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THE ROLE OF COMMUNITY COLLEGE FACULTY IN ENCOURAGING STUDENT
ENROLLMENT FOLLOWING DUAL ENROLLMENT PARTICIPATION

by

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A Dissertation Submitted to the Faculty
of Old Dominion University in Partial Fulfillment of the
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ABSTRACT

THE ROLE OF COMMUNITY COLLEGE FACULTY IN ENCOURAGING STUDENT ENROLLMENT FOLLOWING DUAL ENROLLMENT PARTICIPATION

K. Page Moore
Old Dominion University, 2021
Director: Dr. Chris R. Glass

Dual enrollment participation promotes college attendance following high school, and college administrators view the program as a valuable student recruitment opportunity. Yet, less than one-third of participants choose to matriculate with the host institution, especially at a community college. The literature contains minimal information regarding how dual enrollment participation serves as a context in college choice.

Using Perna's college choice model, this qualitative study explored how dual enrollment participation shaped students' choice to attend the host institution the semester after high school graduation. Through semi-structured interviews, field notes, and a document review, I answered the following question: How does participation in technical and transfer dual enrollment programs shape students' choice to enroll as degree-seeking with the host institution?

Participants included 14 former dual enrollment students in both technical and transfer dual enrollment programs from Appalachia Community College (ACC), who opted to enroll as degree-seeking with ACC the semester after high school graduation. I used descriptive and pattern coding to identify themes.

The findings suggest that the technical and transfer dual enrollment participants held similar reasons for enrolling as degree-seeking with ACC. The dual enrollment experience exposed the students to ACC characteristics that they ultimately found appealing. Students particularly appreciated the supportive faculty. Additionally, the participants selected ACC

because of the environment, ability to save money, location, the gained momentum towards a degree, and the available programs and transfer opportunities. The study's findings add to the dual enrollment literature and provide insight for community college administrators seeking to recruit former dual enrollment participants.

Keywords: dual enrollment, college choice

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This dissertation is dedicated to Grace and Eli. No task is too large that you cannot overcome.

Set your goals high and work hard to achieve them!

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CHAPTER 1

INTRODUCTION

Dual enrollment began several decades ago as an opportunity for high achieving students to earn college credit while in high school (Tobolowsky & Allen, 2016). In recent years, colleges across the nation saw an expansion of dual enrollment, as the access extended to first-generation and low-income populations (Loveland, 2017). Research has shown an introduction to college-level work during high school increases the success of students during college (Hoffman et al., 2009). Furthermore, students have reported learning of potential career opportunities and the educational requirements needed to achieve their career aspirations because of dual enrollment participation (Lile et al., 2018). Therefore, policymakers and school reformers have used dual enrollment to increase transition from high school to college (Howley et al., 2013; Kilgore & Wagner, 2017).

Dual enrollment has shown excellent results for students, especially encouraging college matriculation the semester following high school (Giani et al., 2014), but not necessarily with the host institution of the dual enrollment program (Kinnick, 2012; Lawrence & King, 2019). Students indicated that future career aspirations heavily influenced their college choice (Damrow, 2017). Students revealed changing their college choice after participating in a dual enrollment program, but the literature provides minimal details regarding how participation shaped the college choice (Kinnick, 2012).

This case study added to the literature regarding college choice among dual enrollment participants through a series of interviews, field notes, and a document review. With the anticipated decline of upcoming high school seniors, college administrators are proactively seeking ways of maintaining enrollment numbers (Phelan, 2014; U.S. Census Bureau, 2018).

Higher education administrators view dual enrollment programs as a recruitment strategy (Kinnick, 2012). A deeper understanding of a student's experience adds to the administrator's knowledge of using dual enrollment programs to recruit future students.

Background of the Study

Dual enrollment programs are not new, as colleges have offered the opportunities for decades (Giani et al., 2014). However, dual enrollment options have risen due to an increased focus on college transition and degree-attainment by many policymakers (Zinth & Taylor, 2019). The number of jobs requiring a minimum of a high school diploma is decreasing. The United States Bureau of Labor statics predicts the number of careers requiring an associate's or bachelor's degree to increase by 8.7 percent and 8.2 percent, respectively, from 2014 to 2024 (Watson, 2017). Additionally, the many retirements anticipated soon by Baby Boomers will create available job opportunities (Martinez et al., 2018). Dual enrollment has proven to increase college entry the semester after high school and to reduce the time-to-completion (Grub et al., 2017; Wang et al., 2015). As a result, colleges have shifted from only accepting high-achieving students to now offering dual enrollment to a broader range of students, including those considered at-risk (Loveland, 2017; Zinth & Taylor, 2019).

The implementation of dual enrollment programs varies from state to state (Pretlow & Patteson, 2015). Some programs host the participants on the college campus, while others hold classes within the high school building (Lile et al., 2017). For the on-campus courses, some colleges mix the high school students with degree-seeking students, while other colleges maintain separation (Hoffman, 2012).

Every state has enacted different policies regarding the cost of dual enrollment, but many students pay a reduced fee (e.g., 25 dollars per credit), while others pay no tuition (Adams,

2014). Students reported the financial savings as a benefit to dual enrollment programs (Mansell & Justice, 2014). Unfortunately, the low-cost to students puts a burden on some institutions, as college administrators indicated the cost as a barrier to maintaining dual enrollment programs (Kilgore & Wagnor, 2017).

The issue of financing highlights the unique nature of dual enrollment programs. Dual enrollment initiatives do not fall strictly within K-12 policy or higher education policy but encompass both education systems (Zinth & Taylor, 2019). States differ in funding models, with some states allotting money specifically for dual enrollment programs and others providing none (Kinnick, 2012). In the situation with no designated state support, the cost falls to the student, the school district, and the host institution, with the most considerable impact on the college (Adams, 2014; Zinth, 2016). Although K-12 is a mandatory state budget item, district superintendents claim funding dual enrollment programs strained the budget (Romano & Palmer, 2016; Wozniak & Palmer, 2013). Community colleges rely on state and local government funding, which is susceptible to economic ups and downs (Romano & Palmer, 2016). Inconsistent local and state support leave the community college to depend on tuition. Still, administrators do not want to put a financial burden on the dual enrolled participant, creating a vicious cycle of concern regarding financial responsibility (Roach et al., 2015).

Given the potential financial burdens, there are some reasons college administrators might choose to dedicate scarce resources to dual enrollment programs (Burns et al., 2019). First, the dual enrollment initiative aligns with community colleges' mission of access (Jones, 2017). Community colleges provide access to underserved populations that historically could not engage in higher education (Harbour, 2015). Research has indicated that dual enrollment participation improves matriculation rates, college readiness, and college achievement, especially

among underserved populations (An, 2011; Wang et al., 2015). Thus, educational leaders and policymakers have looked to community colleges to provide underserved populations access to dual enrollment opportunities, creating momentum towards degree-completion (Jones, 2017). Martinez et al. (2018) interviewed school administrators who reported a positive economic impact to a high-poverty Texas community. The leaders described a shift in student thinking regarding the opportunities a college credential affords (Martinez et al., 2018).

The recruitment potential serves as another reason community colleges continue to offer dual enrollment programs, despite the financial strain (Kinnick, 2012). The U.S. Census Bureau (2018) indicated a decline of upcoming 18-year-olds, which means fewer incoming first-year students. Research has shown that dual enrollment participants are more likely to enroll in college the semester following high school than nonparticipants (Wang et al., 2015). Naturally, community college administrators view dual enrollment as the ideal situation to recruit students, especially as the 18-year-old population declines (Kinnick, 2012; U.S. Census Bureau, 2018).

The literature is inconclusive regarding community colleges using dual enrollment as a recruitment effort. In a Florida study, three-quarters of participants enrolled in a public Florida institution after high school graduation. The report, however, did not indicate the number of students who selected the host institution (Khazem & Khazem, 2014). In another study, about one-third of participants returned to the host institution the semester following high school graduation (Kinnick, 2012).

Future career goals serve as the leading motivator in college choice, followed closely by the cost (Damrow, 2017). Up to 90 percent of participants report holding predetermined plans to attend a four-year college after high school (Ozmun, 2013). However, students indicated a

change in plans after participating in a dual enrollment program (Kinnick, 2012). There is a lack of empirical investigation into how dual enrollment affects college choice.

Problem Statement

Offering a dual enrollment program comes with a cost. However, many community college administrators believe the recruitment potential outweighs the expense (Kinnick, 2012). The empirical literature indicates that most dual enrollment participants select other colleges (Kinnick, 2012). With insight concerning how dual enrollment participation in both technical and transfer programs served as a contextual factor within college choice, administrators can better inform decisions regarding program options and processes.

Purpose Statement

The purpose of this qualitative study was to explore how dual enrollment participation shaped students' choice to attend the host community college the semester after high school graduation. Through a case study, the research examined approximately 14 former dual enrollment participants from Appalachia Community College (ACC). The participants included students from various dual enrollment programs offered on the college campus. The case study provided insight into how dual enrollment participation served as a context within college choice.

Research Question

The following question guided the study: How does participation in a technical or transfer dual enrollment program serve as a context within students' choice to enroll as degree-seeking with the host institution?

Delimitations

A case study is bounded (Hays & Singh, 2012). Thus, this research contained some delimitations. First, the study only included dual enrollment courses provided live on the college campus, as research has shown that students benefit most when courses are offered on campus (Tobolowsky & Allen, 2016). Second, the study included dual enrollment participants who enrolled as degree-seeking in either technical or transfer programs with the host institution the semester following high school graduation. I only included students who participated in dual enrollment between the 2017-2019 school years. Dual enrollment opportunities at ACC expanded in 2017. Also, participants from before 2017 may have forgotten the details of their college choice. Lastly, I did not include early college programs. Although a form of dual enrollment, ACC does not offer an early college program option.

Definition of Key Terms

The definition of dual enrollment differs slightly among states (Pretlow & Patteson, 2015). Also, the literature uses the terms dual enrollment, dual credit, and concurrent enrollment interchangeably to refer to programs offering both high school and college credit for the same class (Taylor et al., 2015). Although the terms are different, Hoffman et al. (2009) argued that dual enrollment and concurrent enrollment are the act of high school students taking college-level classes, while dual-credit is the outcome of earning credit for both high school and college through the college course. For this dissertation, I used the term dual enrollment exclusively. I defined the term dual enrollment as follows: high school students enrolled in college-level courses, earning credit toward both the college and high school transcript (Lile et al., 2018).

A few other terms I used throughout the study that require a definition include the following:

- *College choice* refers to the selection of postsecondary school in which a student enrolls following high school graduation (Perna, 2006)
- *Degree-seeking* refers to applying to an institution with the purpose to declare a major
- The *host institution* is the college responsible for running and overseeing the dual enrollment program
- *Participation* refers to the act of enrolling in at least one course within a dual enrollment program
- *Technical dual enrollment programs* include curriculum intended to apply towards a two-year terminal degree
- *Transfer dual enrollment programs* include curriculum intended to transfer into a four-year degree

Professional Significance

The dual enrollment literature reveals a great deal regarding the academic success of participants. Participants are more successful than the nonparticipant peers in college preparedness and first semester GPA (An, 2013). Nevertheless, few researchers have sought to understand how participation shapes college choice.

Damrow (2017) utilized a quantitative method to study how participation encouraged college choice. The study revealed that the number of credits earned while enrolled in the program did not encourage students to choose the host institution. When asked to rank factors used in their college choice, students ranked future career goals as the top consideration, placing over cost, financial assistance, and academic reputation (Damrow, 2017). This case study used interviews, field notes, and a document review to bring forth the student's voice and provide context regarding college choice that quantitative research cannot capture.

In the Lile et al. (2018) study, dual enrollment participants reported a greater understanding of the education required to achieve their career goals, as well as a better comprehension of post-secondary options. In another study, students perceived an increase in preparedness for college following participation in a dual enrollment program (Kanny, 2015). In the United States, there is a priority to improve the transition from high school to college (Lile et al., 2018). This study enriches the literature on college transition.

Community college administrators may find an interest in the results of this study. The U.S. Census Bureau (2018) projects a decline in population growth, and the national median age is expected to rise from 38 to 43. These predictions indicate a decrease in the number of future high school graduates the community college can recruit. The participants' perceptions provide administrators additional knowledge in which to structure future programs for recruitment purposes.

Scholars interested in dual enrollment could benefit from this study, as it analyzes the impact of dual enrollment programs from a different lens. Much of the dual enrollment literature focuses on the academic implications, such as college readiness, GPA, and degree completion (An, 2011; Blankenberger et al., 2017; Giani et al., 2014). Academic outcomes are an essential aspect of dual enrollment, but other results are imperative, too (Kinnick, 2012). The knowledge of how participation shapes college choice adds a nonacademic perspective to the scholarly literature.

Overview of the Methodology

The study utilized a qualitative research design with a constructivism research paradigm. According to Creswell and Miller (2000), "the qualitative paradigm assumes that reality is socially constructed, and it is what participants perceive it to be" (p. 125). Constructivism

follows this same definition (Baxter & Jack, 2008). Constructivism aligned with the purpose of the study to determine how participants perceive their experience in dual enrollment shaped their college choice. This study employed multiple case studies, as case studies help to explain “how” questions to gain a deeper understanding of a topic (Yin, 2018). I bounded the study to on-campus dual enrollment programs within the last three years.

The study occurred in Appalachia Community College (ACC). ACC offers different dual enrollment options for both technical and transfer programs, servicing seven local high schools from three school districts. The different options include courses offered on the high school campus, sections on the college campus, a general education program, and structured cohort programs. The participants pay \$25 per credit hour, associated course fees, and textbook costs, but ACC’s Foundation provides monetary assistance to students from low-income families.

Creswell and Miller (2000) stated that qualitative researchers must prove the credibility of their study. I proved credibility by using triangulation. First, triangulation, the use of multiple data sources, serves as a procedure to ensure trustworthiness, as each set of data is analyzed together to explore the complete picture (Baxter & Jack, 2008; Yin, 2018). Thus, I utilized semi-structured interviews, a document review, and field notes to gather data.

The interview participants included students who participated in at least one on-campus dual enrollment course from the 2017 to the 2019 school years. I selected the three-year span, as the dual enrollment options at ACC expanded in 2017. Also, I want participants with more recent dual enrollment memories. I requested participation, through email, from any student who opted to enroll as a degree-seeking student with ACC the semester following high school graduation. The students represented all the on-campus program options offered on ACC’s campus. During

the interviews, I noted behaviors, nonverbal cues, and additional content the protocol did not include. The field notes added context lost in the interview transcriptions.

In addition to the interviews, a thorough document review provided supplementary contextual information, not provided during discussions with students. I reviewed packets offering program information, marketing materials, student agreements, state-wide transfer articulations, and application forms. The review included an analysis of the language, content, and the target audience.

Baxter and Jack (2008) warned, “one danger associated with the analysis phase is that each data source would be treated independently, and the findings reported separately. This is not the purpose of a case study” (p. 555). Consequently, I utilized all the data from the interviews, field notes, and the document review together to form my final analysis. I used an initial coding process to summarize the data into words or phrases and then a second coding process to determine themes to answer the research question.

Chapter Summary

Community college administrators reported viewing dual enrollment programs as a recruitment opportunity, but a low percentage of participants choose to enroll as degree-seeking with the host institution (Kinnick, 2012). Dual enrollment literature contains a minimal understanding of how dual enrollment participation serves as a context within students’ college choice. Knowledge of students’ perceptions help college administrators as they seek to improve the retention of participants.

Chapter one serves as the introduction to the research, providing an overview of the background, conceptual framework, methodology, purpose statement, research question, definitions of key terms, and delimitations. Chapter two contains a review of the dual enrollment

literature. Chapter three provides details regarding the research methodology. Chapter four details the findings of the study. Chapter five includes a discussion of the findings, limitations, implications, and recommendations for future research.

Chapter 2

LITERATURE REVIEW

The purpose of this qualitative study was to explore how dual enrollment participation shaped students' choice to attend the host community college the semester after high school graduation. Fourteen participants, through semi-structured interviews, discussed how they perceived participating in a dual enrollment program shaped their choice to matriculate as a degree-seeking student with the host institution. Also, a document review and field notes provided contextual information to triangulate the findings.

This chapter highlights the relevant dual enrollment literature. Much of the current research focuses on the impact of dual enrollment on the participant. Although the institutional impact is not as in-depth, the number of studies is increasing in this area too. Chapter two highlights the benefits and disadvantages of dual enrollment programs on both the participant and the host institution, as identified through the literature. First, I highlight the evolution of college choice models and explain the conceptual framework. Second, dual enrollment contextual information is provided. Third, the literature regarding student impact of dual enrollment participation is synthesized. Fourth, the institutional implications of dual enrollment programs are summarized. Lastly, the chapter concludes with an explanation of the gap in the literature.

