The experiences of high school students dual-enrolled in post-secondary education: possibilities of positive growth and negative influence

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The experiences of high school students dual-enrolled in post-secondary education:
Possibilities of positive growth and negative influence

by

Heather Dawn Johnson

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
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This is to certify that the Master's thesis of
Heather Dawn Johnson
has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
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CHAPTER 1. GENERAL INTRODUCTION

Although specific statistics are difficult to find, it can be asserted with confidence that a growing number of students are enrolling in college courses while still in high school. This phenomenon began when states began adopting legislation regarding post-secondary enrollment options and it continues today.

Several states, including Iowa, Minnesota, Wisconsin, Ohio, Colorado, and Florida, have approved such legislation. The policies are all very comparable, and state similar ideals. The Minnesota Statute, for example, states:

The purpose of this section is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full time or part time in nonsectarian courses or programs in eligible post-secondary institutions... (Post-secondary Enrollment Options Act, 1998)

Over 750 high school students enroll in the University of Minnesota system each semester, averaging 1000 individuals per year from approximately 80 school districts.

For the purpose of this study, dual-enrollment was defined as a situation in which high school students are simultaneously enrolled in both high school and college courses. Although many students are dual-enrolled, little is known about why students choose to dual-enroll or what their experiences are as dual-enrolled students.
Purpose of the Study

The intent of this study was to learn about the experiences of high school students who are dual-enrolled in college courses. Through the use of qualitative research methods, the researcher identified several recurring themes that surfaced during the course of the study. These themes include: 1) the reasons why students took college courses; 2) characteristics of the college classes taken and the college classmates within those classes; 3) perceived differences between high school and college; 4) the students’ perceptions about community colleges versus four-year institutions; and 5) potential negative outcomes are identified.

Because virtually no studies have been published about this topic, this research must be considered preliminary. Due to the preliminary nature of this study, a sixth intent exists as well. This indirect purpose is to identify specific areas within the topic of dual-enrollment that suggest the necessity for further review.

Thesis Organization

After an introduction to the present study, I will present a brief literature review which highlights some thoughts about how college affects students, as well as a glimpse into the historical perspective supporting dual-enrollment. The literature review is followed by an explanation of the methodology behind this qualitative study. In this section, I include information on the data sources, methods of data collection, and a description of how the data were analyzed. Once these preliminary details have been discussed, I introduce the students and their reasons
for enrolling in a post-secondary institution while still in high school. This is followed by a description of the dual-enrolled students' college environment, and their perceptions of this climate. In the final two chapters, I discuss some of the implications this research may have for future practice at both the high school and post-secondary levels. I also mention areas which require further review, and end with a summary of general conclusions about the experiences of students dual-enrolled in both high school and college.
CHAPTER 2.
LITERATURE REVIEW

Virtually no research has been conducted surrounding the current wave of post-secondary enrollment of high school students. As a consequence, the literature review will be brief. In keeping with the traditional characteristics of qualitative research, much of the literature review will be incorporated into the discussion itself.

Effects of College on Students

Several reports have concluded that college attendance, alone, has an effect on students. Astin (1993) reports increases in intellectual and interpersonal self-confidence among college students, attributing these affective changes to the college experience itself, rather than to maturation or social change. Similarly, Pascarella and Terenzini (1991) find the relationship between college attendance and declines in authoritarianism and dogmatism to be strong, even after controlling for external or pre-existing variables.

Traditionally, college students “went away” to college, thereby cutting loose from their old social networks and selves, and creating new identities, values, and behaviors. The progression from high school to college “represents a major social and psychological transition and a time when students may be more ready to change than at any other point in their college career” (Pascarella & Terenzini, 1991, p. 650). Kuh (1998) notes, however, that student experiences of today’s undergraduate education are different from what they were just a few decades ago.
A majority of students make substantial progress in areas such as personal and social development, intellectual and communication skills, and vocational training. He also reported that there is a trend toward less student-faculty interaction and less active learning. He explains, "the disengagement trend is mirrored in downward trends in personal development and values gains, suggesting a diminishing influence of higher education on personal development" (p. 114).

While Kuh's (1998) view appears rather negative, he reasons that higher education is not doomed. He notes

This does not necessarily mean that student development must be unavoidably blunted, as there are plenty of similar challenges to be faced off-campus in jobs, community agencies, families, churches, and so forth. What it does mean is that the curriculum becomes an even more important organizing framework for learning and personal development--at least the chunk for which colleges and universities can assume responsibility. (p. 116)

Perhaps the dual-enrollment of high school students in post-secondary education may be one of those curriculum changes necessary to enhance student development.

**Historical Perspective**

Dual enrollment of high school students in college is not a new phenomenon. In 1983, Rubinton described an “innovative program” being implemented at Kingsborough Community College of the City University of New York. A high school
average of at least 82% and a letter of recommendation from a high school administrator were required for students to become eligible for the program. Once enrolled in the program, participating students could take one course during the six-week summer session and one course during each of the fall and spring semesters. Day classes during these two 12-week semesters could only be taken in the afternoon, after high school classes had ended.

Participating students gave several reasons for taking part in the program. Among these were to learn more about college in general and specifically about Kingsborough Community College, to learn more about a specific career area, to learn about a subject not available in the high school curriculum, to see if they were capable of performing college-level work, to earn college credits, and to help make appropriate career decisions (Rubinton, 1983).

While many former students chose to attend Kingsborough Community College after they graduated from high school, it was reported that earned credits could be transferred to another college at the request of the student. Overall, the participating students and administrators deemed the program a success. After participating in the program, students "generally felt better equipped to deal with the transition to college, had clearer career goals, and better understood their roles as students as well as the expectations of the college" (Rubinton, 1983, p. 372).

Andrews and Marshall (1991) also report on a different kind of program providing post-secondary enrollment options to high school honors students, allowing college instructors to come into the high school to teach advanced courses.
All participating students were enrolled in a high school that boasted a solid college preparatory curriculum in which 25 to 36% of the students’ courses were open, elective hours.

Enrollment at Illinois Valley Community College was open to both junior and senior honors students at Marquette High School. As part of the agreement, the college “agreed to offer college level courses that would be guaranteed [sic] to be transferred to four-year colleges and universities throughout Illinois and other mid-Western states. The college also agreed to deliver the instruction at the high school during the regular school hours primarily using full-time faculty from the college” (Andrews & Marshall, 1991, p. 48).

Andrews & Marshall (1991) surveyed participating students and found that their perception of Illinois Valley Community College improved after participating in the program. This change was attributed to the high quality of instruction provided by the college. It also was reported that as participants applied for admission at colleges and universities, some students were questioned about course content. Concerns also were raised about dual credit, as students could receive both high school and college credit for courses. The authors found, however, that transfer credit “was awarded by receiving colleges and universities in all cases where questions were raised” (Andrews & Marshall, p. 50).

Although these two studies discuss dual-enrollment programs that are much different from contemporary approaches, it is important to recognize their existence and success. As will be discussed later, definite differences in attitudes, regulations,
and requirements surrounding post-secondary enrollment continue to exist among high schools.
CHAPTER 3. METHODOLOGY

Qualitative methodology is defined as a detailed description of situations, events, people, interactions, and observed behaviors; the use of direct quotations from people about their experiences and attitudes; and the analysis of documents (Patton, 1990). The goal of this type of research is "to elucidate the experience that is implicated by the subjects in the context of their activities as they perform them, and as they are understood by [the researcher]" (Altheide & Johnson, 1994, p. 491). The goal of this particular project was to learn about the experiences of high school students who were dual-enrolled at a post secondary institution, either two-year or four-year. My objective was to develop a rich description of these students' experiences.

"Both the researcher and researched are active participants in the research relationship, and knowledge is viewed as socially and intersubjectively constructed" (Munro, 1995, p. 143). Upcraft and Schuh (1996) contend that "the most important instrument in a qualitative study is the researcher, because the researcher plays an absolutely pivotal role in the research process" (p. 59). Bloom (1998) adds that "interpretive researchers assume that there is no sharp distinction between [the context of discovery and context of justification] and that the values, interests, etc. of the inquirer are always an important aspect of the investigation" (p. 2).¹

As a researcher, I had to be self conscious about making interpretations while trying to see a situation from others' points of view (Bogdan & Biklen, 1982).
Patton (1990) argues that any credible research requires a neutral investigator. He goes further to explain “neutrality does not mean detachment….Qualitative inquiry depends on, uses, and enhances the researcher’s direct experience in the world and insights about those experiences” (p. 56).

From a phenomenological perspective, qualitative researchers “attempt to understand the meaning of events and interactions to ordinary people in particular situations” (Bogdan & Biklen, 1982, p. 31). Symbolic interaction becomes the conceptual paradigm in this type of research because “the meaning people give to their experience and their process of interpretation is essential and constitutive, not accidental or secondary to what the experience is” (Bogdan & Biklen, 1982, p. 33).

**Data Sources**

Data sources were high school students from three midwestern high schools who were dual-enrolled in geographically proximate post-secondary institutions. Nine students were interviewed, and periodic observations were made at the students’ high schools.

Qualitative methods typically aim for an in-depth focus on relatively small samples that are purposefully selected (Upcraft & Schuh, 1996). The schools were chosen based on the contacts I was able to make. I did deliberately succeed, however, in finding three schools of different size and background. One is small and rural, another is medium-sized and located in a town of approximately 10,000 people, and the third is a large high school located in a metropolitan area.
The participants were chosen by their guidance counselors, based on the students’ schedules. These nine students were chosen because the guidance counselors identified them as being dual-enrolled, their schedules were congruent with my own, and because they agreed to talk with me on their own time. This sort of convenience sampling aims for sampling that is both fast and convenient (Patton, 1990).

Upcraft and Schuh (1996) explain that the selection of a sampling procedure is based upon the nature of the problem being considered as well as the study’s purpose. The authors add

However, having selected a certain sampling type in advance of the study does not mean that one necessarily has to stick with it once the study is underway. One of the unique advantages of qualitative methodologies is that the researchers may change the sampling type in response to field conditions. (p. 57-58)

Although the types of schools contacted and the types of students interviewed were purposefully selected, the researcher did resort to convenience sampling when determining what schools and students, existing within the pre-defined categories, would be included in the study.

Data Collection

After informed consent was obtained, the researcher held numerous interviews with each of the students. Research began in October, 1998 and was
completed in May, 1999. Some interviews were conducted in groups of two, but most were individual. All initial and final interviews were conducted in-person; intermediate interviews and member checks often were conducted via telephone or e-mail.

