

Clark College

Survey of High School Seniors In Running Start

Spring 2004

Prepared by the Office of

Running Start

In conjunction with

The Office of Planning and Advancement



Survey of High School Seniors in Running Start

Executive Summary

A total of 372 current Running Start (RS) high school seniors completed a survey in February, 2004 when they enrolled for Spring quarter. Linda Calvert, Running Start Manager collaborated with Candy Bennett, Susan Maxwell, and Cindy Heck from the Office of Planning and Advancement to create the survey, analyze the data and report the results.

Students from over 20 area high schools attend Clark College as Running Start students with at least 5% of these students being home schooled. The Running Start program requires a 2.5 GPA or better to enter, and half of the seniors have a GPA of 3.5 or better.

A third of these students plan to stay at Clark College and then transfer to a college or university and a third of the students plan to attend college out of state. Top majors are Business, Psychology, Nursing and Computer Science. 82% plan to earn a Bachelor's degree or higher within the next five years.

Free tuition was very important to 82% of the students in their decision to become a Running Start student. However, the majority of students indicated getting an early start on their college education and the ability to take classes not offered at their high school were also very important. Running Start students feel supported by their high school guidance counselors in their decision to become RS students. Only 2% said their guidance counselor was not supportive.

Students did express that there were issues that made their Running Start experience difficult. Among those of greatest concern were getting the classes at the time they needed them and the cost of books. However, most found the academic demands to be about what they expected and their preparation for college by their high school to be adequate.

Running Start students still feel connected to their high school. Only a quarter indicated that "maintaining connection with high school friends & activities" was an issue that made being a RS student difficult. One-fourth of RS students took most of their classes at their high school, and a third took classes at both their high school and Clark. Two thirds of the students were involved in extra-curricular activities either at their high school or the college.

The survey

A survey was administered during Spring quarter registration to high school seniors who are Running Start students. 372 students completed the survey, although not everyone responded to every question.

Students from over 20 area high schools attend Clark College as Running Start students. At least 5% of these students are home schooled. A home schooled student is “attached” to a local high school for funding purposes. Some respondents may have indicated a local high school instead of “Home Schooled” as their home high school. All students at River Homelink are home schooled students.

<u>Home High School</u>	# Students	Percent
Battle Ground	38	10%
CAM	10	3%
Camas	25	7%
Columbia Adventist Academy	1	0%
Columbia River	27	7%
Evergreen	20	5%
Fort Vancouver	15	4%
Heritage	22	6%
Home Schooled	15	4%
Hudson's Bay	29	8%
La Center	9	2%
Legacy	3	1%
Lewis and Clark	1	0%
Mountain View	33	9%
Prairie	35	10%
Ridgefield	15	4%
River Homelink	5	1%
Skyview	35	10%
Stevenson	4	1%
Summit View	5	1%
Vancouver School of Arts & Academics	2	1%
Washougal	12	3%
Woodland	7	2%
Total Responses	368	100%

