

Summary Report of 2015 Running Start in the High School and College in the High School

Alumni Survey of Four Year Out of High School, Class of 2011

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Beginning this year, the Running Start office surveyed students who participated in Running Start in the High School (RSHS) or College in the High School (CHS) and are four years out of high school. The survey was based on the National Alliance of Concurrent Enrollment (NACEP) survey guidelines.

Methodology

The survey was created using Survey Monkey and they NACEP template questions adjusted to apply to the Eastern Washington University (EWU) concurrent enrollment program. An announcement was made on April 27, 2015 with initial opening of the survey on May 4, 2015. Alumni were sent two reminder emails. The survey closed on June 12, 2015. The survey was sent to N=156 students who had email addresses listed in Banner who participated in RSHS/CHS during the 2013-2014 academic year. 23 emails were returned undeliverable. During this time, we did not regularly collect email information. N=9 completed the survey.

Results

The average reported credits taken as part of RSHS and CHS were 9.33 credits and 78.78% ($n=9$) reported that their experience with EWU RSHS/CHS was favorable and 100% would recommend the EWU program to others.

Current Educational Status

100% of students ($n=8$) who completed the survey continued their education immediately following high school. Table 1 shows the type of institution that respondents attended.

TABLE 1

Institution Type Alumni Attended Immediately After High School

Variables	Response Percentage
4 Year University Public	87.50%
4 Year University Private	0.00%
<i>Total 4 Year University</i>	87.50%
2 Year Community or Technical College Public	0.00%
2 Year Community or Technical College Private	0.00%
<i>Total 2 Year Community or Technical College</i>	0.00%
Career School or College or Apprenticeship Program	12.50%

87% % of students attended a 4 year post-secondary institution immediately following high school graduation. 11% continued on at EWU. Table 2 shows the type of institution where respondents are currently continuing their education and Table 3 outlines what those who did not continue on after earning a degree are doing.

TABLE 2

List of institutions were respondents are continuing post-secondary work.

Variables	Response Percentage
4 Year University Public	83.33%
4 Year University Private	0.00%

Total 4 Year University

83.33%

2 Year Community or Technical College Public

16.67%

TABLE 2 (continued)

List of institutions were respondents are continuing post-secondary work.

Variables	Response Percentage
2 Year Community or Technical College Private	0.00%
<i>Total 2 Year Community or Technical College</i>	16.67%
Career School or College or Apprenticeship Program	0.00%

66.66% of alumni are continuing their education and 55.55% are either employed or not. 50% indicated that they had earned a bachelor's degree and 37.50% plan on attending or are currently attending graduate school. One respondent mentioned that he or she is a business owner.

TABLE 3

Alumni Not Continuing Their Education

Variables	Response Percentage
Serving in the Military or Other National Service	0.00%
Employed Part-Time, Full-time, or Self-employed	80.00%
<i>Caring for a Home/Family</i>	0.00%
Unemployed	20.00%

Courses by discipline

Courses offered at the high schools varied, but the majority of respondents reported taking English courses. The other large responses were history, government, and modern languages. Table 4 and Figure 1 show the breakdown of all reported disciplines.

TABLE 4

Reported Disciplines of Courses Taken

Variables	Response Percentage
English Composition	44.44%
Government	44.44%
Modern Languages	33.33%
History	22.22%
Communication	11.11%
Economics	11.11%
Psychology/Sociology	11.11%
Biology	11.11%
Engineering	0.00%
Physical Education	0.00%
Mathematics	0.00%
Computer Science	8.00%
Visual Arts	0.00%

