

Survey of High School Seniors In Running Start

Spring 2006



Clark College *The Next Step*

Clark College

Survey of High School Seniors In Running Start Spring 2006

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2006 Survey of High School Seniors in Running Start

Executive Summary

In February 2006, 381 high school seniors participating in Running Start (RS) at Clark College completed a survey while enrolling for Spring quarter. The survey was designed and administered by Linda Calvert, Running Start Manager, and the Office of Planning and Advancement.

Key Findings

- Students from over 20 area high schools are participating in Running Start in Spring 2006. About one-tenth of the students are home-schooled.
- Nearly half of the students report a cumulative college GPA of 3.5 or above.
- 42% of the students are taking all their classes at Clark and none at their high schools.
- A large majority (79%) intends to earn at least a bachelor's degree within five years. About one-fifth of the students plan to major in an arts or communications field; another one-fifth plan a health-care or medical major.
- About one-third of the students plan to stay at Clark College and transfer later to a four-year institution. The proportion of 2006 students who intend to pursue a vocational or technical degree at Clark College is small (9%), but nearly twice that of the 2004 RS group.
- Free tuition was “very important” for 4 out of 5 students in deciding to participate in Running Start. About 1 out of 5 students qualify for free or reduced-price lunch and financial assistance with books—a slight increase over 2004.
- For the first time, RS students were asked to rate support services from Clark College. In general, they find services and staff to be helpful. A small proportion (17%) of RS students have taken one or more classes through Distance Learning, and most are satisfied with their experience.
- Students in 2006 were similar to those in 2004 in naming inability to get classes when they need them and cost of books as their most common problems in RS.
- Most students do not find academic demands of college to be a major issue, and rated their preparation for college by their high schools as adequate.
- Three-fourths of the students—a higher proportion than in 2004—remain connected to their high schools through classes, extra-curricular activities, or both.

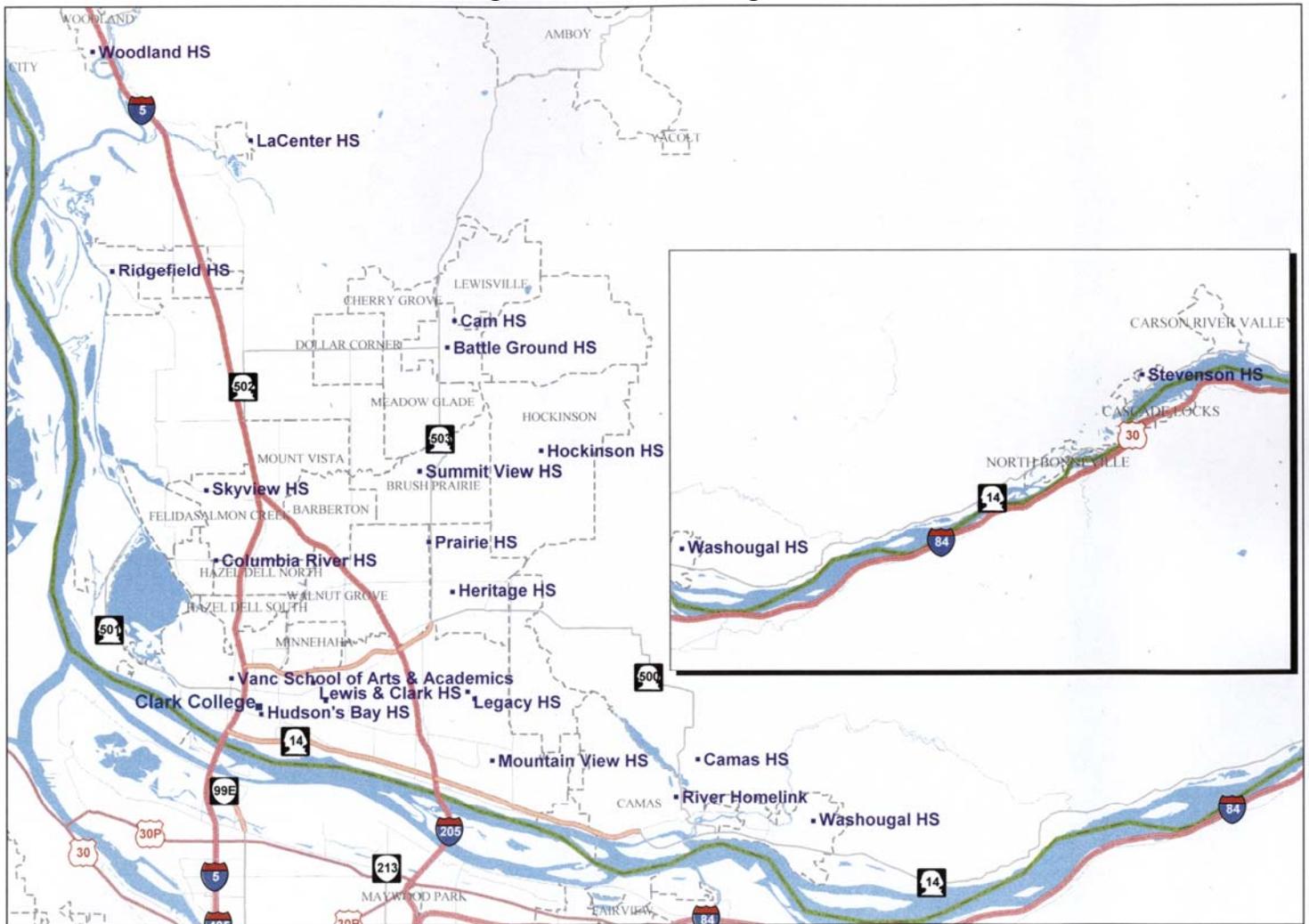
The Survey

A survey was administered during Spring 2006 registration to high school seniors at Clark College in Running Start. 381 students completed the survey, although not everyone responded to every question.

Home High School

Running Start students come to Clark from over 20 local high schools. About one-tenth (40 students) are home-schooled.