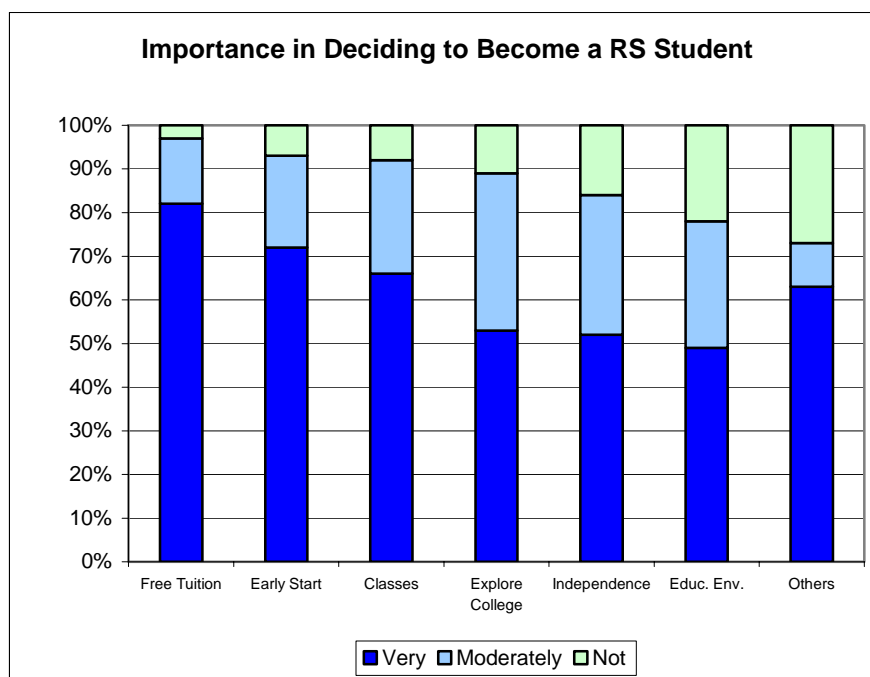
Book Assistance

Students who are eligible for a free or reduced price lunch are also eligible for assistance with books. 14% of the RS students report being eligible.

Qualify for free or reduced-price lunch

True / Yes	49	14 %
False / No	311	86 %
Total Responses	360	100 %

Factors in Becoming a Running Start Student



Note: some students entered more than one answer, so both responses are included and the total response is larger than the sample size.

Free tuition

Not Important	10	3 %
Moderately Important	56	15 %
Very Important	304	82 %
Total Responses	370	100 %

Ability to explore college & sample college classes

Not Important	41	11 %
Moderately Important	132	36 %
Very Important	190	53 %
Total Responses	363	100 %

Educational environment at Clark better suited my needs

Not Important	99	22 %
Moderately Important	129	29 %
Very Important	221	49 %
Total Responses	449	100 %

More independence

Not Important	62	16 %
Moderately Important	121	32 %
Very Important	196	52 %
Total Responses	379	100 %

Ability to take classes not offered at my high school

Not Important	28	8 %
Moderately Important	96	26 %
Very Important	243	66 %
Total Responses	367	100 %

Other

Not Important	8	27 %
Moderately Important	3	10 %
Very Important	19	63 %
Total Responses	30	100 %

Getting an early start on my college education

Not Important	28	7 %
Moderately Important	88	21 %
Very Important	295	72 %
Total Responses	411	100 %

Others:

Able to work too	Away from waste of time classes
Chemistry	Control my own education
Don't like HS setting	Freedom
Get my AA earlier	Fewer silly rules
I hate high school	Mature environment
Mature class mates	Mature people
More credit	More freedom in classes
Respected as an adult	Scheduling

Issues While a Running Start Student

80% of students experienced some issues that made their experience at Clark College difficult. 58% reported multiple issues. The most prominent issue for students was getting the classes they wanted at the time they needed them. This may be interpreted as a time of day that students needed a class or within a sequence of classes. This was followed by the cost of books as the second most difficult issue.

Only 25% of the students indicated that maintaining a connection with high school friends and activities was an issue.

“These issues made my Running Start experience difficult”

(check all that apply)

	# students	% of all students
None - my experience was not difficult at all	71	20%
Students with an issue (or multiple issues)	288	80%
Total response	359	100%
Students with more than one issue	210	58%

	# who checked	% of all students
Getting classes at the time I needed them	180	50%
Cost of books	143	40%
Juggling high school and college schedule	105	29%
Maintaining connection with high school friends & activities	91	25%
Transportation	83	23%
College courses - faster pace, more rigorous demands	62	17%
Negative comments from Clark College students or faculty	29	8%

Grade Point Average

Half of the RS students have a 3.5 high school GPA or higher, with only 16% below a 3.0 GPA. The requirement for entry into the Running Start program is a 2.5 GPA, so the 6 students below a 2.5 GPA are not consistent with the program requirements. They may have received a special waiver, misunderstood the question, or not taken time to answer all the question accurately.