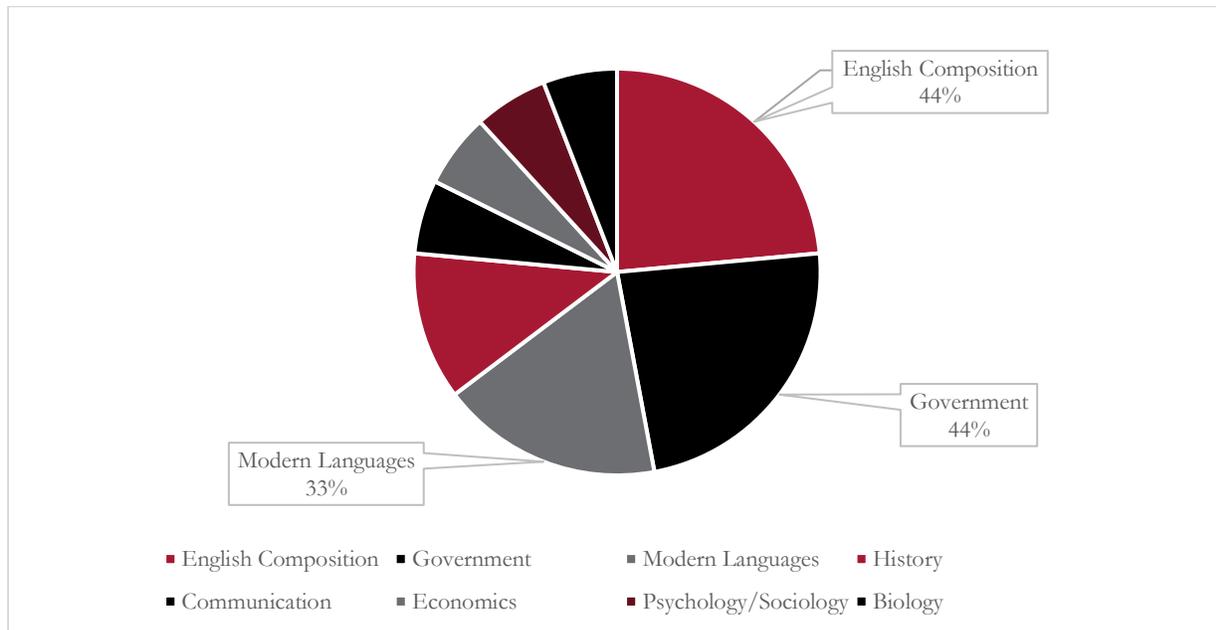


Figure 1. Courses taken by RSHS/CHS students by discipline.

Quality of courses

Alumni were asked if they felt the concurrent enrollment courses taken in their high schools were as challenging as the courses they completed in college. 50% agreed that the concurrent enrollment courses were challenging and helped them be better prepared for regular college level work.

Transferability of credits

Transferability of concurrent enrollment credits was also addressed. 75% of participating alumni were able to transfer their credits to the post-secondary institution of their choice. These credits allowed alumni to enroll in more advanced courses, exempted them from a required course, and/or counted toward their college degree completion. Table 5 outlines the advantage of taking concurrent enrollment credits in regards to how the credits transferred.

TABLE 5

Value of Transferred Credits to Alumni

Variables	Response Percentage
Enabled me to enroll in a more advanced course	50.00%
Exempted me from a required course	66.67%
Counted as credit toward my college degree completion	83.33%

Perceived benefits of RSHS/CHS courses

The majority of alumni responding to the survey found that the concurrent enrollment courses they took in high school helped them be better prepared for when they enrolled in a college or university. Alumni felt that the course work they completed gave them a more realistic view and expectations of college coursework, as well as, developed better time management and study skills. Table 5 outlines the breakdown of responses on the benefits of the courses alumni took in high school.

TABLE 5

Benefits of Concurrent Enrollment Courses

Variables	Response Percentage
Was better prepared academically for college	66.66%
Developed more realistic expectations about college	55.55%
Was more confident about my ability to succeed in college	55.55%

Considered, for the first time, enrolling in college	11.11%
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TABLE 5 (continued)

Benefits of Concurrent Enrollment Courses

Variables	Response Percentage
Improved my study skills	44.44%
Improved my time management skills	55.55%

It is evident that alumni had mixed feelings about how their participation in concurrent enrollment courses in high school benefited them academically for post-secondary work. Additionally, alumni completed internships (50%), double majored (25%) and 50% completed at least one minor. The average college GPA was 3.39.

Demographics

The majority of the alumni who responded considered themselves white. Less than half were eligible for free and reduced lunch in high school. Table 6 shows the demographic breakdown of respondents.

TABLE 6

Demographic Breakdown of Respondents

Variables	Response Percentage
Gender	
<i>Female</i>	71.43%

Male

28.57%

Hispanic or Latino

42.86%

Race

TABLE 6 (continued)

Demographic Breakdown of Respondents

Variables	Response Percentage
<i>American Indian or Alaska Native</i>	14.29%
Asian	14.29%
Black or African American	0.00%
Native Hawaiian or Other Pacific Islander	0.00%
White	85.71%
First Generation Student	14.29%
Free and Reduced Lunch Eligible	42.86%
Qualified for a Pell Grant	62.50%

Summary

Since this was our first survey and we had not been routinely collecting email addresses, we did the best we could. Response was low considering we had 156 possible respondents and only 9 completed the survey. We feel, however, that the collected information will help us see where we have improved our program over the past four years. We are now serving more first generation students and have increased access to college credits to students in high schools by 61% (1318 in 2010-11; 3367 in 2013-14).

In the years between 2010-2014, the surveys showed that we have been improving in regards to how concurrent enrollment courses have helped students once they enroll full time in a post-secondary institution. However, there is still room for improvement.

Areas for improvement that were most prominent were a) the transfer of credits and the need to better educate our students about how to transfer their credits, and b) making sure that EWU concurrent enrollment courses maintain an high level of rigor that matches EWU expectations of the same courses on campus.