The interviews typically were very informal, and the format generally was one of two types: the informal conversational interview or the general interview guide approach. The second of the two - the general interview guide approach - was typically used for the first interview. It involves outlining a set of issues that are to be explored with each respondent before interviewing begins. The issues in the outline need not be taken in any particular order and the actual wording of questions to elicit responses about those issues is not determined in advance....The interviewer is thus required to adapt both his wording and the sequence of questions to specific respondents in the context of the actual interview. (Patton, 1990, p. 280)

The other approach, the informal conversational interview, was typically utilized during follow up visits with participating students, as well as conversations with the guidance counselors. This approach is much more spontaneous and relies on a more natural flow of conversation (Patton, 1990).

Eight of the nine students were interviewed at their high school; therefore, the researcher simultaneously was able to interview and observe the students in their school setting. The ninth student was interviewed at his home, but the researcher
shadowed this student at school for a partial day in addition to conducting interviews. All initial interviews began with the same pre-selected set of questions. After that, interviews tended to vary, based on the information given by each individual.

After the initial interviews were completed, the researcher collected data from the guidance counselors at these high schools. The counselors were able to offer information about the school system, regulations regarding dual-enrollment in the school, as well as other information.

Once the research reached the point of redundancy, formal interviewing ceased. "Qualitative researchers gauge when they are finished by what they term data saturation, the point of data collection where the information you get becomes redundant" (Bogdan & Biklen, 1982, p. 64).

Data Analysis

All in-person interviews were tape recorded, and then transcribed by the researcher. The researcher then reviewed the transcripts and in vivo coding was used to find common themes among the interviews. After the initial analysis of each interview was completed, summaries were reviewed by a peer of the researcher. In addition, guidance counselors from two of the schools were contacted to develop further understanding about the background of these students. The constant comparative method of data analysis utilized in this study is "a research design for multi-data sources, which is like analytic induction in that the formal analysis begins
early in the study and is nearly completed by the end of data collection” (Bogdan & Biklen, 1982, p. 68). Although this method appears to be a series of steps, all of the steps really go on somewhat simultaneously (Glaser, 1978). The analysis keeps going back to more data collection and coding.

Lincoln and Guba (1985) list criteria that affect the credibility of qualitative research. Several of these techniques were used in the study and are described below.

The first technique, prolonged engagement, is “the investment of sufficient time to achieve certain purposes: learning the ‘culture,’ testing for misinformation introduced by distortions either of the self or of the respondents, and building trust” (Lincoln & Guba, 1985, p. 301). The inquiry portion of this study was conducted over a period of several months, thus giving the researcher and students adequate time to build rapport.

The second technique, triangulation, deals with the use of multiple sources of data. According to Lincoln and Guba (1985), multiple sources “may imply multiple copies of one type of source...or different sources of the same information” (p. 305). Several students were interviewed, and their contact with the interviewer extended beyond one interview. The students were also observed within their high schools, thus allowing the interviewer to see students as well as talk to them. In conjunction with these techniques comes a third: member checks. This most crucial technique for establishing credibility, according to Lincoln and Guba (1985), involves testing
data interpretations and conclusions with those interviewed. This technique was performed frequently through telephone calls, e-mail messages, and in person.

A final method used was peer debriefing. "It is a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (Lincoln & Guba, 1985, p. 308). After general themes had been established, the researcher gave summaries to a classmate who subsequently read and asked questions about the interpretations made. This method was utilized throughout the research process in an effort to guide inquiry. In addition, the researcher kept a methodological log. Altheide and Johnson (1997) explain that ethical qualitative researchers must "substantiate their interpretations and findings with a reflexive account of themselves and the processes of their research" (p. 489). Some of the information contained in the methodological log has been included in endnotes.

For dependability of the research, Lincoln and Guba (1994) recommend establishing an audit trail and carrying out an external audit by a disinterested auditor. They note, "that part of the audit that examines the process results in a dependability judgment, while that part concerned with the product (data and reconstructions) results in a confirmability judgment" (p. 654). For the purpose of this study, the audit trail consists of audio tape recordings of interviews, typed transcripts of all interviews and e-mail correspondence, a methodological log of the
researcher's progress, field notes from all interviews and observations, and brief reports written throughout the research process.
CHAPTER 4.
THE STUDENTS

Nine students from three different high schools were interviewed for this study. Of the nine students, the lowest high school grade point average was a 3.37 out of a possible 4.00. These students all received college grades above a C, and the majority received only A's. As one of the participating students, Crystal[^4], explained, "Well, I think it's overachievers, the ones that end up doing this."

In addition to being successful academically, the students also proved to be very focused on their future. It must be noted that they plan to enter into college majors including engineering, medicine, journalism, pharmacy, computer science, and business.

Reasons for Dual Enrollment

College Credit

When asked why they chose to take college courses while still in high school, four main reasons emerged among the students. First, all of the students interviewed plan on attending college after graduation, and therefore they saw dual-enrollment as a way to get ahead in college. Jeff explained, "I mean, I, I knew I wanted to take something related to mechanical engineering. I wanted to take whatever I could this year to prepare me for college." Another student, Crystal, chose to take classes that will transfer as electives next fall when she enters a local state university. She reasons this "will transfer and take off my class load for next
year...I have an 18, like, credit hour load next semester, er, first semester at Blue University. And you can cut that down a lot.”

Course Selection

In addition to simply wanting college credit that would transfer, students also considered the types of classes in which to enroll. Sam chose to take a computer programming class at nearby Shipton College because his high school did not offer any programming classes. Seth, who will have 33 college credits when he graduates from high school, tried to trace back his dual enrollment history. He explained,

My freshman year I took two math classes - algebra II and geometry. Which then I took AP calc [sic] as a junior so there was nothing left to do. And I took government my sophomore year so there was nothing else in government. So, my junior year I went to college for government and my senior year I’m going for math and government.”

A junior at Shadyville, Shawn, reflected “I always thought it was inevitable because, I just, high school doesn’t have that much more for me. Like, after this year I’ll have taken every AP class they offer.”

These students are not alone in their quest for substantial college preparation. Students are now taking more college preparatory courses than ever before (Astin, 1998). This may reflect students’ desire to gain a competitive edge in the college admissions process; however, other motives may exist as well.
“Free” College Credit

Astin (1998) notes that "recent entering freshman classes show a clear pattern of increasing concern about financing college" (p. 129). His work with the Cooperative Institutional Research Program (CIRP) has found that in the last five to eight years, record-high percentages of students are now expressing "major concern" about their ability to pay for college.

In addition to academic incentives for dual enrollment, students expressed an economic motive for dual-enrollment as well. Although policies differed among the three schools, all students received some tuition allowance for the college courses. Students at Central High School, most of whom were dual-enrolled at nearby Central Community College (CCC), could take up to two college courses per semester and receive full tuition reimbursement. They also received the option of participating in a text book loan program with the high school, so it was possible to not have any out-of-pocket expenses for enrolling in college classes. Carrie exclaimed, “My mom was going to be upset with me if I didn't get into two classes, or enroll in two classes next semester....Yeah, she was just like, you you [sic] can take two.” When I asked why she felt her mom wanted her to take two classes, Carrie replied, “I think it was, because if I take two I will have a semester of, um like, extra credit for college. I'll have a semester finished.”

Shadyville High School also will pay up to $250 for students to take up to two college courses per semester. Because a majority of Shadyville’s students are dual-
enrolled at nearby Shipton College, a private liberal arts institution, students typically must pay for their own textbooks.

School district payments for dual-enrollment are mandated by the state. The state of Iowa, for example charges that high school districts must pay a tuition reimbursement to eligible post-secondary institutions. The amount of tuition reimbursement for each separate course equals the lesser of 1) the actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student; or 2) $250 (Postsecondary Enrollment Options Act, 1999). The state of Minnesota also states specific financial arrangements as well. Instead of giving a flat rate, however, Minnesota school districts must calculate the fee using a state mandated formula (Post-secondary Enrollment Options Act, 1998).

High School Boredom

Some students expressed a strong dislike for high school, and some saw dual-enrollment as a way to get out of high school. Craig, who will have an entire year of college completed when he graduates from high school, stated “The only reason I was taking college classes was because high school was too easy.” He went on to explain, “I could have been done with high school last year...but I scheduled my courses so that the high school pays for more of my college. Otherwise I’d be out of here.” Later, I asked Craig if dual-enrollment made him more
tolerant of his high school experience. He replied, "Yes. I would have been - going here for a full day would’ve killed me."

Seth, a student at Shadyville High School, also stated he would have graduated early had he not received “free” college credit. He also went on to rationalize that dual-enrollment is cost effective for high schools such as Shadyville. He reasoned

I think they’d [the high schools] have to or they would lose like a lot from their schools as far as their senior class goes. ‘Cause I know there’s a couple of students that are juniors and I know they’d graduate this year if they couldn’t do this next year. And if we couldn’t do it at all it probably would push them [to offer more courses] but even then I don’t know what they’d do ‘cause I don’t think they’d like add any math classes higher than calc [sic], and they’re not going to add another chemistry classes [sic] other than chemistry. It’d be, like, for two or three students that would be seniors. I think it’s easier ‘cause instead of paying a whole other teacher’s salary they just have to pay like $200.

Several other students also complained that high school classes were boring or not relevant to their career goals. These students typically were taking more specific college courses that could directly be tied to their future aspirations, rather than simply taking courses that would count as electives.
Effects of Student Focus on Experience

As mentioned previously, many of the students participating in this study reported very focused plans about their future. All of the students said they planned to attend a four-year college or university after graduating from high school, and most even named a specific field in which they planned to study. Some of the careers indicated included a medical doctor, a pharmacist, an engineer, and computer scientist.

Pascarella and Terenzini (1991) note that many scholars have debated about whether or not college students become more mature in their career plans as a result of post-secondary education. Career maturity is defined as follows:

The extent to which the individual has accomplished career developmental tasks, the ability to formulate career plans, the accuracy of knowledge about one's preferred occupation (opportunities, financial returns, training requirements, and the like), and the degree of certainty about and planning for one's career choice. (Pascarella & Terenzini, 1991, p. 425)

Self-efficacy theory presumes that a person's subjective perception of succeeding at a task determines subsequent behaviors (Bandura, 1977). The application of self-efficacy theory to the study of career behaviors has been referred to as career self-efficacy. Anderson and Brown (1997) found that career decision-making self-efficacy of persons is important to the career maturation process. They concluded that "for both rural and urban students, it would appear that confidence in
making career decisions is directly related to the amount of previous career planning activity" (p. 313).