Current Cumulative High School GPA

3.5 - 4.0 (A- to A)	176	49 %
3.0 - 3.4 (B to A-)	127	35 %
2.5 - 2.9 (B- to B)	50	14 %
2.0 - 2.4 (C to B-)	3	1 %
1.5 - 1.9 (C- to C)	2	1 %
0.5 - 0.9 (D- to D)	1	0 %
Total Responses	359	100 %

Class Taking Patterns

The Running Start program meets a diversity of student needs from those who want to supplement their high school education with a few college classes to those who are ready to leave high school and move on to college. Students' class taking patterns are distributed across the spectrum:

Most at high school
26%

Both at high school and college
32%

All at college
42%

Distance appears to be a factor in class taking patterns. Only 15% of students across the street at Hudson's Bay took all their classes at Clark, whereas 67% of Camas students and 57% of Prairie students took classes only at Clark College.

Course taking pattern

A few classes at Clark -- most at my high school	91	26 %
Most of my classes at Clark -- a few at my high school	110	32 %
All classes at Clark -- none at my high school	147	42 %
Total Responses	348	100 %

Home high school

	A few classes at Clark -- most at my high school	Most of my classes at Clark -- a few at my high school	All classes at Clark -- none at my high school
Battle Ground	8	16	11
Cam	4	1	5
Camas	1	7	16
Columbia Adventist Academy	*	*	*
Columbia River	8	6	12
Evergreen	5	3	11
Fort Vancouver	6	4	3
Heritage	8	7	6
Home Schooled / River Homelink	2	2	13
Hudson's Bay	9	14	4
La Center	4	4	1
Legacy	*	*	*
Lewis And Clark	*	*	*
Mountain View	14	8	10
Prairie	5	10	20
Ridgefield	1	8	5
Skyview	11	10	10
Stevenson	*	*	*
Summit View	*	*	*
Van. School of Arts & Academics	*	*	*
Washougal	1	4	7
Woodland	0	1	6

* Data for high schools with 5 or fewer RS students are not reported for confidentiality reasons.

Support for Students

“In the classroom, I was treated by Clark College faculty:”

The same as all other students	334	92 %
Differently, but in a manner that I appreciated	21	6 %
Differently in a manner I did not appreciate	6	2 %
Total Responses	361	100 %

Running Start students feel very supported by their high school guidance counselors. Only 2% reported that their counselors were not supportive of their decision to become a Running Start student and in all cases the majority of students from these high schools reported that the counselors were very supportive.

Interestingly enough, those students with the lowest GPA's (those below 2.4) all said their guidance counselors were very supportive*, while the few students who indicated their counselors were against the idea were in the 3.0-3.4 and 3.5-4.0 GPA groups. * see page 3 for GPA concerns

“My high school guidance counselor was supportive of my interest in the Running Start program.”

True - very supportive	299	81 %
False - against the idea	6	2 %
Neutral - neither supportive/against	64	17 %
Total Responses	369	100 %

<u>Home High School</u>	# RS students	Very Supportive	Neutral	Against
Battle Ground	38	32	6	0
CAM	10	6	4	0
Camas	25	18	4	2
Columbia Adventist Academy	1	*	*	*
Columbia River	27	21	6	0
Evergreen	20	18	2	0
Fort Vancouver	15	12	2	0
Heritage	22	16	5	1
Home Schooled / River Homelink	20	18	1	0
Hudson's Bay	29	20	8	1
La Center	9	9	0	0
Legacy	3	*	*	*
Lewis and Clark	1	*	*	*
Mountain View	33	28	5	0
Prairie	35	33	3	0
Ridgefield	15	6	7	1
Skyview	35	31	4	0
Stevenson	4	*	*	*
Summit View	5	*	*	*
Vancouver School of Arts & Academics	2	*	*	*
Washougal	12	11	0	1
Woodland	7	5	2	0
Total Responses	368	298	61	6

* Data for high schools with 5 or fewer RS students are not reported for confidentiality reasons.