Home High Schools of Running Start Students



Home High Schools of Running Start Students

School	# of Students	Percent
Battle Ground	21	6%
CAM	16	4%
Camas	11	3%
Columbia River	23	6%
Evergreen	18	5%
Fort Vancouver	10	3%
Heritage	35	9%
Hockinson	6	2%
Home-schooled (includes River Homelink)	40	11%
Hudson's Bay	20	5%
LaCenter	13	3%
Legacy	4	1%
Lewis & Clark	5	1%
Mountain View	24	6%
Prairie	42	11%
Ridgefield	20	5%
Skyview	43	11%
Stevenson	3	1%
Summit View	1	1%
Vancouver School of Arts & Academics	6	2%
Washougal	8	2%
Woodland	6	2%
Totals	375	100%

Home-schooled students are attached to local high schools for funding purposes. 32 of the 40 home-schooled students identified their attached high school. Note that all River Homelink students are home-schooled.

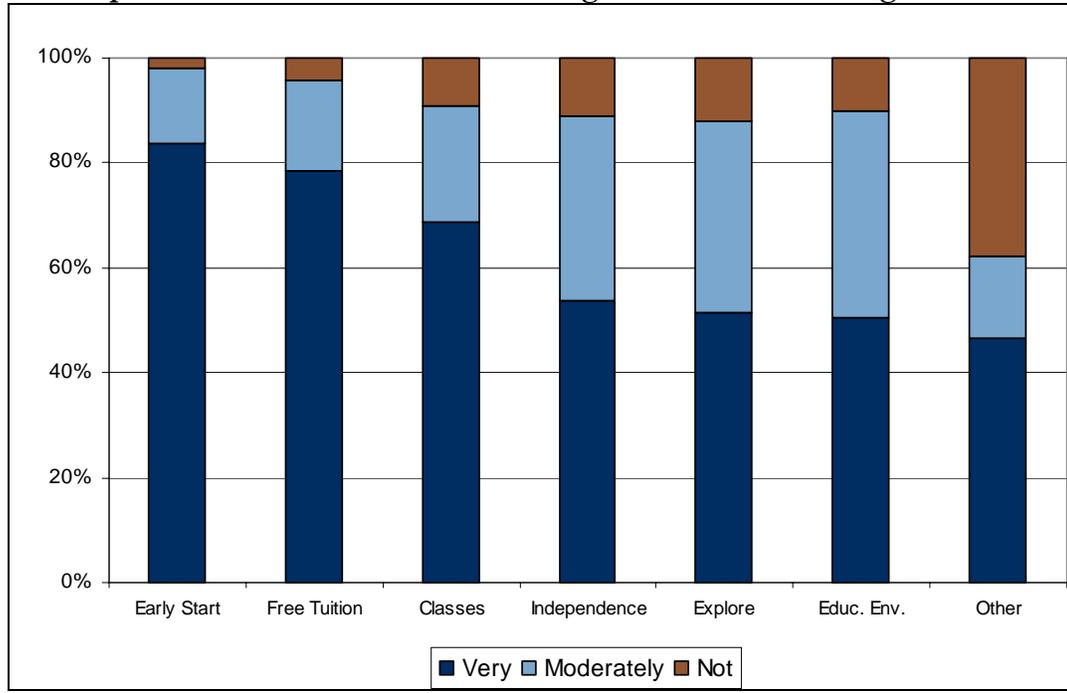
Attached High Schools of Home-Schooled Students

School	# of Students
River Homelink	9
Skyview	4
Battle Ground	3
Mountain View	3
CAM	2
Ridgefield	2
Columbia River	1
Evergreen	1
Heritage	1
Hudson's Bay	1
LaCenter	1
Legacy	1
Prairie	1
Washougal	1
Woodland	1
Totals	32

Factors in Becoming a Running Start Student

The 2006 students named “getting an early start on college education” and “free tuition” as their top motivators for enrolling in Running Start. The 2006 students’ ratings of these and other decision factors are very similar to those of RS students in 2004.

“The importance of these factors in deciding to become a Running Start student”



Getting an early start on college education

Very Important	310	84 %
Moderately Important	53	14 %
Not Important	7	2 %
Totals	370	100 %

Ability to explore college, sample college classes

Very Important	191	52 %
Moderately Important	135	36 %
Not Important	45	12 %
Totals	371	100 %

Free tuition

Very Important	295	79 %
Moderately Important	64	17 %
Not Important	16	4 %
Totals	375	100 %

Educational environment better suits my needs

Very Important	187	50 %
Moderately Important	146	40 %
Not Important	38	10 %
Totals	371	100 %

Ability to take classes not offered at high school

Very Important	256	69 %
Moderately Important	83	22 %
Not Important	34	9 %
Totals	373	100 %

Other

Very Important	21	47 %
Moderately Important	7	15 %
Not Important	17	38 %
Totals	45	100 %

More independence

Very Important	199	54 %
Moderately Important	131	35 %
Not Important	41	11 %
Totals	371	100 %