Method of the Literature Review

To locate articles, I utilized EBSCOhost and ProQuest Dissertations and Theses through Old Dominion University's online database. Additionally, I searched Google Scholar for a few items. The search terms included a combination of the following: dual enrollment, concurrent enrollment, dual-credit, student impact, faculty impact, institutional impact, and college choice

models. I narrowed the search by limiting articles to ones in which I had full-access, articles published from 2009 to the present day, with a few exceptions, and peer-reviewed articles. I also narrowed the search by eliminating articles focused exclusively on high school advanced placement courses and middle/early colleges, which are different options for earning college credit during high school.

The literature review generated studies of dual enrollment hosted by both four-year and two-year institutions. I examined the literature from two perspectives, the student impact and the institutional impact. Both views yielded positive outcomes, mainly transition to college, retention, and college completion. The literature review revealed a gap in the literature concerning why dual enrollment participants chose to enroll with the host institution.

Conceptual Framework and College Choice Models

Perna's four-layer college choice model serves as the conceptual framework for this case study. Perna (2006) recognized that the college choice was multi-layered and developed a conceptual model that combines economic and sociological models. Perna (2006) indicated that the four layers of influence on college choice include: "(1) individual habitus; (2) school and community context; (3) the higher education context; and (4) the broader social, economic, and policy context" (p. 116).

The first layer, the individual habitus, involves the student's gender, race, socioeconomic status, cultural knowledge, the cultural value of education, available information regarding college, and support navigating the college processes. Individual habitus shapes a student's college aspirations (Bergerson, 2009). Bergerson (2009) further explained the first layer as an "...unconscious lens through which individuals view their options and make decisions based on what feels comfortable for them" (p. 37). Additionally, the individual habitus impacts the access

to college options. For example, students from low-income families do not have the resources to afford selective, nonlocal colleges (Perna & Ruiz, 2016).

The school and community context of the second layer include the availability and types of resources, as well as structural supports or barriers (Perna, 2006). The resources and supports include guidance counselors, teachers, and available college information (Bergerson, 2009). The student faces barriers when receiving negative encouragement from a school employee or when receiving little information regarding college options (Perna, 2006). For example, in Somers et al. (2006), one Black student indicated, "...that wealthier white students in his high school received very different messages about attending college" (p. 64).

The third layer, higher education context, refers to institutional marketing, recruitment, location, and characteristics (Perna, 2006). Higher education institutions provide information through marketing and recruitment. These efforts highlight characteristics to attract students, as students tend to enroll where they feel most comfortable (Perna, 2006). Students value engaging classes and specific majors as essential characteristics (Huntington-Klein, 2018).

The fourth layer contains social, economic, and policy contexts (Perna, 2006). The model assumes that social demographics and the state of the economy play a role in college choice (Bergerson, 2006). Additionally, public policies that support or discourage college attendance, such as financial aid or free-community college policies, influence the student's choice (Perna, 2006).

Perna's (2006) four-layer college choice "conceptual model assumes that college enrollment decisions reflect an individual's 'situated context'" (p. 114). Viewing the context of each layer is vital to understanding individual choices (Bergerson, 2009). The model follows earlier models in that students base the decision on the cost-benefit, but various influences

impact the view of the benefits (Perna, 2006). Due to multiple factors, there is no standard path to college choice (Perna, 2006).

Perna's model is comprehensive, as it reflects evolving literature regarding college choice (Bergerson, 2009; Perna, 2006). Hossler and Gallagher (1987) developed one of the original college choice frameworks (Bergerson, 2009). The researchers proposed that college choice is a result of multiple phases (Hossler & Gallagher, 1987). The three phases include predisposition, search, and choice. In each stage, both "individual and organizational factors interact to produce outcomes" that impact college choice (Hossler & Gallagher, 1987).

First, in the predisposition phase, students begin to consider their post-high school plans of whether to attend college (Hossler & Gallagher, 1987). This stage starts around middle school for many students (Bergerson, 2009). The second stage is the search phase, in which students gather information regarding college and gain insight on personal aspirations (Bergerson, 2009; Hossler & Gallagher, 1987). This stage generally occurs during high school (Bergerson, 2009). Hossler and Gallagher (1987) stated that the search phase is the most crucial for influencing college choice, and the authors encouraged colleges to interact with students during this phase. The final stage is the choice phase (Hossler & Gallagher, 1987). It is during this time that the student has selected the specific college of choice (Bergerson, 2009). Once a student enters the choice phase, it is too late for college interaction to influence the decision (Hossler & Gallagher, 1987).

Since the late '80s, scholars have used Hossler and Gallagher's model as "...a jumping-off point..." for further research and model development of college choice (Bergerson, 2009, p. 30). Many sought to focus on the specific factors that make college choice complex, such as socioeconomic status, race, and parental education (Bergerson, 2009). Over time, the college

choice models that have developed generally fall into three categories: economic considerations, sociologic considerations, and a combination of both (Perna, 2006; Somers et al., 2006).

The economic or human capital models of college choice focus on the price and assume students consider the value of the investment (Somers et al., 2006). Students determining the type of investment consider the amount and quality of education in terms of potential earnings and ideal work environments (Perna & Ruiz, 2016; Perna, 2006). In one study, students reported costs as a significant factor, with some forgoing their top choice due to the expense (Stephenson et al., 2015).

Financial resources complicate the economic model (Perna, 2006). The student's demographics and academic achievement impact available financial aid and scholarships (Goings & Sewell, 2019; Hossler & Stage, 1992). Student backgrounds also affect access to information (Perna, 2006). According to Perna (2006), the "human capital models do not assume that individuals have perfect or complete information, but evaluate college options based on available information about the benefits and costs" (p. 108). Huntington-Klein (2018) agreed that student understanding of college costs and long-term benefits are often skewed, especially for low-income students. Nonetheless, the economic models assume students act as rational decision-makers with the information provided (Somers et al., 2006).

The sociological or status attainment models focus on aspirations (Hossler & Stage, 1992; Somers et al., 2006). More specifically, sociological models often consider student demographics and academic influence on educational goals and career ambitions (Hossler & Stage, 1992; Perna, 2006). Aspirations also derive from encouragement from parents, counselors, and teachers (Goings & Sewell, 2019). Somers et al. (2006) explained that underserved student

populations reported receiving different college information than “wealthier white students” (p. 64).

Although many researchers, since Hossler and Gallagher, have developed models that consider the complexities of college choice, most find the student as the sole decision-maker (Huntington-Kline, 2017). Some parents and even policies regarding financial aid play a role in the college choice (Huntington-Kline, 2017; Perna, 2006). Additionally, the models tend to cover a specific context, such as race, socioeconomic status, parental education, and parental encouragement (Bergerson, 2009). However, college choice is not linear, as Perna’s model shows (Bergerson, 2009; Huntington-Klein, 2018; Perna, 2006).

Dual Enrollment Contextual Information

Dual enrollment originated in the 1980s but started to gain popularity during recent years, causing a spike in the number of programs (Giani et al., 2014; Taylor et al., 2015). Several governors endorsed dual enrollment during their 2014 State of the State addresses, aiding to the growing appeal (Adams, 2014). Dual enrollment allows students to earn high school and college credits for a college-level course (Grubb et al., 2017). The cost of participation to the student varies from state to state, but generally, tuition is free or reduced (Adams, 2014). Community colleges provide dual enrollment opportunities more often than four-year schools (Burns et al., 2019). In 2017, an average of 11.2 percent of students in United States community colleges comprised of dual enrollment participants (Phillippe & Tekle, 2019).

Definition

The definition of dual enrollment differs slightly among states (Pretlow & Patteson, 2015). For this dissertation, I define dual enrollment as the act of high school students registering in college courses, to simultaneously earn both college credit and high school credit for the same

class (Lile et al., 2018). The literature uses the terms dual enrollment, dual credit, and concurrent enrollment simultaneously to refer to programs offering both high school and college credit for the same class (Taylor et al., 2015). For this dissertation, I use the term dual enrollment exclusively.

Dual enrollment differs from other rigorous programs such as Advanced Placement (A.P.) and International Baccalaureate (I.B.) options. Dual enrollment courses are college classes, not high-school courses covering college material, like A.P. and I.B. programs (Burns et al., 2019). Additionally, students earn college credit upon successful completion of the dual enrollment course, as opposed to A.P. and I.B., which requires a passing test score to receive credit (Burns et al., 2019; Hughes, 2010). Lastly, dual enrollment is governed by state and college policies, as opposed to the national College Board that oversees A.P. and I.B. programs (Khazem & Khazem, 2014).

Complexities of Dual Enrollment

With the expansion of dual enrollment programs, many states have developed policies regarding dual enrollment (Hughes, 2010). Kilgore and Wagner (2017) reported that 47 states and the District of Columbia had adopted policies. The policies enacted by several states generally include standards for participation and program implementation expectations (Hoffman, 2012). For example, Texas policy provides all high school students access to a minimum of 12 college credits (Hughes, 2010). In Virginia, eligibility is determined by placement test scores, while in Ohio, GPAs are the measure for eligibility (Pretlow & Patteson, 2015).

Few states, however, have policies for monitoring program quality (Taylor et al., 2015). Although states set policies, the complex nature of dual enrollment makes monitoring program

quality difficult. As Zinith and Taylor (2019) stated, “unlike many other policy issues that fall squarely within the confines of K-12 or higher education, dual enrollment straddles the K-12 and higher education systems and falls under the purview of K-12 and postsecondary governing and administrative bodies” (p. 104). Often, the individual institutions and school districts are left to determine the steps for monitoring the programs according to state guidelines, if applicable (Hoffman, 2012). Some dual enrollment programs seek national accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP), which requires programs to meet quality standards. As of 2014, only 92 programs held NACEP accreditation (Taylor et al., 2015).

Dual enrollment opportunities differ in structure, depending on the state policies (Pretlow & Patteson, 2015). Some programs offer dual enrollment on the high school campus, with the public-school teachers hired as adjunct faculty, while other programs deliver courses on the college campus or even online with college faculty instructing (Ferguson et al., 2015; Lile et al., 2018). Regarding the on-campus dual enrollment programs, the structure varies too (Hughes, 2010). Some dual enrollment opportunities serve as programs in which students enroll in a specific set of courses aligned to major requirements, while other options include selecting “...courses in an a la carte fashion” (Ferguson et al., 2015, p. 84). Additionally, some institutions opt to separate the high school students from traditional students, while others mix the two populations (Hughes, 2010). The instructors of the dual enrollment courses are required to meet the same level of standard as a traditional college course (Khazem & Khazem, 2014). Often the requirement is an earned master’s degree with at least 18 graduate-level hours in the content area of the class (Hughes & Edwards, 2012; Khazem & Khazem, 2014). Lastly, some programs enroll

students as early as freshman year of high school, while other programs require students to wait until at least their junior year (Jones, 2017).

Student Impact

An abundance of research exists on the student impact regarding participation in dual enrollment courses (An, 2013; Blankenberger et al. 2017; Giani et al., 2014; Kanny, 2015; Lile et al., 2018). The findings revealed a combination of benefits and disadvantages. Students perceive the college exposure as a beneficial experience (Lile et al., 2018), and the literature indicates the exposure produces college-ready students with a greater chance of degree completion (An, 2011; Grubb et al., 2017). Underrepresented populations also receive the same benefits from dual enrollment participation (An, 2013). In contrast, transfer issues and long-term GPA effects serve as potential disadvantages (Kanny, 2015; Loveland, 2017).

Student Perception

Most students believe dual enrollment participation provides a relatively positive experience (Lile et al., 2018). When asked why they decided to partake in dual enrollment, a student focus group revealed that the courses challenged them and gave them an early start towards a degree (Hansen et al., 2015). In a different study, students provided additional reasons to participate, indicating dual enrollment afforded them financial savings and the prestige of taking college courses (Mansell & Justice, 2014).

After participation, students believe the exposure to a college setting and college course expectations provided a significant advantage (Kanny, 2015). The exposure promotes an understanding of the need to engage in class, develops time management skills, and encourages maturity (Lile et al., 2018). Additionally, the exposure alleviates the overwhelming feeling of the

first-year experience and produces college-ready students (Kanny, 2015; Mansell & Justice, 2014).

Lastly, students perceive the exposure to not only aid in developing skills and learning college-level expectations but also as an introduction to the various postsecondary options (Lile et al., 2018). Participants explained that dual enrollment programs “exposed students to new ideas about their personal trajectories after college and to the kinds of careers available to them in the future” (Lile et al., 2018, p. 103). This introduction to postsecondary and career options aligns with the college transition initiatives behind dual enrollment (Zinth & Taylor, 2019).

Students perceive a few drawbacks to participating in dual enrollment courses. The disadvantages include the potential long-term effects of the earned grade, negative interactions with degree-seeking college students, and limited available student support systems (Kanny, 2015). In a focus group, students did report access to support services, such as tutoring and advising. Still, they did not utilize the services due to a lack of personal initiative to use them (Lile et al., 2018).

Students also believe participation comes with a trade-off, resulting in some students forgoing the opportunity (Mansell & Justice, 2014). Dual enrollment obligations require students to miss the traditional high school experience and have less time for extracurricular activities (Mansell & Justice, 2014). Students who opt into dual enrollment courses delivered on the high school campus report perceptions of minimal personal growth (Lile et al., 2018). No matter the location, students experience a sacrifice, the high school experience versus personal growth. Despite the notable drawbacks, the students believe the advantages outweigh the disadvantages (Kanny, 2015).

College Readiness

Research findings confirm student perceptions of dual enrollment effects. Students perceive college preparation as a significant advantage (Kanny, 2015). A correlation between the curriculum in high school and the expectations of a college freshman is lacking, leaving students unprepared for college-level work (Venezia & Jaegar, 2013). The Common Core State Standards initiative attempted to improve this disconnection, but several states opted to pursue other standards (Venezia & Jaegar, 2013). Another effort to prepare high school students for college is through A.P. options, but A.P. courses do not produce the same benefits of dual enrollment classes (Giani et al., 2014). School systems have turned their attention to building partnerships with area colleges, as another effort to prepare high school students for college (An, 2011). Dual enrollment programs successfully introduce students to the college experience, especially when delivered on the college campus (Tobolowsky & Allen, 2016). Wang et al. (2015) referred to this introduction as “early college academic momentum” (p. 167), or a jump start.

This college introduction increases the likelihood of students starting college directly after high school graduation, mostly when completing general education courses (Giani et al., 2014). The acceptance rates into selective institutions also increase among dual enrollment participants (Loveland, 2017). More specifically, Lichtenberger et al. (2014) found 34 percent of their sample matriculated to a four-year institution the semester after high school. Upon admission, dual enrollment participants were less likely to need remediation (An, 2011). One might suspect that dual enrollment participants are the confident, strong student who is predetermined to perform well, but research does not support this suspicion (Ozmun, 2013). Dual enrollment participation boosted academic self-efficacy among students (Ozmun, 2013; Witkowsky & Clayton, 2020).

Not only does dual enrollment provide exposure, but participation presents opportunities for exploration and a challenge. Dual enrollment involvement offers the chance for students to explore potential career paths and enroll in courses beyond the available classes at the high school (Loveland, 2017; Witkowsky & Clayton, 2020). Participation also permits students to interact with college professors in fields of interest (Khazem & Khazem, 2014).

Although exploration is beneficial to students, the transferability of the dual enrollment credit is not guaranteed, potentially wasting time and money (Loveland, 2017). Despite the concern, the issue of transferring credits is minimal. In one study, 95% participants reported the ability to transfer credits (Khazem & Khazem, 2014). Twenty-five states developed a policy to require all in-state public colleges and universities to accept dual enrollment credit to combat the concern of credit transfer (Duroske, 2019).

Many students appreciate the challenge presented by a college-level class, but a potential low grade has long-term effects (Hansen et al., 2015; Loveland, 2017). The failing grades are transcribed, impacting the student's overall grade point average (GPA) (Loveland, 2017). Tobolowsky and Allen (2016) stated, “there may be an optimum number of courses that offer maximum benefits to students-providing an introduction to the college environment and rigor, while not limiting their future” (p. 10). Although a bad GPA is possible, dual enrollment programs produce students with higher GPAs, compared to nonparticipants, which eases the concern of earning a low average from dual enrollment (An, 2011). Additionally, Burns et al. (2019) found that students earning at least three college credits during high school scored higher on the ACT and SAT than students who did not receive college credit, across all demographics.