Although the most-reported reason for dual-enrollment was financial, a majority of the students interviewed indicated that one of the reasons for enrolling in college courses was to prepare for college - for a career interest they would pursue in college. Jeff, who is taking introductory Computer Assisted Drawing (CAD) courses, explained, "It's fun and everything like that. It's pretty much for what I'm going to do in college: engineering." Jeff also said he is taking all advanced, college preparatory courses at high school. He reasoned, "I knew I wanted to take something related to mechanical engineering. I wanted to take whatever I could this year to prepare me for college.... It's free. And I might as well because, um, it gets me that far ahead." When I asked if he thought the biggest advantage of dual enrollment was more the fact that it's free or that he's getting good experience, he replied "Oh, I'm getting good experience!"

Although Crystal cannot yet take courses that are linked directly to her interest in pharmacy, she has taken courses that will count towards her general education requirements. She is still very career-focused, however, and explained it will be beneficial for her to get some of these credits out of the way early since the pre-pharmacy program is rather grueling. She's been accepted into the pre-pharmacy program at Blue University and reasoned, "I have an 18, like, credit hour load next semester, er, first semester at Blue University. And you can cut that down
a lot." Crystal also has been working at a pharmacy for four years and already is
registered as a technician with the state.

In addition to taking several computer science courses at Green State
University, Craig also has a part time job in his planned occupation. He reported
that he is currently working anywhere from 20 to 80 hours a week at a local
computer engineering firm. He said he would never have gotten the job there had
he not been enrolled at Green State, because one of his professors helped him get
the job. Craig also admitted that he hadn't originally planned to major in computer
science. He explained,

Originally, I wanted to be a math professor. And so I took all of the math
classes offered here [at high school] in the first two years I was here, and
then I was gonna take all my calculus courses at Green State. And I also
played Merge on the Internet, which is C++ driven. And I wanted to learn a
program language so I could code those. Then I got to college and I realized
that calculus really sucks! And C++ was a lot more fun, so I switched.

For Craig, and arguably for the other students interviewed as well, dual-enrollment
may act as a form of career preparation and discovery. Pascarella and Terenzini
(1991) note that a consistent body of evidence exists to suggest that such evolution
and shifts in career choice "may also reflect the fact that students become
significantly more mature, knowledgeable, and focused during college in thinking
about planning for a career. Whether this is an effect of college or simply a
development that occurs coincidentally with college attendance is difficult to determine" (p. 488).

Self-concept may play an important role in vocational development as well. A study by Chiu (1990), found that adolescents with some career goals had higher self-esteem than those without any idea what they wanted to do after high school. Although this difference was found to be significant only for the male participants, it identifies another area in which vocational choice, preparation, and planning may affect and be affected by high school students' dual-enrollment in college courses.
Although the reasons for attending college were relatively similar among the students, actual experiences in college differed a great deal. This could be due, in part, to the wide variety of courses taken, and also due to the different types of institutions attended.

College Classmates

Astin (1993) has stated that "the student's peer group is the single most potent source of influence on growth and development during the undergraduate years....When it comes to the student's affective development, one generalization seems clear: students' values, beliefs, and aspirations tend to change in the direction of the dominant values, beliefs, and aspirations of the peer group" (p. 398). Others, such as Pascarella and Terenzini (1991) and Chickering and Reisser (1993), have come to a similar conclusion. It seems only fitting, then, to examine the dual-enrolled students' perceptions about their college classmates, and the perceived relationships, or lack thereof, with these classmates.

When asked to describe their college counterparts, answers differed to varying degrees. Some of the students saw their college classmates as potential friends, while others reported that friendships with these students were not an option. When I asked Jeff to describe his classmates at JCC he said, "They're old....Like gray-haired old." In a later interview, he elaborated on his feelings about them, saying "These people are all like - at JCC it's like, they're all like, you know,
like my parents and everything. It’s like, I don’t really wanna be talking to these people.” Another student, Crystal, explained that the class she’s attending at CCC is very "diverse." When I asked her feelings about that she said, “Yeah, it’s nice. But, you know, I just, because they’re all so much older than me. But, I can’t really talk about things that I’m doing because they did that, like, 17 years ago….I’m not treated any different. I just, I feel like, inferior kind of, because I’m so young.”

Other students didn’t seem to mind the age difference. In fact, some actually liked it. Shawn described all of his college classmates as “college age,” and said, “They ask me questions, and like, concerning my age and my grade. But, I’m at a point where I know them pretty well. It doesn’t really affect me.” He also stated that he likes college better because of the students, admitting “I find it easier learning [in college]. A lot of the element [sic] like bad kids and disciplining acts by teachers are gone.”

Seth, who has taken classes at both Shipton College and Shadyville Community College (SCC), compared students from the two institutions. He said, “It seems like the students that [sic] go to the night classes at SCC, they’re usually older adults that [sic] are there for a reason and want to be there. And at Shipton a lot of them are ‘mommy and daddy are paying for tuition’ and they show up occasionally and that’s it.” When asked to elaborate on his feelings about the students at Shipton, Seth admitted, “They’re nice. And I’m friends with quite a few of them. It’s just that they aren’t as motivated of a student body as where I want to go to college at.” I then asked him to explain why he liked the adult students at
SCC. He explained, "I've always been a couple years younger than everybody in my classes. But, not, they're really - a lot of them are nice and they really seem, they're a little bit more open minded to ideas and things." Another student, Craig, admitted that he actually liked his college classmates better than those from high school. He acknowledged that he “fit in better” with the college students, and he didn’t have much in common with those in high school.

A peer group is defined as "a collection of individuals with whom the individual identifies and affiliates and from whom the individual seeks acceptance or approval" (Astin, 1993, p. 400). Peer groups must also include some element of comparable or equal status among members. From these interviews, it can be concluded that the high school students all noted differences between the college students and themselves. Each student's comfort level with his or her college classmates seemed to be more a matter of individual personality, rather than characteristics of the college students. Whether or not these college classmates can be considered the high school students' peers depends largely on the individual student and his or her experiences.

**College Classes**

Students also reported very different opinions and experiences regarding the college classes taken. These experiences, too, seemed to be related to the type of institution attended; however, certain basic distinctions were made between high school and college classes.
One distinction dealt with the college environment. Some students noted that college was more impersonal, and that it was different not knowing everyone around them. Jeff explained, “Oh the high school's more, um, like everybody knows everybody so everybody's, you know, talking and whatever. And JCC, it's like come in and do your thing.” Later, he admitted “Well my mom, my mom works at the middle school so like, pretty much all the people at the high school know her so it's like, I have to be careful.” Crystal shared similar feelings about college classes, explaining

Um, it's a lot more, like on your own. The teacher doesn't care if you do your homework. Nothing like that. The teacher doesn't, I mean, she wants you to do the assignments but she doesn't really care either way. You know. It's your grade. Um, they don't make any effort to go out of the way to show you your grade or to make sure you're doing okay. They don't really care. It's not big to them. Where here at high school, I noticed after being out there [at CCC] you notice you get nagged a lot here. Like, you have to have this in on time and this has to be done now and here's your grade.

Carrie agreed, saying “Well...of course you don't, it doesn't matter if you're there in class or not as long as you get stuff done. In most classes." She then went on to identify another distinction between high school and college: the amount and difficulty of coursework. She elaborated, "And, um, more work, more papers [in college]. Other than little busy work that you do here at high school, it's a lot more work.”
Sam had similar feelings also. He explained, "High school is nothing compared to what that [college] is. 'Cause you actually have to read your book in college and all that stuff." When asked why he thought high school was "nothing," he replied, "I don't know. They just give you too much information. They don't make you read your book or anything. You sit there and during the class, actually they'll go over everything. And in college it's 'Read your book. Come back if you have questions.'" Although Cole agreed attendance policies differed, he didn't really see major distinctions between high school and college. He explained, "Um, I don't think it's really that different out at CCC. Just, the only thing is if you miss a day, they won't let you make it up. Like if they had a quiz that day, or a test, they don't have to let you make it up."

Shawn also identified differences between his high school and college courses, but he went further by stating that he actually likes college courses better. He admitted, "I like them [college courses] more actually. I like the format more. Yeah, I like the flexibility more. There's a lot of, they're a lot easier on the attendance policy....Well there's more discussion. And um, not as much, like, little worksheets and stuff to deal with." Seth also talked about why he liked college courses, saying "I like college level better because you don't have to mess with teachers and filling out worksheets and things like that. And basically for both if you read, if you do the reading you're fine."

Craig readily exclaimed, "I don't care about high school....I just don't like high school." When I asked him to describe his college courses, he said, "They're a lot
harder than high school classes. You actually have to go to class, where as in high school you don't have to go and they just baby you." I asked if he felt intimidated attending a large university and he admitted, "At first I did. But after you go for a couple of weeks you figure it out....I like going there better than going here [to high school]."

Some students didn't feel that college courses were really that much more difficult than those in high school were, although they found college coursework more encompassing, or in-depth. Cole explained, "Well, uh, my Western Civ. Class is a little more in depth than what we had in World History [at the high school]. It's not really any harder." Carrie elaborated by adding, "In my A & P [Anatomy & Physiology] class - that was more int [sic]...more in depth. More than anything that we do here at the high school because they have more things. The psychology class, I don't know. It's more in depth because it makes you think more than just, read the book and things like that."

**Instructional Methods**

The dual-enrolled students were able to make high school to college comparisons between not only the course content, but teaching styles as well. These comparisons varied, depending on the type of college courses taken. When asked to compare the college course he was taking to high school classes Cole stated, "Well, I guess just that this [college course] is more of a lecture class where you sit and listen. Although I have one high school class that's kind of like that." He
also added, "I guess, we did have a research paper that was kind of tougher than what I'm used to. It was just six pages, so not a big deal. And we had to use the right format and stuff."

I asked Cole if he preferred a specific style of teaching - high school or college. He replied, "Uh, well, my [college] class isn't the most exciting, but... I guess things at high school sometimes get a little more fun, but... For the most part. But there's classes here [at high school] that are pretty boring too."

Crystal observed that some of her friends, who are also dual-enrolled, have had different college classroom experiences than she. She explained, "I think that certain classes are better than others out there [at CCC]. Like Carrie's taking an abnormal psych [sic] class and they have quizzes like once a week. And they do more schoolwork than I do. I wouldn't recommend any of the classes that I've taken."

Craig felt the main difference between high school and college courses was that he actually had to "try" in his college courses. He explained, "Well, I, all of the work has to be done outside of class. Especially for computer science. All my classes except for German. Then you just copy the stuff out of the back of the book." He also noted that class size in high school is "tiny" compared to college.

During the spring semester, Carrie participated in a television course. She explained the format as follows. "Um, my TV show is on two days a week, Mondays and Wednesdays, from 2:00 to 2:30. I usually tape it since I'm here in school. You have - there's three tests and you have to read a thick book. It's on PBS." She is
also taking an ethics class at the CCC campus. She said, "Everyone talks a lot! Yes! We can, like, start off on a topic and go with it for an entire three hours, or else sometimes the instructor has to get us back on track because we go off and start talking about other things."