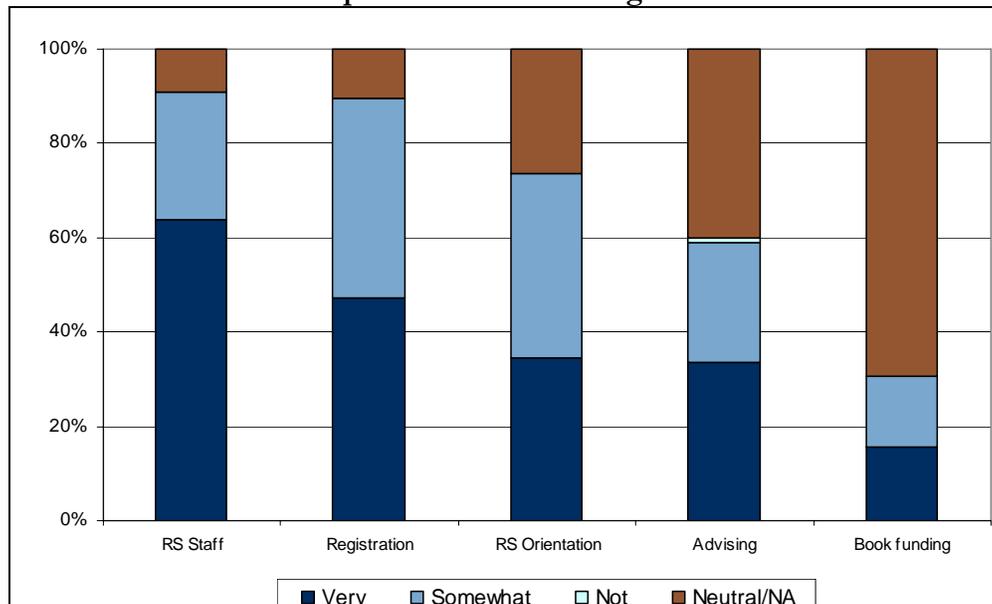
Other factors listed

More challenging classes	Transcript for 4-year school
Class scheduling	Prepare for church mission
Cool	Faster pace
Diversity	Easier than HS
Get away from HS	Mature environment/peers

Ratings of Staff and Services

Service ratings are new for the 2006 RS survey. For the most part, RS students find staff and services “somewhat” to “very” helpful. A high percentage of “Neutral or NA” scores suggests a service may not be used frequently by RS students but, because “Neutral” and “NA” responses were combined into one response category, it is not possible to distinguish students who have not used a service (NA) from those who have used the service but did not rate it as either positive or negative (Neutral).

“How helpful were Clark College services?”



RS staff

Very helpful	233	64%
Somewhat helpful	98	27%
Not helpful/bad info	0	0%
Neutral/NA	33	9%
Totals	364	100%

Advising

Very helpful	124	34%
Somewhat helpful	93	25%
Not helpful/bad info	4	1%
Neutral/NA	148	40%
Totals	369	100%

Registration

Very helpful	171	47%
Somewhat helpful	153	42%
Not helpful/bad info	0	0%
Neutral/NA	38	11%
Totals	362	100%

Book funding

Very helpful	54	16%
Somewhat helpful	52	15%
Not helpful/bad info	0	0%
Neutral/NA	241	69%
Totals	347	100%

RS orientation

Very helpful	119	35%
Somewhat helpful	136	39%
Not helpful/bad info	0	0%
Neutral/NA	91	26%
Totals	346	100%

Book Assistance

Students who are eligible for free or reduced-price lunches also are eligible for financial assistance with books. 67 students, or 18%, reported being eligible, a slight increase over 14% eligible in 2004.

“I qualify for free or reduced-price lunches at my high school”

	# of Students	Percent
True / Yes	67	18%
False / No	303	82%
Totals	370	100%

Of the 67 students potentially eligible for book funding, 29 rated the service as “very helpful,” but another 21 students, or one-third of the eligible group, rated the service “Neutral or NA.” 11 students indicated the service is “somewhat helpful” while 6 students did not provide a service rating. Program managers might explore why students’ reported experience with book funding is not more positive, including whether students misunderstood survey questions or whether there are access barriers.

Issues Encountered by Running Start Students

Of 369 RS students responding, 80% indicated they have at least one issue that makes their experience at Clark College difficult, while 20% reported they have no issues. Overall, the 2006 RS students averaged 1.9 issues each. 54% of the students have more than one issue, and a few students marked as many as 7 issues. The predominant issue for 2006 students was “getting classes at the time of day I needed them” (146 students, or 40%). When this issue is combined with “getting into the classes I needed,” a total of 203 students (55%) indicated some problem in accessing classes. These two questions in the 2006 survey were broken out from one issue, “Getting classes at the time I needed them,” which was the most common issue of 2004 RS students (50%). As in 2004, “cost of books” is the next most significant issue. Only 15% of 2006 students indicated they have difficulty maintaining connections with high school friends and activities, down from 25% in 2004.

“These issues made my Running Start experience difficult”

	# of Students	% of All Students
None - my experience was not difficult at all	74	20%
Students with an issue (or multiple issues)	295	80%
Total response	369	100%
Students with more than one issue	198	54%

Issue	# of Students	% of All Students
Transportation	84	23%
Cost of books	130	35%
Juggling high school and college schedule	110	30%
Getting classes at the time of day I needed them	146	40%
Getting into the classes I needed	57	15%
Maintaining connection with high school friends & activities	56	15%
College courses - faster pace, more rigorous demands	101	27%
Negative comments from Clark College students or faculty	12	3%

While issues ranged from 0 to 7 per student, average issues by home high school students ranged from 1.2 to 2.9 per student—a very narrow range around the mean average of 1.9 issues for all students. Thus, a student’s high school was not a strong indicator of the number of issues he or she would encounter at Clark.

Grade Point Average

A high-school GPA of at least 2.5 is required for entry into Running Start, but not required to remain in the program. Nearly half of the RS students reported a high-school GPA of 3.5 or better; only 16% reported a GPA below 3.0 (B). GPAs reported for 2006 were similar to those reported by RS students in 2004.

Current Cumulative High School GPA

GPA	# of Students	Percent
3.5 - 4.0 (A- to A)	178	48%
3.0 - 3.4 (B to A-)	132	36%
2.5 - 2.9 (B- to B)	58	16%
2.0 - 2.4 (C to B-)	2	0%
Totals	370	100%

Class Taking Patterns

Running Start includes students who want to supplement high-school coursework with a few college courses, as well as those finishing high school and moving on to college. Students’ class-taking patterns reflect this diversity. The largest proportion (42%) of 2006 RS students are taking all their classes at Clark, similar to the 2004 RS group.