Retention and Graduation Rates

College enrollment is the first step to college success, but retention and graduation serve as the goal. Dual enrollment participants graduate with four-year degrees at a higher rate than similar peers who did not partake in a program (Blankenberger et al., 2017). Participating in dual enrollment improves the chances of obtaining a two-year degree by eight percentage points and a bachelor's degree by seven percentage points, compared to nonparticipants (An, 2013). These results are most significant among students who opted to begin at the community college, as opposed to a four-year school (Blankenberger et al., 2017). The degree attainment results remain consistent after the consideration of student differences (An, 2013).

One study found that participants were less likely to complete an associate's degree with the host community college (Lawrence & King, 2019). The individuals that did finish a degree with the host college earned an Associate of Arts (A.A.) more often than an Associate of Applied Science (AAS), implying the participants held goals of earning a bachelor's degree. The authors indicated that more information regarding where dual enrollment students attend after high school is needed (Lawrence & King, 2019).

Several factors contribute to increased graduation rates among dual enrollment participants. First, dual enrollment participants require less need for remediation (An, 2011). During the 2011-2012 school year, roughly 32 percent of first-year college students enrolled in at least one remedial course (NCES, n.d.). Dual enrollment participation reduced these odds. An (2013) reported that "there is a 13 percentage-point difference in the likelihood of taking a remedial course between dual enrollees and non-dual enrollees" (p. 417). Dual enrollment participants were 3.4 less likely to require remediation, upon enrolling as a degree-seeking, community college student (Grubb et al., 2017).

The second factor includes the idea that dual enrollment shortens the time to completion (Loveland, 2017). The probability of college success increases as the number of earned credits rises, creating a positive correlation (Giani et al., 2014). High school students earning a minimum of 20 credits improved the odds of completing a degree significantly (Hoffman et al., 2009). Achieving an associate degree within two years is two and a half times more likely among dual enrollment participants, as compared to nonparticipants (Grubb et al., 2017), especially if students enroll the semester following high school (Wang et al., 2015). Additionally, dual enrollment participation increases the likelihood of attempting a higher number of credits hours during the freshman year, reducing completion time (Wang et al., 2015).

Underrepresented Student Impacts

Initially, dual enrollment programs only accepted high-achieving students, but access expanded to underrepresented students in recent years (Howley et al., 2013; Jones, 2017). Traditionally, the United States has experienced college access inequalities among underrepresented populations, so the transition from high school to college is essential for this demographic (Bethea, 2016; Martinez et al., 2018). Underrepresented college students include individuals from low socioeconomic (SES) quartiles, Hispanic and African American people, and first-generation students (Cox, 2016).

The benefits described in the earlier sections remain consistent among all students, including underrepresented populations (An, 2011; Lile et al., 2018). Minority dual enrollment participants are 26% more likely to matriculate to college, and 14% more likely to graduate than minority nonparticipants (Taylor, 2015). Dual enrollment students from low SES saw a similar impact, with 30% more likely to enroll in college and twice as likely to graduate as compared to

nonparticipant peers (Taylor, 2015). Despite the positive implications of participation, underrepresented students remain underserved by dual enrollment programs (Grubb et al., 2017).

Students with college-educated parents elect to attend college at higher rates than students with parents with no postsecondary training (Venezia & Jaegar, 2013). Dual enrollment contains the potential to break that cycle, as “first-generation students and students from low-income backgrounds seem to garner greater advantages than students whose parents did earn a college degree or come from a higher income background” (Tobolowsky & Allen, 2016, p. 10). Dual enrollment promotes confidence in first-generation students as they realize their success in challenging courses (Loveland, 2017). Dual-enrolled, first-generation students earn a college diploma at a rate of eight percentage points higher than nonparticipating, first-generation peers (An, 2013). Unfortunately, first-generation students partake in dual enrollment less often than their peers with college-educated parents (Tobolowsky & Allen, 2016). Grubb et al. (2017) indicated that students with at least one parent with a minimum of a two-year degree account for 99 percent of the dual enrollment participants in Tennessee.

A gap in traditional college enrollment exists with a rate of 71 percent for Caucasians, and 61 to 62 percent for African Americans and Hispanics, respectively, in 2009 (Taylor, 2015). Despite these statistics, dual enrollment access and participation have grown in recent years, including an increase in the number of Hispanic and African American participants (Pretlow & Wathington, 2014). The increase in underrepresented racial groups is encouraging because non-white students who participated in dual enrollment had higher first-year GPAs and higher graduation rates than comparable nonparticipants (Ganzert, 2012).

Regardless of the rise in Hispanic and African American students in dual enrollment, the racial disparities still expose a significant gap. Participant demographics of one study comprised

of 80 percent White students in dual enrollment courses, compared to the 64 percent of White students in the entire senior class (Pretlow & Wathington, 2014). A similar gap occurred in Tennessee, with nine percent of African American participants, among a state-wide population of 20 percent Black individuals (Grubb et al., 2017).

Often underrepresented individuals face “limited cultural supports, as well as racism, ineffective counseling, and limited networking opportunities with people who have succeeded in college” (Venezia & Jaeger, 2013, p. 120). These supports are vital in building college attendance expectations within children. Additionally, underrepresented students often lack guidance in developing future goals and navigating the proper postsecondary path (Venezia & Jaegar, 2013). High school experiences impact student access to college, especially for underrepresented students (Bethea, 2016). Dual enrollment participation introduces at-risk students to postsecondary options and paths to achieve their goals (Lile et al., 2018).

These obstacles negatively influence student expectations and planned trajectories toward degree attainment, which begins long before college (Cox, 2016). Dual enrollment participation serves as the avenue to build confidence, reduce the need for remediation, and develop a transition to higher education among underrepresented students (An, 2013; Lichtenberger et al., 2014). These individuals, unfortunately, indicated personal hindrances for not partaking in dual enrollment opportunities, such as intimidation, lack of accurate eligibility information, and lack of knowledge regarding registration. These hindrances highlight the need for more direction from high school guidance counselors (Mansell & Justice, 2014).

Also, the deterrents point to the necessity of providing financial assistance to low-income students (Lile et al., 2018). Although tuition is free or reduced, in many districts, students are responsible for the cost of textbooks and course fees (Roach et al., 2015). In recent years, the

U.S. Department of Education has experimented with awarding Pell Grants to dual enrollment students (Lile et al., 2018). Additionally, some states have enacted policies to offset costs. For example, Florida exempts tuition and fees and provides the necessary materials for zero cost to dual enrollment participants (Khazem & Khazem, 2014). Lastly, low-income students often depend on public school transportation and cannot drive themselves to the college campus (Roach et al., 2015; Witkowsky & Clayton, 2020). School districts that offer transportation to the college campus or offer courses at the high school have addressed this issue (Roach et al., 2015).

Student Impact Summary

Both student perception and research findings agree on the positive implications of dual enrollment participation. Involvement introduces students to college expectations, smoothing the transition to postsecondary options. This introduction exposed students to more challenging work, increased college-attendance rates, reduced remedial education requirements, raised GPAs, and improved degree attainment among participants. Some concern exists regarding the transferability of credits and the potential long-term impact of students' overall GPA. These concerns are minimal compared to extensive research indicating positive implications of dual enrollment participation on students. Underrepresented students experience similar benefits but remain less likely to partake in dual enrollment as their white, middle to high income peers.

Institutional Impact

Dual enrollment research focuses heavily on the high school student impact, but the program effects are felt on the institutional side too (Kinnick, 2012). The college's faculty, traditional students, logistical systems, and finances all face impacts, whether positive or negative. Faculty and college administrators generally perceive dual enrollment programs as a positive initiative to improve college transition (Ferguson et al., 2015; Martinez et al., 2018).

However, dual enrollment programs require a lot of effort and resources to maintain (Hughes & Edwards, 2012; Kilgore & Wagner, 2017; Martinez et al., 2018).

Faculty and Administration Perception

Community college faculty teaching dual enrollment on campus reported comparable abilities between the high school students and traditional students in one study (Ferguson et al., 2015). On the contrary, action research participants indicated a lack of academic readiness, causing students to struggle in the college-level courses (Hughes & Edwards, 2012). Also, instructors described less maturity among the high school students, compared to traditional community college students (Ferguson et al., 2105). Despite the lack of preparedness, faculty believed the opportunity allows students to gain an appreciation of college expectations, as well as improve the necessary study habits and time management skills (Ferguson, et al., 2015; Hughes & Edwards, 2012).

Dual enrollment programs serve as collaborations between school districts and host institutions (Stephenson, 2014). Both superintendents and college presidents support dual enrollment programs stating the ““program is a vehicle to help kids go to college and explore career options,”” at little to no cost (Stephenson, 2014, p. 13). School leaders in rural Texas view dual enrollment as a tool to improve students’ lives and the community, both socially and economically (Martinez et al., 2018). The administrator’s sentiments mirror student perception of dual enrollment benefits, as indicated earlier (Mansell & Justice, 2014).

Traditional Student Impact

Some dual enrollment programs keep the high school students separated from the traditional students, while others mix the two populations into one class (Hughes, 2010). The high school students benefit from the opportunity to work with college-age students (Khazem &

Khazem, 2014). Dual enrollment participants learned from traditional students, most notably that college students come from various backgrounds (Lile et al., 2018). Additionally, the dual-enrolled students' interaction with traditional students aids in the transition from high school to college (Howley et al., 2013).

It is essential to consider the impact on traditional students. Traditional students have expressed frustration with the lack of maturity among high school students (Ferguson et al., 2015). However, Kinnick's (2012) study had different results. A faculty survey revealed the positive impact the dual enrollment students held on the traditional students insinuating the high school students served as role models. It is essential to note the dual enrollment program, in which the surveyed faculty taught included honor students only (Kinnick, 2012). More studies on the impact of dual enrollment on traditional students are needed to understand the implications fully.

Logistical Considerations

Staffing dual enrollment classes is the first logistic challenge host-institution administrators face. Even though high school-aged students enroll in dual enrollment courses, the content is still college-level work (Grubb et al., 2017). Therefore, colleges require instructors to hold the same credentials as faculty teaching traditional college classes (Hughes & Edwards, 2012). Not all college faculty, however, are eager to teach high school students (Hughes, 2010). Administrators should seek instructors with experience teaching younger students (Hughes, 2010). Yet, finding instructors who met the requirements, have experience with high school students, and want to teach younger students is a barrier for many institutions (Kilgore & Wagner, 2017). Kilgore and Wagner (2017) suggested that the host institution should offer

opportunities for potential instructors to earn the appropriate credentials, especially for K-12 instructors.

The location has implications on the logistics. When holding dual enrollment courses on the college campus, transportation becomes a barrier (Kilgore & Wagner, 2017; Witkowsky & Clayton, 2020). Institutions have opted to offer dual enrollment courses at the high school campus to eliminate the transportation issue (Hughes, 2010). Yet, critics worry about the rigor regarding dual enrollment courses taught at the high school (Ferguson et al., 2015; Hughes, 2010). Hughes (2010) reported that “some questions have arisen as to how classes taught at high schools by high school teachers can be considered genuine college courses” (p. 13). Although institutions have policies to require the same qualifications for the high school teacher as regular college instructors, the question of “the rigor and authenticity” of dual enrollment courses taught on the high school campus remains (Hughes & Edwards, 2012, p. 29).

In response, scholars suggest that colleges require comparable outcomes and content between traditional college courses and dual enrollment courses (Hughes, 2010). Some colleges designate a college instructor to work with the high school educator on the curriculum and to ensure alignment (Hughes, 2010). Other schools use advisory boards to monitor rigor and to recommend any changes (Ferguson et al., 2015). This oversight requires additional resources and time on the institution’s behalf. However, Taylor et al. (2015) reported the benefit of a close partnership includes the ability for the high school teachers and community college faculty to “...have a more detailed understanding of their counterparts’ teaching philosophy, student expectations, curriculum, pedagogy, and assessment” (p. 17).

Another logistic is the partnership between the host-institution and the school system (Kilgore & Wagner, 2017). The partnership requires work on both ends to build and maintain

(Taylor et al., 2015). Howley et al. (2013) indicated that “cross-organizational communication was crucial to the success...” of the collaboration (p. 88). More specifically, the tone and way partners convey information is crucial in developing a positive partnership (Howley et al., 2013). Superintendents and principals need to consider specific processes and determine whose role is responsible for upholding the processes, e.g., holding advisory boards, communication with principals and instructors, creating and maintaining policies and procedures (Stephenson, 2014). Ideally, a liaison is appointed to monitor correspondence and processes, but identifying a liaison is not always feasible due to costs and other responsibilities (Howley et al., 2013). A solution includes assigning one high school counselor to serve as the liaison, as the counselor serves as the student’s go-to for postsecondary information (Martinez et al., 2018; Witkowsky & Clayton, 2020).

Supports Needed

The lower maturity-levels and needs of dual enrollment students require academic support services (Ferguson et al., 2015). Academic supports should occur both inside and outside the classroom (Hughes & Edwards, 2012). An example of outside supports includes individual tutoring, while in-class supports include differentiated instruction (Hughes & Edwards, 2012). Consideration of providing academic services during times that high schools students can access them is essential (Ferguson et al., 2015).

In addition to academic supports, students need emotional support systems (Hughes & Edwards, 2012). Faculty reported the dual-enrolled students in their program “...had little emotional support from their families for their college aspirations” (Hughes & Edward, 2012, p. 32). Providing a mentoring service, in which students can build a relationship with someone who

can provide the lacking support, is one suggestion (Taylor, 2015). Another recommendation includes utilizing counseling (Howley et al., 2013).

The final support service dual enrollment participants need is assistance navigating college processes and policies (Martinez et al., 2018). Workshops allow students and parents to gather college transition and financial aid information (Taylor, 2015). A school district in South Texas hires college transition specialists that split their time between the host institution and home high school. The transition specialists serve as an advisor, providing support to the dual enrollment participants and helping to educate parents on the processes (Martinez et al., 2018). All these logistics and support services add value to dual enrollment programs but at a cost (Kinnick, 2012).

Financial Impact

Administrators cited the financial implications as the most significant barrier to offering dual enrollment, especially in efforts to maintain low costs to the students (Kilgore & Wagner, 2017; Roach et al., 2015; Wozniak & Palmer, 2013). Some state funding models include support for dual enrollment programs, while other states require institutions to secure funding (Kinnick, 2012). State funding "...has historically been unpredictable and unstable..." leaving community colleges to rely on alternate funding sources (Phelan, 2014, p. 7).

A typical funding source is grant funding, but grants have a timeframe (Stephenson, 2014). Once the grant ends, the expense falls to the college (Howley et al., 2013). Furthermore, many grants are specific. For example, a dual enrollment program in New York utilizes Perkins funding, but the Perkins grant only funds technical programs, which limits the program options (Haag, 2015).

Other funding sources include tuition, but often tuition is significantly reduced to entice participants that otherwise cannot afford the cost (Roach et al., 2015). Additionally, other costs, such as textbooks, course fees, and supplementary materials, add to the financial burden on students (Zinth & Taylor, 2019). Increasing tuition, in addition to the other costs, is counter-intuitive of creating access to underrepresented students (Jones, 2017; Martinez et al., 2018).

Kinnick (2012) explained the importance of “proving the value of dual enrollment,” as budget cuts often make running programs difficult, especially during economic downturns (p. 39). The superintendents and principals agree that they should prioritize dual enrollment in the budget (Stephenson, 2014). A principal in Texas stated, “we don’t charge our kids; we’re not going to let money necessarily be the barrier” (Martinez et al., 2018, p. 531).

Long-term financial support is a growing concern as the popularity of dual enrollment programs rise, and state appropriations decline (Adams, 2014; Khazem & Khazem, 2014). The funding source for dual enrollment programs different among states, with responsibility often falling to the student, school district, and/or the host institution (Zinth, 2016). Generally, the host institution endures the most considerable expense (Adams, 2014; Jones, 2017). With less state support, many funding ideas have developed. Alabama created a tax credit for scholarship donations and a community college appropriation to help offset costs for technical dual enrollment programs (Adams, 2014). A push to allow Pell Grants to extend to high school students served as another proposed solution to alleviate the overhead costs absorbed by institutions (Adams, 2014). Lastly, in a survey of college and K-12 administrators, respondents encourage the use of financial aid to offset costs and put more responsibility on the student (Wozniak & Palmer, 2013).

Haag (2015) indicated that a lack of consistent funds creates little motivation to expand dual enrollment opportunities. At the same time, administrators believe the expense of offering a dual enrollment program is worth the price if the program leads to the recruitment of degree-seeking students (Kinnick, 2012). Five years of data at an Atlanta university indicated, on average, 33% of dual enrollment participants reenrolled with the host-institution upon the conclusion of the high school experience (Kinnick, 2012). Student surveys revealed that the host institution was not the college of choice for almost half of the matriculated students, but dual enrollment participation changed the students' views (Kinnick, 2012). The number of credits earned while participating does not serve as a predictor for selecting the host institution (Damrow, 2017). Students first consider future career opportunities when making a college choice, followed closely by cost (Damrow, 2017).