Academic Demands and Preparation

Most of the students found that the academic demands of college were about what they expected. These responses are not correlated with GPA. An equal percentage for each GPA group found college to be about what they expected. (68% to 74%)

Academic demands at Clark College

About what I expected	255	70 %
More challenging than I expected	52	14 %
Less challenging than I expected	56	16 %
Total Responses	363	100 %

Not surprisingly, 22% of the 2.5-2.9 GPA students feel their high school did a poor job of preparing them for college, while this drops to 17% for 3.0-3.4 and 10% for 3.5-4.0 GPA students. While 32% of 3.5-4.0 GPA students feel their preparation was excellent, only 17% of 3.0-3.4, and 6% of 2.5-2.9 students feel the same. 70% of home schooled students felt their preparation was excellent - the highest of all the high schools.

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

Poor	52	14 %
Adequate	229	63 %
Excellent	83	23 %
Total Responses	364	100 %

<u>Home High School</u>	# RS students			
	at school	Excellent	Adequate	Poor
Battle Ground	36	2	29	5
CAM	10	6	4	0
Camas	25	6	15	4
Columbia Adventist Academy	1	*	*	*
Columbia River	25	6	15	4
Evergreen	20	3	11	6
Fort Vancouver	14	1	7	6
Heritage	22	5	14	3
Home Schooled	20	14	6	0
Hudson's Bay	29	7	20	2
La Center	9	3	6	0
Legacy	3	*	*	*
Lewis and Clark	1	*	*	*
Mountain View	33	4	26	3
Prairie	35	6	25	4
Ridgefield	15	0	11	4
Skyview	35	12	19	4
Stevenson	4	*	*	*
Summit View	5	*	*	*
Van. School of Arts & Academics	2	*	*	*
Washougal	12	3	4	5
Woodland	7	2	4	1

* Data for high schools with 5 or fewer RS students are not reported for confidentiality reasons.

Math Classes

357 students took math at their high school, out of the 359 students who responded to the question.

- 168 took math only at their high school (only 40% of these took pre-calculus and/or Calculus class)
- 189 took math both at their high school and at Clark College

2 students took none of the math classes at their high school, but did take math at Clark College

Extra Curricular Involvement

216 students participated in extra curricular activities out of 334 respondents (65%)

- 159 participated only at their high school (48% of all students)
- 21 participated only at Clark College (6% of all students)
- 36 participated at both their high school and Clark College (11% of all students)

118 students were not involved in extra curricular activities either at their high school or Clark College (35%)

Clearly a majority of students are still connected to their high schools through extra-curricular activities.

Areas students participate in:	At the High School Only	At Clark College Only	At Both	Total EC participation	% of all students who participate
Athletics *	118	12	5	125	37%
Band / Music	50	14	14	78	23%
Theatre	24	3	1	28	8%
Student Government	18	1	1	20	6%
Clubs	10	16	Na	26	8%
Mock Trial	6	Na	Na	6	2%
National Honor Soc.	14	Na	Na	14	4%
Knowledge Bowl	6	Na	Na	6	2%
Key Club	7	Na	Na	7	2%
Other	22	4	Na	26	8%

* "Athletics at Clark" respondents may have checked this for Ultimate Frisbee and the Running Club as Running Start students are not allowed to participate in college varsity sports.

147 students indicated that they took all their classes at Clark College and none at their high school. Of this group, 50% still remained involved in extra-curricular activities either at their high school, Clark College or both.

Bachelor's Degree

Running Start Students are much more likely to have a parent with a Bachelor's degree (58%) than the typical Clark College student (33%).