Although Seth liked his college instructor, he did not care for the format of his computer class. He reported, "The way the class was set up, it took away from my experience of going and doing that class because it wasn't really conducive to learning the computer programs I don't think. The class wasn't conducive to itself, having it all in one day. So, if anything, the way that was set up took away from it. But nothing else took away from it." I noted that Seth chose not to take another college course during the spring semester. When I asked why, he replied, "Well, I don't know. I didn't know whether I really liked it or not, so I thought maybe I'd just let it rest and reflect on it later. I don't know. I just, I kinda like, you know, kinda looked at it and didn't know if that's what I really wanted to do or...you know. Just thought I'd finish up high school.

Shawn had yet a different reaction. He reported that he likes the college format better. When I asked him to elaborate he explained, "Well there's more discussion. And um, not as much, like, little worksheets and stuff to deal with. I like both of my professors." The only thing he doesn't really like about the college format is the difficulty he faces getting into some courses. He reported, "I get kind of mad because the classes are full. That's the problem. Both my classes this semester were full, so I had to go talk to my professors [to let me in]." Seth reported
a similar story. He explained that he usually has to talk to his professors to gain entrance into classes as well. He noted, "Um, usually I do it [schedule classes] through my professors. Like, this semester I just got them to write notes saying that they wanted me in their classes."

**Student Relationship with Teachers and Faculty**

While many of the students reported that their high school teachers taught differently than the college instructors, some students also seemed to have a different sort of relationship with their college instructors as compared to high school teachers. Jeff, for example, regularly talked about his favorite high school teacher. I actually had a chance to meet with Mr. Webber, a science teacher at Washington High School, and we talked briefly about Jeff. When I asked Jeff why Mr. Webber is his favorite teacher he replied, "Oh, he just, he's really good to talk to. And he's, he's fun. You know, he's more relaxed than a lot of other teachers."

I visited some of Jeff's high school classes one morning. After I left, Jeff reportedly got in some trouble at school. Jeff recounted the story for me.

Well there's, my, the guy that I told you's my favorite teacher? He wasn't in the room and we had some - it was actually pretty stupid. I took some reatic acid, which is concentrated hydrochloric acid, which is pretty potent stuff, and I put some - I put some of that in a plastic, like a 20 ounce pop bottle. And I did three of 'em. And I put, kind of, uh, six balls of aluminum foil in there and they, uh, react and the bottle blows up. I got in trouble. A lot of trouble. By
him. He didn't take it to the assistant principal here. I was lucky about that. I would've gotten expelled. Pretty stupid.

When I asked why he'd done it, he replied, "I don't know. I - well, I'd done it before. I'd done it around here [home] and it wasn't that big a deal. I mean, I knew what I was doing but... I threw it out the window... If it had went off in the room then that would've - no." Finally Jeff conceded, "Like, there's only, like, a few people that are allowed in the back room. Like, where all the chemicals are stored. He [Mr. Webber] said if I would've been a - you know, uh, average normal people [sic] in the class - that I would've been in trouble but. He didn't..." In contrast, Jeff could offer virtually no description of his instructor at Washington Area Community College.

Crystal noted that college instructors don't seem to care as much. She explained,

The teacher doesn't care if you do your homework. Nothing like that....When you're in her [college instructor's] class, you know, she cares what you're doing and stuff like that, but she's not gonna go out of her way to like, see what you need done. Where as the teachers would like make sure 'I'll be here after school.' Where she's like 'You come find me.' And she's not gonna like - like here they green slip you if you forget something. Stuff like that. They don't do that.

I asked Crystal which she preferred, her relationship with high school teachers or her relationship with her community college instructor. She replied,
Um, I like it when - well, I like it both ways. If there was a happy medium, I'd be better. Because I don't like to get nagged all the time. Um, and I, I like it a lot being able to work on your own. The teacher's not always hovering over your back [in college]. You don't really get like participation points, which is kind of nice. Um, but on the other hand it's nice to have someone say "I'll be here at 3:30. You know, you can come find me." So, I mean, it's - I don't really have a preference either way but. I might as well get used to the CCC way because I'll probably have a lot of that next year.

Carrie had a different outlook. She said, "I like the college instructors better because the whole class sees - it's more fun. It's more - you get more involved in it because, well this class. I'm sure if it was a big lecture...[it would be different]."

When asked to describe his college instructor, Sam said simply, "Instructor was nice. He was great."

In general, it seemed that the students saw their high school teachers more as parental figures. These teachers generally showed concern about them, which the students seemed to expect. The students saw college instructors as more focused on specific learning areas, and it was simply an added bonus if an instructor was "nice."

**Perceived Differences Between Post-secondary Institutions**

Prior research has suggested that the students differ between community colleges and four-year institutions (Astin, 1993; Pascarella & Terenzini, 1991;
Kempner, 1990). This gap may be closing, however, as more and more "nontraditional" students go on to four-year institutions.

Townsend (1995) examined community college students who transferred to a four-year institution. She found that many of these students felt the academic standards between the two types of institutions differed. Students who articulated a reason for this usually "said they stemmed from a difference in the student bodies, with the university having better students than the community college" (p. 186). While none of the students participating in this study suggested the students at community colleges weren't "as good," it leads to an issue that was mentioned repeatedly.

The students who were dual-enrolled at community colleges felt that the community college classes taken were not as difficult as those they will face when entering a university full-time. When asked if he would rather have been dual-enrolled with a four-year institution, Cole admitted, "Yeah. It'd probably be a better experience. 'Cause CCC just seems kinda like taking a high school class out there sometimes."

Crystal was more critical when describing her class at CCC. She said, "Well, it's kind of an easy class. Like, I wouldn't really consider it college level. It's actually easier than my high school classes. All we do is watch movies and talk about the chapter. I mean really, that's all we do." Later, I asked her if she felt the class was preparing her for her college career. She replied, "Not at all. If I had a choice I woulda went to Green State now. It's like, I would have taken the time to go over,
take a real class. It's like the 13th grade over there." In a later interview she
admitted, "Many of my friends told me that CCC classes would be easy, which is
one of the reasons that I decided to take classes here. Because if I can take a class
for free and get college and high school credit for it, and it's easy, why not?"

Craig is the only student at Central High School attending Green State
University instead of CCC. When I asked why he didn't follow the path of his high
school counterparts, he replied

Because CCC is just like high school. Because it's extremely easy....One of
my friends that goes to college, he's, he took a semester at CCC. He took 17
credits. He didn't study once. He rarely attended classes. He got A's in
everything....CCC is just high school without the attendance requirement.

Seth had a somewhat different perspective because he has attended both
Shipton College and Shadyville Area Community College. When asked to compare
the two, he initially replied, "I like my, I got more out of my SACC ones than my
Shipton ones." He attributed this to the difference in student seriousness. He later
conceded, however, "I'd say Shipton is actually harder though to pass. At SACC
they'll bend over backwards in order to get a C or above. And Shipton, they aren't
quite as inclined to bend over backwards for you.

The Townsend (1995) study found similar results, stating that most students
perceived the university's academic standards as higher or "more difficult" than
those of the community college. In addition, community college faculty were
sometimes considered more helpful than the university faculty, partly because of
how classes were taught. Students identified university classes as being more lecture-based, and they reported little experience with writing assignments and essay tests at the community college level. Bernstein (1986) elaborates

Community college faculties base their standards of how a student performs on comparisons with the performance of others taking the same class. In contrast, university faculty grade students by measuring them against a standard that does not change with variations in preparation or aptitude of those enrolled in the courses. This difference between norm-referenced and criterion-referenced assessment reflects one gap between the values of the community college and those of the four-year institution. (p. 36)

Some researchers have gone even further, stating "the very fact of attending a two-year rather than a four-year institution lowers the likelihood that a student will obtain a bachelor's degree" (Brint & Karabel, 1989, p. 226). A study by Pascarella, Edison Nora, Hagedorn, and Terenzini (1998) came to a similar conclusion, finding at the end of the first year of postsecondary education students attending a two-year college were slightly more than twice as likely as four-year college students to lower their lifetime educational plans below a bachelor of arts degree. By the end of the second year of postsecondary education two-year college students were more than five times as likely as their four-year college counterparts to plan on obtaining less than a bachelor of arts degree in their lifetime. (p. 185)
Obviously, these statements are not adequate parallels for the dual-enrollment discussed in this research; however, other studies conducted on community college transfer students do seem to have more direct parallels.

A study by Townsend, McNerny, and Arnold (1993) investigated factors that may affect transfer student performance. Again, community college transfer students were studied. The authors noted that the students in this study had a cumulative GPA of more than 2.9 at the community college level, while their first term GPA at the university level averaged just under a 2.4. Although this discrepancy was noted, the authors concluded that community colleges serve as a gateway to degree attainment at the university level for many students who were evaluated as below university academic admission standards upon high school graduation. Furthermore, they stated "attendance at the community college did not seem to be a detriment to four-year degree completion for these individuals but indeed may have aided them financially" (Townsend, McNerny, & Arnold, 1993, p. 441).

Harbin (1997) also studied community college transfer students, and found somewhat contradictory responses. He reported that responding students indicated "strong satisfaction with the academic benefit of attending a community college prior to entering a four-year institution" (p. 2). Contradictory to some anecdotal information expressed by some four-year faculty, these students felt they were more adequately prepared to compete academically at the four-year college/university level after attending a community college.
Although Pascarella and Terenzini (1991) report little relationship between institutional selectivity and cognitive development in students, this assessment was made in the context of comparing liberal arts institutions. The authors later conclude that educational attainment tends to be enhanced by enrolling initially in a four-year rather than a two-year (community) college. It must be noted, however, that educational attainment - obtaining a bachelor's degree within a specified time period - was the issue being discussed. The actual quality of the education was not determined.

The location of the institution may also come into play when determining student attitudes. The Central High School students who attended CCC identified the CCC student body as being primarily former Central High students. It could be concluded that their somewhat negative attitudes toward CCC may be attributed to the number of former high school classmates who attend.

"The physical location of the college not only affects the type of students who attend a college but also its faculty and administration" (Kempner, 1990, p. 222). Students participating in this study did not talk much about their instructors. Rather, they talked about the teaching styles of the instructor. Kempner (1990), however, considers the proximity of a four-year institution to be relevant in determining faculty attitudes as well. He cites previous community college literature which found instructors "had lowered their expectations of university teaching with a doctorate and justified their position by accepting the mission of the community college" (p. 223). Central Community College is located in the small town of Clayton, which is
approximately 15 miles from Green State University. Based on Kempner's (1990) work, the faculty at Central Community College also could be a contributing factor to the students' negative attitude toward community colleges. Bernstein (1986) has a similar response, concluding "if faculty expectations for students are low, and if faculty do not encourage students to achieve higher levels of mastery, then transfer aspirants can easily become community college dropouts" (p. 37). Although she is talking particularly about community college students who drop out of college, the statement could be utilized as a parallel for the dual-enrolled high school students' attitudes as well.