Institutional Impact Summary

From the institutional side, both administrators and faculty contain an overall positive attitude towards dual enrollment programs. Administrators and faculty both view dual enrollment as an opportunity to improve college transition by introducing students to the college environment (Ferguson et al., 2015; Martinez et al., 2018). The literature on institutional impact covers an array of topics to consider for dual enrollment programs, such as the partnership between the host institution and high school, support services needed for student success, and the growing financial concerns. Despite the complexities associated with hosting a dual enrollment program, administrators claim the program is worth the expense (Kinnick, 2012; Martinez et al., 2018).

Gap in the Literature

The U.S. Census Bureau (2018) indicated a decline in the number of 18-year-olds shortly. With the anticipated attendance cliff, colleges are seeking recruitment options to offset the expected decrease in enrollment (Phelan, 2014). Dual enrollment is a viable option, as it introduces potential students to the institution and meets the initiative to close the gap between secondary and postsecondary education (Khazem & Khazem, 2014; Ozmun, 2013).

Institutional administrators believe the cost of running dual enrollment as one of the top barriers (Kilgore & Wagner, 2017). However, administrators also indicated the recruitment opportunity is worth the expense (Kinnick, 2012). Haag (2015) agreed stating, colleges “need to understand the long-term financial benefits [of dual enrollment]: savings that result from documented increases in college enrollment, retention, and completion” (p. 56). The literature does not fully support this statement. Khazem and Khazem (2014) reported that three-quarters of dual enrollment participants in Florida opted to attend a public Florida institution the semester after high school graduation. Still, the authors did not specify the percent of students that selected the dual enrollment host institution (Khazem & Khazem, 2014). Kinnick (2012) reported that one-third of participants enrolled as degree-seeking with the host institution.

Dual enrollment participants held at a community college are less likely to enroll as degree-seeking with the host institution after high school (Lawrence & King, 2019). Ozmun (2013) found that nearly 90 percent of participants in one study had predetermined plans to attend a four-year college. Ninety percent of the students who chose to return to the community college completed A.A. degrees, implying their intent to earn a bachelor’s degree (Lawrence & King, 2019). Hughes (2010) confirmed, stating, “while much dual enrollment occurs through

community colleges, participating students in our studies who went on to attend college once completing high school were more likely to enroll in a four-year institution” (p.13).

Students stated career goals as the main factor in determining college choice (Damrow, 2017). Although the literature indicates students held pre-determined plans, students reported a shift in consideration after dual enrollment participation (Kinnick, 2012). Unfortunately, the students did not elaborate on how participation changed their college choice. Lile et al. (2018) stated that dual enrollment participation exposes students to potential careers, but the author did not indicate that this exposure served as a context in college choice.

The intersection between college choice and dual enrollment participation is a gap in the literature. Although some of the studies described above provide insight for college choice among dual enrollment participants, the literature contains little regarding how dual enrollment participation serves as a context within college choice among community college students within technical and transfer programs.

Chapter Summary

Chapter two includes an overview of the dual enrollment literature. The research covers both two-year and four-year institutions, as well as a combination of qualitative and quantitative methods. A review of the literature revealed mostly positive implications for the participants and several complex considerations for the host institution. A gap occurs regarding how dual enrollment participation shapes college choice.

In chapter three, I detail and support the research design. The chapter includes specifics of the methodology, setting, participants, data collection methods, data analysis, and limitations.

CHAPTER 3

METHODOLOGY

Chapter three details the research specifics. The chapter begins with the purpose statement and the research question. Then chapter three continues to provide in-depth descriptions of the research design, the setting, the participants, the data collection tools, the data collection procedures, and the data analysis. The chapter concludes with a discussion of the study's limitations.

Purpose Statement and Research Question

The purpose of this qualitative study was to explore how dual enrollment participation shaped students' choice to attend the host community college the semester after high school graduation. The following question guided the study: How does participation in a technical or transfer dual enrollment program serve as a context within students' choice to enroll as degree-seeking with the host institution?

Research Design

The study's conceptual model aligned with Perna's college choice model. The influences on choice are multi-faceted and rely on various contexts (Perna, 2006). The four contextual layers of Perna's college choice model include "(1) individual habitus; (2) school and community context; (3) the higher education context; and (4) the broader social, economic, and policy context" (Perna, 2006, p. 116). Although the semi-structured interviews primarily focused on the individual habitus and the school context, I maintained attention to the other layers, especially within the document review. Additionally, I considered layers two through four when selecting the setting.

The study followed a qualitative research design because qualitative studies use perspectives to gain more knowledge of a phenomenon "...with an in-depth richness that otherwise may not be possible" (Hays & Singh, 2012, p. 22). Students reported dual enrollment participation impacted college choice, but the students did not elaborate on how participation shaped the choice (Kinnick, 2012). The intersection between dual enrollment participation and college choice is lacking. A qualitative study from the participant's perspective was needed to provide the rich understanding necessary to fill the gap.

This qualitative study utilized a case study approach. A case study is ideal for asking the "how" and "why" questions behind under-studied areas because "the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result" (Schramm, 1971, as cited in Yin, 2018, p. 14). The research question asked "how" to further examine contexts associated with college choice, making a case study a logical decision. Additionally, I researched through the constructivist research lens, which means knowledge is formed by lived experiences (Baxter & Jack, 2008). As Perna's (2006) model indicates, the experiences of students differ, and the understanding of one's college choice is reliant on the context.

Yin (2018) explained that multiple-case studies are ideal, as "analytical conclusions independently arising from two cases, as with two experiments, will be more powerful than those coming from a single-case (or single experiment) alone" (p. 61). For this study, I included two cases: (1) students enrolled in transfer programs, and (2) students enrolled in technical programs. The dual enrollment programs of interest contain a combination of transfer and technical programs. The programs are all offered on the college campus but differ in structure. Some of the dual enrollment programs allow students to select courses in an *à la carte* fashion, while others

are very structured with specified courses aligned to a specific major. The purpose of the case study was to determine how dual enrollment shaped student college choice. By using two cases, the study provided insight on similarities among students with opposing college goals of technical versus professional degrees.

Hays and Singh (2012) indicated that a real case study is bounded. Although Appalachia Community College (ACC) offers a few dual enrollment options, I delimited the study to participants who enrolled in at least one on-campus dual enrollment course. Students benefit more from the dual enrollment experience when held on the college campus, as opposed to the high school campus (Tobolowsky & Allen, 2016). Additionally, I bounded the case to the participants who opted to enroll as degree-seeking with the host institution the semester after (either summer or fall) high school graduation. I only included students from 2017 to 2019. In 2017, ACC's dual enrollment opportunities expanded to a broader group of students. Also, participants in earlier programs were less likely to remember the details of the contexts associated with their college choice. Lastly, the study was bounded to traditional dual enrollment programs, not an early college, AP, or IB options. Although early college, AP, and IB are credit-earning opportunities, these programs differ from traditional dual enrollment (Burns et al., 2019; Howley et al., 2013).

Setting or Context

The data collection occurred during the fall of 2020 at ACC. According to Perna's (2006) model, various direct and indirect factors influence college choice. Layer three is the higher education context, including location and layer four of the model includes the social, economic, and policy context. I selected ACC because of the unique contextual factors of the Appalachia Region. The Appalachian Region spans from New York to Alabama and includes portions of 13

states (Appalachian Region Commission [ARC], n.d.). Jobs in the Appalachian Region have shifted from extraction industries such as mining, forestry, and agriculture to manufacturing and the service industry (ARC, n.d.).

The Appalachian income and educational attainment rates consistently lag behind the rest of the United States (Greenberg, 2016). The job opportunities and the rural setting contribute to these rates (Greenberg, 2016). Community colleges provide higher education access to low-income and first-generation students (Bahr & Gross, 2016). In hopes to improve the poverty rate and educate more individuals, ACC's state recently enacted a free community college policy. ACC's location allows individuals from multiple counties to access campus.

Layer one and two of the model include the individual culture and the available resources or supports within high school. At-risk students lack personal and cultural support regarding college attendance, college information, and knowledge of processes (Venezia & Jaeger, 2013). Unfortunately, the poverty rate within much of Appalachia puts students at-risk of improper support (Greenberg, 2016). Dual enrollment serves as an essential resource to encourage college attendance and provide knowledge of college opportunities and processes among underrepresented students (An, 2013; Taylor, 2015).

The proposed study explored how dual enrollment participation shaped the choice to enroll with the host institution. The community college mission is to provide access to higher education opportunities, which is especially beneficial in the Appalachian Region (Greenberg, 2016; Jones, 2017). If community college administrators wish to use dual enrollment as a recruitment opportunity (Kinnick, 2012), gathering perspectives of students served by the community college is essential.

Participants

Hays and Singh (2012) described purposive sampling as the selection of participants based on their connection to the phenomenon, as opposed to solely selecting individuals to have a specific sample amount. I recruited former dual enrollment participants from the past three academic years who opted to re-enroll with the host institution the semester following high school. I interviewed seven students who participated in a technical dual enrollment program and nine students who participated in transfer dual enrollment programs. Unfortunately, during the interviews, I determined two participants did not meet the criteria. I eliminated the two interviews from my analysis leaving 14 participants, six technical and eight transfer.

After gathering contact information of the dual enrollment alumni from ACC's High School Program Coordinator, who retrieved the content from their student information system, I emailed the students (see Appendix A). The email explained the study and the participant's role, as well as provided my contact information. Additionally, I ensured the message indicated that participation was voluntary and that I will maintain confidentiality. I followed-up with volunteers to provide further information, schedule a time to meet, and gather participants' signature on the consent form.

Data Collection Tools

Yin (2018) explained, "one of the most important sources of case study evidence is the interview" (p. 118). Yin (2018) continued to explain that the discussion with the participants leads to the insight of one's perspective. These discussions required the researcher to serve as the data collection tool.

A protocol (see Appendix B) guided my data collection, with pre-determined interview questions. Table 1 maps the questions to Perna's (2006) college choice model. The protocol

followed the guidelines established by Jacob and Furgerson (2012), such as a list of information, use of open-ended questions, and a progression of simple questions to more-in-depth questions. Before I officially gathered data, I conducted a pilot interview with one ACC student to gauge the quality of the questions. Based on the pilot interview, I revised the protocol by adding questions two and seven and restructuring question three to ensure the interview solicited responses regarding the contextual factors of college choice. I also incorporated the pilot interview in my analysis, since the student answered the two additional questions we added at the end.

During the interviews, I wrote field notes to gather details of contextual information, body language, nonverbal cues, additional probing questions not listed on the protocol, and recurring themes from our discussion (Hays & Singh, 2012). After the interview, I noted my initial thoughts and reflections within the field notes as well. Lastly, I used Zoom's built-in recording option to tape the interview for transcription purposes during the analysis phase. I also used a back-up audio recording app on my phone, in the event Zoom's recording did not work.

Data Collection Procedures

It is imperative for qualitative researchers to prove the credibility of the study, and triangulation serves as an approach for promoting trustworthiness (Creswell & Miller, 2000; Yin, 2018). Triangulation is the use of three or more data sources (Baxter & Jack, 2008; Yin, 2018). I utilized semi-structured interviews, field notes, and a document review to triangulate my data.

Semi-Structured Interviews and Field Notes

Semi-structured interviews provide consistency among participants while allowing flexibility to probe for further supporting information (Whiting, 2008). I scheduled one hour per session, but the interviews lasted between 25 – 45 minutes. The interviews occurred via Zoom, a

Table 1*Interview Questions Mapped to Perna's College Choice Model*

Question	Layer 1	Layer 2	Layer 3	Layer 4
Talk about your hobbies or what you did with your free time during high school. Did you also work during high school?	X			
What type of classes did you take in high school? (Honors, AP, college-prep, etc.)	X	X		
Describe the college expectations and supports from your family unit during high school.	X			
Describe how and who provided college information within your high school. Explain what type of information these individuals provided and how often.		X		
How did you learn about the dual enrollment opportunity, and why did you decide to partake?		X	X	
Talk about your educational goals prior to enrolling in dual enrollment courses.	X	X	X	X
a. Did you have a plan to attend a specific college?				
b. Did you know what degree you wanted to pursue?				
c. Did you have career goals?				
Describe what stood out to you from your dual enrollment experience, such as the faculty and staff, course content, learning environment, student support, procedures, etc.		X	X	
How did participating in dual enrollment support or change your perception of college?		X	X	
How did participating in dual enrollment support or change your future career goals?		X		
Why did you ultimately decide to enroll at [institution's name]?	X	X	X	X

Note. Layers 1-4 represent the four-layers in Perna's (2006) College Choice Model. Layer 1

represents individual habitus, layer 2 represents the school and community context, layer 3

represents the higher education context, and layer 4 represents the social, economic, and political

context.

video conferencing program, during the fall of 2020. I considered various factors in determining the use of Zoom. First, the current pandemic created discomfort conducting the interviews live. Second, students from the 2017 school year have probably graduated. Zoom provided convenience for nonlocal participants.

Before conducting the interviews, I provided participants with the informed consent form, as noted in Appendix C, and I provided information regarding the purpose and process of my research. During the live interviews, I used the recording feature in Zoom to document the responses. I took field notes indicating behaviors, nonverbal cues, additional questions, and recurring themes (Jacob & Furgerson, 2012). After each interview, I reflected, within the field notes, the ideas I drew from the discussion.

Maintaining confidentiality was my responsibility (Yin, 2018). First, I assigned pseudonyms both the participants and the college to eliminate the use of real names. Second, I stored the files in a digital, two-way protected (password and authentication) storage system. I saved the recordings and the key with the participant real names in a separate file than the transcripts and data. One year after completing the study, I will utilize a digital shredder to delete any digital trace completely.

Document Review

Yin (2018) explained that a researcher gathering data from documents must look for the "important message between the lines" (p. 84). These messages can support other findings (Yin, 2018). I analyzed the messages within the dual enrollment marketing materials that ACC uses to encourage participation. The type of information portrayed might potentially impact the type of student the material targets. For example, the marketing materials that highlight the transferability of courses could interest a student with intentions of attending a different

institution upon high school graduation. In contrast, materials highlighting the opportunity to jumpstart a technical program will entice the student wishing to complete an associate degree after high school.

In addition to the marketing materials, I reviewed other dual enrollment documents, including information sheets and agreements, as well as documents for dual enrollment transition to degree-seeking, such as procedures and the degree-seeking application. I analyzed how these documents and policies encourage enrollment after high school graduation.

According to Perna's (2006) model, college marketing materials, college recruitment efforts, college policies and processes, and structural supports within high school all add to the college choice complexity. This contextual information was imperative to include, and the dual enrollment materials served as a secondary data source, providing a more in-depth insight into the phenomenon that interviews may miss (Hays & Singh, 2012). Shenton (2004) agreed, stating, "where possible, supporting data may be obtained from documents to provide a background to and help explain the attitudes and behavior of those in the group under scrutiny, as well as verify particular details that participants have supplied" (p. 66). While analyzing the materials, I took note of the information provided, exact quotes, and any subliminal messages portrayed.

Data Analysis

Baxter and Jack (2008) explained the purpose of a case study is to incorporate each data source like a piece of the whole picture, treating the analysis as a collaborative process. Consequently, I utilized all the data from the interviews, field notes, and document review to develop one conclusion. The first step to the data analysis included the transcription of the interview recordings. I downloaded Zoom's transcription of each interview and edited the content as I listened to the recording. Then, I typed my field notes in the same document as the

interviews and type my document review in a separate file. Once I had all the content, I started the coding process.

Perna (2006) explained that college choice is multi-faceted and “reflect[s] an individual's ‘situated context’” (p. 114). The participants face similar contexts within the fourth layer – broader social, economic, and policy context – as described in the setting. However, the participants most likely experienced various factors from the first, second, and third layers. Therefore, I maintained sight of the contextual layers when completing the coding process and the written report.

For the first-cycle coding, I used descriptive coding. Descriptive coding is the process of capturing the main idea of a piece of content into a single word or brief phrase (Saldana, 2010). My goal was to group perspectives by common themes, so descriptive coding was a natural choice. I summarized each statement and noted the code in a comment box within the document for the interviews, field notes, and document review.

After the first-cycle coding, I completed a member check with the participants to ensure I correctly captured their voice by providing them a bulleted list of themes that emerged from the individual interview. Also, I allowed participants to add any additional information and correct previous data. When students provided further information, I completed the first-cycle coding process with the new content. This communication occurred via email.