One or both parents with Bachelor's degree

True / Yes	204	58 %
False / No	146	42 %
Total Responses	350	100 %

Most of the RS students plan to earn a Bachelor's degree or higher within the next 5 years. (78%)

Highest degree expected to earn in the next five years

Certificate	1	0 %
Associate's degree	18	5 %
Bachelor's degree	169	51 %
Master's degree	89	27 %
Doctoral (Ph.D.)	8	2 %
Professional Degree (Law, etc.)	6	2 %
No degree plans	5	2 %
Don't know what my plans are	36	11 %
Total Responses	332	100 %

RS Students whose parent has earned a degree are slightly more likely to have plans to earn a Bachelor's degree or higher (80% compared to 75%) than students without a parent with a degree.

Impact of Parent's Degree earning on students degree plans

Student Degree Plans in 5 years:	Parent with Bachelor's degree	No parent with degree
Don't know what my plans are	9%	12%
No degree plans	2%	1%
Certificate	1%	0%
Associate's degree	4%	8%
Bachelor's degree	53%	47%
Master's degree	27%	28%
Doctoral (Ph.D.)	2%	3%
Professional Degree (Law, etc.)	3%	1%
Total Responses	191	137

Future Plans

40% of the RS seniors plan to stay at Clark in the fall after graduating from high school - 35% in a transfer program and 5% in a vocational/technical program.

Plans after graduation

Continue at Clark College -- then transfer to a college or university	117	35 %
Stay at Clark College to earn a vocational/technical degree or certificate	17	5 %
Enroll in a college or university this fall	170	51 %
Be employed	3	1 %
Enter the military	7	2 %
Undecided	20	6 %
Total Responses	334	100%

In general, students are not certain about their future plans. 26% to 29% are “definite” about their major, the college they will attend, and the degree they plan to earn within the next 5 years. 33% to 37% are “fairly sure”, with 10% to 17% “hopeful” and 21% to 27% “not sure”.

“My level of certainty about:”

My major

Definite	92	26 %
Fairly sure	132	37 %
Hopeful	36	10 %
Not sure	95	27 %
Total Responses	355	100 %

The college I will attend

Definite	101	29 %
Fairly sure	116	33 %
Hopeful	59	17 %
Not sure	73	21 %
Total Responses	349	100 %

The degree I plan to earn in 5 years

Definite	98	28 %
Fairly sure	126	36 %
Hopeful	47	14 %
Not sure	78	22 %
Total Responses	349	100 %

Future College Choice

202 students plan to attend a school in the state of Washington (65%) and 111 students plan to attend a school out of state (35%). University of Washington is the favorite with 62 students, followed by WSU-Vancouver with 61 students. Of the 62 UW students, 48 plan to enroll this fall and 14 plan to stay at Clark College and then transfer. Fifteen RS students plan to attend WSU-V this fall while 46 plan to remain at Clark and then transfer to WSU-V.

