## Empowering Dual Credit High School Students

*What can I do to enhance the experience of students in DC programs?*

| Self-Agency | Discuss career and professional aspirations with students. *What inspires them? What drives their determination?*
|             | Facilitate each student’s understanding of his/her degree plan. *Does the student’s major align with his/her future goals?*
|             | Encourage students to visit with advisors as frequently as needed, to maintain a sense of direction and perspective.

| Self-Advocacy | Schedule campus visits for students to engage at their future universities.
|               | Remember that students will likely enter at the upperclassmen level, but they will lack the same familiarity with the campus as their peers.
|               | Consider resources students should be aware of, to maximize their college experience. *Do they know where to find the library; student support services; printers; coffee and food vendors, etc.?*

| Critical Thinking | Schedule one-on-one advising sessions with each student to determine his/her individual grasp on degree plans, credit hours earned, career trajectory, etc.
|                  | This requires some research on behalf of administrators and advisors! Survey your students’ career interests and familiarize yourself with the degree(s) required, if any; prerequisite courses; extracurricular activities, etc.
|                  | Engage in questions with each student about his/her career goals. *Does the student understand what qualifications will prepare him/her for that desired career? Are there any misconceptions that need to be addressed?*

| Professional Development | Encourage students to begin drafting a resume; review document basics, along with any pertinent information they should include.
|                         | Discuss the following with students, during one-on-one engagements: “*What are you participating in, outside of the classroom? How does this align with your future career goals?***
|                         | Be mindful of skills and assets acquired through different activities. Events may not be directly aligned with career interests – but the strengths students build through these activities could be!
|                         | Offer reflective pieces for students to determine what knowledge and skillset they are earning from each of their extracurricular engagements.