“My course taking pattern could BEST be described as:”

	# of Students	Percent
A few classes at Clark – most at my high school	106	28%
Most of my classes at Clark – a few at my high school	110	30%
All classes at Clark – not at my high school	157	42%
Totals	373	100%

Whether a student attends classes at both high school and Clark College may be related to commuting distance between the two schools. For example, 80% of RS students from Hudson’s Bay High School, located across the street from the Clark College campus, attend classes in both schools, while nearly all RS students from CAM (Battle Ground), Summit View (Brush Prairie), Hockinson (east Vancouver near I-205) and Woodland high schools attend all their classes at Clark and none at their home high schools.

Class Taking Patterns and Home High Schools

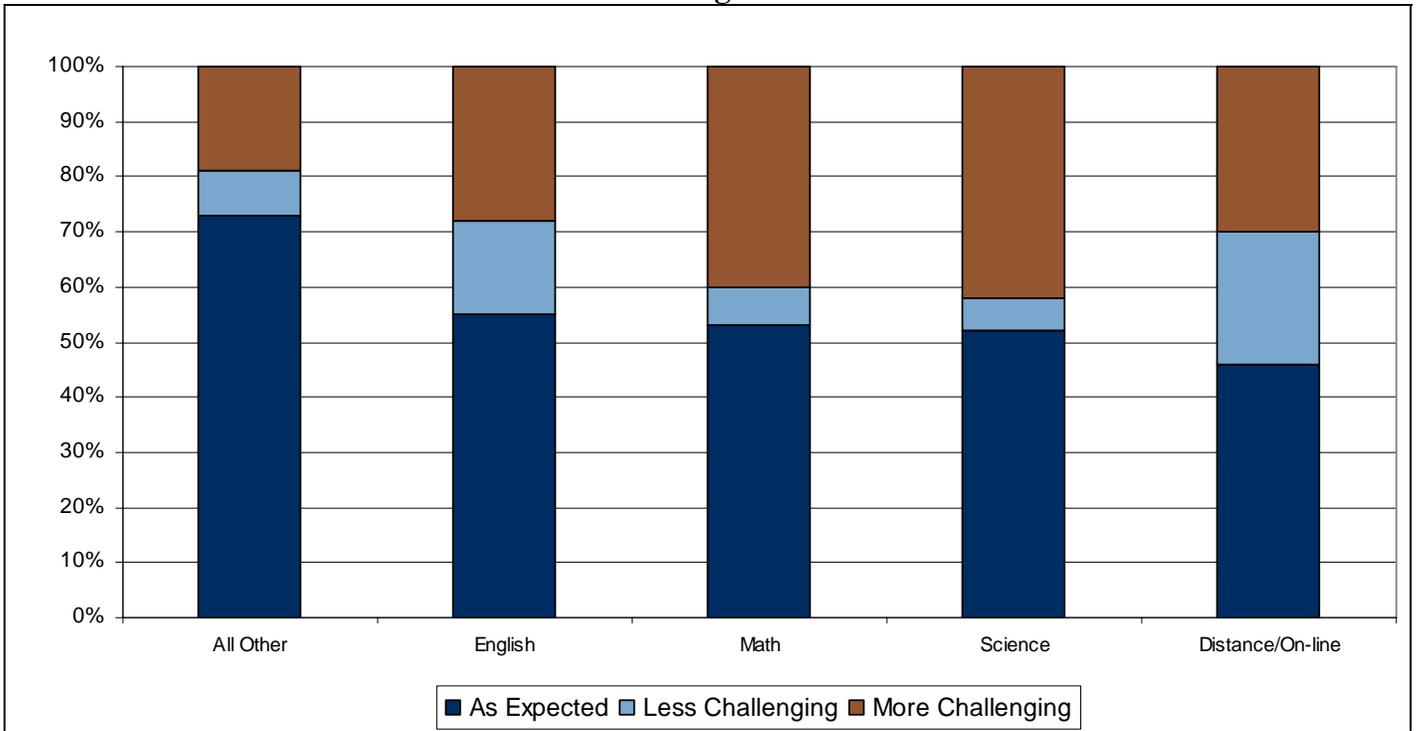
Home High School	A few at Clark - most at HS		Most at Clark - a few at HS		All at Clark - none at HS		Totals
Battle Ground	2	10.0%	8	40.0%	10	50.0%	20
CAM	2	12.5%	1	6.3%	13	81.3%	16
Camas	3	27.3%	3	27.3%	5	45.5%	11
Columbia River	12	54.5%	9	40.9%	1	4.5%	22
Evergreen	3	16.7%	4	22.2%	11	61.1%	18
Fort Vancouver	6	60.0%	2	20.0%	2	20.0%	10
Heritage	3	8.6%	12	34.3%	20	57.1%	35
Hockinson	0	0.0%	0	0.0%	6	100.0%	6
Home schooled	5	12.5%	10	25.0%	25	62.5%	40
Hudson's Bay	9	45.0%	7	35.0%	4	20.0%	20
LaCenter	4	30.8%	3	23.1%	6	46.2%	13
Legacy	0	0.0%	1	25.0%	3	75.0%	4
Lewis & Clark	4	80.0%	1	20.0%	0	0.0%	5
Mountain View	10	41.7%	7	29.2%	7	29.2%	24
Prairie	13	31.0%	15	35.7%	14	33.3%	42
Ridgefield	6	33.3%	5	27.8%	7	38.9%	18
Skyview	16	37.2%	16	37.2%	11	25.6%	43
Stevenson	0	0.0%	1	33.3%	2	66.7%	3
Summit View	0	0.0%	0	0.0%	1	100.0%	1
VS of Arts & Academics	5	83.3%	1	16.7%	0	0.0%	6
Washougal	2	25.0%	2	25.0%	4	50.0%	8
Woodland	0	0.0%	1	16.7%	5	83.3%	6
Not Indicated	1	50.0%	1	50.0%	0	0.0%	2
Totals	106	28.4%	110	29.5%	157	42.1%	373

Academic Demands and Preparation

For the most part, RS students find academic demands at Clark to be about what they expected. Students are somewhat more likely to find classes in math and science to be more challenging than expected. The newly available Distance Learning classes received the highest proportion of “less challenging” ratings: 15 out of 63, or 24%.