Several possible reasons may contribute to the students' somewhat inferior attitude towards community colleges. The most influential of these may be societal factors. Pascarella and Terenzini (1998) explain

A relatively small number of research universities and elite liberal arts colleges have set the academic and public standard for what most Americans believe higher education is or should be about. The hallmarks of these institutions include such factors as faculty with strong research or scholarly orientations, selective admissions policies, and undergraduate student bodies that are largely residential, full-time, traditional age, non-working, non-minority, and of middle- or upper middle-class social origins. Significant numbers of people inside and outside higher education believe that such institutions provide the highest quality undergraduate education possible; and the more an institution deviates from this set of standards, the lower it is
ranked in terms of prestige or perceived educational excellence, and the more invisible it becomes. (p. 155-156)

Although such public influence may be unspoken, it may arguably have the greatest impact on student impressions about community colleges versus four-year institutions.
CHAPTER 6.
POTENTIAL NEGATIVE EFFECTS OF DUAL-ENROLLMENT

Although the students involved in this study reported their dual-enrollment experiences generally were positive, some negative aspects were mentioned as well. As these potential negatives are identified, however, it must be noted that these students still claimed they would recommend high school/post-secondary dual-enrollment to others.

Social Consequences

In addition to the academic stress often felt by high school seniors, many also feel pressure about their social lives. "The transition from high school to college is a 'double-edged' experience for many late adolescents, who not only face many challenges and opportunities for growth but also loss of the familiar and fear of the unknown. New traditional-age college students are likely to experience both excitement and anxiety" (Paul & Kelleher, 1995, p. 513).

Although there were some exceptions, a majority of the students reported that most of their friends were high school classmates. When asked if they were involved in any activities at the post-secondary institutions in which they are enrolled, most of the students reported they were not. When asked why, answers were similar. Steve, for example said, "I'm not like a real student [at college]. It just doesn't feel quite right." In addition, as stated earlier, many of the students couldn't identify with their college classmates due to age. A third reason could be due to the
fact that some of the students were enrolled at community colleges, which typically have limited outside activities.

Crystal dislikes the fact that she doesn't get to spend as much time with her high school classmates. She attributes this lack of social time to her dual-enrollment at CCC. During the fall semester, for example, she took a college class on Tuesdays and Thursdays from 9:40 to 11:05 a.m. Because of this time block on Tuesdays and Thursdays, she ended up with a three-hour block of free time at high school on Mondays, Wednesdays, and Fridays. When asked about this, she replied

I would prefer not to have second, third, fourth hour block. I mean, it's nice sometimes when you have a lot to do, but it's those days where you don't really have that much to do. And, you know, you've got like three hours and everything. And I don't really have that many classes here [at high school]. I mean, I've got orchestra. But that's been the same people for how long now? And PE, it's every other day. So I really have two classes where I actually see my own classmates. And I see the same people. So I would say, I see maybe 40 people out of the 200 people every day. I mean, I don't like that at all.

Many "late adolescents face painful losses of precollege relations even as they eagerly anticipate developing new friendships in college" (Paul & Kelleher, 1995, p. 513). Paul and Kelleher (1995) reported that after 10 weeks into the first semester of college, new college friendship satisfaction was not significantly associated with self-esteem, while precollege friendship satisfaction was linked to self-esteem.
Although this study dealt with full-time college students, its findings may parallel the attitudes of the high school students in this study.

Shawn had a response similar to Crystal's, explaining that his dual-enrollment cuts into the amount of time he spends at the high school. He replied, "Um I, I'm never really here [at high school] after 1:30. And then, um, you miss the stuff that usually goes on last period like pep rallies and stuff, but that's all right. And I was thinking about partaking in Council next year but I think that'd be kinda weird since I'm hoping to not be in this building [high school] a lot."

In an interview, I asked Seth if he thought he would have been more involved in high school activities this year had he not been dual-enrolled. He replied, "I don't think so because I probably wouldn't be here. So, but if I had to stay I don't know that I could get any more involved as far as time schedule but, I don't know. I'd probably be able to do more stuff just being around the school."

Only one student, Seth, reported being actively involved in any college-affiliated activities. He is a member of a business club at Shipton, as well as an intramural ultimate Frisbee team affiliated with a college fraternity. Paul and Kelleher (1995) report that students may find themselves pulled between maintaining precollege friendships and establishing new relationships in college. Although Seth did not admit to this, it must be noted that his high school activities have decreased in number during his senior year. For example, he was class president in both 10th and 11th grades; however, he is not even active in high school student government this year.
Effects on High School Academics

While the social effects of dual-enrollment are rather obvious, as stated by the students, other disadvantages may be more subtle. It is possible that dual-enrollment's emphasis on college preparation may have a negative influence on the students' attitudes toward high school and, more importantly, on the students' high school work.

Although Jeff did not express any disadvantages to me verbally, his behavior tells a different story. Unlike the other students interviewed, Jeff's high school GPA is a 3.20/4.00. He has some discipline problems at high school, and some of his teachers complained that he doesn't take his classes seriously. The classes he is taking at Washington Area Community College are directly related to his college major. It is my contention that although he is taking all college-preparatory classes at high school, he doesn't value them as much as the college courses. He described some of his high school courses as "not relevant" for what he wants to do. Consequently, his grades in these "irrelevant" courses are lower than those he deems related to his future.

Potential Effects on Future College Performance

When looking at the effects of dual-enrollment on the students, one must also look into the future and try to predict how this experience will affect the students once they actually become full-time college students. While these predictions may
not be proved or disproved for several years, it is interesting to note that the students are forecasting their futures as well.

Carrie said, "I don't think there are any disadvantages [to dual-enrollment]. Not that I can tell. Except for the fact that we might not be as nervous because we've already taken some college classes. We might not be as scared or study as much as we should." Obviously, the mere fact that Carrie recognizes this possible pitfall minimizes the likelihood of such an occurrence.

In addition, not all dual-enrolled students may feel this false sense of security. Although all of the students interviewed said they were taking college courses to help prepare them for college, they didn't all feel that their dual-enrollment met those expectations. When I asked Steve if taking classes at Shipton prepared him for college he replied, "I want to say yes, but in all honesty no." He elaborated by saying that his grades at the high school are more important to him at this point in his life; however, he is glad that he took a course at Shipton because it was fun.

Financial Impact on Academia

Student experiences are not the only factors that should be taken into account when considering the effects of post-secondary dual-enrollment. Academic institutions - both at the high schools and post-secondary levels - are also influenced by this phenomenon.

For the students interviewed in this study, the financial implication was identified as the biggest benefit for dual-enrollment. While it is true that the financial
situation brought on by dual-enrollment is ideal for the students (and potentially their parents), the economic considerations for the institutions may be less positive. According to state law in Iowa, for example, a school district must pay either the actual costs of tuition, textbooks, materials, and fees or $250, whichever is less (Postsecondary Enrollment Options Act, 1999). For some dual-enrolled students, finances are great incentive to stay in high school and "use the system."

Craig explained, "I could have been done with high school like last year. They [the high school] would let me, but I scheduled my courses so that the high school pays for more of my college. Otherwise I'd be out of here." When I asked Seth what he would do if he could not be dual-enrolled he replied, "I would've graduated last year. Yeah. I still kinda wish I would have." Seth later added, "I know there's a couple of students that are juniors and I know they'd graduate this year if they couldn't do this [dual-enrollment] next year." Carrie reported that Central High has recently limited the number of college courses they will allow their students to take. She explained, "Yeah, you can only take two a semester. Last year they didn't do that, but now they've had to restrict it because so many students are wanting to take classes over there [at college]."

Colleges and universities also may experience a financial shortfall due to dual-enrollment. Several of the students mentioned that the institutions give a tuition break to the high schools involved in dual-enrollment. Seth complained that it was often difficult for him to get into the classes he wanted to take at Shipton. He
reasoned, "They didn't want high school students filling up their classes when they're not paying as much money."

Carrie reported that Central High School pays for college tuition, books, or other related costs up to $250. She then elaborated, "And then CCC will cover the rest. At least, that's what happened last year. I took an A & P [anatomy and physiology] class and the tuition alone was $250, plus I had a lot of books. I was expecting a bill from CCC for over $100, but I got a statement saying that they'd taken care of it. Yeah, I just saw it and said 'okay!'"

Some state codes address this issue, while others do not. State of Iowa code, for example asserts that post-secondary institutions may make pro rata tuition adjustments to school districts (Postsecondary Enrollment Options Act, 1999). This action can apparently be made at the discretion of individual post-secondary institutions.
CHAPTER 7.
IMPLICATIONS FOR PRACTICE

Due to the main themes found in this study, numerous avenues must be explored to enhance and enrich the dual-enrollment experience for students. Some strategies must be embraced by the post-secondary institutions involved. High school guidance counselors and administrators must also consider new tactics as well.

At the High School Level

Although the contact in this research was primarily with students, high school guidance counselors from the chosen high schools were included as well. Based on interviews and observations, it must be concluded that high school guidance counselors do not always have accurate nor consistent information about post-secondary institutions and dual-enrollment. In some instances, the guidance counselors are expected to know transfer requirements, class enrollment guidelines and instructions, and textbook information. Excluding aging and overly broad state legislation, it appears that there is little, if any, guidance for the counselors.

Discrepancies regarding high school credit were found at two of the high schools included in this study. At Shadyville High School, the guidance counselor strongly promotes dual-enrollment to the students. Students who are taking college courses may choose whether they would like the credit to count for high school credit. The guidance counselor recommends students not take college courses for
high school credit because she claims colleges will not allow the credit to transfer upon graduation. She told me that some Shadyville students have had trouble getting courses to transfer to their institution of choice because the credits counted at the high school level; therefore, she strongly discourages students from "double dipping."

At Central High School, there were 24 students dual-enrolled during the 1998-99 school year. All of the students were attending either Clayton Community College or Green State University, and all students were receiving both high school and college credit for these courses. The guidance counselor at Central High reported that she is not aware of any problems surrounding the transfer of these college credits.