To prepare for the second-cycle coding process, I created a chart to list each word or phrase from the first-cycle coding. Next, I grouped the words and phrases by themes. Once I had the words or phrases arranged, I determined an overarching term to describe the subject of each group. I referenced the language used in Perna's (2006) model to guide the term assigned for the group's theme. This second-cycle aligns with the pattern coding process of identifying

meaningful themes (Saldana, 2010). The goal of the study was to identify consistencies making pattern coding the best option.

When reporting the data results, I reported the findings by themes, while highlighting the presences of the layers in Perna's (2006) model. I detailed the themes with a narrative and direct quotations from participants. Qualitative studies give the participant a voice, and the use of quotes allowed me to naturally represent the participants (Hays & Singh, 2012).

Limitations

Limitations are out of the researcher's control. Because qualitative studies depend on participant experience, the transferability of the findings is not ideal (Hays & Singh, 2012). However, the findings can provide insight into a similar program and expand the current research on the topic (Shenton, 2004; Yin, 2018). Shenton (2004) stated some scholars believe that "although each case may be unique, it is also an example within a broader group and, as a result, the prospect of transferability should not be immediately rejected" (p. 69). Rich contextual information is essential for practitioners to confidently apply the findings to their situations (Hays & Singh, 2012). My use of detailed descriptions of the case, methods, and analysis aided in minimizing this limitation of transferability.

As the researcher, my personal experience can create a bias, which served as a limitation (Hays & Singh, 2012). I used member checking to ensure I represented the participants' views correctly (Shenton, 2004). Not only does member checking help with trustworthiness but ensuring the accuracy of the interview transcripts helps to keep any of my personal biases in check (Creswell & Miller, 2000).

Chapter Summary

Chapter three contained information regarding the case study. Data collected through semi-structured interviews include 14 dual enrollment participants. Additionally, a document review of marketing materials and field notes triangulated the data. Through a two-cycle coding process, I identified themes to answer the research question. The multiple-case study occurred at ACC, located in the Appalachian Region.

In chapter four, I reported the findings. I presented the perceived understanding of how dual enrollment participation shaped college choice. I organized the findings by themes in a narrative, using direct participant quotes.

CHAPTER 4

FINDINGS

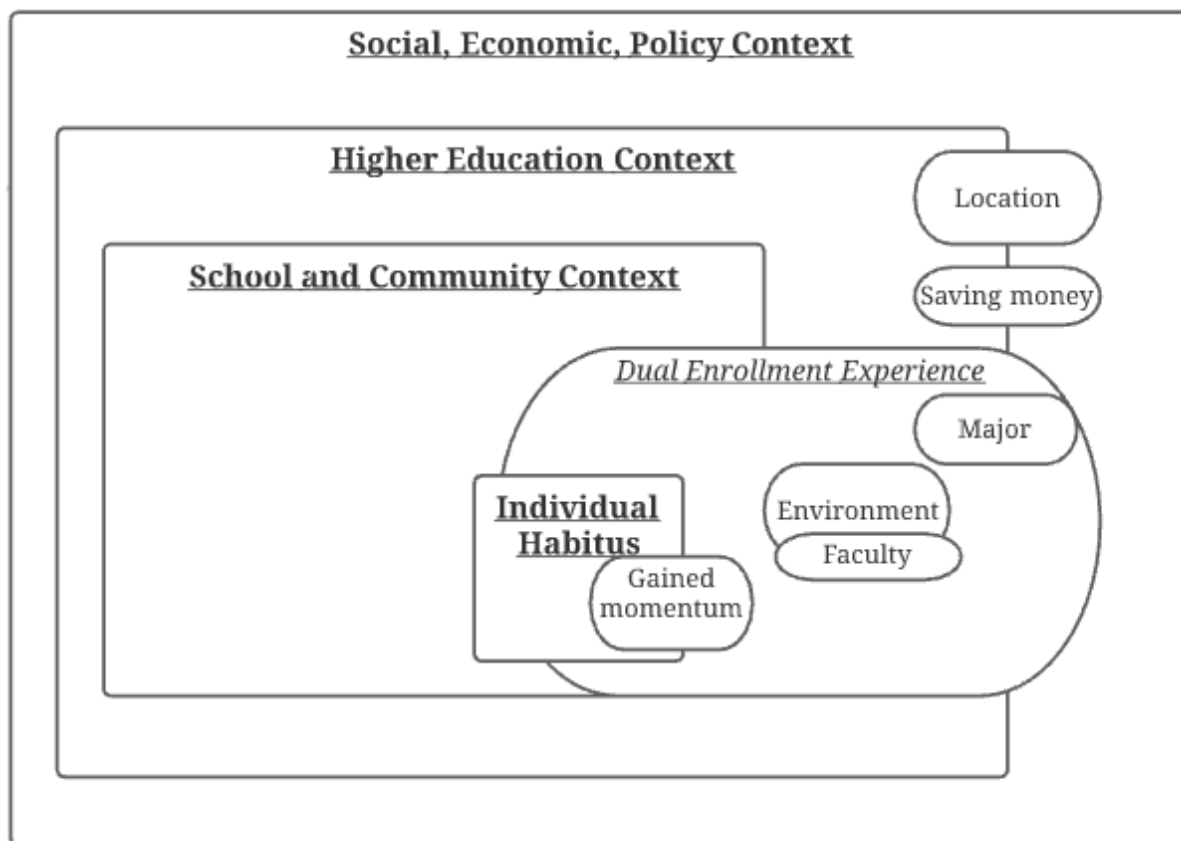
This study explored how dual enrollment participation shaped students' choice to attend the host community college the semester after high school graduation. The following question guided the study: How does participation in a technical or transfer dual enrollment program serve as a context within students' choice to enroll as degree-seeking with the host institution? I conducted 16 interviews, but I later determined two individuals did not meet the criteria. Of the 14 remaining participants, eight students partook in transfer dual enrollment programs and six in technical dual enrollment programs. Seven of the students participated in dual enrollment during the 19-20 academic year, three in the 18-19 academic year, and four during the 17-18 academic year.

Chapter four begins with details of the significant finding of the faculty's role in attracting students to choose Appalachia Community College (ACC), followed by a description of the other notable themes that emerged. The other themes include the environment, the ability to save money, the location, the gained momentum toward a degree, and the available majors and transfer options. The first section begins with contextual information regarding the participants' dual enrollment experience and background. It is essential to gain perspective of the participants' situation and experience to contextualize the findings. Although common themes emerged, the contexts behind the themes differed among the students. The findings indicated an interwoven connection between the college choice layers, the dual enrollment experience, and the reasons for choosing ACC. Figure 1 provides a visual of the overlapping relationships of the layers and themes. Lastly, I conclude the chapter with one participant's story to highlight the

interconnection between her individual habitus, her dual enrollment experience, and the choice to enroll in ACC.

Figure 1

College Choice Layers Mapped to the Common Themes for Choosing ACC



Note. The map shows the interconnection between the layers and the themes, providing a visual of the identified themes' complex reasons.

The Role of Faculty in Attracting Students to ACC

Most participants from both the technical and transfer dual enrollment programs stressed the role faculty played in their choice. This finding makes sense when viewing it through the college choice model lens. According to the model, students choose colleges based on preferred

characteristics "...that are consistent with their personal and social identities and needs for personal acceptance and institutional support" (Perna, 2006, p. 118).

Table 2 aligns the faculty context to the four layers and highlights how the students' appreciation for the faculty is multi-faceted. As the table indicates, the dual enrollment program allowed students to experience the faculty support first-hand, which marketing materials cannot provide. Ultimately, the students found the faculty as a desirable ACC characteristic because they meet the students' needs and comfort levels. Lastly, policies and the state's economic status indirectly influence faculty's ability to provide support.

Table 2

The Faculty in Context of College Choice Layers

Layers	Context
Layer 1- Individual Habitus	The faculty provided the support and needs students sought, based on their background.
Layer 2 – High school and community context	The dual enrollment experience provided an opportunity to interact with the faculty.
Layer 3 – Higher education context	Faculty support was a college characteristic that the students found desirable.
Layer 4 – Social, economic, and policy context	State funding and grants that financially support community colleges allow for the employment of enough individuals to not overburden faculty so they have time to support students.

Participant Contextual Information

The participant context is crucial to understanding the faculty role. During the interviews, I asked guiding questions to learn the students' individual habitus and school context. Table 3 summarizes the technical dual enrollment participants' contextual information aligned with layers one and two. Four of the six technical students were first-generation. Half of the technical

students indicated their parents supported college but did not hold college attendance expectations, while the parents of the other half highly encouraged enrollment. Although the students had family support, many of the participants reported navigating college processes alone. When asked about receiving college information from high school personnel, many of the technical participants hesitated. After some probing, the participants recalled gathering college information through college fairs, individual visits with the guidance counselor, and their senior civics class. Before dual enrollment, Bruce was the only participant with plans to enroll as a degree-seeking student with ACC. Layne did not have definite plans but knew ACC was an option. The remaining four technical students had specific colleges or universities of interest. Some additional information to note: (a) Layne received a free community college grant that covers tuition and fees, (b) Molly is a caretaker for her sick grandmother requiring her to stay local, and (c) Bruce has medical issues requiring availability for doctor appointments.

Table 4 summarizes the transfer dual enrollment participants' layer one and layer two information. Four of the eight were first-generation students. I was unable to determine if Willow was first-generation, as she provided unclear responses. Much like the technical students, the transfer participants hesitated when asked about receiving college information from high school personnel. Colin and Willow described the provided material as "surface-level." Upon reflecting, students reported varying responses of gaining material from the guidance website, college fairs, and one-on-one guidance sessions. Kelly was the only student considering ACC before her dual enrollment experience. The rest of the group had plans to enroll directly in a university, both in and out-of-state. Half of the students reported receiving either the free community college grant or the state tuition scholarship for high-achieving students, adding to the appeal of staying in-state.

Table 3*Technical Dual Enrollment Participant Information*

Pseudonym	Contextual Information	Dual Enrollment Experiences
Alex	<ul style="list-style-type: none"> Planned to attend an in-state university Took Honors courses in high school Started an online company during his senior year of high school Supportive parents, but no expectations Counselor provided college options and scholarship information 	<ul style="list-style-type: none"> Participated in AY* 19-20 Had a bad experience Courses were too rigorous Lack of foundational knowledge to meet course demands
Bruce	<ul style="list-style-type: none"> Planned to attend ACC and transfer to an out-of-state university Took honors courses in high school Has medical issues Supportive parents, but no expectations Counselor provided college information one time College reps visited his high school 	<ul style="list-style-type: none"> Participated in AY 19-20 Appreciated the small classes and mature environment Realized he had capabilities to complete college-level work
Jeff	<ul style="list-style-type: none"> First-generation student Took AP and honors courses in high school Planned to attend an in-state university Parents expected him to attend college No school personnel provided direct college information, but he attended college fairs 	<ul style="list-style-type: none"> Participated in AY 19-20 The instructors stood out Liked the learning environment Realized his learning style

Pseudonym	Contextual Information	Dual Enrollment Experiences
Layne	<ul style="list-style-type: none"> • First-generation student • Took AP and honors courses in high school • Did not have specific plans, but she knew ACC was an option • Receives state free community college grant • Supportive parents, but no expectations • Counselors helped with FAFSA and were available to navigate college 	<ul style="list-style-type: none"> • Participated in AY 19-20 • Learned college expectations and set a good foundation • Realized what major she wanted to pursue • Realized she could reach her goals at a two-year school
Molly	<ul style="list-style-type: none"> • First-generation student • Took honors courses in high school • Planned to attend a prestigious, out-of-state university • Caretaker for a sick grandmother • School was important to her late mother • Counselor was helpful with the financial information 	<ul style="list-style-type: none"> • Participated in AY 17-18 • Instructors and staff left a big impression • Learned college expectations • Liked the smaller classes • Realized her capabilities to complete college-level work
Rebecca	<ul style="list-style-type: none"> • First-generation student • Enrolled in a technical high school before dual enrollment • Planned to attend an out-of-state college • Parents encouraged schooling • School personnel provided financial and college information 	<ul style="list-style-type: none"> • Participated in AY 17-18 • Appreciated the caring instructors • Classes were more challenging than expected • Learned a lot

*AY means academic year

Table 4*Transfer Dual Enrollment Participant Information*

Pseudonym	Contextual Information	Dual Enrollment Experiences
Bobby	<ul style="list-style-type: none"> Planned to attend a four-year school (either in or out-of-state) Took honors courses in high school Mother expected college attendance Counselors provided minimal college information 	<ul style="list-style-type: none"> Participated in AY* 19-20 Enjoyed the faculty Learned college expectations
Colin	<ul style="list-style-type: none"> Planned to attend an in-state university Received free community college grant Took honors and AP courses Supportive parents, but no expectations Used guidance website for college information 	<ul style="list-style-type: none"> Participated in AY 18-19 Appreciated the instructors Helped with transition to college expectations Provided good foundation and built comfort The well-structured program impressed him
Isiah	<ul style="list-style-type: none"> First-generation student Planned to attend an in-state university Took honors courses Receives state tuition scholarship for high-achieving students Counselor provided college information on credits and scholarships 	<ul style="list-style-type: none"> Participated in AY 19-20 Enjoyed the faculty Helped with transition
Jenna	<ul style="list-style-type: none"> Planned to attend an out-of-state university Competitive bowler in high school and earned bowling scholarships from out-of-state schools Received state tuition scholarship for high-achieving students Took honors courses in high school Parents expected college attendance Helpful counselor, aided with applications 	<ul style="list-style-type: none"> Participated in AY 19-20 Opened her mind to options Learned while having fun Instructors made it enjoyable

Pseudonym	Contextual Information	Dual Enrollment Experiences
Kelly	<ul style="list-style-type: none"> • First-generation student • Planned to attend an in-state two-year school and transfer to an in-state university (ACC was an option) • Took honors courses in high school • Supportive parents, but no expectations • Minimal information from school personnel 	<ul style="list-style-type: none"> • Participated in AY 18-19 • Supportive instructors • Made a smooth transition
Keisha	<ul style="list-style-type: none"> • First-generation student • Planned to attend an in-state university • Took honors and AP courses in high school • Receives state tuition scholarship for high-achieving students • Parents expected her to attend college • Only recalled gathering information from college fairs 	<ul style="list-style-type: none"> • Participated AY18-19 • Enjoyed the instructors • Learned a lot • Liked the small classes • Allowed for a smooth transition
Shelly	<ul style="list-style-type: none"> • First-generation student • Planned to attend an in-state university • Took honors courses in high school • Supportive parents, but no expectations • Counselors provided college information 	<ul style="list-style-type: none"> • Participated in AY 17-18 • Good instructors • Appreciated earning credit
Willow	<ul style="list-style-type: none"> • Planned to attend an in-state university • Took honors and AP courses in high school • Supportive parents, but no expectations • Minimal college info from school personnel 	<ul style="list-style-type: none"> • Participated in AY 17-18 • Realized college was not much different than high school • Liked the structure • Liked the professors • Good transition to college • Made her more responsible

*AY means academic year

Dual enrollment participation served as a school and community context. The third column in Tables 3 and 4 listed the participants' dual enrollment experience highlights. Most of the students reported a positive dual enrollment opportunity, except Alex. His experience was an outlier.

The participants emphasized how the experience changed their perception of college expectations. Isiah indicated, "I've always figured that college would be very hard for me. But...integrating those college courses, I feel like it opened my eyes a lot and that, you know, it's just like normal school." While college is "normal school" the transition to college is not always easy. Layne described the courses as "a bit more challenging because it was something that I hadn't really experienced before." Although the classes were challenging, Layne did gain essential knowledge. She continued stating, "It showed me perspective of what the differences from high school to college and like you kind of need to know the basics of all this before you get to the rest of it."

Other students discussed the foundational knowledge Layne mentioned as well. Colin summarized the participants' ideas well, explaining:

It was definitely something I feel I needed to experience in my senior year because I feel like had I not when I transitioned to a strictly college format, it'd hit me like a ton of bricks. In general, you know that that program to me, really it helped me again, kind of get a good beginner understanding of what college is like, what you have to do, your responsibilities as the student.

The gained understanding of college expectations leads to a smooth transition from high school to college. Keisha explained, "It's just like a really easy transition into actual college, you know, because my next year was just like one step above that. So, I was prepared."

Faculty Create a Positive Dual Enrollment Experience

When asked to describe what stood out from the dual enrollment experience, participants commonly replied, “the faculty.” Molly indicated, “All my teachers [both full-time and part-time], my first year there were super helpful.” The same sentiments were reiterated multiple times by Molly’s peers. Bobby stated, “Everybody at [ACC] was very understanding. And if I didn’t know what I was doing, they gave [me] more information...to keep [me] on track.” Although Rebecca struggled with math, she recalled her part-time math teacher offering continual support. “In the middle of class, he would come and help me and explain it to me, so I actually understood it,” explained Rebecca. During my document review, I noted that ACC’s dual enrollment viewbook contains pictures of previous students interacting with faculty. These pictures align with the participants’ appreciation of the caring faculty.

The positive interactions extended beyond the course instructors. Bruce described a time when ACC’s President offered to buy breakfast for the entire class. He described feeling pleasantly surprised and said, “What other place does that? I’ve never had something like that. The literal, like top guy comes in is like, ‘Hey! Y’all want to come get some food. I’ll pay for you.’ So that was really cool.”

The students also appreciated that the faculty considered student responsibilities outside of school. Willow indicated that “They understood we’re high school students as well. So, we have a lot of other stuff we need to balance.” Jeff agreed, stating, “The biggest thing was that [the faculty] were nice. They were helpful with all the stuff that was going on in my own life.”

Faculty Care as College Choice Factor

Since the participants were quick to share their experience with the faculty, it became apparent that both the full-time and part-time faculty played a crucial role in encouraging them to

enroll as degree-seeking with ACC. A couple of participants knew they would interact with the same faculty (in the program-specific courses) once degree-seeking, while others were excited to engage with all faculty in general. Both the technical and transfer participants overwhelmingly noted faculty as a significant reason for choosing ACC.

When asked why he ultimately chose ACC, Isiah stated, “I think the main thing that has kept me at [ACC] after [dual enrollment] is just the teachers and the faculty and all that stuff because they just have such a nice vibe.” Isiah continued, “The teachers I feel they...I don’t know if it’s just because it’s a community college, I feel they put a whole lot more into actually teaching the students.” Bruce also described a “great little vibe” from the faculty, explaining that “Everyone’s understanding..., and it was something that you could tell they cared about your education.”

Most other participants expressed similar sentiments. “They want to help. They want you to succeed, just as much as you want to succeed. And I feel like you wouldn’t get that in a big college,” explained Kelly. Molly agreed and further characterized the full-time and the part-time faculty as a unified group. She stated:

They were more focused on making sure you knew what was going on and what you were learning instead of just pushing, you know, assignments and not really caring if you knew what was going on. A lot of the teachers offered to help you outside of class with tutoring. So that was really nice. So, it was more of like...it was almost like a community. Everybody kind of came together to make sure you, you know, you knew what you were doing and how to do it.

I noted in my field notes that many participants’ demeanors changed when they described the faculty. They relaxed, smiled, and spoke freely and excitedly.

The students indicated that the faculty care led to learning. Rebecca claimed, “You just get more of a beneficial education.” Keisha agreed, recalling, “This is really important. I remember coming home every week and just being like, I learned so much...it was just like crazy how much fun I had, but how much I learned too.” Keisha emphasized her “genuine shock” at how much she learned. Her excitement to gain more knowledge from the faculty lead Keisha to choose ACC. Jenna also expressed that she learned a lot because the faculty made the class enjoyable. She explained, “They kinda took the stress out of it. And everybody made it fun.”

The participants also appreciated the faculty responsiveness. Bobby explained, “If I email, I’ll get a response back. Other schools I’ve emailed that I thought about going...they keep pushing you and pushing you... they’re not answering my question, you know.” Isiah agreed and added that the faculty “get back pretty quickly.” Rebecca appreciated that she could ask for help without hesitation. She provided an example:

If I needed to ask the question, I actually get an answer. I don’t have to sit there and look in the book for like five days straight to figure out what it is and then beg for an answer. I can just be like, I can’t find it in the book, or I’ve been looking at this page, is this the wrong page?

Faculty Role Conclusion

Most participants reported a positive dual enrollment experience and attributed the experience to the caring faculty. The full-time and part-time faculty provided support, provided a good education, showed empathy for student’s responsibilities, and showed responsiveness to student questions. The opportunity to interact with faculty allowed students to determine the considerate faculty as a desirable characteristic.

Other Common Themes for Choosing Appalachia Community College

Most of the conversations began with an emphasis on the faculty's importance and then slowly transitioned to other college choice considerations. As the conversations shifted, I perceived the participants' demeanors and responses shifted from light-hearted excitement to matter-of-fact replies. The additional factors came more as an after-thought for several participants, and they generally needed probing to recall other factors.

Common themes emerged among both the technical and transfer students, indicating that they desired similar characteristics no matter the degree path. These common themes included the campus and classroom's learning environment, saving money, the location, the gained momentum toward a degree, and major and transfer options.

The Learning Environment in the Campus and Classroom as a College Choice Factor

As stated earlier, students desire colleges in which they are comfortable. Most of the participants expressed comfort with the learning environment as another significant factor. Molly described the environment as a "community." Colin agreed and explained, "I was able to really kind of just feel comfortable in my own skin." The ease came in the familiarity with the campus, the community college setting, the smaller classes, and the well-kept facility.

Willow and Shelly found comfort in the known environment. Willow explained, "It just felt familiar to me...and I already have experience here before because I already went to [ACC] like one year before actually going the next year. So, I also really liked the campus environment." Shelly shared similar sentiments. She stated:

I tried to stick around here and go to [ACC] because I already knew [ACC] because I was there every day during my senior year. So, I already knew it. I already knew where things

were. And it was just easier. I already knew the programs. I already knew like the building [and] the facility.

The dual enrollment experienced allowed participants to expand their understanding of college options. A few students realized that the community college setting provided the comfort they desired. Colin recounted how his dual enrollment experience changed his thinking:

My first thought was, well, I graduated high school, I'm going straight to [a] university. And to me, a lot of people typically explore that option because that's just the thing that most people do. And that's kind of what my plan was initially, but then, you know, heard about [dual enrollment]. I'm like, okay. Let's just see if it helps me out. And I think I was a little bit, I feel like I was expecting less in a sense when I started everything...I was kind of expecting a little less from the program and everything and from really the college. But I think just getting there, experiencing it...really kind of changed my idea and kind of tailor my mindset to absorb the environment that I was in. It kind of made me kind of look at how starting off in a community college setting, how that can definitely help you long term. I was a little skeptical of that I guess is the word I'm looking for. I was a little uninformed. A little skeptical at first as to how it would help me. But until you're in that, you're not going to know how it impacts you."

Willow and Layne also indicated the community college environment provided a safe starting point. "I didn't really want to go to a four-year because I thought I wasn't really ready yet to go to a four-year college. So, going to a two-year was kind of a good start for me," expressed Willow. Like Willow and Colin, Layne struggled with the idea that she must go straight to a four-year school. Layne found relief when she realized she could attend a two-year school and said, "Although it's a community college, I mean, it's exactly what I needed."

A benefit of the community college setting is the small classes. Many participants found comfort in the intimate setting. Willow expressed, “I like the whole vibe at [ACC], and it was just small.” Keisha described how the small classes also appealed to her. She stated, “My first classes in [dual enrollment] were really small. And honestly, they still are. They’re probably like 10 to 20 people in that first class. So, it was really easy to like make friends and talk to people.” Bruce agreed, “I liked it being smaller classes, less people in them, and having a much more focused and like serious [learning environment].”

The dual enrollment documents reflected Bruce’s feelings regarding the focused and serious environment. The dual enrollment student agreement emphasized the high school students’ requirement to meet the same standards as traditional students. The agreement stated, “I understand I am a college student, and will be treated as such. I will demonstrate mature behavior at all times.” The agreement also encouraged parents to limit their involvement to promote student learning and independence, which prepares students to transition into degree-seeking programs. The expectations of mature behavior set the tone for a comfortable and focused learning environment, which Bruce appreciated.

Outside of the class, students liked the facility too. Isiah explained, “The school is it was, well kept. It was very, you know, it was a nice school to be in. And...they have the shop, and the people who run the shop, they’re very nice as well.” Bruce agreed, stating, “I really enjoyed being able to go to [ACC] because it was really nice in there. Way nicer than our high school. I was honestly very amazed by the bathrooms. They were super nice.” The facility’s conditions put the students at ease, which brought them comfort in the environment.

Saving Money as a College Factor

When asked why he chose AAC, Jeff replied, “Probably the number one thing would be to save money.” Nine participants cited cost saving as another factor. The combination of low

tuition and available grants and scholarships made ACC attractive to the former dual enrollment students.

The affordable tuition encouraged some participants to change their original plans to attend other institutions. Kelly stated:

I really kind of waited last minute to make my decision of where I was going to go because I wanted to go away for college. But then again, like in the end, it was more about the cost and saving money.

Layne also discussed indecision when choosing a college and major. She stated, “It’s cost-efficient. So, I mean, if this [major] isn’t what I want to do. It’s not like I’m wasting so much money on something that I would have with a four-year school.” Shelly also agreed the ability to explore was a benefit of the low tuition:

I definitely saved a lot of money, and I am glad I got my core classes out of the way because when I graduated, I thought I had an idea of what I wanted to do. And when I transferred to [ACC] after I graduated [from high school], I ended up changing my major. So that’s what I enjoyed about that, too, that I saved money and that I didn’t go to some big school to get my core classes when I got them out of the way at [ACC] for cheaper. And when I changed my major, it wasn’t a big deal.

ACC’s state government funds an in-state scholarship for high-achieving students and a free community college grant. Additionally, economic stability (before COVID-19) enabled many local businesses and ACC’s foundation to sponsor scholarships. The available funds to offset the educational costs served as a significant motivator for the participants. Colin and Layne earned the state-funded free community college grant. Colin stated, “Well, I mean the

[free community college] grant helped. I think if the opportunity had not presented itself, could there have been a higher likelihood of me maybe going...somewhere else? Possibly.” Layne agreed that enrolling in ACC became a clear choice when she realized she could receive financial support:

With the few scholarships and grants that I applied for and then I received, I actually didn’t have to pay anything this year because of everything that I applied for. And so, it made me feel much better about my decision going to [ACC].

Although not all the participants earned enough to cover tuition completely, the combination of the low cost and available scholarships encouraged students to consider ACC. Willow originally planned to attend a local university, but after earning a scholarship, she realized, “It was a lot more affordable to attend ACC than a four-year college.” “I was able to pay for my tuition myself,” continued Willow. Jenna was in a similar situation. Jenna planned to attend an out-of-state university, where she earned bowling scholarships. However, Jenna struggled to deny the cost-saving option of staying in-state. She explains:

I got [the in-state tuition scholarship], so at that point, I was still talking to the people from [out-of-state], and she wanted me on the team and everything. And I was like, I just...she wasn’t going to offer me any money. And I’m like, I have Scholarship money from bowling, but just not enough. So, then I was like, well, since I already completed a year in [my state]. I don’t know if it’s going to transfer [out-of-state]. So, I’m just going to finish there because I had scholarships and [the in-state tuition scholarship]. So, it was just more cost-efficient to stay in state because then if I went out, I would have to pay out-of-state tuition, and that was just a lot. And dorm and room and board, and it was just...no.

Location as a College Choice Factor

The college location became an important factor for ten participants. The campus proximity allowed the students to stay home, but the reasons differed. Some students wanted to save money, others needed time to mature, and life events encouraged a few to remain local.

ACC's location added to the ability to save money, as students could live at home. The combination of saving money and parental support encouraged Kelly to remain at home. She stated:

When you go to college, you have to live on campus and everything like that. And I feel like living at home is giving me like a big advantage of saving money and everything like that. So I'm able to stay here and still get support from my parents and have them help me out too.

In addition to the cost savings, ACC's location allowed access when students realized the need to stay close to home. "Do I want to move?" is the question Alex asked himself when considering attending a nonlocal university. Despite his negative dual enrollment experience, Alex indicated he was not ready to move away. Others agreed they needed a chance to gain independence before leaving the area. "I needed to stay home, focus on my responsibilities at home and get that done before I went off to [a nonlocal university] and didn't know how to do anything for myself," explained Jeff. Shelly also indicated that "Things just happened, and I wasn't able to leave. And I just wasn't ready to leave."

For others, various life-events or responsibilities encouraged participants to stay local, so location served as an essential characteristic. Bruce has medical issues that require multiple doctor appointments, so ACC's location is "convenient" for his current situation. During high school, Colin started a job and has remained in that position. Colin stated that "The fact that I

have a stable job here” aided in his decision to stay local. Jenna also wanted to stay home, as she explained she “got a puppy for graduation. And you can’t have dogs in dorms.” Lastly, Molly is a caretaker for her sick grandmother. She explained she had to find the balance between reaching her goals and her responsibilities:

I really wanted to go to [a prestigious college], even though [it’s] super expensive. That was like my main goal. And I had promised my [late] mom that I was going to go there. And then I sat back, and I was like, one I do not have the money for this, and two even if I just go somewhere close to school or I mean close to home, I’ll be fine...And honestly, it was more of, I was more in the mindset then, I just need to make my mom proud. That it didn’t even matter to me where I went to school.”

Gained Momentum Toward Degree as a College Choice Factor

The participants indicated they completed dual enrollment because they wanted an early start earning college credit. Alex described it as a “great slingshot into my future.” Multiple dual enrollment marketing materials used the language “jump-start your degree,” and the *High School Viewbook* accentuated saving time and shortening the time to degree completion. About half of the participants described a desire to finish the program they started.

Layne described her decision to continue with the program. “I’ll just finish this program because I’m halfway through it. And like no harm, no foul,” she stated. After some probing, Layne elaborated:

It saves me a lot of time. Like I said, if I want to go back, I definitely can. But within two years, I’ll have my associates, and I’m really only in college for one year because I did the other year during my high school, my senior year of high school.

Layne described joining the dual enrollment program with uncertain postsecondary plans. Then “out of nowhere...it just clicked for me. I was like, this is where I want to go. This is what I want to do,” she exclaimed. The dual enrollment courses excited her, and she learned she wanted to finish the program she started. “A year before, I was struggling and really worrying I’m running out of time, I didn’t know what I want to do, where I even want to go,” explained Layne. Her excitement increased, and her worries decreased when she realized she could finish the program in one more year.

Layne was not alone in her desire to finish the program. Bruce had the plan to continue from the beginning. He said, “My plan was I was going to do the [dual enrollment] program get ahead in college, go back to [ACC] finish my degree there because I started so I wanted to finish it.” In contrast, others decided after completing courses. Colin indicated:

I was in such a good place academically after I did one year of dual enrollment to where it was kind of foolish not to just throw one more year on top of that and just see what it would be for me.

Jenna and Isiah agreed with Colin. Jenna stated, “I think it was because I already had the one year from [dual enrollment] that I just made it easier to not do that,” and Isiah said, “I felt it would be a waste to not do it.”

The document review revealed a smooth transition to motivate students to finish their program at ACC. The dual-enrollment to degree-seeking application is one-page and shorter than the regular application. Also, the dual-enrollment to degree-seeking application waives the 25-dollar application fee and the orientation requirement. Lastly, the dual enrollment to degree-seeking application encourages immediate enrollment, as the summer and fall semesters are the only options for the “beginning semester.”

Available Majors and Transfer Opportunities as a College Choice Factor

While the gained momentum attracted students, interest in ACC's opportunities served as another factor. Sixty-five percent of participants indicated available major and transfer options as another reason for choosing ACC. Career interests and specific articulation agreements led students to particular degree paths.

"I realized that business would be a little bit more hitting home towards what I've always kind of liked," indicated Alex. The available major encouraged him to give ACC another chance, despite his negative dual enrollment experience. Major served as a factor for other students too. Layne explained, "The big reason I wanted to [enroll in ACC] was because I enjoyed what I was doing, and the programs that [ACC] offered were the ones that I needed." She continued:

I'm getting all the classes that I need to know to get ready for all these certification tests I have to take instead of going to a four-year school. I personally feel it's like a little more drug out than what like what I need, if that makes sense.

Willow had plans to attend the local university and pursue something in the health field. She was uncertain before dual enrollment of the specific healthcare path. She described her journey to determining her goals, and when she realized ACC could meet her goals:

So, when I chose to be going to the health information technology field, I actually never knew anything about it until I actually saw this advertisement on like the side of the road. I felt I saw the...It was promoting the program. And I was like, I wonder what that is. So, I decided to look it up, and it was part of the [ACC] program...I'm already doing classes of [ACC], and I'm already getting, you know, college credit here. So, I might as well just go into the program and try it out, see how it goes. And I went into the program, and it was actually pretty interesting.

ACC's *High School Viewbook* and marketing materials emphasized the *State-Wide Transfer Program* for general education courses. The transfer program is an agreement outlining general education courses that transfer to any in-state college. The transfer opportunity was particularly attractive to Shelly. She explained:

I didn't know what I wanted to do yet. So, I went to [ACC], so I could just do two years there and then transfer after I got my core out of the way and finally made a choice on what I wanted to do.

While Shelly appreciated the transferability of general education courses, other students found two-plus-two articulation agreements as a reason to continue with ACC. Jenna, Colin, Bobby, Kelly, and Isiah enrolled in programs with articulation agreements after learning the ensured progress towards the transfer college's program. Colin stated:

I also heard about the two-plus-two program for the education, and I'm like... as of right now, I have all the checkboxes marked and everything. So, you know, why not just stick with it and then transfer... see how it benefits me.

The transfer location also impacted Kelly's decision. When Kelly was deciding between ACC and another in-state, two-year college, she decided on ACC. Kelly explained the other school was "...only a two-year like ACC's too. So, I'd have to transfer out, and I knew if I transferred out, I'd probably transferred to [the state land grant university], and I didn't really want to do that." Two-plus-two articulation agreements with the local university influenced Kelly's decision and the other four students. The dual enrollment FAQ sheet defined program articulation agreements and provided a link to ACC's current program agreement list, notifying dual enrollment participants of future transfer options.

Table 5*Themes Aligned to the College Choice Layers*

Theme	Layer 1- Individual Habitus	Layer 2- School and Community Context	Layer 3-Higher Education Context	Layer 4-Social, Economic, and Policy Context
Environment	Need to feel comfortable	Exposure to the campus and ability to gain comfort-level	Desired characteristic	
Saving money	Availability of funds within family and financial support		Desired characteristic	Availability of grants and scholarships
Close to home	Personal responsibilities and events that require the student to stay home		Desired characteristic	Availability of funds to support local campus
Finish Program	Personal desire to finish what the student started	The momentum gained during high school	Desired program of interest	
Major/Transfer Options	Career goals	Exposure to options	Articulation agreements and job placement	Available jobs

Themes Mapped to Perna's Model

The environment, money savings, location, gained momentum, and major and transfer opportunities served as additional themes among the participant interviews. While these themes came as afterthoughts to the faculty, they are still notable. The themes were consistent between the technical and transfer groups, but the reasoning depended on the students' context. Table 5

provides a high-level view of the factors and the context alignment within each college choice layer. The descriptions include a summary of the situated contexts.

Molly's Story: The Faculty and Other ACC's Characteristics that Influenced her Choice

While common themes emerged among the participants, their stories differed. Molly's story highlights the complexity of college choice factors and encompasses many of the themes identified in her peers' stories, specifically the faculty's role.

Molly was an only child raised by a single mother. In high school, Molly's mother discovered she had cancer, and Molly became her caretaker. When she was 16, her mother died, and Molly moved in with her grandmother. Education was valuable to Molly's mother, who did not have an opportunity to go to college herself. "My mom really pushed school. She was like, you got to go to school. You got to get good grades," Molly recalled. She continued recollecting her mother's words, "She was like if you don't do good in school, you're not, you know, what else are you going to do with your life?" Molly dreamed of attending a prestigious college and pursuing nursing, and she promised her mom she would achieve her dreams before she passed away.

With her dreams set high, Molly enrolled in high school honors courses to better prepare for college. By her senior year, she had completed almost all of her required high school credits. When her counselor informed her about the dual enrollment opportunity, she decided, "Maybe I can get some credits under my belt and see how I'm really going to like it." As a first-generation student, the chance to experience college was critical. Molly explained, "It actually helped me pretty well." At first, she thought, "I'm not gonna be able to do this. The teachers don't care about you." Then, she elaborated regarding how her beliefs changed:

I like got to actually experience it. And when me and one of my best friends, we've been best friends since preschool, we were in it together, and we were like, you know what, we're just going to see what happens. And we actually have both come out with like a better realization that it's not as hard as everybody makes it out to be.

Molly participated in the healthcare dual enrollment program during the 2017 – 2018 academic year. Molly's experience in dual enrollment exceeded her expectations. She liked the smaller classes, learned the college expectations, and realized she could do college-level work. Most importantly, she found the faculty supportive:

It was super hard going from, going from, like the laid back expectations of a high school to now like you're still in high school, but you have all these college expectations. Like you have stricter deadlines. You can't turn anything in late, you know. Things have to be a certain way. You can't just go up to the front of the class whenever you want to ask them questions. You have to email them or make a separate time to go see them. But they were super helpful, and that was like a big thing to me.

Molly continued explaining that the teachers wanted the students to succeed. She explained the instructors provided assistance to keep them from falling behind.

The support she received from the faculty during dual enrollment served as a significant factor in choosing to return to ACC as a degree-seeking student. "I really liked the like personality of the school, if that makes any sense. Like everybody there was so nice and helpful and especially the teachers," she explained when stating why she chose ACC.

The support Molly received extended beyond the classroom. Molly built a strong relationship with one particular faculty member, who provided guidance navigating the college processes. "She helped me do my scheduling. She helped me with financial aid. She helped me

understand the things that, like, I really needed to know. So it was more of like she almost became like a mentor to me,” stated Molly. Since Molly lacked parental support navigating college, the faculty filled the void. Molly’s dual enrollment experience allowed her to build this relationship that she otherwise would not have made.

After her mother’s death, Molly’s grandmother received a lung cancer diagnosis. Molly once again assumed the caretaker role, requiring her to stay home. Her added responsibilities impacted her goal of attending her prestigious college of choice. After some reflection, she realized she could still reach her goal while staying home to care for her grandmother. “Honestly, it was more of...I was more in the mindset, then like I just need to make my mom proud. That it didn’t even matter to me where I went to school,” she explained. ACC’s location allowed Molly the ability to pursue college while upholding her caretaker responsibilities.

Molly also realized she could not afford the prestigious college’s expense, as she lacked financial support. Molly works to support herself, but she also has to balance working, schooling, and caring for her grandmother. She appreciated the low tuition ACC offered, allowing her to worry less about the attendance cost and focus more on her responsibilities.

Molly said the dual enrollment program confirmed her decision to pursue nursing, and she was excited to continue in the healthcare field. Molly said:

I took math and anatomy, the regular classes, but then we also took, like, intro to health care and pharmacology. So we kind of got more on the healthcare side to see if that’s something that we were truly interested in.

The momentum she gained towards her goal was a bonus. She later stated that the transition was smooth, as the dual enrollment program gave her an advantage. Molly appreciated the ability to

finish the program faster than her peers who did not partake. Her excitement to complete the program she started, added to her choice of enrolling in ACC as a degree-seeking student.

While Molly's story is unique, it highlights the complexity of her college choice. A combination of events, aspects of her dual enrollment experience, and her background interweaved to guide her decision. While none of them were the same, every story included intertwined circumstances and experiences that lead to choosing ACC.

Summary

This case study revealed how the participants' dual enrollment experience, coupled with their individual habitus, influenced the desired college characteristics. The dual enrollment experience expanded the students' knowledge of the features ACC provides. Surprisingly, both the technical and transfer participants valued the same characteristics. ACC's caring faculty served as the most notable attribute, followed closely by the comfortable environment. As the conversations continued, more tangible themes emerged: the cost, location, the desire to finish the program they started, and the major and transfer opportunities. In Chapter 5, I discuss the result of the study and the scholarly contribution. I offer further research recommendations and discuss practical implications for community college leaders to leverage dual enrollment for recruitment. Lastly, I conclude with a description of the study's limitations.

CHAPTER 5

DISCUSSION

Chapter five contains a summary of the findings and a discussion regarding the dual enrollment experience and college choice intersection. The chapter continues with implications for both further research and practitioners. Lastly, the chapter concludes with a discussion of the limitations.

Summary of Findings

This study explored how dual enrollment participation shaped students' choice to attend the host community college the semester after high school graduation. The following question guided the study: How does participation in a technical or transfer dual enrollment program serve as a context within students' choice to enroll as degree-seeking with the host institution? College choice is complex, as the individual habitus, high school experiences, higher education context, and social, economic, and political contexts all influence a student's choice (Perna, 2006). Perna's (2006) college choice model served as the framework for the analysis.

The findings suggest that both the technical and transfer dual enrollment participants held similar reasons for enrolling as degree-seeking with Appalachia Community College (ACC). I expected the themes to vary between the technical and transfer participants, as their college paths differed. However, when considering Perna's (2006) college choice model, it makes sense that the themes were consistent. The dual enrollment experience exposed the students to ACC characteristics that they ultimately found appealing, and the students reported comfort in these characteristics. Students particularly appreciated the caring faculty. Additionally, the participants selected ACC because of the environment, ability to save money, location, the gained momentum towards a degree, and the available programs and transfer opportunities.

Discussion of Findings

The literature regarding how a student's dual enrollment experience serves as a college choice context is limited. Many participants in Kinnick's (2012) study revealed a change in college choice after dual enrollment, but the study lacked an explanation for the shift. Lile et al. (2018) hinted that dual enrollment participation exposes students to various career options. Damrow (2017) agreed, stating dual enrollment participants ranked major as the top factor when asked to order a provided list of college characteristics from most important to least important. The limited literature regarding the intersection of dual enrollment and college choice infers that the choice is linear and based on tangible characteristics, such as the major.

From an outside perspective, one could assume that major served as a significant factor for ACC's former dual enrollment participants. Many ACC's on-campus dual enrollment programs provide students momentum toward a specific major, encouraging participants to complete the degree after high school. As Perna's (2006) model indicates, college choice is not as straight-forward. College choice derives from the interconnection of multi-layered factors, such as "individual habitus, school and community context, the higher education context, and the broader social, economic, and policy context" (p. 116). Without speaking to the students, we lose the complexity of the participants' college choice. In addressing the literature gap, as discussed in chapter 2, this case study provides insight into how dual enrollment participation served as a college choice context. The dual enrollment experience exposed students to ACC, and the exposure allowed students to explore desired characteristics influenced by multi-faceted needs.

Relating Faculty and Learning Environment to the Literature

The findings revealed students found the caring faculty as a significant factor when choosing ACC. Throughout the interviews, participants reiterated positive interactions with both

full-time and part-time faculty. The students emphasized the influence faculty had on their success in the dual enrollment program and ultimately the inspiration to enroll as degree-seeking. The faculty displayed care through their support, responsiveness, and attention to student learning.

Often the conversations transitioned organically from the topic of faculty to descriptions of the environment. Again, the participants continually described a comfortable learning environment both in the classroom and across campus. Students' familiarity with campus, the intimate setting, and the well-kept facility added to the comfortable environment participants described.

At first, these two findings were surprising, considering the previous literature that indicates students considered tangible factors, such as major (Damrow, 2017). However, when viewing the results through the lens of Perna's (2006) college choice model, the findings make sense. Bergerson (2009) indicated that the individual habitus serves as an "unconscious lens" that guides individuals to comfortable choices (p. 37). The dual enrollment participants described comfort with the faculty and the learning environment.

The faculty and the learning environment's importance is also less surprising when considering other college choice literature. In a study regarding why students choose a community college over a university, participants described the community college "...as more learner-friendly and 'just as good academically' as 4-year colleges" (Somers et al., 2006 p. 66). The students referred to the faculty characteristics, the faculty care in student learning, and the small classes when describing the "learner-friendly" college.

In a more recent study of gifted African American students, the findings suggested students desired a safe environment, which they feel accepted (Goings & Sewell, 2019). In this

same study, the participants described supportive parents that lacked college knowledge to help navigate the college processes. The study's participants appreciated outside resources that aided in the college navigation (Goings & Sewell, 2019).

Participants from this case study shared similar sentiments. More than half were first-generation students who described having supportive parents but indicated navigating the college processes independently. The support from guidance counselors was also inconsistent. I suspect ACC's caring faculty served as the "outside" resource that aided with the navigation processes. Molly and Bruce detailed specific examples of faculty assisting in the college processes, while other participants stated appreciating faculty responsiveness for all general questions. Although Somers et al. (2006) and Goings and Sewell's (2019) studies did not include dual enrollment participants, my findings support this previous literature.

Relating Saving Money and Location to the Literature

After discussing the faculty and environment, the conversations turned to more concrete factors of saving money and location, which reflected the participants' current situation. When the students spoke of saving money and the location, the conversations transitioned from light-hearted excitement about the faculty to more straightforward responses. Location and cost are common higher education characteristics noted in the college choice literature (Damrow, 2017; Perna, 2006; Stephenson et al., 2015). However, the narrative behind these desired characteristics provided a different perspective. The economic models presume students use rational decision-making when choosing a college (Somers et al., 2006). The participants did offer rational arguments for choosing ACC based on the location and ability to save money.

Life events required many of them to seek low-cost and local options. While students had access to other college choices in the area, ACC has multiple locations within the students'

communities, making ACC the closest and cheapest. Many participants contemplated the local university, but when they considered the cost and the campus environment, they decided ACC was the better option.

Several students discussed the available scholarships and grants and how they could not pass on the opportunity. The Appalachian Region population's income levels are generally lower than other regions in the United States (Greenberg, 2016). Although I did not specifically ask the participants about their socioeconomic status, I suspect that many came from a lower status based on comments made throughout the interviews. Students from low socioeconomic status lack proper support (Perna & Ruiz, 2016), so rationally, they valued the scholarship opportunities and ability to stay home. Saving money motivated many participants to forgo their top college choice, which aligns with previous literature (Stephenson et al., 2015).

Relating Gained Momentum and Major Options to the Literature

Students' desire to finish the program served as the next factor. Many of the on-campus dual enrollment programs allowed students to gain momentum towards a specific degree, and some of the participants did not want to waste the progress they made. They enjoyed the introduction to the major and were excited to continue. The desire to finish the program was a rational decision (Somers et al., 2006). The shortened time to completion allows students to save money and enter the workforce sooner (Hanson et al., 2015; Loveland, 2017).

This desire to continue with the program aligns with the final factor of the major and transfer opportunities. Their dual enrollment experience allowed the participants to explore ACC's programs and learn about articulation agreements, which attracted several students. Some students switched majors after examining the options, while others remained on the original path.

In both situations, the students felt confident in their decision. Additionally, students wishing to transfer found comfort knowing their credits transferred because of articulation agreements.

The final themes, desire to finish the program and major options, aligns with the previous literature listing major as a significant college choice factor (Damrow, 2012; Stephenson et al., 2015). Additionally, as Lile et al. (2018) implied, the dual enrollment experience allows students to explore careers. The findings also make sense when acknowledging the societal and economic contexts (Perna, 2006). Job opportunities in the community are growing. ACC continually develops programs informed by the area's career potentials. Most of ACC's dual enrollment programs allowed students to gain momentum towards specific majors to fill the community's needs (e.g., cybersecurity, nursing, and education).

The interest in transfer opportunities is consistent with the previous literature. Generally, dual enrollment participants hold intentions of attending a four-year college after high school (Ozmun, 2013). Of the students who choose to enroll with the host community college, most complete transfer programs (Lawrence & King, 2019). The transferability of general education credits and specific articulation agreements were of interest to several participants. Often participants spoke of the transfer options in conjunction with money savings. The students found comfort knowing they could save money first and then transfer smoothly to complete a bachelor's degree.

Adding to the Current Literature

Dual enrollment and college choice literature are vast in the respective categories. The dual enrollment literature focuses heavily on the academic impacts (e.g., GPA and degree-completion), while the college choice literature contains various models concerning specific aspects (e.g., race and socioeconomic status) of the complex topic (An, 2011; Bergerson, 2009;

Giani et al., 2014; Grubb et al., 2017). However, literature regarding the intersection between dual enrollment participation and college choice is limited.

The limited literature offers information concerning pre-dual enrollment college plans and post-dual enrollment matriculation data (Khazem & Khazem, 2014; Kinnick, 2012; Lawrence & King, 2019; Ozmun, 2013). The current literature also provides vague information concerning how dual enrollment serves as a context in college choice. Kinnick (2012) indicated the experience encouraged students to change their college choice but lacked an explanation. Damrow (2017) reported dual enrollment participants selected major (followed closely by cost) as the most significant college choice factor on a provided list. Still, the study did not provide the context behind these factors.

This case study's findings add to the current literature by providing the participant voice for a holistic understanding of how dual enrollment participation serves as a college choice context. While college choice is not the same for all students, this research provided insight into the institution characteristics dual enrollment students found attractive, based on their individual habitus and experience. Also, the findings suggest that despite different backgrounds and needs, students desired similar characteristics. Lastly, the findings support the previous college choice literature, not related to dual enrollment participation, providing further detail of the complex topic.

Answering the Research Question

The guiding question asked how dual enrollment participation shaped the student's decision to enroll as degree-seeking with ACC. Dual enrollment participation exposed the students to ACC characteristics, such as the faculty and environment, that they would not get from marketing materials. Also, dual enrollment allowed the students to gain momentum towards

a specific degree and explore major options. To answer the research question, dual enrollment participation (a high school context in Perna's (2006) model layer two) allows students to explore college characteristics first-hand. Dual enrollment permits students to both consciously and unconsciously explore their desires and needs regarding college characteristics.

The dual enrollment participation is comparable to a test drive before purchasing a car. The customer can view the car's specs in pamphlets and the dealership's website, but until the driver test drives the car, the individual cannot determine if the car feels smooth, if the car handles well, or if the brakes are touchy. The dual enrollment experience is similar. The program allows students to take courses to explore interest and interact with the non-tangible factors students cannot gather from the marketing materials and college tours. Colin said it best, "until you're in it, you're not going to know how it impacts you."

Recommendations for Further Research

While this case study adds to the literature, future research is still needed. The limited literature regarding dual enrollment participant college choice provides statistical data regarding college admission, such as matriculation in general and enrolling with the host institution (Khazem & Khazem, 2014; Kinnick, 2012; Lawrence & King, 2019). Qualitative studies will add to the story behind the data. Long-term research, a replication study with a different population, a similar case study with a different setting, and a case study exploring why dual enrollment participants choose not to enroll with the host institution will add various perspectives to the topic.

This case study used former dual enrollment participants, some of whom graduated high school three years prior. Therefore, some participants struggled to recall specific facts of the dual enrollment experience. After a few questions, most participants slowly regain memories they

forgot in the beginning, though. Long-term qualitative research following students' journey of starting dual enrollment through college matriculation would provide real-time information on how the participant's college choice evolves and how dual enrollment served as a context in their choice. The long-term research would also prevent the loss of participant memories.

Dual enrollment participation is an opportunity to explore college while in high school. This early college exposure helps with transition into degree-seeking enrollment. Therefore, some community colleges offer early college programs intended to serve at-risk populations. At-risk students' individual habitus provides a unique context in which to complete a replication study. The replicated study should include on-campus, early college programs located in Appalachia, and would add to the themes identified in this study.

Despite recent growth, ACC is still considered a rural community college. The community, local economic status, and state policies all serve as a context within the college choice model. A similar case study conducted in an urban setting with different economic contexts and state policies would add to the findings. Since college choice is complex, participants from a diverse location would add insight into common themes found in this study and themes associated with various backgrounds.

Lastly, this study researched students that chose to return to the host institution. The literature shows that the number of dual enrollment participants who choose to pursue different schools outnumbers the number of students who return (Hughes, 2010; Kinnick, 2012; Lawrence & King, 2019). A case study regarding why students decide to leave the host institution after dual enrollment provides knowledge of the opposite situation for a more complete understanding of how the dual enrollment experience serves as a context in college choice.

Recommendations for Practitioners

With the decline in enrollment due to lower populations of 18-year-olds and COVID-19 impacts, administrators will continue to seek recruitment opportunities (Census Bureau, 2018). Dual enrollment programs provide institutions with an audience to recruit for post-secondary enrollment (Kinnick, 2012). This study's findings offer community college administrators insight regarding areas to focus future efforts and attention. The focus areas include considerations regarding modality and program structure, attention to faculty professional development needs and personalities, and continued efforts to maintain proper financial assistance for both the students and the institution.

The findings indicate that the participants valued the faculty interaction. Consideration of modality is crucial. On-campus dual enrollment programs will allow students to interact with faculty and experience the college characteristics that marketing materials cannot capture. As colleges seek to find a "new normal" after COVID-19, it is imperative to consider maintaining on campus, live dual enrollment programs. Online modalities lack the environment for faculty to build strong relationships with students and for students to experience the campus "vibe," as a few participants described.

Secondly, equipping faculty to serve students is crucial. Providing professional development in pedagogy and teaching high school students will prepare faculty to meet student needs. Additionally, faculty need time to provide the necessary support. Ensuring faculty maintain manageable workloads will permit for that time.

Thirdly, consideration regarding faculty personalities is essential. When scheduling dual enrollment courses, administrators should consider selecting faculty known to provide support

and empathy, indicating they care for the students. Caring faculty will create a learning environment the participants find comfortable.

Fourth, the low tuition, coupled with available grants and scholarships, attracted students to ACC. Maintaining low costs for both dual enrollment and degree-seeking students was imperative for motivating students to choose ACC. Comparing competitor prices and using this comparison to set the tuition and fees is essential. Preserving a strong Scholarship Foundation will also permit continual student financial assistance, allowing students to save money if awarded a scholarship.

Additionally, administrators serve as advocates for policies and funding supporting education access. Encouraging lawmakers to develop and maintain state-funded scholarships and grants, such as a free community college grant, will positively impact potential students. Building strong relationships with state lawmakers will also aid in securing sufficient funding to maintain low tuition costs. A strong argument regarding the value of state-funded grants will especially serve crucial during economic hard times.

Lastly, many participants appreciate the early college start. Maximizing the early start is critical. Dual enrollment programs designed to allow students to build momentum towards a specific major are a proper use of students' time. The specific majors should include technical and transfer options with articulation agreements that outline clear paths towards a bachelor's degree. When marketing the major-specific dual enrollment programs, I encourage recruiters to target students based on future career goals.

Limitations

This study contained some limitations to consider when interpreting the findings. First, I only interviewed students from one community college. The participants had similar dual

enrollment experiences. However, I utilized a mix of participants from three consecutive years and from different programs within ACC. The program options grew during the three years, as well as the need for more faculty. The responses, though, remained consistent throughout the various groups.

Another limitation is the number of participants. Ideally, I would have interviewed more participants, but finding willing students proved difficult at this time. Despite the less than ideal number, the participants highlighted similar reasons for enrolling in ACC as a degree-seeking student, creating clear themes.

Conclusion

The literature regarding the intersection between dual enrollment participation and college choice is lacking. The literature suggests that dual enrollment allows students to explore various majors, and one study of dual enrollment participants found that major was the top factor in their college choice. The previous literature lacked the student's voice, as well as the choice's context. This study provided the student voice by answering the question, "how does participation in a technical or transfer dual enrollment program serve as a context within students' choice to enroll as degree-seeking with the host institution?" My findings indicate that students valued the caring faculty. Additionally, the participants specified the learning environment, money savings, location, gained momentum, and major and transfer options encouraged their decision to choose ACC. The dual enrollment program exposed students to these characteristics, providing a first-hand experience that they could not get from marketing materials alone.

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APPENDIX A

INTRODUCTION EMAIL FOR INTERVIEWS

Good afternoon,

My name is Page Moore, and I am currently a doctoral candidate in the Community College Leadership, Ph.D. program at Old Dominion University in Norfolk, Virginia. My research involves the intersection between dual enrollment participation and college choice. I am particularly interested in speaking to individuals that opted to enroll in [institution name] as a degree-seeking student after partaking in a dual enrollment program.

Based on [institution name]'s school records, you completed a dual enrollment program and enrolled the semester following high school graduation, and I would like to interview you. I can send you more information and the informed consent form, with details indicating the interview is voluntary. I will not include any identifying information of the participants in my dissertation, only general themes I identify, upon an analysis of the interviews. The interview will take roughly 45 minutes, but I will schedule an hour session in the event extra time is needed. The best part? By participating, you will earn a gift card to [insert location].

I understand you are a busy college study, but I would appreciate speaking to you. Do you have availability in the next few weeks? Due to the current pandemic, I would prefer to interview you via Zoom. Zoom works on most computers, phones, or hand-held devices.

I appreciate your consideration. Please contact me with any questions by email, kmoor010@oduedu, or by text/phone (301)678-3342.

Sincerely,

Page Moore

APPENDIX B

INTERVIEW PROTOCOL

I. Opening

- A. Welcome individual
- B. Build rapport with the individual
- C. Explain the research scope and background
- D. Gain informed consent on form
- E. Explain the interview process
- F. Explain that the individual is welcome to end the interview at any time and does not have to answer all questions

II. Interview*

1. *Talk about your hobbies or what you did with your free time during high school. Did you also work during high school?*
2. *What type of classes did you take in high school? (honors, AP, college-prep, etc.)*
3. *Describe the college expectations and supports from your family unit during high school.*
4. *Describe how and who provided college information within your high school. Explain what type of information these individuals provided and how often.*
5. *How did you learn about the dual enrollment opportunity and why did you decide to partake?*
6. *Talk about your educational goals prior to enrolling in dual enrollment courses.*
 - a. *Did you have a plan to attend a specific college?*
 - b. *Did you know what degree you wanted to pursue?*
 - c. *Did you have career goals?*
7. *Describe what stood out to you from your dual enrollment experience, such as the faculty and staff, course content, learning environment, student support, procedures, etc.*
8. *How did participating in dual enrollment support or change your perception of college?*
9. *How did participating in dual enrollment support or change your future career goals?*
10. *Why did you ultimately decide to enroll as a student at [institution's name]?*

I. Closing

- A. Thank the participant
- B. Explain the process from this point in time
- C. Ask for questions and provide answers
- D. Extend gratitude again

*Note: Record nonverbal cues, the setting, and any additional questions in field notes.

APPENDIX C

INFORMED CONSENT FORM

Research Participant Information and Consent Form (Student)

The purposes of this form are to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES. You are being asked to participate in a research project. Researchers are required to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask the researchers any questions you may have.

Study Title: *Why Do Students Return? Dual Enrollment Participants Elect to Enroll in the Host Institution*

Primary Investigator: Chris R. Glass, Ph.D., Associate Professor, College of Education, Department of Educational Foundations and Leadership, Old Dominion University

Investigator: Page Moore, Doctoral Student, College of Education, Department of Educational Foundations and Leadership, Old Dominion University

1. PURPOSE OF RESEARCH:

As a former dual enrollment student, you are being asked to participate in a research study exploring how dual enrollment participation affected your decision to attend the host community college the semester after high school graduation. The study, entitled *Why Do Students Return? Dual Enrollment Participants Elect to Enroll in the Host Institution*, is being led by Dr. Chris R. Glass.

2. WHAT YOU WILL DO:

Each interview will last approximately 45-60 minutes. The interview will be conducted in an informal, conversational manner with open-ended questions that allow you to talk about your experience candidly. You may agree to be digitally recorded, or you may choose not to be recorded during our conversations, occurring via Zoom. Your identity will be held in strict confidence, and during data collection, researchers will arrange for private or semi-private areas for consent and the interviews.

3. RISKS AND BENEFITS:

While participating in this study, you will encounter minimal risks, including the potential inconvenience of scheduling the interview and/or the possibility that anxiety or unpleasant experiences will surface during the interview. The researcher will minimize these risks.

The benefits of participating in the study include the opportunity to reflect upon, articulate, and discuss your experience as a dual enrollment participant forming a college decision. The interview, as a result, may lead to deeper understanding of your own thoughts of why you selected the college of choice.

Your confidentiality will be protected to the maximum extent allowable by law. Any direct identification information, including your name, will be removed from data when responses are analyzed. All data will be secured in locked file cabinets and password protected server space. The data will be accessible only to the researchers associated with this study and the Institutional Review Board. During analysis, numeric codes will be assigned to your information so that your name is not associated with the data files.

During dissemination, findings will be reported by theme (aggregating the data) or by pseudonym (assigning a fake name). The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain confidential. Special care will be taken to mask markers of identity (e.g. geographical location and biographical data). Although every attempt will be made to keep your identification private, some distinguishing responses that you share and other comments you make may reflect your identity.

All data will be stored for at least five years after the project closes. Five years after the conclusion of the study, the data (digital audio files, transcripts, my notes, documents related) will be destroyed.

5. YOUR RIGHTS TO PARTICIPATE, SAY NO, OR WITHDRAW:

Your participation is completely voluntary. It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study – at any time. You may choose not to participate at all, or to answer some questions and not others. You may also change your mind at any time and withdraw as a participant from this study with no negative consequences. Your decision will not affect your relationship with the college, or otherwise cause a loss of benefits to which you might otherwise be entitled.

6. COSTS AND COMPENSATION FOR BEING IN THE STUDY:

You will receive a gift card worth \$15.00 for participating in this study.

7. CONTACT INFORMATION FOR QUESTIONS AND CONCERNS:

If you have any questions, the researchers should be able to answer them; please contact the researcher, Dr. Chris R. Glass, 2309 Education Building, Old Dominion University, Norfolk, VA, crglass@odu.edu, 757-683-4118.

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Laura Chezan, Chair of the Human Subjects Review Committee for the Darden College of Education) at 757 683 7055, or the Old Dominion University Office of Research, at 757 683 3460.

By signing below, you are indicating your voluntary participation in this study and acknowledge that you may: 1) choose not to participate in the study; 2) refuse to answer certain questions; and 3) discontinue your participation at any time without any penalty or loss of benefits to which you are otherwise entitled.

You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. The researcher will give you a copy of this form for your records.

4. PRIVACY AND CONFIDENTIALITY:

Your signature below indicates your voluntary agreement to participate in this study.

Signature _____ Date _____ Name
(Printed)_____

In addition, your signature below means that you voluntarily agree to allow your responses to be digitally recorded.

Signature _____ Date _____

8. INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Signature _____ Date _____ Name
(Printed)_____

PAGE MOORE

610 Ferrels Ridge Rd. Hedgesville, WV 25427
 (304) 839-1563 kpmoore26@gmail.com

EDUCATION

Doctor of Philosophy in Community College Leadership Old Dominion University, Norfolk, VA	Anticipated: May 2021 Cumulative GPA: 3.97
Principal Certification-Post Graduate Certificate West Virginia University, Morgantown, WV	Graduation: June 2015 Cumulative GPA: 3.93
Master of Arts in Secondary Education West Virginia University, Morgantown, WV	Graduated: May 2011 Cumulative GPA: 4.0
Bachelor of Arts in Mathematics West Virginia University, Morgantown, WV	Graduated: May 2011 Cumulative GPA: 3.72

PROFESSIONAL EXPERIENCE

Associate Dean, Business and Social Science Blue Ridge Community & Technical College, Martinsburg, WV	May 2018-Present
<ul style="list-style-type: none"> • Approves of all curricular activities for the department, i.e. assessment, program changes, curriculum development, course schedules, & faculty teaching assignments • Provides recommendations to the dean, vice presidents, or executive staff using reports and presentations, or interpreting information • Recruits, selects, and trains new faculty and staff within the department • Coaches, counsels, evaluates, and disciplines employees; including initiating, coordinating, and enforcing policies and procedures • Conducts annual classroom observations/evaluations of full-time and part-time faculty • Collaborates with faculty in the department to develop annual goals and initiatives that support the college's mission and strategic plan • Participates on institutional faculty committees • Serves as a member of the Strategic Assessment Committee, providing training and coaching with program-level, course-level, and co-curricular assessments • Completes institutional, state, and accreditation reports • Advises students in programs within the school • Teaches introductory Education courses, actively engaging pre-service teachers 	
Education Program Coordinator (Full-time) Blue Ridge Community & Technical College, Martinsburg, WV	July 2015-May 2018
<ul style="list-style-type: none"> • Coordinated and developed curriculum & assessments for Education courses • Taught introductory Education courses, actively engaging pre-service teachers 	

- Monitored adjunct faculty, ensuring quality and precision to curriculum
- Determined textbooks for adoption
- Served as a liaison to 4-year institutions to uphold transfer agreements
- Advised students on proper courses and program expectations
- Assessed program through yearly program goals
- Completed program reports, displaying program growth
- Coordinated field placements with area school districts

Secondary Math Teacher (Full-time)

August 2011 – June 2015

Berkeley County Schools, Martinsburg, WV

- Taught 8th grade math including beginning algebra in classes of up to 28 students
- Taught the basics of algebra and geometry to high school students in classes of up to 26 students
- Developed rigorous plans to challenge students
- Utilized technology to enhance learning, especially through the use of iPads
- Implemented activities to actively engage students in learning
- Tutor students as needed before school to ensure understanding of material

RESEARCH EXPERIENCE

The Role of Community College Faculty in Encouraging Student Enrollment Following Dual Enrollment Participation, Old Dominion University, Norfolk, VA

May 2021

CERTIFICATIONS

Principal Certification

December 2016

Secondary Math Teacher (5-Adult) Certification

June 2011

COMMUNITY INVOLVEMENT

Committee Chair, WV Dairy Princess Committee

August 2013 – August 2016

Member, WV Dairy Show Committee

August 2013 – August 2016

Member, WV Dairy Princess Committee

August 2010 – January 2017

Volunteer, Tomahawk Christian Church

June 2010– April 2017

Volunteer Leader, Jefferson County 4-H

June 2010 – Present

Volunteer, Crossroads Church

August 2017-Present

HONORS & AWARDS

Blue Ridge CTC Outstanding Contributor of the Quarter

January 2018

NOYCE Teacher WV Scholar

June 2009