There was no strong correlation between the student’s high school (including home-schooled) and whether he or she found Clark College courses to be more or less challenging than expected. All high-school groups, including home-schooled, had one or more students who found some classes less challenging and some who found classes more challenging. This might be expected, given that a student’s judgment of class difficulty may be based on a variety of factors, including some that are unrelated to home high school.

“Classes at Clark College in these areas were:”



Math Classes

About what I expected	106	53 %
Less challenging	14	7 %
More challenging	80	40 %
Totals	200	100 %

Distance/On-line Classes

About what I expected	29	46 %
Less challenging	15	24 %
More challenging	19	30 %
Totals	63	100 %

English Classes

About what I expected	168	55 %
Less challenging	50	17 %
More challenging	85	28 %
Totals	303	100 %

All Other Classes

About what I expected	247	73 %
Less challenging	28	8 %
More challenging	62	19 %
Totals	337	100 %

Science Classes

About what I expected	101	52 %
Less challenging	12	6 %
More challenging	81	42 %
Totals	194	100 %

Other Classes or Programs Requested

71 students took the opportunity to suggest additional classes or programs they would like to see offered at Clark College. They requested more sections of existing and required classes along with a wide variety of new course offerings.

The most requested class by 2006 RS students was sign language (11 students). Of the 12 classes that were requested by more than one student, half (6) were language classes. Along with sign language, students asked for more sections of Spanish and Japanese as well as courses in Chinese, Russian, Italian, Latin and Swedish.

21 students requested “more” classes in 18 areas. However, because of the general wording of the survey question (“Other classes or programs I would like to see Clark College offer”) and the open response format, it was not possible to distinguish requests for “more” variety within a course area from requests for “more” course sections due to full enrollment or inconvenient scheduling of existing sections.

Experience with Distance Learning Classes

The 2006 Running Start students have the opportunity to take college classes through Clark’s Distance Learning program. On-line class offerings began in Winter 2006, during which RS students enrolled for Spring quarter and completed this survey.

Experience with Distance Learning/On-line Classes

	# of Students	Percent
Taken - would take again	40	11%
Taken - would NOT take again	24	6%
Not taken but would like to	84	23%
Not taken - no interest	219	60%
Totals	367	100%

Based on their limited experience with the Distance Learning program at the time of the survey, two-thirds of RS students had not taken an on-line class and had no interest in doing so. Of the 64 students who were trying one or more on-line classes, 24 (38%) said they would not do so again. The reason(s) why students would not use Distance Learning again cannot be discerned from this survey. As noted previously, Distance Learning courses have the highest “less challenging” rating (24%) of all course areas.

High School Preparation for College

Most RS students (88%) said their high school did an adequate or excellent job of preparing them for college.

“I’d rate how well my high school prepared me for college as:”

Rating	# of Students	Percent
Excellent	93	25%
Adequate	236	63%
Poor	46	12%
Totals	375	100%

5 out of 6 students from Vancouver School of Arts & Academics rated their preparation as excellent—the highest rating of all high schools. Compared with 70% of home-schooled students in 2004 who rated their preparation as excellent, only 37% of home-schooled students in 2006 gave an excellent rating and 60% marked their preparation as adequate.

Ratings of College Preparation by High School

Home High School	Excellent	Adequate	Poor	Totals
Battle Ground	4	16	1	21
CAM	9	7	0	16
Camas	3	4	4	11
Columbia River	5	16	2	23
Evergreen	4	12	2	18
Fort Vancouver	4	4	2	10
Heritage	2	26	7	35
Hockinson	3	2	1	6
Home schooled	14	23	1	38
Hudson's Bay	3	13	4	20
LaCenter	3	9	1	13
Legacy	*	*	*	*
Lewis & Clark	*	*	*	*
Mountain View	4	16	4	24
Prairie	11	26	5	42
Ridgefield	2	14	4	20
Skyview	8	31	4	43
Stevenson	*	*	*	*
Summit View	*	*	*	*
VSA&A	5	1	0	6
Washougal	1	5	2	8
Woodland	2	3	1	6
School not indicated	*	*	*	*
Totals	93	236	46	375

* 5 or fewer RS students – ratings are not shown to protect confidentiality

Of students reporting a cumulative GPA in the 2.5-2.9 range, 24% feel their high school did a poor job of preparing them for college. Only 10% of 3.0-3.49 GPA students rated their preparation as poor, as did only 11% of students with GPAs of 3.5-4.0. While 33% of 3.5-4.0 GPA students feel their high-school preparation was excellent, only 22% of 3.0-3.4 students, and 7% of 2.5-2.9 students, feel the same way. These findings are similar to those of the 2004 RS survey.

High School Preparation Compared with GPA

High School GPA	Excellent		Adequate		Poor		Totals	
3.5 or above	59	33%	99	56%	19	11%	177	100%
3.0 to 3.49	29	22%	90	68%	13	10%	132	100%
2.50 to 2.99	4	7%	40	69%	14	24%	58	100%
Below 2.5	0	0%	2	100%	0	0%	2	100%

From both the 2004 and 2006 surveys, it appears there may be a relationship between cumulative high school GPA and rating of high-school preparedness for college but the direction and mechanism of the relationship are unclear. GPA for college coursework has not been broken out and compared with GPA for high school courses. The extent to which the students rely on grades to judge preparedness and what other factors might go into their ratings are not clear from this survey alone.

Extra-curricular Involvement

250 out of 363 respondents indicated they participate in one or more extra-curricular activities. At 69%, this was slightly higher than the 65% of 2004 RS students involved in activities outside of school.

A majority of RS students—217, or 60%—remain connected to their high schools through extra-curricular activities. 178 of these students are involved only through their high schools, while 39 also participate in outside activities through Clark College. 33 students, or 9%, participate in outside activities at Clark and none at their high schools. 113 students, or 31%, are not involved in any extra-curricular activities.

Athletics is the most common extra-curricular area. Of 22 students who marked participation in “other” activities, 3 students are involved in Skills USA, 2 students belong to DECA, and 17 listed a wide range of other unique activities.