"A recent public policy trend, which might account for the increased number of four-year college students who began their postsecondary studies at community colleges, is the increased number of states that have crafted transfer and articulation agreements" (Chenowith, 1998, p. 26). These agreements, which typically have been between community colleges and four-year institutions, ensure that students can transfer credits. According to Chenowith (1998), there have been some difficulties with transferring credits between institutions in the past. "Part of the reason for those difficulties is the suspicion by four-year institutions that community college courses don't meet high enough standards" (Chenowith, 1998, p. 26).
While some information on transfer and articulation agreements does exist, it is difficult to obtain it in an organized and global manner. This could be due to the fact that the information is not being gathered nationally (Chenowith, 1998). Because this phenomenon is relatively new, it is possible that more universal standards are on their way. Until that time, however, both students and administrators will have to endure these difficulties.

At the College Level

Enrollment Criteria

In addition to discrepancies at the high school level, some disparity over enrollment qualifications was found at the post-secondary level as well. Both students and guidance counselors reported the varying of standards from institution to institution. It is unclear whether the discrepancies are due to the nature of the institution - community college versus four-year institution, selectivity of the institution, or some other reason.

Students at Central High School who attend Clayton Community College are not bound by any admissions standards. In fact, they are not even required to fill out an application to enroll in courses at CCC. Those Central High students who choose to attend nearby Green State University enroll under "special student" status, which requires a one-page enrollment form. While it is suggested that the students be in the top one-third of their high school class, the guidance counselor told me this is only a guideline.
Shipton College requires high school students to have a 3.00/4.00 grade point average, as well as a "sufficient background." When I asked for a definition of this term, the guidance counselor at Shadyville High School could not tell me what it meant. During the 1997-98 school year, 37 students from Shadyville High applied for special admission at Shipton College and approximately half were denied enrollment. Those students who are allowed to enroll at Shipton are required to meet with the head of adult education there. According to the students, they have to meet with him prior to attending their first class, but that is the only meeting required of them.

Some limitations or requirements may be a positive condition for dual-enrollment. It is the opinion of the researcher, however, that such requirements should be universal for all post-secondary institutions. Perhaps this consistency would alleviate the hesitancy some institutions currently possess about transferring dual-enrollment credits.

Orientation

While it was not deemed a major issue for most of the students and institutions, the matter of student orientation must be addressed. None of the students dual-enrolled at a community college or Shipton College (a small, private, liberal arts institution) reported difficulty finding their way around campus. This is most likely because these campuses are small and they are located in the students' hometowns. Craig, however, had a different account of his first experience with
Green State University. He said, "I think the hardest part was, like, getting registered the first year. I had absolutely no help anywhere.... They just give [sic] me a paper and said go for it. I mean, it took me two weeks to get registered."

Later, I asked him how he knew what classes to take and how the class registration process occurred. He answered, "I got to pick up my schedule, go find the building, go find my room in that building. Then you had to go to a different room. Then you had to go back down to the computer room. Then you had to go back upstairs a couple of floors." Later he explained "They have department counselors, and I've talked to one of the computer science ones. I only talked to her because my computer science instructor said I should. He's the one that got me my job."

I asked Craig if an orientation session would have been helpful for him, and would be in the future for similar students. He replied, "Probably. I was very confused for the first week, so... 'Cause I went over there with a friend. He was trying to get into the same class. He's graduated now so... We missed the whole first week. We missed all of high school and all of college the first week."

It is important to note that Green State University does have an actual orientation session for incoming freshmen and transfer students. In these orientation meetings, students receive registration information and actually register for their first semester of courses during the session. They also have the option of going on a campus tour and receive, at the very least, a map of the central campus.
In addition to these services, however, it would appear that an orientation session
designed specifically for these dual-enrolled students would be appropriate.

Areas for Further Review

As stated at the beginning of this paper, this research was undertaken with
the qualifier that its findings are preliminary. When identifying specific areas in
which additional research is necessary, the limitations of the present study must first
be addressed.

Limitations of the Present Study

The major limitation of this study deals with the characteristics of the students
who participated in the study. All participants are Caucasian, and are from the same
midwestern state. This lack of diversity must be considered when examining the
findings of this study.

Another limitation, also related to the pool of participants, is the discrepancy
in numbers for each of the three school districts. Only one student was interviewed
from a large school district, but multiple students were interviewed from both the
mid-sized and small, rural schools. Although this resulted from the lack of
availability of students from a large school district, it is admitted that including a
more representative sample from all three schools could strengthen the study.
Recommendations for Future Study

As a result of both the limitations and the information gained from the present study, several areas have been identified as requiring further review. First, the themes identified in this study need to be clarified and expanded. The most prevalent theme needing further discussion is the distinction between student experiences at community colleges versus four-year institutions. Similarly, one must consider the possibility of differences between types of four-year institutions as well—small, private liberal arts colleges versus large, public, research universities. Pascarella, Edison, Nora, Hagedorn, and Terenzini (1995-1996) argue that differences in institutional resources and prestige may not have a great deal of influence on students’ academic outcomes in college.

Another possibility for further research deals with issues surrounding race and gender. Astin (1993) notes that there are significant gender differences in college student experiences. It can be assumed, then, that these differences would exist in the experiences of dual-enrolled students as well. Although, both male and female students were included in the present study, comparison of experiences by gender was not the focus of the investigation. The same can be said about comparison of experiences by race or ethnicity. Obviously, since all student participants were Caucasian, the issue of race and ethnicity was not examined.

"Individual differences often determine the magnitude of college effects….Not all students benefit the same amount from the same experience. With the growing diversity of students entering American postsecondary education, efforts to identify
which students benefit most from which kinds of educational experiences will take on increased importance" (Pascarella et al. 1995-1996, p. 39).

There are other factors that may influence the dual-enrollment experience as well. Students’ self-esteem may come into play, as well as their relationships with peers - both friends or love interests, and relationships with parents or parental figures. Employment may also affect students’ dual-enrollment experiences.

Finally, because this was a preliminary study, it is suggested that further research be conducted on the overall effects of dual-enrollment on high school students. A longitudinal study that would follow students from high school dual-enrollment and through college graduation may be appropriate, although time consuming. As post-secondary education becomes increasingly prevalent, it is important to continue to examine new trends in higher education.
CHAPTER 8.
GENERAL CONCLUSIONS

As the movement from high school to college becomes more fluid, it is unclear if this social and psychological transition will remain obvious, or if students will wallow in a state of uncertainty and slow development. Although the students participating in this preliminary study did identify some possible negative outcomes of dual-enrollment, they all concluded that their experiences have been positive as a whole.

In our final interview Carrie stated, "I think it's [dual-enrollment] a good deal. I think more students should take advantage of it." Cole added, "I think it's a great opportunity." Other participating students had similar comments about their experiences.

Until these students actually graduate from high school and get into their college of choice for a period of time, it will be difficult to gauge the effects of dual-enrollment with much specificity. From this research, it can be concluded that students do gain exposure to different teaching methods, encounter increased diversity among their college classmates, and valuable college credit to help them financially, if not academically, in their future endeavors.
APPENDIX A

PARTICIPATING STUDENT INFORMATION

Jeff is a senior at Washington High School, located in a large metropolitan city. Jeff's high school grade point average is 3.20 out of 4.00. He has earned six credits at Washington Area Community College (WACC) and has maintained a 4.00 GPA there. Jeff plans to attend Green State University and major in engineering after graduating from high school.

Cole is a senior at Central High School and has taken one three-credit course at Central Community College (CCC.) Both schools are located in the small town (population of approximately 10,000) of Clayton. Cole has a 4.00 GPA at both his high school and at the community college. He plans to attend Valley College after graduating from high school, and wants to major in journalism.

Carrie is also a senior at Central High, and she attends Central Community College as well. Carrie's high school GPA is a 3.96, and her college GPA is a 4.00. She has taken 14 credits at CCC, and will have a semester of college completed upon graduating from high school. She plans to attend Blue University and major in pre-medicine.

Crystal is another senior at Central High who attends Central Community College. She has a 4.00 GPA at both high school and college. Crystal will have completed six college credits upon graduation from high school. She plans to attend Blue University as well, and will major in pharmacy.
Craig attends Central High School as well, but he is dual-enrolled at Green State University. His high school GPA is a 3.60 and his GPA at Green State is a 3.20. Craig will have taken 40 college credits by the time he graduates from high school, and plans to continue college full time at Green State. He will major in computer science.

Steve is a senior at Shadyville High School and is dual-enrolled at Shipton College. Both the high school and college are located in the mid-sized suburb (population of approximately 11,000) of Shadyville. Steve’s high school GPA is 3.50, and his college GPA is 2.75. He has only taken one three-credit college course. After graduating from high school, he plans to major in business at an out-of-state college.

Sam also is a senior at Shadyville High, and he is dual-enrolled at Shipton as well. Sam’s high school GPA is 3.50 and his college GPA is 3.00. Sam has taken one four-credit college course. After graduation, he plans to attend a nearby university and major in management information systems (MIS).

Shawn is a junior at Shadyville High, and takes courses at Shipton College. He is the only junior at Shadyville who is dual-enrolled. His high school GPA is 3.37 and his college GPA is 3.80. He has taken 12 college credits so far, and plans to take many more before graduating from high school. After graduating, he is unsure where he wants to continue his education; however, he absolutely does not want to continue his education at Shipton. Right now, he thinks he would like to major in engineering, but he is not certain about this decision.
Seth is a senior at Shadyville High, and he has attended both Shipton College and Shadyville Area Community College (SACC.) Seth's GPA at the high school is a 3.90, and his GPA at both Shipton and SACC is a 4.00. Seth will have completed 33 college credits by the time he graduates from high school. After graduation, he plans to attend a prestigious university out-of-state and major in political science and economics.
APPENDIX B

SAMPLE PARTICIPANT CONSENT FORM

Thank you for agreeing to participate in this case study. The purpose of this project is:

- to gain an understanding of your experiences as a student who is dual-enrolled in both high school and college courses.

As a participant in this case study, you will be both interviewed by the researcher on at least one occasion. The interview(s) will last approximately one hour each. The information gained from the interview(s) will be included in the researcher's final thesis. The following are the terms of participating in the case study:

1. The information obtained during this project will be included along with others in the researcher's M.S. thesis. The thesis will be read by the three members on the researcher's graduate committee, and may be read by other Iowa State University faculty members as well.

2. Real names will not be used during data collection nor in the written work of the researcher. In addition, complete confidentiality will be maintained at all times.

3. The respondent has the right to withdraw at any time from the study, for any reason, and the data will be returned to the respondent upon request.

4. The respondent will receive a copy of the case study before the final draft is written and negotiate changes with the researcher.

5. The respondent will receive a copy of the final case study soon after completion, if requested.

If you agree to participate in this case study project according to the preceding terms, please sign below:

Respondent ___________________ Researcher __________________

I do/do not grant permission to be quoted directly in the case study report and thesis.

Respondent ___________________
APPENDIX C

SAMPLE PARENTAL CONSENT FORM

Thank you for granting permission for your son/daughter to participate in this case study. The purpose of this project is:

2. to gain an understanding of your son's/daughter's experiences as a student who is dual-enrolled in both high school and college courses.

As a participant in this study, your son/daughter will be interviewed on one or more occasions. Each interview will last approximately one hour. The information gained from the interview(s) will be included in the researcher's final thesis. The following are the terms of your son's/daughter's participation in the case study:

1. The information obtained during this project will be included along with others in the researcher's M.S. thesis. The thesis will be read by the three members on the researcher's graduate committee, and may be read by other Iowa State University faculty members as well.

2. Real names will not be used during data collection nor in the written work of the researcher. In addition, complete confidentiality will be maintained at all times.

3. The respondent has the right to withdraw at any time from the study, for any reason, and the data will be returned to the respondent upon request.

4. The respondent will receive a copy of the case study before the final draft is written and negotiate changes with the researcher.

5. The respondent will receive a copy of the final case study soon after completion, if requested.

It must be noted that complete confidentiality will be maintained throughout this research. All information shared between the researcher and the respondent is confidential, and will not be discussed with any persons (INCLUDING RESPONDENT'S PARENTS/LEGAL GUARDIANS) who are not included in the research process.

If you agree to permit your son/daughter to participate in this research according to the preceding terms, please sign below:

__________________________________________

Researcher ___________________________
APPENDIX D

IOWA CODE 261C

261C.1 Title.
This chapter may be cited as the "Postsecondary Enrollment Options Act".

261C.2 Policy.
It is the policy of this state to promote rigorous academic or vocational-technical pursuits and to provide a wider variety of options to high school pupils by enabling ninth and tenth grade pupils who have been identified as gifted and talented, and eleventh and twelfth grade pupils, to enroll part-time in nonsectarian courses in eligible institutions of higher learning in this state.

261C.3 Definitions.
As used in this chapter, unless the context otherwise requires:

3. "Eligible postsecondary institution" means an institution of higher learning under the control of the state board of regents, a community college established under chapter 260C, or an accredited private institution as defined in section 261.9, subsection 1.

4. "Eligible pupil" means a pupil classified by the board of directors of a school district, by the state board of regents for pupils of the school for the deaf and the Iowa braille and sight saving school, or by the authorities in charge of an accredited nonpublic school as a ninth or tenth grade pupil who is identified according to the school district's gifted and talented criteria and procedures, pursuant to section 257.43, as a gifted and talented child, or an eleventh or twelfth grade pupil, during the period the pupil is participating in the enrollment option provided under this chapter. A pupil attending an accredited nonpublic school shall be counted as a shared-time student in the school district in which the nonpublic school of attendance is located for state foundation aid purposes.

261C.4 Authorization.
An eligible pupil may make application to an eligible institution to allow the eligible pupil to enroll for academic or vocational-technical credit in a nonsectarian course offered at that eligible institution. A comparable course, as defined in rules made by the board of directors of the public school district, must not be offered by the school district or accredited nonpublic school which the pupil attends. If an eligible institution accepts an eligible pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school district or accredited nonpublic school or the school for the deaf or the Iowa braille and sight saving school, and the department of education. The notice shall list the
course, the clock hours the pupil will be attending the course, and the number of hours of postsecondary academic or vocational-technical credit that the eligible pupil will receive from the eligible institution upon successful completion of the course.

261C.5 High school credits.

A school district, the school for the deaf, the Iowa braille and sight saving school, or accredited nonpublic school shall grant high school academic or vocational-technical credit to an eligible pupil enrolled in a course under this chapter if the eligible pupil successfully completes the course as determined by the eligible institution. Eligible pupils, who have completed the eleventh grade but who have not yet completed the requirements for graduation, may take up to seven semester hours of credit during the summer months when school is not in session and receive credit for that attendance, if the pupil pays the cost of attendance of those summer credit hours. The board of directors of the school district, the state board of regents for the school for the deaf and the Iowa braille and sight saving school, or authorities in charge of an accredited nonpublic school shall determine the number of high school credits that shall be granted to an eligible pupil who successfully completes a course.

The high school credits granted to an eligible pupil under this section shall count toward the graduation requirements and subject area requirements of the school district of residence, the school for the deaf, the Iowa braille and sight saving school, or accredited nonpublic school of the eligible pupil. Evidence of successful completion of each course and high school credits and postsecondary academic or vocational-technical credits received shall be included in the pupil's high school transcript.

261C.6 School district payments.

Not later than June 30 of each year, a school district shall pay a tuition reimbursement amount to an eligible postsecondary institution that has enrolled its resident eligible pupils under this chapter. For pupils enrolled at the school for the deaf and the Iowa braille and sight saving school, the state board of regents shall pay a tuition reimbursement amount by June 30 of each year. The amount of tuition reimbursement for each separate course shall equal the lesser of:

1. The actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student.

2. Two hundred fifty dollars.

A pupil is not eligible to enroll on a full time basis in an eligible postsecondary institution and receive payment for all courses in which a student is enrolled.
261C.7 Transportation.

The parent or guardian of an eligible pupil who has enrolled in and is attending an eligible postsecondary institution under this chapter shall furnish transportation to and from the eligible postsecondary institution for the pupil.

261C.8 Prohibition on charges.

An eligible postsecondary institution that enrolls an eligible pupil under this chapter shall not charge that pupil for tuition, textbooks, materials, or fees directly related to the course in which the pupil is enrolled except that the pupil may be required to purchase equipment that becomes the property of the pupil. However, if the pupil fails to complete and receive credit for the course, the pupil is responsible for all costs directly related to the course as provided in section 261C.6 and shall reimburse the school district for its costs. If the pupil is under eighteen years of age, the pupil's parent, guardian, or custodian shall sign the student registration form indicating that the parent, guardian, or custodian, is responsible for all costs directly related to the course, if the pupil fails to complete and receive credit for the course.

If the local area education agency verifies that the pupil was unable to complete the course for reasons including but not limited to the pupil's physical incapacity, death in the family, or the pupil's move to another school district, a verification by the area education agency shall constitute a waiver to the requirement that the pupil, pupil's parent, guardian, or legal custodian pay the costs of the course to the school district.

261C.9 Tuition refund.

An eligible postsecondary institution shall make pro rata adjustments to tuition reimbursement amounts based upon federal guidelines established pursuant to 20 U.S.C. § 1091b.
APPENDIX E

MINNESOTA STATUTE 124D.09

124D.09 Post-secondary Enrollment Options Act.

Subdivision 1. Citation. This section may be cited as the "Post-Secondary Enrollment Options Act."

Subd. 2. Purpose. The purpose of this section is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full time or part time in nonsectarian courses or programs in eligible post-secondary institutions, as defined in subdivision 3.

Subd. 3. Definitions. For purposes of this section, the following terms have the meanings given to them.

- "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. "Course" means a course or program.

- "Course" means a course or program.

Subd. 4. Alternative pupil. "Alternative pupil" means an 11th or 12th grade student not enrolled in a public school district, and includes students attending nonpublic schools and students who are home schooled. An alternative pupil is considered a pupil for purposes of this section only. An alternative pupil must register with the commissioner of children, families, and learning before participating in the post-secondary enrollment options program. The commissioner shall prescribe the form and manner of the registration, in consultation with the nonpublic education council under section 123B.445, and may request any necessary information from the alternative pupil.

Subd. 5. Authorization; notification. Notwithstanding any other law to the contrary, an 11th or 12th grade pupil enrolled in a school or an American Indian-controlled tribal contract or grant school eligible for aid under section 124D.83, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian courses offered by that post-secondary institution. If an institution accepts a secondary pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school or school district, and the commissioner within ten days of
acceptance. The notice must indicate the course and hours of enrollment of that pupil. If the pupil enrolls in a course for post-secondary credit, the institution must notify the pupil about payment in the customary manner used by the institution.

Subd. 6. **Counseling.** To the extent possible, the school or school district must provide counseling services to pupils and their parents or guardian before the pupils enroll in courses under this section to ensure that the pupils and their parents or guardian are fully aware of the risks and possible consequences of enrolling in post-secondary courses. The school or school district must provide information on the program including who may enroll, what institutions and courses are eligible for participation, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the pupils and their parents or guardian. The person providing counseling shall encourage pupils and their parents or guardian to also use available counseling services at the post-secondary institutions before the quarter or semester of enrollment to ensure that anticipated plans are appropriate.

Prior to enrolling in a course, the pupil and the pupil's parents or guardian must sign a form that must be provided by the school or school district and may be obtained from a post-secondary institution stating that they have received the information specified in this subdivision and that they understand the responsibilities that must be assumed in enrolling in this program. The department must, upon request, provide technical assistance to a school or school district in developing appropriate forms and counseling guidelines.

Subd. 7. **Dissemination of information; notification of intent to enroll.** By March 1 of each year, a district must provide general information about the program to all pupils in grades 10 and 11. To assist the district in planning, a pupil shall inform the district by March 30 of each year of the pupil's intent to enroll in post-secondary courses during the following school year. A pupil is not bound by notifying or not notifying the district by March 30.

Subd. 8. **Limit of participation.** A pupil who first enrolls in grade 11 may not enroll in post-secondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in post-secondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 11 or 12 first enrolls in a post-secondary course for secondary credit during the school year, the time of participation shall be reduced proportionately. If a pupil is in a learning year or other year-round program and begins each grade in the summer session, summer sessions shall not be counted against the time of participation. A pupil who has graduated from high school cannot participate in a program
under this section. A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program under this section.

Subd. 9. **Enrollment priority.** A post-secondary institution shall give priority to its post-secondary students when enrolling 11th and 12th grade pupils in its courses. A post-secondary institution may provide information about its programs to a secondary school or to a pupil or parent, but it may no advertise or otherwise recruit or solicit the participation on financial grounds, secondary pupils to enroll in its programs. An institution must not enroll secondary pupils, for post-secondary enrollment options purposes, in remedial, developmental, or other courses that are not college level. Once a pupil has been enrolled in a post-secondary course under this section, the pupil shall not be displaced by another student.

Subd. 10. **Courses according to agreements.** An eligible pupil, according to subdivision 4, may enroll in a nonsectarian course taught by a secondary teacher or a post-secondary faculty member and offered at a secondary school, or another location, according to an agreement between a public school board and the governing body of an eligible public post-secondary system or an eligible private post-secondary institution, as defined in subdivision 3. All provisions of this section shall apply to a pupil, public school board, district, and the governing body of a post-secondary institution, except as otherwise provided.

Subd. 11. **Participation in high school activities.** Enrolling in a course under this section shall not, by itself, prohibit a pupil from participating in activities sponsored by the pupil's high school.

