUSC does not offer the general education courses, students must apply with general education completed. [b] USC regional campuses that award Associate degrees offer students the opportunity to earn a Bachelor's degree through a partnership with USC – Columbia or the online Palmetto College.

Appendix B

Interview Instrument

The following interview questions are influenced by recommendations to improve dual enrollment and increase college readiness set by Hughes et. al (2012).

1. In your role in dual enrollment at your institution, do you:

    a. Recruit students

    b. Supervise other staff

    c. Advise students

    d. Recruit and advise students

    e. Supervise staff, recruit, and advise students

2. How do high school guidance counselors play a role in dual enrollment?

3. Are there other offices at your institution that play a role in dual enrollment? If so, which offices?

4. As an advisor, how many students are typically in your caseload? In your opinion, is this a manageable caseload in relation to your work responsibilities?

5. Prescriptive advising consists of strictly academic matters. It limits advising to course selection, registration processes, and explanations of degree requirements. Developmental advising focuses on student growth by focusing on personal, cognitive, career, and psychosocial advancement. These factors help students with goal-setting, self-awareness, problem solving, and decision-making skills to increase academic success. Which approach does your institution use when advising dual enrollment students? Prescriptive or Developmental?

6. Explain your institution's advising procedures for dual enrollment students. Please answer N/A if it does not apply to your institution or your role at your institution.

    a. How are appropriate course selections for each student determined?

    b. How are individual students' career goals factored into determining which classes they should enroll in?

7. Explain your institution's registration procedures for dual enrollment students.

8. How does your caseload size affect your ability to create individual advising plans for each student?

9. Dual enrollment has shown to improve college readiness. However, students still lack transitional knowledge and skills for life after high school. How does your institution help dual enrollment students better understand the following cultural norms that they will face during their senior year of high school and after graduation? Please answer N/A if it does not apply to your institution or your role at the institution.

    a. College choice

    b. Admissions processes

    c. Tuition

    d. Financial Aid

10. What student services at your institution are available to dual enrollment students?

11. Some dual enrollment students will not attend the institution that they earn dual enrollment credits from. What resources are available to you to help students determine what classes will transfer and count towards their degree program?

12. If you listed resources in the previous question, please check any barriers you have had while trying to access them:

a. Out-of-date articulation agreements

b. Difficulty navigating websites

c. Lack of public access to degree requirements for majors and programs

d. Other – Please explain

e. None

Appendix C

Categories and Themes

Category	Theme	Total Codes
College Experience	College Experience	14
College Choice	College Experience	12
Admissions Processes	College Experience	12
Tuition	College Experience	14
Financial Aid	College Experience	15
Orientation	College Experience	13
Career Paths	Career Paths	22
Degree Requirements	Career Paths	23
Roles of DE Employee	Roles of DE Employee	12
Responsibilities of Employee	Roles of DE Employee	23
Student Resources	Student Resources	12
Library	Student Resources	4
Tutoring Center	Student Resources	6
Writing Center	Student Resources	2
Counseling and Wellness	Student Resources	5
Other	Student Resources	10
Relationship with Guidance Counselor	Relationship with Guidance Counselor	14
Role of Guidance Counselor	Relationship with Guidance Counselor	41
Relationship with other departments/offices	Relationship with other departments/offices	7
Academic Departments	Relationship with other departments/offices	8
Admissions	Relationship with other departments/offices	6
Financial Aid	Relationship with other departments/offices	2
Registrar	Relationship with other departments/offices	8
Student Caseload	Student Caseload	14
Manageable in Relation to other Responsibilities	Student Caseload	20
Advising Strategy	Advising Strategy	33
Prescriptive Advising	Advising Strategy	35
Developmental Advising	Advising Strategy	24
Advisor Resources	Advisor Resources	3
Articulation Agreement	Advisor Resources	7
SC Trac	Advisor Resources	10
Other Advisors at Other Schools	Advisor Resources	2
Barriers for Advisors	Barriers for Advisors	5
Difficulty Navigating Websites	Barriers for Advisors	5

Out of Date Articulation Agreements	Barriers for Advisors	8
Lack of Public Access to Degree Requirements	Barriers for Advisors	7
Other	Barriers for Advisors	6
Permission to take Dual Enrollment		17
Registration Policies		27
Student Responsibilities		17
Miscellaneous		13
Transfer Process		26
COVID-19/Pandemic		8