“I participated in these extra-curricular activities while I was a Running Start student”

Extracurricular Activity	At High School Only	At Clark College Only	At Both	Total Students Participating	% of 363 Students
Athletics	100	9*	2	111	31%
Band/Music	45	10	4	59	16%
Theater	27	1	2	30	8%
Student Govt	16	4	1	21	6%
Clubs	69	33	9	111	31%
Model UN	1	2	0	3	1%
Mock Trial	10	0	0	10	3%
Honor Society	67	5	3	75	21%
Knowledge Bowl	15	0	0	15	4%
Key Club	23	0	0	23	6%
Other	22	4	0	26	7%

*Students may have checked "Athletics at Clark" for Ultimate Frisbee or the Running Club. However, Running Start students are not allowed to participate in college varsity sports.

RS students’ ongoing connection to their high schools is further illustrated by analyzing their class-taking patterns along with their extra-curricular activities. In all, 286 RS students (77%) in 2006 remain connected to their high schools by taking some of their classes there, through extra-curricular activities, or both.

Connection with High School Through Classes and Extra-curricular Activities

Classes by Location	Extra-curricular Activities by Location			Total Students
	HS	Clark Only/No HS	No Activities	
Classes at both HS & Clark	146	3	67	216
All classes at Clark, none at HS	70	30	57	157
Totals	216	33	124	373

Long-term Degree Plans

Most RS students in 2006 (79%) plan to earn a bachelor's degree or higher in the next 5 years. This is almost the same proportion as 2004 RS students who expected to earn at least a bachelor's degree (78%).

“In the next five years, I expect to earn (highest degree):”

Degree	# of Students	Percent
Certificate	2	0%
Associate's degree	33	9%
Bachelor's degree	197	53%
Master's degree	80	21%
Doctoral/PhD/Professional	18	5%
No degree plans	3	1%
Don't know what my plans are	40	11%
Totals	373	100%

As in 2004, Running Start students in 2006 are much more likely to have a parent with a bachelor's degree (57%) than the typical Clark College student (33%). RS students' fathers are slightly more likely to have completed a bachelor's degree than their mothers.

College Attendance of Parents

Parent	Did Not Attend		Attended – No Degree		Bachelor's Degree	
	Count	Percent	Count	Percent	Count	Percent
Mother	108	29%	115	31%	147	40%
Father	112	30%	94	26%	163	44%

Of 365 students who reported both their own degree plans and their parents' degrees, students with two degreed parents are much more likely to plan on earning a bachelor's degree or higher than students without a degreed parent. Conversely, RS students without a degree-earning parent are more likely not to have any degree plan than students whose parents have degrees. These findings are generally consistent with large-scale studies of effects of parents' education on educational attainment of their children.

Impact of Parents' Education on RS Students' Degree Plans

Expected Degree	Neither Parent Has Degree		One Parent Has Degree		Both Parents Have Degrees		Totals
	Count	Percent	Count	Percent	Count	Percent	
Bachelor's or Higher	119	75%	82	76%	90	91%	291
Certificate or Associate's	18	11%	14	13%	1	1%	33
No plans or Don't Know	21	13%	12	11%	8	8%	41
Subtotals	158	100%	108	100%	99	100%	365

Plans Following High School Graduation

160, or 43%, of the 373 responding RS seniors intend to stay at Clark after graduating from high school—34% in a transfer program, and 9% in a vocational/technical program. The proportion of 2006 RS students who plan to pursue a vocational or technical degree at Clark is almost double that of 2004 (32 or 9% of 2006 students, versus 17 or 5% of 2004 students). Otherwise, 2006 RS students' plans are similar to those of RS students who were surveyed in 2004.

“After I graduate from high school, I plan to:”

	# of Students	Percent
Continue at Clark College then transfer to a college or university	128	34%
Stay at Clark College to earn a voc/tech degree or certificate	32	9%
Enroll in a college or university this fall	171	46%
Be employed – no school	4	1%
Enter the military	5	1%
Undecided	21	6%
Other	12	3%
Totals	373	100%

Of 12 students who indicated other plans after high school, half intend to take some time off—to go on a church mission, join the Peace Corps, or work for one or two years—before continuing with college.

Most RS students (255 or 68%) plan to transfer the credits they are earning at Clark to a college or university. Only 25, or 7%, of the students said they do not intend to transfer their credits, and 93 students or 25% are not sure. Of the 25 students who do not intend to transfer their Clark credits, 8 are planning to stay at Clark to complete a technical or professional certificate while 14 plan to transfer to a four-year institution—including 7 students planning to transfer this fall. The colleges these 14 transferring students plan to attend are University of Washington (3), “other” (3), Portland State University (1), The Evergreen State College (1), WSU-Pullman (1), WSU-Vancouver (1), Devry (1), New York University (1), and University of Puget Sound (1). Since most or all of these colleges may accept Clark College credits, it is not clear from this survey why RS students do not plan to transfer their earned credits.

66 out of 373 responding students (18%) indicated they will earn an Associate’s degree at Clark in the spring or summer of 2006. 64 of those students also indicated their class-taking pattern. Of those, 53 (83%) are taking all their classes at Clark and none at their high school, but 34 of the 66 students (53%) are still connected to their high schools through extra-curricular activities. 4 of the 66 students plan to enter the military.

52 (79%) of the 66 students completing an Associate’s degree intend eventually to transfer to a four-year institution, with 37 heading for a four-year school this fall. 27 of the students transferring this fall plan to stay within Washington state, 8 intend to go out-of-state, and 2 students did not indicate their college’s location. The college selections are University of Washington (8), WSU-Pullman (7), WSU-Vancouver (7), George Fox (3), Western Washington (2), Portland State (2), “Other” (2), Central Washington (1), The Evergreen State College (1), Northwest University (1), Brigham Young (1), Patrick Henry—Virginia (1), and Pensacola Christian College (1).

15 of the students completing an Associate’s degree in spring or summer indicated they want to continue at Clark College and later transfer to a four-year institution. These students’ intended majors are not concentrated in any particular program area (for example, nursing) but are spread over several academic areas.

