Survey of High School Seniors in Running Start

Spring 2008

Pictured are 28 of the 59 Running Start students who earned their associate degrees and their high school diplomas in June 2007.

Clark College

Survey of High School Seniors in Running Start

Spring 2008

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Executive Summary

In February 2008, 536 high school seniors participating in Running Start (RS) at Clark College completed a survey while enrolling for spring quarter classes. The survey was designed and administered by Linda Calvert, Running Start Manager, and the Office of Planning and Advancement.

Highlights

- 536 of 537 seniors responded to the survey.

- Seniors from more than 20 local high schools are participating in the Running Start program in spring 2008. Ten percent are home-schooled.

- More than one half report a high school GPA of 3.50 or above.

- Nearly one half (47%) of seniors take all of their classes at Clark College, a five percent increase over 2006.

- Approximately 15 percent of seniors report being eligible for free or reduced-price lunches, a five percent decrease from 2006. Growth among this population has not kept pace with growth in the Running Start program as a whole.

- 75 percent of seniors report that free tuition was "very important" in their decision to enroll as a Running Start student.

- The two issues students most frequently cite as causing difficulties are getting classes at the time of day needed (51 percent) and the cost of books (39 percent). 12.5 percent of seniors report experiencing no difficulties.

- 87 percent of seniors rate their preparation for college by their high school as "adequate" or "excellent".

- 62 percent of seniors report participating in one or more extra curricular activities at their high school.

- 30 percent of seniors report participating in one or more extra-curricular activities at Clark College. Only 13 percent of students report participating in extra-curricular activities at Clark but not at their high school.

- 60 percent of seniors report working while attending Clark College. These students are more likely to have taken eLearning courses than their non-working peers.

- 90 percent of seniors say that if they had a chance to do it all over again, they would enroll in Running Start.

- Overall, 88 percent of students report that they accomplished their goal(s) at Clark College.

Seniors registering for spring quarter 2008 classes at Clark College were asked to complete the survey, either online or on paper. These two versions were slightly different for various reasons. These variations are noted where applicable. Unless stated otherwise, findings are from questions asked of all seniors. Overall, 536 of 537 Running Start seniors registered for spring courses completed the survey.

Demographic Information

Home High School

The 536 respondents come from more than 20 local high schools. Students from Camas and Skyview, and those who were home-schooled account for more than 30 percent of the seniors. A map on page 3 shows the high schools and the number of non-home-schooled seniors from each one.

Respondents by school

	2008 (N=529)
Battle Ground School District	18.1%
Battle Ground	3.8%
CAM	5.1%
Prairie	8.5%
Summit View	0.8%
Camas	10.2%
Evergreen School District	17.7%
Evergreen	7.7%
Evergreen Internet Academy	0.2%
Heritage	4.2%
Legacy	0.6%
Mountain View	5.1%
Hockinson	4.3%
Home-schooled	10.4%
La Center	2.3%
Ridgefield	4.5%
Stevenson	0.8%
Vancouver School District	24.9%
Columbia River	3.6%
Fort Vancouver	2.8%
Hudson's Bay	5.3%
Lewis and Clark	1.3%
Skyview	11.5%
VSAA	0.4%
Washougal	3.2%
Woodland	2.5%
Other	1.2%

Number of Non-home-schooled seniors in RS by high school

Kalama (2)

Woodland (13)

La Center (12)

Ridgefield (24)

CAM (27)

Battle Ground (20)

Clark College at WSUV

Hockinson (23)

Skyview (61)

Summit View (4)

Prairie (45)

Columbia River (19)

Heritage (22)

Lewis and Clark (7)

VSAA (2)

Legacy (3)

Clark College - Main Campus

Evergreen (41)

Fort Vancouver (15)

Hudsons Bay (28)

Camas (54)

Mountain View (27)

Stevenson (4)

Washougal (17)

Washougal (17)
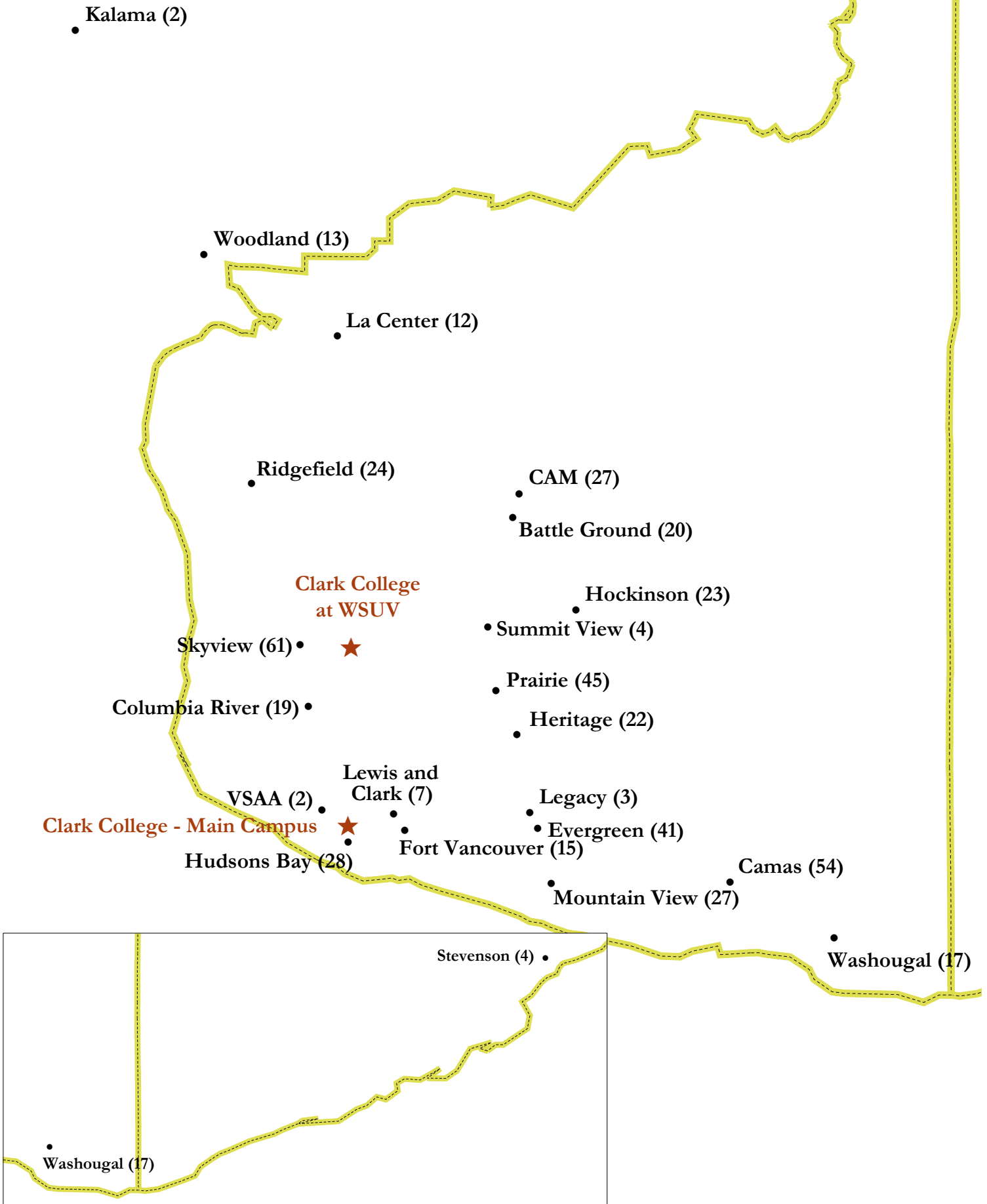
Home-schooled students are attached to local high schools for funding purposes. Forty-eight of the 58 students who identified themselves as home-schooled identified a public high school. The school sending the largest number of home-schooled students was River Homelink, which is part of the Battle Ground School District. Note that all River Homelink and Homelink students are home-schooled.

Attached high schools of home-schooled students

	Number	Percent
River Homelink	13	24%
Homelink	6	11%
Skyview	4	7%
CAM	3	6%
Fort Vancouver	3	6%
Hudson's Bay	3	6%
Battle Ground	2	4%
Hockinson	2	4%
Washougal	2	4%
Woodland	2	4%
Camas	1	2%
Heritage	1	2%
La Center	1	2%
Legacy	1	2%
Mountain View	1	2%
Ridgefield	1	2%
Other	8	15%
Home-schooled	6	11%
Unspecified	2	4%

In general, alternative schools have lower participation rates than traditional schools. An exception to this is CAM Jr/Sr High, an alternative school in Battle Ground School District, which has a participation rate of 61.2 percent. Camas, Hockinson and Ridgefield Highs all have participation rates near 15 percent. A table on page 5 shows the participation rate for all service district high schools.

Participation Rate by High School

Running Start participation rate for service district and area high schools

	Seniors	RS Seniors	Participation Rate*
Service District High Schools			
CAM Jr Sr High	49	30	61.2%
Camas High	365	55	15.1%
Hockinson High	170	25	14.7%
Ridgefield High	172	25	14.5%
Prairie High	335	45	13.4%
La Center High	107	13	12.1%
Skyview High	548	65	11.9%
Washougal High	200	19	9.5%
Hudson's Bay High	365	31	8.5%
Evergreen High	547	41	7.5%
Columbia River High	281	19	6.8%
Battle Ground High	417	22	5.3%
Mountain View High	555	28	5.0%
Fort Vancouver High	373	18	4.8%
Heritage High	569	23	4.0%
Stevenson High	101	4	4.0%
Evergreen Internet Academy	26	1	3.8%
Lewis And Clark High	192	7	3.6%
Vancouver School of Arts & Academics	63	2	3.2%
Legacy High	128	4	3.1%
Summit View High	184	4	2.2%
Columbia High	86	-	0.0%
Excelsior High	38	-	0.0%
Glenwood Secondary	8	-	0.0%
Hayes Freedom High	39	-	0.0%
Klickitat Elementary & High	12	-	0.0%
Lyle High	15	-	0.0%
Trout Lake School	12	-	0.0%
Union High	10	-	0.0%
White Salmon Academy	9	-	0.0%
Wishram Elementary & High	6	-	0.0%
District Total	5,982	481	8.0%
Area - Outside of district			
Woodland High School	132	15	11.4%
Kalama High School	93	2	2.2%

Note: *Participation rate may be higher for some schools as not all home-schooled students identified the public high school from which their funding came.

Source: Total number of seniors at school - OSPI October 1, 2007 data.

Total Running Start Seniors - Running Start Survey 2008.

Participation rate - Calculated.

Free or Reduced-Price Lunch Eligibility

RS students who are eligible for free or reduced-price lunches (low income students) are also eligible for book funding at Clark College. Throughout this report, we have used eligibility for free or reduced-price lunches to define low income.

The percentage of Running Start seniors who are categorized as low income has decreased since 2006, but has remained stable over the four year study period. However, the RS senior population is not representative of the overall high school population. While 15 percent of RS seniors from Clark County are categorized as low income, 26 percent of all Clark County high school students are categorized as low income.

Eligibility for free or reduced-price lunches

	2008	2006	2004
Seniors	497	370	360
Eligible	76	67	49
Percent	15%	18%	14%

Certain high schools seem to have a much higher percentage of RS seniors who are categorized as low income. Camas High School's RS seniors are reflective of the student body as a whole, and a higher percentage of Battle Ground High School's RS students are categorized as low income than the student body.

Eligibility for free or reduced-price lunches (Clark County, 2007-08)

	Running Start Seniors	All High School Students
Students	425	23,292
Eligible	64	6,135
Percent	15%	26%

Source: OSPI

Percent of seniors eligible for free or reduced-price lunches*

	Percent of RS Seniors	Percent of Student Body
Battle Ground	30%	25%
CAM	8%	7%
Camas	17%	17%
Evergreen	33%	31%
Heritage	15%	33%
Hockinson	5%	10%
Home school	20%	N/A
Hudson's Bay	15%	46%
Mountain View	15%	20%
Prairie	7%	17%
Ridgefield	0%	17%
Skyview	7%	15%

Note: *Only includes schools with 20 or more Running Start seniors.
Source: Percent of Running Start Seniors - Running Start Survey 2008
Percent of student body - OSPI October 1, 2007 data

Grade Point Average

More than one half of all RS seniors reported having a high school GPA of 3.50 or above. Only one percent of RS students' high school GPAs have dropped below a 2.50. The distribution of GPAs has remained stable over the study period.

High school GPA

	2008	2006	2004
Below 2.50	1%	0%	2%
2.50 to 2.99	13%	16%	14%
3.00 to 3.49	35%	36%	35%
3.50 or above	51%	48%	49%

Preparation for College

87 percent of RS seniors rate their preparation for college by their high school as "adequate" or "excellent". This pattern has been consistent over time.

Ratings of college preparation by high school

	2008	2006	2004
Excellent	25%	25%	23%
Adequate	62%	63%	63%
Poor	13%	12%	14%

RS students who earn higher GPAs appear to feel better prepared for college. This is especially true for RS students who have earned a 3.50 or greater GPA. 32 percent of these RS students felt that their preparation for college by their high school was "excellent".

Preparation for college by high school GPA

	Below 2.50	2.50 to 2.99	3.00 to 3.49	3.50 or above
Poor	25%	12%	14%	12%
Adequate	75%	71%	68%	56%
Excellent	0%	18%	18%	32%

Nearly three quarters (73%) of RS seniors from CAM Junior/Senior High rate their preparation as "excellent".

Ratings of college preparation by high school*

	Poor	Adequate	Excellent	Total
Battle Ground School District				
Battle Ground	10%	85%	5%	20
CAM	4%	23%	73%	26
Prairie	11%	75%	14%	44
Camas	11%	58%	30%	53
Evergreen School District				
Evergreen	7%	76%	17%	41
Heritage	24%	48%	29%	21
Mountain View	11%	67%	22%	27
Hockinson	5%	59%	36%	22
Home school	2%	46%	52%	52
La Center	0%	82%	18%	11
Ridgefield	0.26	61%	13%	23
Vancouver School District				
Columbia River	26%	47%	26%	19
Fort Vancouver	21%	71%	7%	14
Hudson's Bay	26%	59%	15%	27
Lewis and Clark	0%	86%	14%	7
Skyview	15%	75%	10%	59
Washougal	12%	71%	18%	17
Woodland	23%	54%	23%	13
Other	0%	67%	33%	6

Note: *Only includes high schools with 5 or more seniors.

Factors in Deciding to Enroll as a Running Start Student

Many factors influence a student's decision to become a RS student. Overall, the factor that students rate "Very Important" most is the program's ability to give the RS student an "early start on college." This is followed closely by the fact that the program offers "free tuition." More than one half of all seniors ranked all five factors as being important.

Factors in Deciding to Enroll as a Running Start Student

	Not Important	Moderately Important	Very Important
Early start on college	2%	10%	87%
Free tuition	4%	19%	77%
Variety of classes	8%	34%	58%
Explore	12%	36%	52%
Environment	15%	35%	51%

Some students wrote in an "other" response. Examples of these responses included:

- Getting away from high school

- Being in a different atmosphere

- Getting into a student-driven, teacher-assisted system of learning

Additionally, many of the students indicated that their "favorite thing" about RS was the chance to get a "head start on college." Some examples include:

- Getting to have a head start on my college education

- My favorite thing about being in Running Start was being able to obtain both high school and college credits simultaneously.

- I like getting college credits under my belt while still in high school.

Rating of Staff and Services

The RS staff earn the top honors for helpfulness, as 86 percent of students rate them as "somewhat helpful" or "very helpful."

Rating of Services

	Not Helpful	Somewhat Helpful	Very Helpful	Neutral	Total N
Running Start Staff	1%	32%	54%	14%	523
Registration	11%	50%	29%	10%	522
Advising	3%	30%	25%	41%	516
Running Start Orientation	6%	42%	25%	27%	521

Because only low income students are eligible for book funding, only these students are allowed to rate the helpfulness of the program.

Helpfulness of book funding for free or reduced-price lunch eligible seniors

	Not Helpful	Somewhat Helpful	Very Helpful	Neutral
Free or Reduced-Price	7	16	36	15
Percent	9%	22%	49%	20%

Issues Encountered by Running Start Students

The percentage of students who did not experience any difficulties decreased three percent from 2006 to 2008. The percentage of students who experienced multiple difficulties increased two percent during that same time, although it is still lower than it was in 2004.

Number of difficulties

	2008	2006	2004
No difficulties	17%	20%	20%
One difficulty	26%	26%	22%
Multiple difficulties	56%	54%	58%

The issue seniors most frequently encounter is getting classes at the time of day needed. The cost of books is the second most frequently cited difficulty. This has been consistent during the study timeframe. The percentage of students who experience transportation difficulties remained largely the same as previous years.

Issues encountered by Running Start seniors

	2008	2006	2004
Getting classes at the time of day I needed them	51%	40%	50%
Cost of books	39%	35%	40%
Juggling high school and college schedule	27%	30%	29%
Maintaining connections with high school friends and activities	24%	15%	25%
Transportation	22%	23%	23%
Faster pace of college courses	16%	27%	17%
None	14%	20%	20%
Negative comments	4%	3%	8%
Availability of Advisor	1%	N/A	N/A

Other difficulties students cite are parking, a lack of communication between high school and college, family illness and the limit on credits. Example comments follow:

- My high school was not connected with the college about things need for graduation. It was very difficult for me to make sure everything was done in both places.

- My school doesn't really promote Running Start and therefore they are not very willing to help or advise us about it.

- Requirements from High School

- The difficulty of being home schooled and getting the "right" to become a running start student. Having to go to a school I don't really attend, etc…Why should I have to get enrolled in some other high school and have them "approve" my classes? But overall I am a HUGE fan of Running Start and absolutely love what it has given me!

- There was an incident last year when I and a couple other students attempted to file a complaint against a faculty member, and were not treated well at all.

- I've had some pretty awful teachers at Clark…Also, I've had problems working with the student government system…I want to know why it is that faculty have a place on the student government committees [Finace Committee] when those committees are for the students.

- I EXPERIENCED several of these items, however, I don't think that too much effort should be made to fix them because it is a good way to prepare for the future when things don't work out perfectly.

Only RS students who took the paper survey were asked if they had difficulties getting into the classes they needed. One third of students taking the paper survey reported having difficulties getting into the classes they needed. If this result was consistent with students who took the survey online, this issue would rank as the third most frequently cited difficulty.

Class-Taking Patterns

Nearly one half (47%) of RS seniors report taking all of their classes at Clark. This is a five percent increase over 2006. The percentage of students who take only a few courses at Clark dropped seven percent during these two years.

Class-taking pattern

	2008	2006	2004
A few at Clark, most at my high school	21%	28%	26%
Most at Clark, a few at my high school	32%	30%	32%
All at Clark, none at my high school	47%	42%	42%

In 2006, it appeared that RS students who lived farther from Clark were more likely to take all of their classes at Clark. However, in 2008 this seems to be a weak relationship, as many schools from all distances have a similar percentage of students taking all of their classes at Clark.

Class taking pattern by high school*

	A few at Clark	Most at Clark	All at Clark	Total N
Battle Ground	19%	33%	48%	21
CAM	0%	10%	90%	30
Camas	26%	33%	41%	54
Columbia River	11%	26%	63%	19
Evergreen	12%	37%	51%	41
Fort Vancouver	28%	28%	44%	18
Heritage	19%	43%	38%	21
Hockinson	13%	38%	50%	24
Home school	17%	33%	50%	6
Homelink	33%	33%	33%	6
Hudson's Bay	17%	37%	47%	30
La Center	23%	23%	54%	13
Lewis and Clark	29%	29%	43%	7
Mountain View	43%	36%	21%	28
Prairie	26%	42%	33%	43
Ridgefield	38%	46%	17%	24
River Homelink	0%	31%	69%	13
Skyview	32%	20%	48%	60
Washougal	11%	37%	53%	19
Woodland	7%	20%	73%	15
Other	0%	17%	83%	6

Note: *Includes only schools with five or more seniors.

Percent of RS Seniors who Took all Their Classes at Clark College

Woodland (73%)

La Center (54%)

Ridgefield (17%)

CAM (90%)

Battle Ground (48%)

Hockinson (50%)

**Clark College
At WSUV**

Skyview (48%)

Columbia River (63%)

Prairie (33%)

Heritage (38%)

Lewis and
Clark (43%)

Clark College - Main Campus

Evergreen (51%)

Hudson's Bay (47%)

Fort
Vancouver
(44%)

Camas (41%)

Mountain
View (21%)

Washougal (53%)
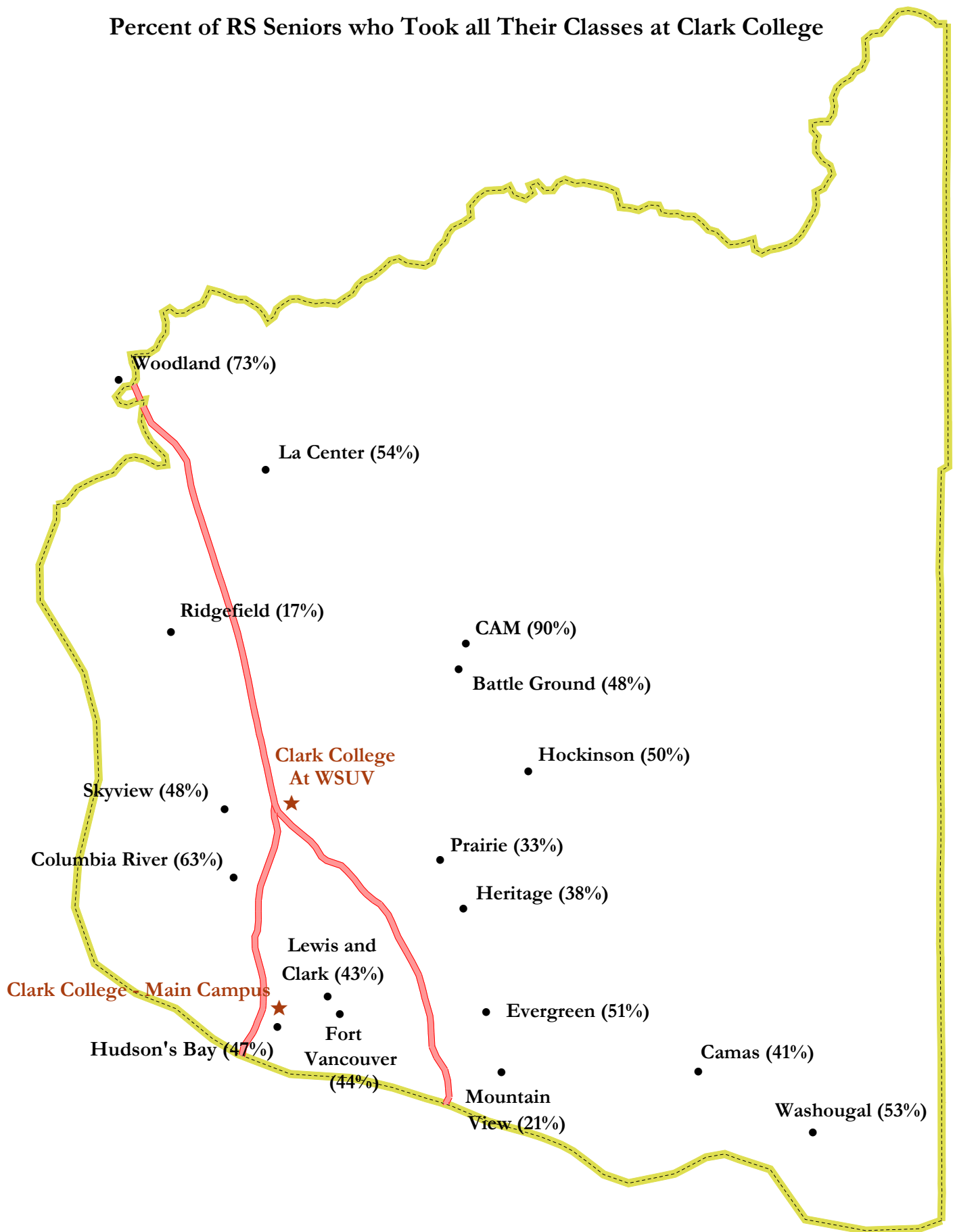
Experience with eLearning Classes

During winter quarter 2006 Clark College expanded the eLearning program. While only 17 percent of RS seniors had taken eLearning courses in 2006, that percentage more than doubled by 2008.

Interest in eLearning courses

	2008	2006
Taken - would take again	25%	11%
Taken - would NOT take again	10%	6%
Not taken but would like to	25%	23%
Not taken - no interest	40%	60%

Extra-Curricular Involvement

68 percent of RS seniors report participating in at least one extra-curricular activity at their high school. An additional 6 percent of RS seniors report participating in at least one extra-curricular activity at Clark. Only seven percent of RS seniors report participating in no extra-curricular activities at their high school and taking all of their classes at Clark. The remainder of students, 93 percent, maintain some tie to their high school through classes or activities.

Extra-curricular involvement

	At my high school	At Clark College only
Athletics	43%	2%
Clubs	30%	11%
National Honor Society	27%	6%
Band/Music	19%	9%
Key Club	12%	10%
Theatre	9%	4%
Student Government	10%	10%
Knowledge Bowl	9%	3%
Mock Trial	4%	4%
Model UN	2%	8%
Other	16%	7%

Some examples of "other" activities include ATV Racing, Tenure Review Committee, peer mentoring and Air Force Junior Reserve Officers' Training Corps.

Goal and Goal Accomplishment while at Clark College (Online Only)

Only students who completed the survey online were asked about their goal as RS students. Of the 288 students who completed the survey online, 268 chose to answer the question, "What was your goal as a Running Start student?"

Running Start students appear to have a diverse array of goals. Some of the responses were broad, such as, "Do well in college courses." Other students were more specific: "To get CWP [Contemporary World Problems, required during senior year to graduate] classes to graduate high school." Many students report multi-pronged goals, such as, "To obtain a good GPA and to learn from other students/the staff and to become prepared for the college level courses in the future." Generally, these students' goals fall into one or more of the following categories.

Complete high school: Many students express a desire to simply complete high school. An example of this goal is, "My goal was to complete my high school education requirements."

Get an AA/AS: These goals specifically cites completing a degree, without explicitly stating at what point in time the student wanted to earn the degree. An example of this goal is, "To get my AA"

Get AA/AS at the same time as high school diploma: These goals specifically express a desire to complete their AA/AS degree simultaneously with their high school diploma. An example of this is, "To get my A.A. by the time I graduate from high school."

Get a head start on college: These goals center on getting college credits they could transfer to a university before the student graduated from high school. An example of this goal is, "To complete as many credits as I can before graduating high school."

Experience the college environment: These goals center on experiencing the college environment. Many also express a desire to escape from the high school environment. Many also specifically mention that the college has more a more mature environment. An example of this goal is, "To experience a more mature environment."

Fulfill the prerequisites for specific programs: These goals express a desire to fulfill the prerequisites for a specific program, such as dental hygiene or nursing. An example of this is, "Finish most prerequisites for dental hygiene."

Prepare for college/Transition to college/Explore college: These goals center on easing the transition to college, and getting familiar with the college environment. Examples of this type of goal are, "Prepare myself for university," and, "To gain some knowledge of how college works and to see if it is right for me."

Get "good" grades: While some students are very specific about what "good" grades are ("To maintain a GPA above 3.5"), others were less specific ("Get good grades").

Settle on a major: Some students express a desire to explore majors in order to decide on one. An example of this is, "Explore possible majors."

Learn: These goals are very general, and are not grades-centered. An example of this goal is, "To effectively learn as much as I could."

Overall, 88 percent of students who took the survey online report that they accomplished their goal(s). Only 71 percent of home-schooled seniors report accomplishing their goal, while 90 percent of other students report accomplishing their goal. More than 90 percent of working students report

accomplishing their goal, compared to 84 percent of non-workers. Non-working students who were eligible for free or reduced-price lunches report accomplishing their goal at the lowest rate (21%). 21 percent of students who did not accomplish their goal respond "maybe" when asked if they would enroll in Running Start again if they had it to do over, compared with only 7 percent of students who accomplished their goal. Nearly all students who did not accomplish their goal hoped to complete their associate degree at the end of spring quarter 2008, suggesting that students are either unrealistic in their aspirations, or that students need more support in earning their associate degrees.

Would Enroll in Running Start Again

When asked, "If you had it to do all over again, would you enroll in Running Start?" 90 percent of Running Start Seniors respond, "Yes." An additional 8 percent respond, "Maybe."

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Would do Running Start Again

	Percent
Yes	90%
Maybe	8%
No	2%

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Favorite Aspect of Running Start

While both versions of the survey (electronic and paper) gave students an opportunity to share their favorite thing about Running Start, the electronic survey posed the question as an open-ended question, and the paper version posed it as a multiple choice question. Seniors respond to this question with a rich variety of answers. Some choose to be brief, and others compose elaborate responses. As with responses to, "What was your goal as a Running Start student?" responses to this question are often multi-faceted. An example of an elaborately composed response is:

- Everything! I tell people about my experience all the time, I will finish spring quarter with around 100 credits, and though I'm not getting my AA or even my diploma, (just my GED), I'm transferring to a 4 year university and I'll be a junior! This has allowed me to get ahead and double major in History and Speech Therapy. Because I had the time to figure out what I wanted to do, and decided what courses without the intense pressure of paying extreme tuition, it freed me to decide that I had time to double major thanks to Clark college running start program! Thank you so much. Both me and my brother were apart of this program, and he's a sophomore in medical school at only 23 years old. Thank you and PLEASE keep this going for others!

Most students choose to respond positively to the question, although a few use it as an opportunity to express their dissatisfaction with their decision to become a Running Start student. Generally, students' responses fall into one or more of the following categories:

The Coursework: Responses in this category choose something about the coursework. Some students tell us they like the variety of classes available, while others like the greater challenge of college coursework. A representative response in this category is, "I could take the classes I needed at the times I wanted and could be done when I wanted."

Independence: Many students cited the greater independence they experienced at Clark. For example, one student responded, "I have the opportunity to find my limits in learning and

aim for it." Another student said, "Needing to be responsible has helped me prepare for college."

The faculty at Clark: Responses in this category praise the faculty. For example, one student wrote, "Truly the professors know so much more than high school teachers."

The environment at Clark: Many students cite the environment as their favorite thing about RS. One of these students wrote, "The freedom, atmosphere, more mature, teachers don't hound you to do anything, everything is your responsibility, which teaches independency that will be useful for you in life always."

Head start on college: Responses in this category focus on getting college credits the students could transfer. One representative example is, "Getting to have a head start on my college education."

Other responses to this question include the following:

- Not having to go to high school

- Just having the ability to get a real taste for college

- Seeing the looks on people's faces when they find out that I am a Running Start student.

- Probably all the great people I met including Clark staff, and the feeling of independence.

Because the electronic survey was conducted before the paper survey, the open-ended responses were used to create a set of categories for the paper survey.

Nearly one half of seniors who took the paper survey selected "Head start on college" as their favorite thing about RS.

Favorite aspect of Running Start

	Percent (N=241)
Head start on college	46%
Independence	21%
The college environment	15%
Multiple	8%
The coursework	5%
The faculty at Clark College	2%
Other	2%

Long-Term Degree Plans

While a similar percentage of RS students plan to earn a bachelor's degree within the next five years as compared to previous surveys, the percentage of RS students planning to earn a master's degree has increased. More than one-third of RS students plan to earn a master's degree. Additionally, the percentage of RS seniors who don't know what their degree plans are dropped five percent from 2006.

Degree Plans

	2008	2006	2004
Certificate	0%	1%	0%
Associate's degree	7%	9%	6%
Bachelor's degree	52%	55%	53%
Master's degree	34%	23%	28%
No degree plans	0%	1%	2%
Don't know what my plans are	6%	11%	11%

Plans Following High School Graduation

As in previous years, RS students close to one half plan to enroll in a college or university in the fall. Only two percent of RS students expect to be employed without further education.

Plans following high school graduation

	2008	2006	2004
Enroll in a college or university this fall	49%	46%	51%
Continue at Clark College - then transfer to a college or university	34%	34%	35%
Stay at Clark College to earn a professional-technical degree/certificate	6%	9%	5%
Undecided	6%	6%	6%
Be employed - no school	2%	1%	1%
Enter the military	1%	1%	2%
Other*	3%	3%	

Note: Other was not an option on the 2004 survey.

Planned Area of Study

Health is the most commonly cited major of interest, with one fifth of RS students intending to major in a health related field. Arts and letters and engineering are also popular options.

Major
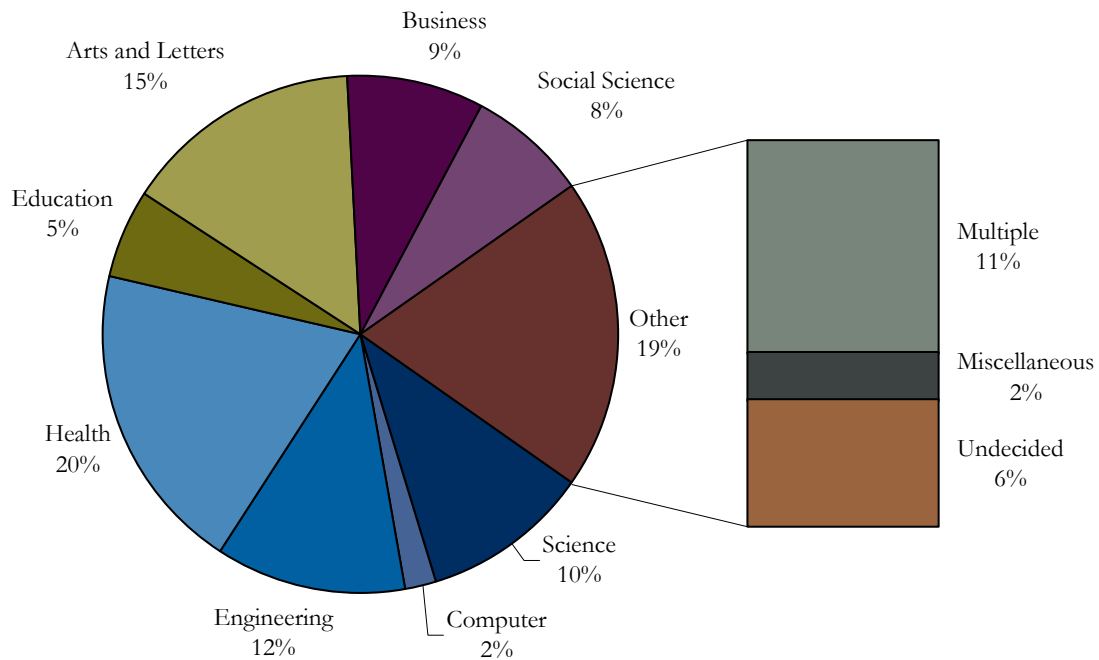
Planned College Choices

28 percent of RS seniors intend to transfer to Washington State University Vancouver. An additional 18 percent of students anticipated attending the University of Washington.

College/University of Choice

Western
7%

Portland State University
9%

WSU Pullman
6%

Central
2%

The Evergreen State College
2%

University of Washington
18%

Eastern
1%

Other
31%

Other
27%

WSU Vancouver
28%
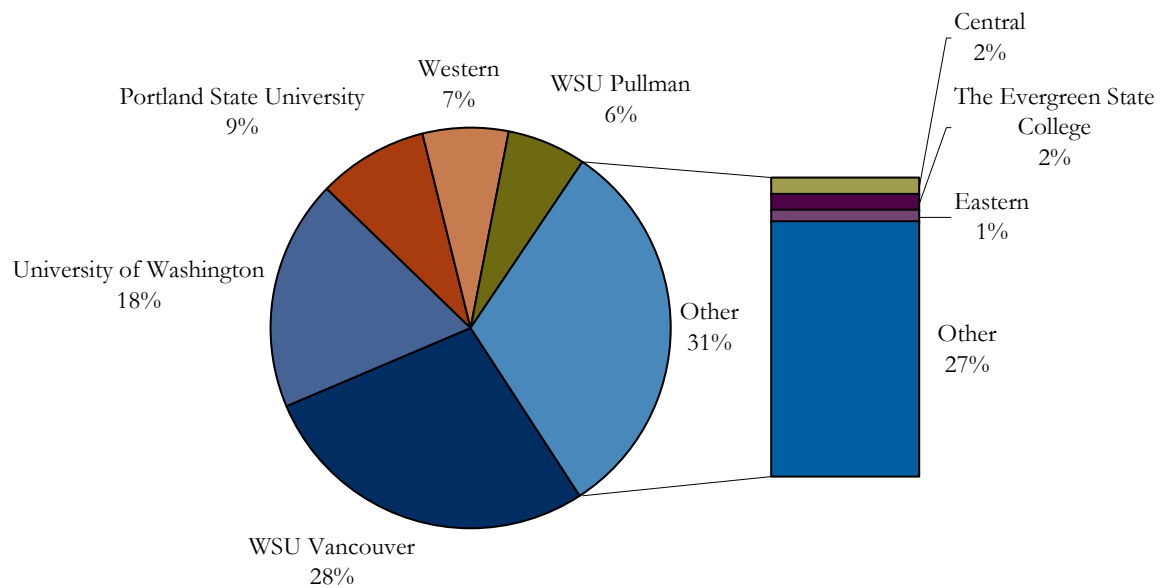
Students who took the survey online were given the opportunity to answer the question, "Is there anything else you'd like to tell us?" The following are examples of positive comments:

- **Penguin Nation will rule the world one day.**

- Running Start is a great way to "test the water" for a college experience. Most of the teachers at Clark are way better than the teachers at high school. I thoroughly enjoyed my time at Clark.

- Thank you guys! There were, of course, lots of ups and downs while going here, but in the grand scheme of things, Running Start was a huge blessing.

- I loved my time at Clark. It's opened me up to a new and different environment. It's much more accepting and educational than High School.

- Thanks for the great opportunity without which I had taken a whole extra school year to graduate.

- **This has been a fantastic experience and I appreciate this opportunity to transition into college. Thank you!**

The following are examples of students' criticisms:

- I didn't and still don't know a lot about the services that Clark offers for advising or anything really. It would have been nice to have that information and feel welcome to go there to get help with planning courses or degrees.

- I wish there was a more efficient way to travel from the Clark campus. At least more buses near Clark, and at better times. Also MORE PARKING SPOTS!! or at least a parking garage!

- I had trouble finding many of the classes that were required for my high school graduation at times that worked with my high school schedule - many of them (such as British Literature) were midmorning classes, which is the most inconvenient time possible.

- I think that I should have been able to take more than 18 credits, since the automotive classes are 15 credits a quarter, when I had to take another 5 credit class other than the automotive, I had to pay for the extra credits. I also feel that you should be able to at least get the transportation and books part of the financial aid if you qualify for it.

- Make the AP score to Clark Transcript process work!!!! And tell the students how to do it!!!!

- The high school presentation of Running Start does not do a good enough job of informing students about the program. I often find myself discussing it with younger siblings friends, whose thoughts on Running Start are completely inaccurate or skewed due to poor presentation. I even didn't understand Running Start until this summer when I spoke with Linda Calvert.

- I honestly didn't like how unrelated a lot of the courses were between getting my 2 year degree and my high school graduation requirements. Although I did enjoy the experience, it seems to me that too many of my college credits would not count towards my 2 year degree, just fulfilling high school requirements. Almost all of my classes I took were just to make sure I graduated high school. Not many of them I would say are going to be useful for anything I would really like to do with my life**.**

For the first time, the number of Running Start seniors has been large enough that we can look at subpopulations. Several populations show significant differences from the RS student body. This section elaborates on those differences. For the first time, the 2008 survey asked students whether or not they were employed while they were enrolled as Running Start students. This led to the discovery of several key differences outlined below.

Non-working students eligible for free or reduced-price lunches

Non-working students who were qualified as low income (N=35, "low income" meaning eligible for free or reduced-price lunches) stood out from other groups in a variety of ways. First, on average, these students experience 2.3 difficulties during their time at Clark College, while other groups experience an average 1.9 difficulties. A higher percentage of these students report difficulties with transportation, the cost of books, and course pace. A lower percentage of these students report having difficulties juggling their schedules and getting classes at the time of day they needed them.

These students are also less likely to take all of their classes at Clark, and less likely to take a few of their classes at Clark. Additionally, while 52 percent of other students report high school GPAs of 3.50 or higher, only 34 percent of non-working low income students fell into that category. Instead, the majority of these students report GPAs of 3.00 to 3.49. While 27 percent of other students report that their high school had provided "excellent" preparation, only 14 percent of non-working low income students reported this level of preparation. However, while 13 percent of other students reported poor preparation, only six percent of low income students report poor preparation.

A higher percentage of non-working low income students express a desire to major in health fields. They are less likely than other groups to major in science. These students are less likely than working low income students to cite free tuition as a very important factor in participating in RS.

While only 6 percent of other seniors plan to earn less than a bachelor's degree, 17 percent of non-working low income students plan to earn less than a bachelor's degree. Additionally, 34 percent of other students plan to earn a master's degree, compared to only 14 percent of non-working low income students.

Working students

60 percent (N=315) of all RS students reported working while in RS. These students are more likely to plan to major in education than other students, but less likely than other students to plan to major in science. They are also more likely to plan to earn a master's degree than non-workers. A higher percentage of workers (27%) rate the preparation they received from their high school as "excellent" as compared to non-workers (21%). A lower percentage of working students than non-working students report problems with transportation and the cost of books. However, the same percentage of students report difficulties maintaining connections and juggling schedules, suggesting that working students are no more likely to lose connections or have difficulty with their schedule. Additionally, the same percentage of working students participated in at least one extra-curricular activity. Working students are less likely to continue to take most of their classes at high school, and more likely to take most of their classes at Clark College A lower percentage of working students tried taking online courses, and a higher percentage report not wanting to take them again.

However, a higher percentage of working students who had not taken online courses want to try them.
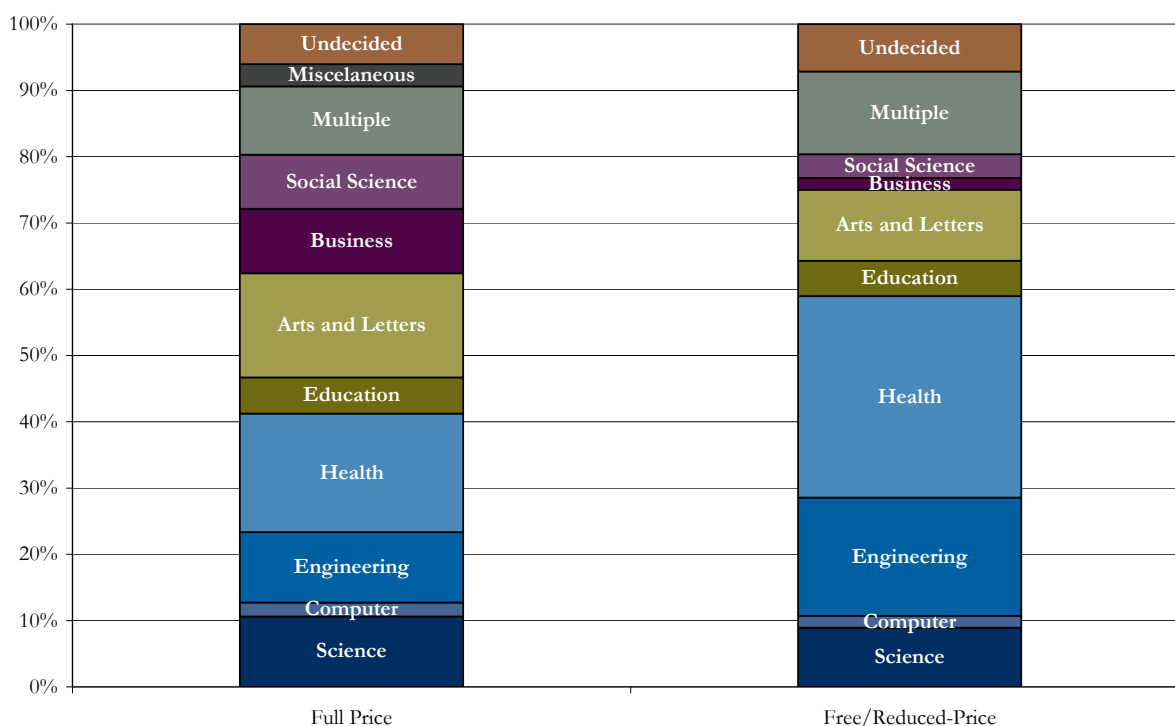
Low income students

We have identified low income students as students who are eligible for free or reduced-price lunches (N=76). These students are less likely to work than others. Only 53 percent of low income students work, compared to 62 percent of other students. Additionally, 78 percent of non-eligible students either took a class or participated in extra-curricular activities at their high school, while only 61 percent of low income students did so, although they report no more difficulty maintaining connections to their high school.

While 12 percent of students who are not low income have no degree plans or are unsure of their degree plans, 15 percent of students who are eligible have no degree plans or are unsure of their degree plans. Additionally, 19 percent plan to earn less than a bachelor's degree, while only 5 percent of non-eligible students plan to earn less than a bachelor's degree. The percentage of low income students who expect to earn a master's degree is less than half of the percentage of non-eligible student who expect to earn a master's degree.

A higher percentage of low income students express an interest in majoring in health and engineering fields. A smaller percentage are interested in majoring in business, arts and letters and social science.

Major by Free or Reduced-Price Lunch Eligibility

A greater percentage of low income students experience difficulties with transportation, the cost of books, and course pace than their peers.

Fewer low income students have taken eLearning courses, and fewer want to take eLearning courses, than their non-eligible peers. When asked, "If you had it to do all over again, would you enroll in Running Start?" 13 percent of low income students respond "maybe," compared with 7 percent of non-eligible students. The reason for this is ambiguous, as these students do not report difficulties maintaining connections, juggling their schedules, or with any of the services offered.

Differences by Parents' Education

The definition of first-generation college student can vary substantially. For the purposes of this report, students will be defined as a **first-generation college student (1st gen)** if neither of their parents attended college. 71 (14%) students fit this definition. Additionally, another 149, or 29 percent of students who report their parents' education level, report that neither parent had earned a bachelor's degree or higher. These students will be considered **second-generation attendees (2nd attend)**. The remaining 300 (58%) students who responded to the questions report at least one parent completed a bachelor's degree or higher. These students will be considered **second-generation college students (2nd gen)**.

First generation students (2006 to 2008)

	2008	2006
1st gen	14%	16%
2nd attend	29%	40%
2nd gen	58%	44%

Over the past two years, the percentage of second generation students has increased. The percentages of both first-generation and second generation attendees have decreased. First-generation students report a high school GPA of 3.50 or higher at the lowest rate, and report a GPA of 2.50 to 3.00 at the highest rate. The group with the lowest percentage reporting a GPA of 2.50 to 3.00 is second generation students.

GPA by parents' education

	1st gen	2nd attend	2nd gen
Less than 2.50	1%	1%	1%
2.50-2.99	20%	20%	9%
3.00-3.49	41%	36%	32%
3.50 and above	38%	43%	58%

First-generation students were less likely to plan to earn a bachelor's degree, and more likely to be unsure about their plans or have no plans. Second generation students were more likely to plan to earn a master's degree, and least likely to plan to earn less than a bachelor's degree.

Degree aspirations by parents' education

	1st gen	2nd attend	2nd gen
Less than bachelor's degree	14%	14%	3%
Bachelor's degree	39%	51%	49%
Master's degree	29%	27%	36%
No Plans/Unsure	19%	8%	12%

Second-generation attendees were least likely to maintain ties to their high school by participating in extra-curricular activities. These students also had the highest percentage (27%) who also reported having difficulty maintaining ties to their high school. Additionally, second-generation attendees had the lowest percentage of students who remained tied to their high school via classes or extra-curricular activities.

Participation in extra-curricular activities at high school by parents' education

	1st gen	2nd attend	2nd gen
No activities	33%	43%	26%
At least one activity	67%	57%	74%

While a higher percentage of first-generation students work than either second generation attendees or second-generation students, the proportion of students who participate in extra-curricular activities does not differ substantially. However, four percent fewer non-working second-generation attendees participated in extra-curricular activities than working second-generation attendees. This reinforces that employment is not a barrier to connection with high school.

Second-generation attendees report a different experience of services than other students. While approximately 90 percent of first- and second-generation students found the RS staff to be helpful, only 76 percent of the second-generation attendees found the staff helpful. Additionally, only 46 percent of second-generation attendees found the staff to be "very helpful," while an additional 11-13 percent of first- and second-generation students found the RS staff to be "very helpful."

Helpfulness of RS Staff by parents' education

	1st gen	2nd attend	2nd gen
Not helpful	3%	0%	1%
NA/Nuetral	7%	24%	10%
Helpful	90%	76%	89%
Somewhat helpful	31%	30%	33%
Very helpful	59%	46%	57%

The group who found the registration process to be most helpful was first-generation students. Second-generation attendees had the lowest percentage. In particular, students who had only one parent attend college were least likely to find the registration process useful, with only 65 percent finding the process helpful.

Helpfulness of registration by parents' education

	1st gen	2nd attend	2nd gen
Not helpful	7%	11%	11%
NA/Nuetral	6%	16%	8%
Helpful	87%	73%	80%
Somewhat helpful	52%	47%	51%
Very helpful	35%	25%	29%

The group which had the highest proportion of students who reported having difficulty with the cost of books was first-generation students. More than one half of these students report difficulty with the cost of books. A higher percentage of first-generation students (35% compared to 30% for second-generation attendees and 25% for second-generation students) also report having difficulty juggling college and high school schedules.

Selected difficulties by parents' education

	1st gen	2nd attend	2nd gen
Cost of books	55%	41%	34%
Juggling HS and college	35%	30%	25%

The difficulties that stand out for second-generation attendees are getting classes at the time of day needed, course pace, maintaining connections with high school, negative comments and availability of advisor.

Selected difficulties by parents' education

	1st gen	2nd attend	2nd gen
Getting classes at time needed	42%	54%	53%
Course pace	15%	19%	15%
Maintaining connections	24%	27%	24%
Negative comments	1%	5%	4%
Availability of advisor	0%	3%	1%

Nearly twice as many second-generation attendees plan to return to Clark College and then transfer as other groups. Additionally, 10 percent of first-generation students are undecided about their major, compared to only 7 percent of second-generation attendees and 5 percent of second-generation students. Even when students' plans for further education are taken into account, a higher percentage of first-generation students are unsure of whether or not they will transfer their credits elsewhere. For example, for those who plan to continue at Clark College and then transfer to a college or university, 67 percent of first-generation students answered, "Yes," while 89 percent of second-generation students answered, "Yes."

Fewer first-generation students than second-generation attendees or second-generation students plan to major in arts and letters (liberal arts). Fewer second-generation students than second-generation attendees or first-generation students plan to major in education and health. More second-generation attendees than other groups plan to major in engineering.

Major by parents' education
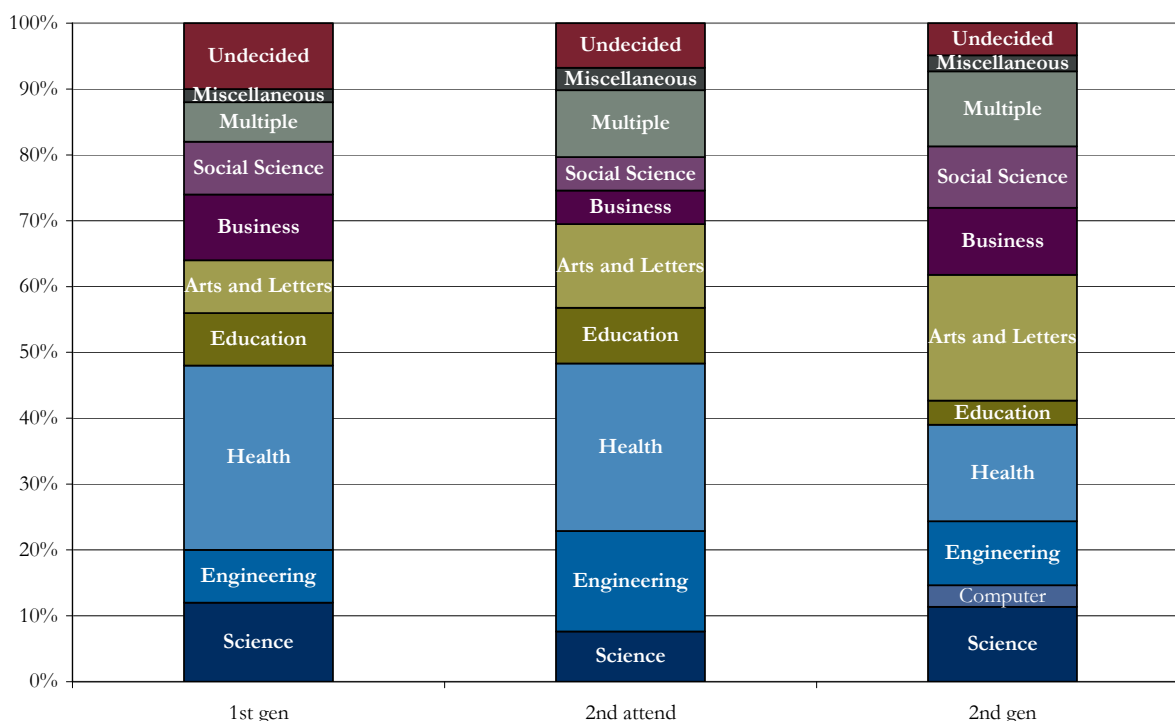
These findings suggest that, for RS students, "first-generation college student" should be defined as any student who does not have at least one parent with a bachelor's degree, and RS staff should consider some process and procedure changes that identify and target these students. They also suggest that book funding should be expanded to students who are first-generation students, regardless of qualification for free or reduced-price lunches.

Home-schooled students

Home-schooled students account for approximately 10 percent of respondents, or 55 students. More home-schooled students than non home-schooled students report difficulties with transportation, the cost of books, and course pace. Fewer report problems getting classes at the times they needed them, juggling their schedules and maintaining their connections.

While approximately the same percentage of non home-schooled students and home-schooled students found RS orientation either "somewhat helpful" or "very helpful", a lower percentage of the home-schooled students find it to be "very helpful". Additionally, a higher percentage of home-schooled students find the registration process to be helpful, but a lower percentage found it to be "very helpful". A lower percentage also found it to be "not helpful".

Interestingly, no home-schooled students intend to major in education. However, a higher percentage of home-schooled students plan to major in science, engineering and computer fields. A lower percentage of home-schooled students plan to major in business, social science and health fields.

Only 6 percent of home-schooled students qualified as first-generation students, compared to 17 percent of other students. However, only 23 percent of home-schooled students qualified as second-generation students, compared to 27 percent of other students. 71 percent of home-schooled students report at least one parent who attended college, but did not have a parent who earned a bachelor's degree.

When asked, "If you had it to do all over again, would you enroll in Running Start?" 17 percent of home-schooled students answered "maybe", while only 7 percent of other students answered "maybe". 81 percent of home-schooled students answered "yes", while 91 percent of non home-schooled students answered "yes".

Although the percentage of non home-schooled students who have taken an eLearning course is nearly identical to the percentage of home-schooled students who have taken an eLearning course, fewer home-schooled students expressed a desire to take more eLearning courses. A lower percentage of home-schooled students than non home-schooled students reported working while an RS student (37 percent of home-schooled students compared to 63 percent of non home-schooled students).

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Appendix 1: Other classes or programs seniors suggested

Most popular program suggestions

	Responses		Responses
American Sign Language	8	Chinese	2
Language options	8	Criminal Justice	2
Italian	6	Economics	2
History	4	Fine Arts Degrees	2
Digital video	3	Geography	2
Japanese (classes)	3	Greek	2
Latin	3	Hebrew	2
Psychology	3	Korean	2
Animal science/pre-vet	2	Medical	2
Arabic	2	Rock Climbing	2
Archery	2	Russian	2

For the items below, only one senior expressed interest unless otherwise indicated.

Business
Advanced computer science classes
Advertising
CTEC (classes)
Law
Marketing
Pre-law
Programming languages (not in fall)

Clubs
Clubs
Color guard
Fiddle club
In/organic chemistry club

Degrees
American Sign Language Interpretation
Electrical Engineering
Fine arts (2)
Landscape architecture
Pilot's degree
Respiratory care AAS

Education
Elementary education

English
English (Over 102, sections)
Grammar
Literature options

Fine Arts
Anime drawing
Art (sections)
Cinematography
Dance
Fine Arts (con't)
Dance choreography
Digital video (3)
History and Analysis of the Beatles
Illustrator 3D
More advanced Photoshop
Musical theatre
Onstage acting
Stage fighting for theatre
Vocal

General
eLearning (courses)
Four year Degrees
High school graduation requirements (sections)
Wider choice of classes
Remove high school prerequisites from science classes

Heath
Fitness training
Medical (2)
Nutrition
Pre-nursing

Improvements
French
Online/hybrid
Spanish

Languages
Arabic (2)
American Sign Language (8)

Chinese (2)
Culture classes

Languages (con't)
Gaelic Language
German (sections)
German conversation
German pop culture
Greek (2)
Hebrew (2)
Italian (6)
Japanese (classes) (3)
Korean (2)
Latin (3)
Language options (8)
Russian (2)
Scandinavian languages
Sister school exchange
Study abroad

Physical Education
Archery (2)
Billiards
Latin Dance
Martial arts (courses)
PE
Rock climbing(2)
Ultimate Frisbee

Programs
Free food
Help paying for books
Model United Nations
Publishing opportunities
    (stories/art)

Science
Animal science/pre-vet (2)
Biology
Biology electives
Biology for non-WSUV
Chemistry
Chemistry (not for nurses)

Ecology
Environmental/sustainability

Science (con't)
Exercise science
Math (sections)
Math-based classes
Natural science
Pre-med
Space
Statistics courses
Zoology

Social Science
Archeology (with lab)
Criminal Justice (2)
CWP/CWS Classes
Economics (2)
European History
Family
Geography (2)
Geopolitics of Africa
History (4)
Motherhood
Pacific Northwest History
Physical geography (sections)
Psychology (3)
Sociology
Theology
Women around the world
    (sections)
Women's studies (sections)
Women's Studies courses
World War II

Sports
Football
Gymnastics
Ice hockey club
Ice hockey team
Year-round intramural soccer

Vocational Areas
Baking (Not CA program)
Cosmetology
Culinary classes
Home economics
Professional/Technical (more programs)

Regular cooking

Miscellaneous Areas
ACT/SAT prep
Architecture
Design
Journalism

Appendix 2: Planned majors of 2008 Running Start seniors

Architecture Majors	Seniors
Architecture	2
Total	**2**

Arts and Letters Majors	Seniors
Art History	2
Broadcasting	1
Communication	7
Dance	1
English	12
Fashion Design	1
Film	1
Fine Arts	8
Foreign Languages	1
French	2
French, Secondary Education	1
German	1
History	3
Japanese	4
Journalism	1
Linguistics	2
Music	8
Music Comp./Theory	1
Music Education	3
Music Performance	2
Musical theater	1
Professional Photography	1
Theatre	2
Total	**66**

Business Majors	Seniors
Accounting	1
Business Administration	23
Business and Entertainment	1
Fashion Merchandising	1
Finance	3
International Business Administration	5
Marketing	2
Total	**36**

Computer Majors	Seniors
Computer Science	8
Total	**8**

Education Majors	Seniors
Early Childhood Education	1
Education	8
Elementary Education	9
Foreign Language	1
History	3
History/English	1
Total	**23**

Engineering Majors	Seniors
Aerospace Engineering	4
Civil Engineering	5
Computer Engineering	4
Electrical Engineering	8
Engineering	19
Mechanical Engineering	6
Structural Engineering	1
Total	**47**

Health Majors	Seniors
Anesthesiology	1
Chiropractics	1
Dental Hygiene	7
Dentistry	2
Exercise	4
Fitness Trainer	2
Health	6
Medical Assisting	4
Medical Radiology	1
Medical Technology	1
Nursing	22
Nutrition	6
Occupational Therapy	2
Optometrist	1
Pharmacy	3
Pre-Medicine	13

Health Majors (con't)	Seniors
Radiology	1
Respiratory Therapy	1
Sonography	1
Speech Pathology	2
Total	**81**

Law Majors	Seniors
Pre-Law	2
Total	**2**

Miscellaneous Majors	Seniors
Cosmetology	1
Culinary Arts	1
Landscape Architecture	2
Youth/Children's Ministry	3
Total	**7**

Multiple Majors	Seniors
Art history and Psychology	1
Biochemistry and Ballet	1
Biology and Avian Science	1
Biology and Psychology	1
Biology, Dental Hygiene	1
Business Administration and Law	1
Business and History of Art	1
Business and Nursing	1
Business and Social Work	1
Business, Nursing and Dentistry	1
Computer Science, Engineering and Business Management	1
Culinary Arts and Business	1
Economics and Accounting	1
Education and Business	1
Education and Recreation	1
Engineering and Ministry	1
Engineering, Education and Youth Ministry	1
English and Early Childhood Education	1
English and Music	1
Exercise and Education	1

Multiple Majors (con't)	Seniors
Gender Studies and Spanish Language	1
German Language, Journalism and Fire Science	1
History and Foreign Language	1
History and International Studies	1
History and Speech Therapy	1
History, Foreign Languages, and Political Science	1
Interior Design and Business	1
International Business Administration and Economics	1
Journalism and Psychology	1
Music Education and Music Performance	1
Nursing and Business Management	1
Nutrition and Business	1
Photography or Psychology	1
Phyisics and Engineering	1
Political Science and History	1
Political Science and Law	1
Pre-Law and Music	1
Psychology and Kinesiology	1
Psychology, Counseling and Massage Therapy	2
Science or Liberal Arts	2
Sociology and Psychology	1
Total	**43**

Science Majors	Seniors
Animal Science	3
Biochemistry	2
Biology	22
Chemistry	5
Environmental Health and Safety	1
Environmental Science	1
Fire Science	1
Food Science	1
Mathematics	4
Pre-veterinary	3
Science	1
Total	**44**

Social Science Majors   Seniors

Social Science Majors	Seniors
Archaeology	1
Counseling	1
Criminal Justice	5
Economics	3
Humanities	3
International Relations	7
Political Science	2
Psychology	7
Social Science	1
Sociology	1
Women's Studies	2
Total	**33**

Undecided Majors   Seniors

Undecided Majors	Seniors
Undecided	25
Total	**25**

Appendix 3: Future colleges and universities

Institution	Seniors	Institution	Seniors
WSU Vancouver	133	Community College of the Air Force	1
University of Washington	88	Creighton University	1
Portland State University	43	DigiPen WA	1
Western Washington University	33	Duke University	1
WSU Pullman	30	Fashion Institute of Design and Merchandising	1
Seattle Pacific University	14		
Brigham Young University, Utah	12	Hope International University	1
Central Washington University	9	LeTourneau University	1
The Evergreen State College	8	LETU, TX	1
University of Portland	8	Mt. Hood Community College	1
Brigham Young University, Idaho	6	Not sure yet (depends on major)	1
Eastern Washington University	6	Pacific Lutheran University	1
George Fox University	5	Pacific Northwest College of Arts	1
Multnomah Bible College	5	Palm Beach Community College	1
Gonzaga University	4	Paul Mitchell Oregon	1
Oregon State University	4	PBBC	1
Bastyr University	3	Penn State	1
Brigham Young University, Hawaii	3	PNCA Oregon	1
Linfield College	3	Portland Bible College/Multnomah Bible College	1
Montana State University	3		
New York University	3	Reed	1
Pacific University	3	Southern Columbia University	1
Boise State	2	study abroad	1
Boston Conservatory	2	The University of Findlay	1
Concordia University	2	Undecided	1
Corban College	2	University of Arizona	1
Portland Community College	2	University of California Davis	1
San Diego State University	2	University of California Los Angeles	1
Seattle University	2	University of California San Diego	1
University of Oregon	2	University of Hawaii at Manoa	1
University of Puget Sound	2	University of Leeds	1
Warner Pacific	2	University of Massachusetts	1
Arizona State	1	University of Nevada Las Vegas	1
Art Institute of Portland	1	University of Southern California	1
Azusa Pacific University, California	1	University of Texas	1
Boston University	1	University of Texas San Antonio	1
Cal Poly	1	University of Vermont	1
California Baptist University	1	Walla Walla University	1
California State University, Fullerton	1	West Coast Baptist College	1
Central Community College	1	Wheaton College	1
Chapman University	1		

Running Start Survey - Spring 2008

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.

What is your home high school?

- ☐ Battle Ground
- ☐ CAM
- ☐ Camas
- ☐ Columbia River
- ☐ Evergreen
- ☐ Fort Vancouver
- ☐ Heritage
- ☐ Hockinson
- ☐ Hudson's Bay
- ☐ Mountain View
- ☐ Prairie
- ☐ Ridgefield
- ☐ Skyview
- ☐ Union
- ☐ Washougal
- ☐ Other _____

Are you home-schooled?

☐ Yes   ☐ No

Please use a No. 2 pencil to answer each question. Fill in the rectangle fully.

Which statement best describes your course-taking pattern?

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

Do you qualify for free or reduced-price lunches at your high school?

☐ Yes   ☐ No

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

- ☐ Poor
- ☐ Adequate
- ☐ Excellent

What is your current cumulative high school GPA

- ☐ 3.5 or above
- ☐ 3.0 to 3.49
- ☐ 2.50 to 2.99
- ☐ Below 2.5

Which extra-curricular activities did you participate in while you were a Running Start student?

Activity	At my high school	At Clark College
None	☐	☐
Athletics	☐	☐
Band / Music	☐	☐
Theatre	☐	☐
Student government	☐	☐
Clubs	☐	☐
Model UN	☐	☐
Mock Trial	☐	☐
National Honor Society	☐	☐
Knowledge Bowl	☐	☐
Key Club	☐	☐
Other _____	☐	☐

The importance of each of these factors in deciding to become a Running Start student: (check one for each row)

Factor	Not Important	Moderately Important	Very Important
Free Tuition	☐	☐	☐
Educational environment at Clark better suited my needs	☐	☐	☐
Ability to take classes not offered at my high school	☐	☐	☐
Getting an early start on my college education	☐	☐	☐
Ability to explore college & sample college classes	☐	☐	☐
More independence	☐	☐	☐
Other _____	☐	☐	☐

These issues made my Running Start experience difficult: (check all that apply, but at least one)

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

Parents' college attendance:	Mother	Father
Bachelor's degree or higher	☐	☐
Attended - no degree/ less than Bachelor's	☐	☐
Did not attend	☐	☐

Are you employed?
- ☐ Yes
- ☐ No

How helpful were Clark College services?	Very helpful	Somewhat helpful	Not helpful - bad	Neutral or NA
Advising	☐	☐	☐	☐
Book funding	☐	☐	☐	☐
Running Start staff	☐	☐	☐	☐
Registration process	☐	☐	☐	☐
Running Start Orientation	☐	☐	☐	☐

Please describe your interest in eLearning (online) classes:
- ☐ Taken - would take again
- ☐ Taken - would NOT take again
- ☐ Not taken but would like to
- ☐ Not taken - no interest

Will you earn an AA/AS this spring or summer?
- ☐ Yes
- ☐ No

In the next five years, what is the highest degree you expect to earn?
- ☐ Certificate
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ No degree plans
- ☐ Don't know what my plans are
- ☐ Other _____

What are your plans after you graduate from high school? (Please pick one)
- ☐ 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 _____

My planned major:
_____

Will you transfer your RS credits to a college or university?
- ☐ Yes
- ☐ No
- ☐ Not Sure

If you had it to do all over again, would you enroll in Running Start?
- ☐ Yes
- ☐ No
- ☐ Maybe

If you attend a college or university in the future, which would you be most likely attend: (choose only one)
- ☐ WSU Vancouver
- ☐ WSU Pullman
- ☐ Western WA
- ☐ Central WA
- ☐ Eastern WA
- ☐ University of Washington
- ☐ The Evergreen State College
- ☐ Portland State University
- ☐ Other (full name and state)_____

For Office Use Only:

100 ID	10ID	ID
☐ 0	☐ 0	☐ 0
☐ 1	☐ 1	☐ 1
☐ 2	☐ 2	☐ 2
☐ 3	☐ 3	☐ 3
☐ 4	☐ 4	☐ 4
☐ 5	☐ 5	☐ 5
☐ 6	☐ 6	☐ 6
	☐ 7	☐ 7
	☐ 8	☐ 8
	☐ 9	☐ 9

Please tell us your favorite thing about being in Running Start (Please select one):
- ☐ The coursework
- ☐ Independence
- ☐ The faculty at Clark
- ☐ The college environment
- ☐ Head start on college
- ☐ Other _____

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

Clark College Running Start Survey

Our records show that you are a Running Start student at Clark College and that you'll graduate from high school this spring. We are interested in your experience as a Running Start student here. Please take a few minutes to tell us about yourself and your experiences here.

Your responses matter to us. Previous surveys have shown us that Running Start students were challenged by the cost of books, and as a result, we've increased book funding to $24,000 per year. Additionally, we found that Running Start students had a difficult time getting classes at the times they needed them, so we increased the number of sections of key courses at key times.

Thank you for your time!

What is your home high school?

- ○ Battle Ground
- ○ CAM
- ○ Camas
- ○ Columbia River
- ○ Evergreen
- ○ Fort Vancouver
- ○ Heritage
- ○ Hockinson
- ○ Hudson's Bay
- ○ La Center
- ○ Legacy
- ○ Lewis and Clark
- ○ Mountain View
- ○ Prairie
- ○ Ridgefield
- ○ Skyview
- ○ Stevenson
- ○ Summit View
- ○ Union
- Vancouver School of Arts and Academics

○

○ Washougal

○ Woodland

○ Other: [   ]

Are you home-schooled?

○ Yes

○ No

What extra-curricular activities did you participate in while you were a Running Start student?

	At my high school	At Clark College	Both	Neither
None	○	○	○	○
Athletics	○			○
Band/Music	○	○	○	○
Theatre	○	○	○	○
Student Government	○	○	○	○
Clubs	○	○	○	○
Model UN	○	○	○	○
Mock Trial	○	○	○	○
National Honor Society	○	○	○	○
Knowledge Bowl	○	○	○	○
Key Club	○	○	○	○
Other	○	○	○	○

Other Activity:
[   ]

Were you qualified for free or reduced-price lunches at your high school?

○ Yes

○ No

What is your current cumulative high school GPA?

○ 3.5 or above

- ○ 3.0 to 3.49
- ○ 2.5 to 2.99
- ○ Below 2.5

How would you rate how well your high school prepared you for college?

- ○ Poor
- ○ Adequate
- ○ Excellent

Which course-taking pattern best describes you?

- ○ A few classes at Clark, most at my high school
- ○ Most classes at Clark, a few at my high school
- ○ All classes at Clark, none at my high school

Which of the following issues made your Running Start experience difficult?

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

What was the importance of each of these factors in deciding to become a Running Start Student?

	Not Important	Moderately Important	Very Important
Free Tuition	○	○	○
Educational environment at Clark better suited your needs	○	○	○
Ability to take classes not offered at your high school	○	○	○
Getting an early start on your college education	○	○	○
Ability to explore college and sample college classes	○	○	○

Other:		○	○	○

Please describe your interest in and experience with eLearning (online) courses:

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

How helpful were the following Clark College Services?

	Very Helpful	Somewhat Helpful	Not Helpful - bad information	Neutral or NA
Advising	○	○	○	○
Book funding	○	○	○	○
Running Start staff	○	○	○	○
Registration process	○	○	○	○
Running Start Orientation	○	○	○	○
Other	○	○	○	○

Other service:

What other classes or programs would you like to see at Clark?

What was your favorite thing about being in Running Start?

If you had it to do all over again, would you?

- ○ Yes
- ○ No
- ○ Maybe

Comments:

What was your goal as a Running Start Student?

Did you accomplish your goal?

○ Yes

○ No

Were you employed when you were a Running Start student?

○ Yes

○ No

Comments:

Please tell us about your parents' education:

	Did not attend college	Attended college no Bachelor's degree	Bachelor's degree or higher
Mother	○	○	○
Father	○	○	○

Will you transfer your Running Start credits to a college or university?

○ Yes

○ No

○ Not Sure

What do you plan to do after you graduate from high school?

○ Return to Clark, then transfer to a college or university

○ Return to Clark to earn a professional-technical degree/certificate

○ Enroll in a college or university this fall

○ Be employed - no school

○ Enter the military

○ Undecided

○ Other:

In the next five years, what is the highest degree you expect to earn?

Certificate

○

○ Associate's degree

○ Bachelor's degree

○ Master's degree

○ No degree plans

○ Don't know what my degree plans are

If you plan to attend college, what is your planned major?

[   ]

If you attend a college or university, what institution are you most likely to attend?

○ WSU Vancouver

○ WSU Pullman

○ Western Washington University

○ Central Washington University

○ Eastern Washington University

○ University of Washington

○ The Evergreen State College

○ Portland State University

○ Other (Full name and state): [   ]

Is there anything else you'd like to tell us?

[   ]

We are asking Running Start students to complete this survey prior to registration, and present documentation that you took this survey online. To facilitate this, please pick a personal question:

[Pet's name   ▼]

Answer to personal question:

[   ]

This survey does not ask for your name or ID. This survey will not track your identity electronically. However, based on the responses to questions or comments you make it may be possible for staff who access the data to identify you. Your name or identity will not be disclosed in any publication, but comments may be published. This survey is not the appropriate process to submit individual complaints you wish to have

addressed by Clark College. Please respond to questions with answers related to the question. We do reserve the right to investigate any issues brought to light by comments in this survey.

Submit Survey