State	College	#	State	College	#
Unknown	Art Institute	1	CO	Colorado School Of Mines	1
	BYM	1	CO	Colorado State University	1
	Total Unknown State	2	CO	University Of Colorado	1
WA	Art Institute Of Seattle	1	FL	Pensacola Christian College	2
	Central Washington University	6	FL	The Masters College-Florida	1
	Cornish College Of The Arts	1	FL	University of Florida	1
	Digipen	2	FL	University Of Talahassee	1
	Eastern Washington University	5	FL	University of Southern Florida	1
	Northwest College	2	HI	Chaminade/Duque Univ	1
	Pacific Lutheran	1	HI	Hawaii Pacific University	1
	Seattle Pacific University	6	HI	University Of Hawaii	1
	Seattle University	1	HI	University Of Hawaii At Munoa, Hawaii	1
	Shoreline Community College	1	HI	University Of Hawaii	2
	South Seattle Community College	1	ID	Albertson College Of Idaho	1
	The Evergreen State College	2	ID	BYU-Idaho	1
	University of Puget Sound	2	ID	University Of Idaho	3
	University Of Washington	62	IL	University Of St Xavier-Illinois	1
	Walla Walla College	1	IL	Wheaton College	1
	Western Washington University	17	IN	Indiana	1
	Whitman College	3	KS	Butler County Community College, Kansas	1
	WSU Pullman	22	MA	Harvard	1
	WSU Spokane	1	MS	Belhaven College Mississippi	1
	WSU Vancouver	61	MT	Montana State University	1
	Total In State	202	NY	Columbia University	1
			NY	Rochester Institute Of Technology	1
AR	Harding University	1	OH	Case Western Reserve University	1
AZ	Northern Arizona University	1	OH	Miami University Ohio	1
AZ	Ottawa University	1	OH	University of Toledo	1
AZ	University of Arizona	2	OK	Okalahoma State University	1
CA	AIU-Los Angeles Architecture	1	OR	Art Institute Of Portland	3
CA	Brooks Institute Of Photography	1	OR	Art Institute Of Portland or OR State	1
CA	California	1	OR	Concordia Portland	2
CA	Claremont Mckenna College	1	OR	ITT Tech	1
CA	Life Pacific College	1	OR	Mt Hood Community College	1
CA	Pacific Union College	1	OR	Multnomah Bible College	2
CA	San Francisco State University	2	OR	Oregon College Of Arts And Crafts	1
CA	Scripps College	1	OR	Oregon State University	1
CA	Stanford University	1	OR	Pacific University	1
CA	UCLA	1	OR	Portland Art Institute	1
CA	University of California	1	OR	Portland Bible College	1
CA	University of San Diego	2	OR	Portland State University	20
CA	USC / UC Riverside	1	OR	University Of Portland	7
CA	USC Thorton School Of Music	1	OR	Warner Pacific College/George Fox University	1
CANADA	Canada	1	PA	Reed College	2
CANADA	Trinity Western University	2	PA	Reed Or NYU	1
CANADA	University of British Columbia	1	TX	Letourneay Texas/SPU-Seattle	1
			UT	BYU	4
			UT	BYU or WSUV	1
			UT	University Of Utah	1
				Total Out-Of-State	111

The students who reported they plan to stay at Clark College and then transfer to a college or university, indicated plans to attend the following institutions.

Unknown	Art Institute	1
WA	Central Washington University	2
	Digipen, WA	1
	Eastern Washington University	1
	Other	2
	Seattle Pacific University	3
	University Of Washington	14
	Western Washington University	5
	WSU Pullman	4
	WSU Vancouver	46
	Total In-State	78
AZ	Ottawa University	1
CA	AIU-Los Angeles Architecture College	1
CA	San Francisco State University	1
CA	Stanford University-CA	1
CA	USC / UC Riverside	1
CANADA	Canada	1
FL	Pensacola Christian College	1
HI	Hawaii Pacific University	1
MA	Harvard	1
MT	Montana State University	1
OR	Art Institute of Portland	1
OR	Multnomah Bible College	1
OR	Oregon College of Arts and Crafts	1
OR	Oregon State University	1
OR	Portland Bible College	1
OR	Portland State University	8
OR	University of Portland	2
UT	BYU, UT	2
	Total out-of-state	27

Student's Intended Majors

The top areas in which students plan to major are Business, Psychology, Nursing, and Computer Science; however, the intended majors are very diverse.