Planned Major Areas of Study

306 out of 381 students responded when asked about their planned major. Of the respondents, 43 students, or 14%, indicated they are still undecided. 263 students intended to major in the following general areas (see Attachment 2 for a detailed listing of intended majors).

Planned Majors

	# of Students	Percent
Arts, Communication, Language	58	19%
Health Care & Medicine	52	17%
Undecided	43	14%
Engineering & Technology (including computer science/tech)	41	13%
Business	35	11%
Science & Math	30	10%
Social Science	28	9%
Education	10	4%
Law & Criminal Justice	9	3%
Totals	306	100%

Planned College Choices

181 RS students plan eventually to attend one of eight state schools in Washington or nearby Portland, Oregon:

- WSU-Vancouver
- WSU-Pullman
- Western Washington
- Central Washington
- Eastern Washington
- University of Washington
- The Evergreen State College
- Portland State University

172 students prefer a school other than those listed above. Of the students who checked “other,” 136 provided the name of the other school while 36 did not. 24 RS students did not respond to the question, and 4 more students were undecided.

246 students, or 78% of respondents, plan to attend an institution located in Washington state—up from 65% in 2004. 71 students, or 22%, want to go out of state. See Attachment 3 for a full list of colleges indicated by 2006 RS students.

Of the 353 students who indicated a choice, 87 (25%) marked Washington State University-Vancouver and 58 (16%) selected University of Washington. In comparison, in 2004, the numbers of students electing to attend University of Washington and WSU-Vancouver were almost equal: 62 and 61, or about 20% each. Of the 2006 students aiming for WSU-Vancouver, 21 plan to enroll this fall while 36 intend to stay at Clark College and transfer later. Of the students who prefer UW, 37 intend to enroll this fall and 15 plan to stay at Clark and then transfer.

Preferred Transfer Colleges of RS Students Who Plan to Stay at Clark College

School	# of Students	Percent
Washington State – Vancouver	36	29.5%
Portland State University	18	14.8%
University of Washington	15	12.3%
Other – did not name school	12	9.8%
Western Washington	9	7.4%
Washington State – Pullman	9	7.4%
Eastern Washington	5	4.1%
The Evergreen State College	3	2.5%
Brigham Young	2	1.6%
Harvard	1	.8%
New York University	1	.8%
North Texas State	1	.8%
Northwest University	1	.8%
Northwest Nazarene	1	.8%
Oregon State	1	.8%
Pacific University	1	.8%
San Diego Christian College	1	.8%
Seattle Pacific	1	.8%
Undecided	1	.8%
Trinity Western	1	.8%
University of Arizona	1	.8%
University of Portland	1	.8%
Totals	122	100.0%

Attachment 1

“Other classes or programs I would like to see Clark College offer”

Requested Class	# of Reqs		
sign language	11	equestrian studies (PE)	1
Chinese	5	extended studies in cultural anthropology	1
film directing/acting, production/editing, watching	5	health classes on sexual minorities	1
Japanese 2 nd year, more Japanese classes, offered more often	4	international relations classes, more	1
Russian	4	kung fu (P.E.)	1
archery	2	language choices, more	1
crime science, criminal justice	2	law	1
dance program/team	2	literature classes, more	1
Italian	2	marketing	1
Latin	2	math, more	1
massage therapy	2	music composition, conducting	1
medical classes (larger variety)	2	music history classes, in-depth	1
acoustics (physics)	1	open classes in the summer, more	1
acrylic painting	1	Pediatrics	1
anatomy and physiology classes - better availability	1	physics, more	1
animal science	1	political science, more	1
anthropological linguistics	1	public art	1
architectural courses, more	1	scuba diving, advanced	1
art courses, more, including animation and illustration	1	required classes, more sections - hard to get into	1
auto tech for Running Start students	1	shooting classes (P.E.)	1
business programs, more	1	snowboard club	1
classes on religion	1	Spanish 102, more	1
computer games	1	Swedish speaking class	1
design and color classes, more	1	technical aspects of film-making	1
electronics, more	1	video production	1
environmental classes, more	1	water polo introductory class	1
		WW II History	1

Note: Because of the general wording of the survey question (“Other classes or programs I would like to see Clark College offer”) and the open response format, it was not possible to distinguish requests for “more” variety within an existing course area from requests for “more” sections of existing classes due to full enrollments or inconvenient scheduling.

Attachment 2

Planned Majors of 2006 Running Start Seniors

Arts, Communication, Language	58	19%
Art	5	
Art history	1	
Communication	6	
Design	1	
Film	1	
Game art & design	1	
Graphic design	6	
Illustration	1	
Interior design	1	
Music	7	
Musical composition	1	
Musical theater	1	
Journalism/photojournalism	5	
Piano Performance	1	
Theater arts	2	
Culinary arts	1	
Liberal arts	1	
English	8	
French	1	
German	2	
Japanese	2	
Linguistics	2	
Spanish	1	
Business	35	11%
Accounting	6	
Business/Administration	25	
Finance	2	
International business	1	
Music business	1	
Education	10	3%
Art education	1	
Early childhood education	1	
Education	6	
Elementary education	1	
K-8 education	1	
Engineering & Technology	41	14%
Computer science/engineering	8	
Computer technology	1	
Network administration	1	
Auto technology	1	
Aviation maintenance	1	
Aviation management	1	
Aerospace engineering	1	
Audio engineering	1	
Civil engineering	1	