Subd. 12. **Credits.** A pupil may enroll in a course under this section for either secondary credit or post-secondary credit. At the time a pupil enrolls in a course, the pupil shall designate whether the course is for secondary or post-secondary credit. A pupil taking several courses may designate some for secondary credit and some for post-secondary credit. A pupil must not audit a course under this section.

A district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Seven quarter or four semester college credits equal at least one full year of high school credit. Fewer college credits may be prorated. A district must also grant academic credit to a pupil enrolled in a course for post-secondary credit if secondary credit is requested by a pupil. If no comparable course is offered by the district, the district must, as soon as possible, notify the commissioner, who shall determine the number of credits that shall be granted to a pupil who successfully completes a course. If a comparable course is offered by the district, the school board shall grant a comparable number of credits to the pupil. If there is a dispute between the district and the pupil regarding the number of credits granted for a particular course, the pupil may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits shall be final.
The secondary credits granted to a pupil must be counted toward the graduation requirements and subject area requirements of the district. Evidence of successful completion of each course and secondary credits granted must be included in the pupil's secondary school record. A pupil shall provide the school with a copy of the pupil's grade in each course taken for secondary credit under this section. Upon the request of a pupil, the pupil's secondary school record must also include evidence of successful completion and credits granted for a course taken for post-secondary credit. In either case, the record must indicate that the credits were earned at a post-secondary institution.

If a pupil enrolls in a post-secondary institution after leaving secondary school, the post-secondary institution must award post-secondary credit for any course successfully completed for secondary credit at that institution. Other post-secondary institutions may award, after a pupil leaves secondary school, post-secondary credit for any courses successfully completed under this section. An institution may not charge a pupil for the award of credit.

Subd. 13. **Financial arrangements.** For a pupil enrolled in a course under this section, the department must make payments according to this subdivision for courses that were taken for secondary credit.

The department must not make payments to a school district or post-secondary institution for a course taken for post-secondary credit only. The department must not make payments to a post-secondary institution for a course from which a student officially withdraws during the first 14 days of the quarter or semester or who has been absent from the post-secondary institution for the first 15 consecutive school days of the quarter or semester and is not receiving instruction in the home or hospital.

A post-secondary institution shall receive the following:

(1) for an institution granting quarter credit, the reimbursement per credit hour shall be an amount equal to 88 percent of the product of the formula allowance, multiplied by 1.3, and divided by 45; or

(2) for an institution granting semester credit, the reimbursement per credit hour shall be an amount equal to 88 percent of the product of the general revenue formula allowance, multiplied by 1.3, and divided by 30.

The department must pay to each post-secondary institution 100 percent of the amount in clause (1) or (2) within 30 days of receiving initial enrollment information each quarter or semester. If charges in enrollment occur during a quarter or semester, the change shall be reported by the post-secondary institution at the time the enrollment information for the succeeding quarter or semester is submitted. At any time the department notifies a post-
secondary institution that an overpayment has been made, the institution shall promptly remit the amount due.


Subd. 15. Financial arrangements, pupils age 21 or over. For a pupil enrolled in a course according to this section, the department must make payments according to this subdivision for courses taken to fulfill high school graduation requirements by pupils eligible for adult high school graduation aid.

The department must not make payments to a district or post-secondary institution for a course taken for post-secondary credit only. The department must not make payments to a post-secondary institution for a course from which a student officially withdraws during the first 14 days of the quarter or semester or who has been absent from the post-secondary institution for the first 15 consecutive school days of the quarter or semester and is not receiving instruction in the home or hospital.

A post-secondary institution shall receive the following:

(1) for an institution granting quarter credit, the reimbursement per credit hour shall be an amount equal to 88 percent of the product of the formula allowance, multiplied by 1.3, and divided by 45; or

(2) for an institution granting semester credit, the reimbursement per credit hour shall be an amount equal to 88 percent of the product of the general revenue formula allowance, multiplied by 1.3, and divided by 30.

The department must pay to each post-secondary institution 100 percent of the amount in clause (1) or (2) within 30 days of receiving initial enrollment information each quarter or semester. If charges in enrollment occur during a quarter or semester, the change shall be reported by the post-secondary institution at the time the enrollment information for the succeeding quarter or semester is submitted. At any time the department notifies a post-secondary institution that an overpayment has been made, the institution shall promptly remit the amount due.

A school district shall receive:

(1) for a pupil who is not enrolled in classes at a secondary program, 12 percent of the general education formula allowance times .65, times 1.3; or
(2) for a pupil who attends classes at a secondary program part time, the general education formula allowance times .65, times 1.3, times the ratio of the total number of hours the pupil is in membership for courses taken by the pupil for credit to 1020 hours.

Subd. 16. **Financial arrangements for courses provided according to agreements.**

(a) The agreement between a board and the governing body of a public post-secondary system or private post-secondary institution shall set forth the payment amounts and arrangements, if any, from the board to the post-secondary institution. No payments shall be made by the department according to subdivision 14 or 15. For the purpose of computing state aids for a district, a pupil enrolled according to subdivision 10 shall be counted in the average daily membership of the district as though the pupil were enrolled in a secondary course that is not offered in connection with an agreement. Nothing in this subdivision shall be construed to prohibit a public post-secondary system or private post-secondary institution from receiving additional state funding that may be available under any other law.

(b) If a course is provided under subdivision 10, offered at a secondary school, and taught by a secondary teacher, the post-secondary system or institution must not require a payment from the school board that exceeds the cost to the post-secondary institution that is directly attributable to providing that course.

Subd. 17. **Alternative pupils financial arrangements.** For an alternative pupil enrolled in a course or program under this section, the department of children, families, and learning shall make payments to the eligible institution according to subdivision 13. The department shall not make any payments to a school district for alternative pupils.

Subd. 18. **Tuition at nonpublic secondary institution.** A nonpublic secondary institution must proportionately adjust its tuition to accurately reflect the time an alternative pupil spends in a post-secondary enrollment course or program.

Subd. 19. **Fees; textbooks; materials.** A post-secondary institution that receives reimbursement for a pupil under subdivision 13 may not charge that pupil for fees, textbooks, materials, support services as defined in section 135A.16, or other necessary costs of the course or program in which the pupil is enrolled if the charge would be prohibited under section 123B.37, except for equipment purchased by the pupil that becomes the property of the pupil. An institution may require the pupil to pay for fees, textbooks, and materials for a course taken for post-secondary credit.

Subd. 20. **Textbooks; materials.** All textbooks and equipment provided to a pupil, and paid for under subdivision 13, are the property of the pupil's school district of residence. Each pupil is required to return all textbooks and equipment to the district after the course has ended.
Subd. 21. **Support services.** The post-secondary institution must inform the pupil of the support services available at that institution. If the student has an individual education plan that provides general education support and accommodations, the post-secondary institution must provide the support services as described in the student's IEP and the post-secondary institution and the district shall negotiate an agreement on the rate to be charged for the services. Nothing in this section shall prevent the student from enrolling while the agreement is being developed. If the parties cannot agree on the services, on application of either party, the commissioner shall resolve the dispute in the same manner the commissioner fixes tuition rates under section 125A.11. The commissioner's decision is binding on both parties.

Subd. 22. **Transportation.** A parent or guardian of a pupil enrolled in a course for secondary credit may apply to the pupil's district of residence for reimbursement for transporting the pupil between the secondary school in which the pupil is enrolled or the pupil's home and the post-secondary institution that the pupil attends. The state shall provide state aid to a district in an amount sufficient to reimburse the parent or guardian for the necessary transportation costs when the family's or guardian's income is at or below the poverty level, as determined by the federal government. The reimbursement shall be the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. However, if the nearest post-secondary institution is more than 25 miles from the pupil's resident secondary school, the weekly reimbursement may not exceed the reimbursement rate per mile times the actual distance between the secondary school or the pupil's home and the nearest post-secondary institution times ten. The state must pay aid to the district according to this subdivision.

Subd. 23. **Exception; intermediate districts.** A secondary pupil who is a resident of a member district of an intermediate district, as defined in section 136D.01, may not enroll in that intermediate district's vocational program as a post-secondary pupil under this section when the intermediate district operates a secondary program at a college facility and secondary students have access to the post-secondary curriculum and receive high school and college credit for successfully completing the program.

Subd. 24. **Limit; state obligation.** The provisions of subdivision 13, 19, 22, and 23 shall not apply for any post-secondary courses in which a pupil is enrolled in addition to being enrolled full time in that pupil's district or for any post-secondary course in which a pupil is enrolled for post-secondary credit. The pupil is enrolled full time if the pupil attends credit-bearing classes in the high school or high school program for all of the available hours of instruction.

Subd. 25. **Pupils 40 miles or more from an eligible institution.** A pupil who is enrolled in a secondary school that is located 40 miles or more from the nearest eligible institution may request that the resident district offer at least one accelerated or advanced academic course within the resident district in which the pupil may enroll for post-secondary
credit. A pupil may enroll in a course offered under this subdivision for either secondary or post-secondary credit according to subdivision 12.

A district must offer an accelerated or advanced academic course for post-secondary credit if one or more pupils requests such a course under this subdivision. The district may decide which course to offer, how to offer the course, and whether to offer one or more courses. The district must offer at least one such course in the next academic period and must continue to offer at least one accelerated or advanced academic course for post-secondary credit in later academic periods.

Subd. 26. **Pupils less than 40 miles from an eligible institution.** A pupil enrolled in a secondary school that is located less than 40 miles from the nearest eligible institution may enroll in a post-secondary course provided at the secondary school.

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NOTES

1. Bloom (1998) explains context of discovery as "the context of research in which (traditionalists argue) the values, biases, personal and interests, and so forth of the inquirer can legitimately influence the choice of a research problem. That is, during the time-period when the researcher is attempting to decide what to research, personal values are considered legitimate. However, once a problem is cast in the form of a hypothesis and subject to testing, that is, the context of justification, the values interests, etc. of the inquirer have no place and procedural steps must be taken to diminish the effects of these considerations on the act of research. The context of justification in research values research based on the 'goodness' of the method of testing" (p. 2).

2. Consent forms were signed by all participating students and their parents or guardians. The consent forms were created by the researcher and were approved by the University Human Subjects Review Committee. Samples of the consent forms are included in the Appendices.

3. Some of the students interviewed were more talkative than others, therefore interview styles differed with each student. Craig, for example, would not divulge any information unless specifically asked. At the end of our conversations, when asked if he had anything further to add, he would simply say, "Not unless you have any specific questions." Obviously, our interview sessions were much more structured than some of the other, more open, students.

4. The names of all participants have been changed. Pseudonyms for all students and counselors are used throughout this qualitative thesis.

5. The names of all schools, both high schools and colleges, have been changed as well. Pseudonyms have been given to all places referenced in this thesis.
REFERENCES