Major	#	Major	#
Accounting	2	Fine Arts	1
Accounting / Small Bus	1	Foreign Language And Ed	1
Aerospace Engineering	1	Graphic Art / Design	1
Apply Math	1	Graphic Arts	1
Archaeology / 3d Modeling	1	Graphic Communications	1
Architecture	2	Graphic Design	3
Architecture / Engineering	1	Graphic Media	1
Architecture / Linguistics	1	Industrial Design / Medicine	1
Art	1	Interior Design	1
Art / Photography	2	International Business	3
Athletic Training	1	International Relations	4
Bible / Chemistry/Engineering	1	Int. Relations/Public Health	1
Biblical Counseling / Psychology	1	Japanese	2
Biochemical Engineering	1	Japanese / Business	1
Biochemistry	1	Japanese Lang / Culture	1
Bioengineering	1	Journalism	4
Bioinformatics	1	Landscape Architecture	1
Biology	4	Law	1
Biology / Computer Science	1	Legal	1
Biology / Engineering	1	Library Science	1
Biology / Genetics	1	Manag Info Systems	1
Biology / Medicine	1	Marine Biology / Zoology	1
Broadcasting / Communication	1	Marketing / Advertising	1
Business	10	Math	1
Business / Education	1	Math / Physics	2
Business / Japanese	1	Mechanical Engineering	6
Business / Social Sciences	1	Medicine	2
Business Admin	3	Meteorology	1
Business Admin / Manag	1	Ministry	1
Business Admin / Youth Min	1	Molecular Biology/Biochem	1
Business Admin /Marketing	1	Music	3
Business Economics	1	Music / Biochemistry	1
Business Management	2	Music Ed / Early Ed	1
Business Man/ Nursing / Ceramic Art	1	Music Ed Or Foreign Lang	1
Chemistry	2	Music Education	1
Chemistry / Biology	1	Music Theory / Composition	1
Chemistry / Music	1	Nursing	14
Child Family Studies / Social Work	1	Petroleum Engineering	1
Childhood Ed	1	Pharmacy	3
Christian Counselor	1	Phlebotomy Education	1

Major	#	Major	#
Civil Engineering	2	Photography / S Bus Admin	1
Classics / Math	1	Physical Therapy	1
Communications	2	Physics	2
Communications / Graphic Design	1	Poli Sci	1
Computer Science	12	Poli Sci / History	1
Construction Management	1	Poli Sci / Philosophy	1
Cosmetology	1	Political Science	2
Criminal Investigation	1	Pre Dental / Biology	1
Criminal Justice	2	Pre Law	1
Criminal Science	1	Pre Law / History	1
Dental Assist	1	Pre Law / Poli Sci	1
Dental Hygiene	4	Pre-Med	8
Design/Architectural	1	Psychology	14
DNET	1	Psychology / Art	1
Early Education Teaching	1	Psychology / Music	1
East Asian History And Language	1	Public Relations	1
Economics	3	Recreational Management	1
Education	5	Science / Chemistry	1
Education History	1	Social Studies	1
Electrical Engineering	5	Social Work	1
Electronic Media / Film	2	Social Work / Education	1
Electronics	1	Spanish / Pre Med	1
Elementary Education	7	Sports Communications	1
Engineering	6	Teaching	1
English	4	Theology	1
English / Communications	1	Undecided	43
Environmental Science	1	Vet Medicine	1
Finance	1	Veterinary Medicine	1
Finance / Business	1	Visual Arts / Comm	1
Finance / Marketing	1	Vocal Performance	1

RUNNING START SURVEY -- Spring 2004

We hope you enjoyed your experience as a Running Start student at Clark College. Your comments and opinions are important to us as we strive to make the Running Start program more productive for participating students. Please respond to these statements for the time that you were a Running Start student.



Please use a No. 2 pencil to answer each question. Fill in the rectangle fully.
One answer per question unless otherwise noted.

Home High School

- | | |
|--|--|
| <input type="checkbox"/> Battle Ground | <input type="checkbox"/> Hudson's Bay |
| <input type="checkbox"/> Columbia River | <input type="checkbox"/> Mountain View |
| <input type="checkbox"/> Evergreen | <input type="checkbox"/> Prairie |
| <input type="checkbox"/> Fort Vancouver | <input type="checkbox"/> Skyview |
| <input type="checkbox"/> Heritage | <input type="checkbox"/> Home Schooled |
| <input type="checkbox"/> Other - give name _____ | |

Current Cumulative High School GPA

- | | |
|--|--|
| <input type="checkbox"/> 3.5 - 4.0 (A- to A) | <input type="checkbox"/> 1.5 - 1.9 (C- to C) |
| <input type="checkbox"/> 3.0 - 3.4 (B to A-) | <input type="checkbox"/> 1.0 - 1.4 (D to C-) |
| <input type="checkbox"/> 2.5 - 2.9 (B- to B) | <input type="checkbox"/> 0.5 - 0.9 (D- to D) |
| <input type="checkbox"/> 2.0 - 2.4 (C to B-) | |

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

- ☐ True / Yes
☐ False / No

My high school guidance counselor was supportive of my interest in the Running Start program.

- ☐ True - very supportive
☐ False - against the idea
☐ Neutral - neither supportive nor against

The importance of each of these factors in deciding to become a Running Start student:

	Not Important	Moderately Important	Very Important
Free tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational environment at Clark better suited my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to take classes not offered at my high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting an early start on my college education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to explore college & sample college classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (list) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These issues made my Running Start experience difficult: (check all that apply)

- ☐ None - my experience was not difficult at all
☐ Transportation
☐ Cost of books
☐ Juggling high school and college schedule
☐ Getting classes at the time I needed them
☐ College courses - faster pace, more rigorous demands
☐ Maintaining connection with high school friends & activities
☐ Negative comments from Clark College students or faculty

My course taking pattern could BEST be described as:

- ☐ A few classes at Clark -- most at my high school
☐ Most of my classes at Clark -- a few at my high school
☐ All classes at Clark -- none at my high school

I'd rate how well my high school prepared me for college as:

- ☐ Poor
☐ Adequate
☐ Excellent

The academic demands at Clark College were:

- ☐ About what I expected
☐ More challenging than I expected
☐ Less challenging than I expected

In the classroom, I was treated by Clark College faculty:

- ☐ The same as all other students
☐ Differently, but in a manner that I appreciated
☐ Differently in a manner I did not appreciate

**Math classes I took at my high school:
(check all that apply)**

- ☐ Algebra I
- ☐ Algebra II
- ☐ Geometry
- ☐ Trigonometry
- ☐ Pre-Calculus
- ☐ IB Pre-Calculus
- ☐ Calculus / IB Calculus
- ☐ AP Calculus

**Math classes I took at Clark College:
(check all that apply)**

- ☐ College Trig - 103
- ☐ College Algebra - 111
- ☐ Calculus I - 113
- ☐ Calculus II - 211
- ☐ Calculus III - 212
- ☐ Other Math _____

While I was a Running Start student, I participated in the following extra-curricular activities at high school and/or Clark College:

	At my high school	At Clark College
None	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Band / Music	<input type="checkbox"/>	<input type="checkbox"/>
Theatre	<input type="checkbox"/>	<input type="checkbox"/>
Student Government	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<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 vocational/technical degree or certificate
- ☐ Enroll in a college or university this fall
- ☐ Be employed
- ☐ Enter the military
- ☐ Undecided
- ☐ Other _____

One or both of my parents earned their Bachelor's degree:

- ☐ True / Yes
- ☐ False / No

My level of certainty about:

	Definite	Fairly sure	Hopeful	Not sure
My major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The college I will attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The degree I plan to earn in 5 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My major will be:

**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 Degree (Law, etc.)
- ☐ No degree plans
- ☐ Don't know what my plans are

If I attend a college or university in the future, I will most likely attend:

- ☐ WSU Vancouver
- ☐ WSU Pullman
- ☐ Western Washington University
- ☐ Central Washington University
- ☐ Eastern Washington University
- ☐ University of Washington
- ☐ The Evergreen State College
- ☐ Portland State University
- ☐ University of Portland
- ☐ Other
(full name & state located)