Electrical engineering	1	
Electronics technician	1	
Engineering	14	
Mechanical engineering	8	
Aeronautics	1	
Health Care & Medicine	52	17%
Physical therapy	1	
Dental assistant/hygienist	3	
Fitness training	1	
Health care/health sciences	3	
Medicine	7	
Radiology/radiography	3	
Nursing	20	
Paramedicine	1	
Pharmacy/pharmacy tech	2	
Pre-med	7	
Speech pathology	1	
Sports medicine	1	
Veterinary medicine	2	
Law & Criminology	9	3%
Criminal justice	1	
Forensic science	1	
Law	4	
Pre-law	3	
Science & Math	30	10%
Biology	13	
Chemistry	4	
Environmental science	1	
Marine biology	1	
Math	5	
Physics	4	
Science	2	
Social Science	28	9%
Anthropology	1	
Archaeology	1	
British history	1	
Environmental studies	1	
History	1	
International studies	3	
Ministry/theology	3	
Political science	2	
Psychology	14	
Women's studies	1	
Undecided/General transfer	43	14%

Attachment 3**“If I attend a college or university in the future, I will most likely attend”**

School	# of Students	Percent
Washington State - Vancouver	87	24.4%
University of Washington	58	16.2%
Other - Did not name school	36	10.1%
Washington State - Pullman	35	9.8%
Western Washington	29	8.1%
Portland State University	28	7.8%
Eastern Washington	9	2.5%
The Evergreen State College	7	2.0%
Brigham Young	7	2.0%
Central Washington	5	1.4%
George Fox University	5	1.4%
Undecided	4	1.1%
Art Institute of Portland	3	0.8%
Pacific Lutheran	3	0.8%
Pacific University	3	0.8%
Seattle Pacific	3	0.8%
University of Portland	3	0.8%
Gonzaga	2	0.6%
New York University	2	0.6%
Northwest University	2	0.6%
Trinity Western	2	0.6%
Art Institute of Seattle	1	0.3%
Baylor University	1	0.3%
Bellingham Technical College	1	0.3%
Boston University	1	0.3%
Clark College	1	0.3%
Devry	1	0.3%
Harvard	1	0.3%
North Texas State	1	0.3%
Northwest Nazarene	1	0.3%
Oregon State	1	0.3%
Pacific NW College of Arts	1	0.3%
Patrick Henry	1	0.3%
Pensacola Christian College	1	0.3%
Portland Community College	1	0.3%
Randolph-Macon Women's College	1	0.3%
Saint Martin's University	1	0.3%
San Diego Christian College	1	0.3%
Trukee Meadows	1	0.3%
University of Arizona	1	0.3%
University of California - Irvine	1	0.3%
University of North Dakota	1	0.3%
University of Oregon	1	0.3%
University of Puget Sound	1	0.3%
University of Victoria	1	0.3%
Totals	357	100.0%

2006 Running Start Survey

<p>Home High School</p> <input type="checkbox"/> Battle Ground <input type="checkbox"/> CAM <input type="checkbox"/> Camas <input type="checkbox"/> Columbia River <input type="checkbox"/> Evergreen <input type="checkbox"/> Fort Vancouver <input type="checkbox"/> Heritage <input type="checkbox"/> Hudson's Bay <input type="checkbox"/> Mountain View <input type="checkbox"/> Prairie <input type="checkbox"/> Ridgefield <input type="checkbox"/> Skyview <input type="checkbox"/> Washougal <input type="checkbox"/> Other _____	<p>I am home-schooled</p> <input type="checkbox"/> True / Yes <input type="checkbox"/> False / No	<p>Current Cumulative High School GPA</p> <input type="checkbox"/> 3.5 or above <input type="checkbox"/> 3.0 to 3.49 <input type="checkbox"/> 2.50 to 2.99 <input type="checkbox"/> Below 2.5	<p>I'd rate how well my high school prepared me for college as:</p> <input type="checkbox"/> Poor <input type="checkbox"/> Adequate <input type="checkbox"/> Excellent																																							
<p>I qualify for free or reduced-price lunches at my high-school</p> <input type="checkbox"/> True / Yes <input type="checkbox"/> False / No		<p>My course taking pattern could BEST be described as:</p> <input type="checkbox"/> A few classes at Clark -- most at my high school <input type="checkbox"/> Most of my classes at Clark -- a few at high school <input type="checkbox"/> All classes at Clark -- none at my high school																																								
<p>These issues made my Running Start experience difficult: (check all that apply, but at least one)</p> <input type="checkbox"/> None - my experience was not difficult at all <input type="checkbox"/> Transportation <input type="checkbox"/> Cost of books <input type="checkbox"/> Juggling high school and college schedule <input type="checkbox"/> Getting classes at the time of day I needed them <input type="checkbox"/> Getting into the classes I needed <input type="checkbox"/> College courses - faster pace, more rigorous demands <input type="checkbox"/> Maintaining connection with high school friends & activities <input type="checkbox"/> Negative comments from Clark College students or faculty																																										
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	About what I expected	More challenging	Less challenging	NA - not taken		Very	Somewhat	Bad info - not helpful	Neutral or NA
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Book funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Running Start staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance / on-line courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All other courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Running Start Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After I graduate from high school, I plan to:

- Continue at Clark College - then transfer to a college or university
- Stay at Clark College to earn a professional-technical degree/certificate
- Enroll in a college or university this fall
- Be employed - no school
- Enter the military
- Undecided
- Other _____

I will earn my Associate degree this spring or summer.

True / Yes

False / No

I will transfer my RS credits to a college or university

True / Yes

False / No

Not Sure

In the next five years, I expect to earn: (highest degree)

- Certificate
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral / Ph.D / Professional
- No degree plans
- Don't know what my plans are

	Did not attend	Attended - no degree	Bachelor degree
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My interest in Distance Learning / on-line classes:

- Taken - would take again
- Taken - would NOT take again
- Not taken but would like to
- Not taken - no interest

If I attend a college or university in the future, I will most likely attend: (choose only one)

<input type="checkbox"/> WSU Vancouver	<input type="checkbox"/> Central WA	<input type="checkbox"/> The Evergreen State College
<input type="checkbox"/> WSU Pullman	<input type="checkbox"/> Eastern WA	<input type="checkbox"/> Portland State University
<input type="checkbox"/> Western WA	<input type="checkbox"/> University of Washington	<input type="checkbox"/> Other (full name and state)

My major:

Other classes or programs I would like to see Clark College offer:
