

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

Alumni Survey of One Year Out of High School, Class of 2014

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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 one year 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=885 students who had email addresses listed in Banner who participated in RSHS/CHS during the 2013-2014 academic year. 99 emails were returned undeliverable. During this time, we did not collect data that was enter into banner to identify juniors and seniors. There was a disqualifying question in the survey asking if the student had graduated from high school. Only those students who identified as having graduated took the survey. 126 students took the survey, but $n=75$ were not disqualified and completed the survey.

Results

The average reported credits taken as part of RSHS and CHS were 10.86 credits and 88% ($n=75$) reported that their experience with EWU RSHS/CHS was favorable and 99% ($n=75$) would recommend the EWU program to others.

Current Educational Status

99.99% of students who completed the survey are currently continuing their education. Table 1 shows the type of institution that respondents are currently pursuing their education.

TABLE 1

Current Enrollment Status of Alumni Currently Continuing Their Education

Variables	Response Percentage
4 Year University Public	61.76%
4 Year University Private	8.82%
<i>Total 4 Year University</i>	70.58%
2 Year Community or Technical College Public	27.94%
2 Year Community or Technical College Private	1.47%
<i>Total 2 Year Community or Technical College</i>	29.41%
Career School or College or Apprenticeship Program	00.00%

32% of students are currently attending EWU. Table 2 shows where they are currently enrolled and Figure 1 is a graphic representation of schools.

TABLE 2

List of institutions where respondents are continuing post-secondary work

Variables	Response Percentage
Eastern Washington University	31.70%
Washington State University	12.19%
Spokane Falls Community College	12.19%
University of Washington	9.75%
Whitworth	7.31%

North Idaho College 4.87%

TABLE 2 (continued)

Variables	Response Percentage
University of Montana	4.87%
American University of Paris	2.43%
Central Washington University	2.43%
Montana State University	2.43%
Skagit Valley College	2.43%
University of San Diego	2.43%
Wenatchee Valley College	2.43%
Western Washington University	2.43%

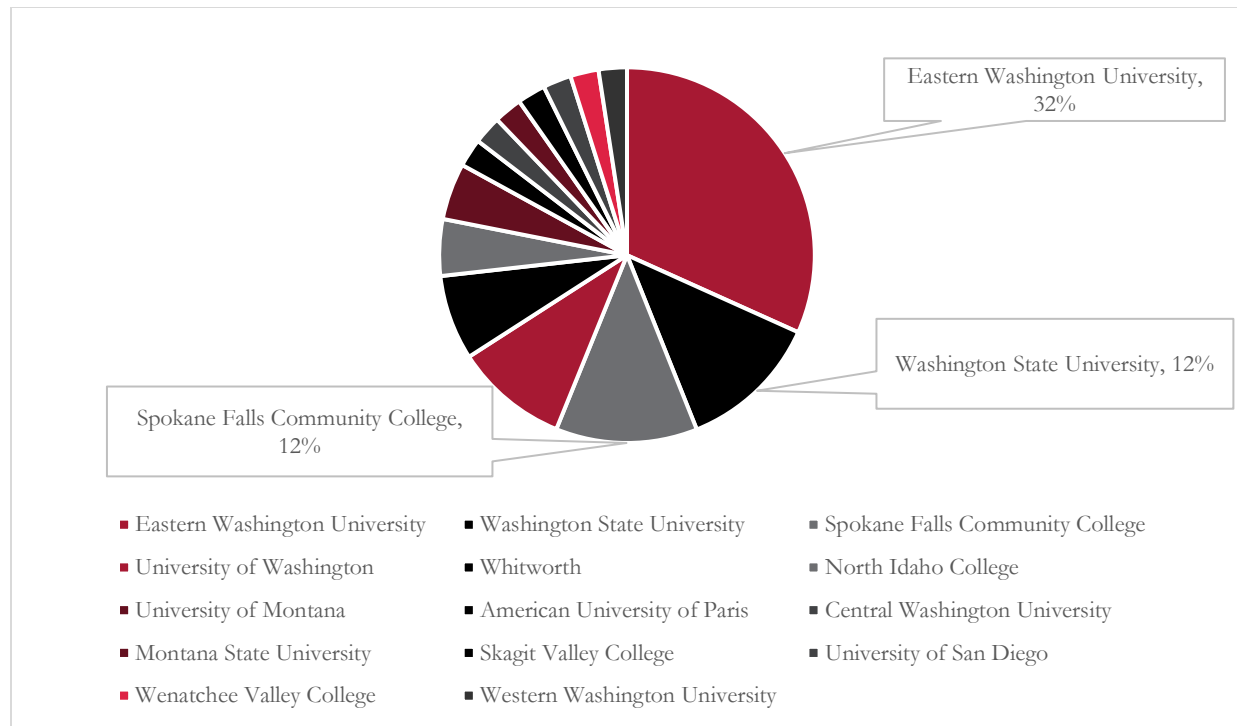


Figure 1. Post-secondary institutions respondents are currently attending by percentage.

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 3 and Figure 2 show the breakdown of all reported disciplines.

TABLE 3

Reported Disciplines of Courses Taken

Variables	Response Percentage
English Composition	66.66%
Government	33.33%

ANNUAL CONCURRENT ENROLLMENT ALUMNI SURVEY RESULTS

6

History	29.33%
Modern Languages	20.00%
Engineering	12.00%
Economics	8.00%
Physical Education	8.00%
Mathematics	6.67%
Biology	6.67%
Psychology/Sociology	5.33%
Computer Science	2.67%
Visual Arts	1.33%

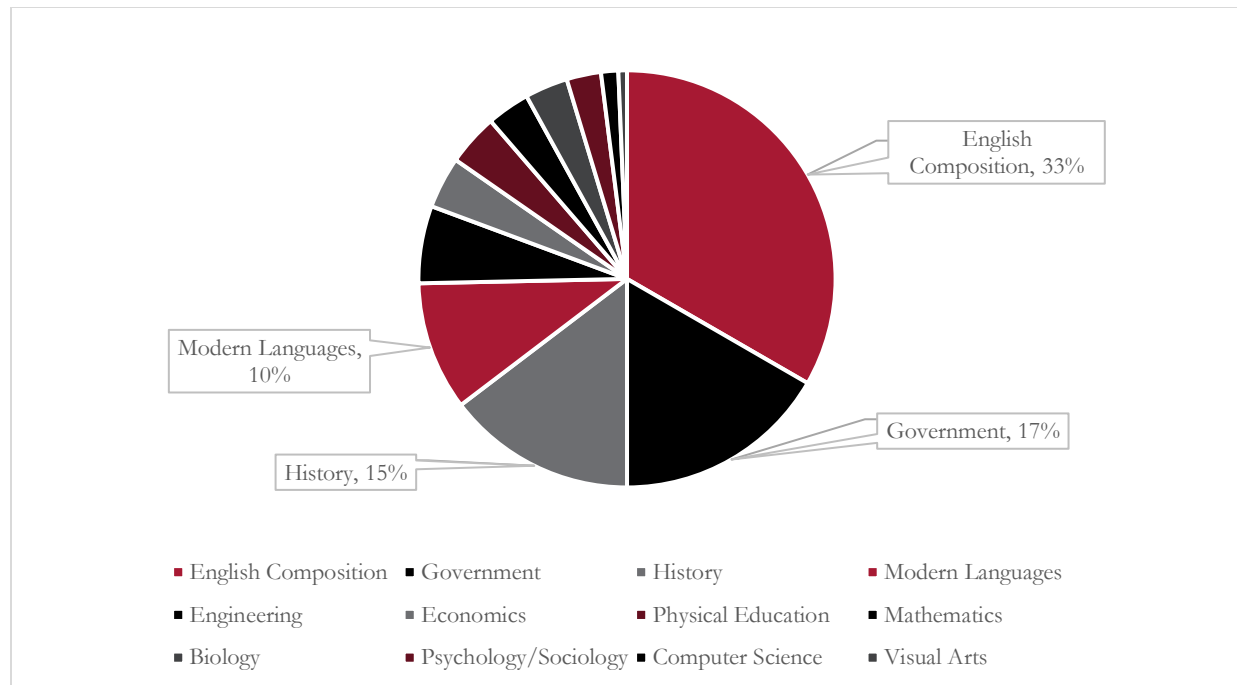


Figure 2. Courses taken by RSHS/CHS students by discipline.

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 are now taking in college. 75.61% 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. 90.24% 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 4 outlines the advantage of taking concurrent enrollment credits in regards to how the credits transferred.

TABLE 4

Value of Transferred Credits to Alumni

Variables	Response Percentage
Enabled me to enroll in a more advanced course	47.22%
Exempted me from a required course	61.11%
Counted as credit toward my college degree completion	69.44%

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. Additionally, 43% said that after taking a concurrent enrollment course through EWU, they considered attending college for the first time. 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	86.50%
Developed more realistic expectations about college	74.32%
Was more confident about my ability to succeed in college	78.38%

Considered, for the first time, enrolling in college

43.24%

TABLE 5 (continued)

Benefits of Concurrent Enrollment Courses

Variables	Response Percentage
Improved my study skills	60.81%

It is clear from the alumni responses that they felt that participation in EWU RSHS/CHS courses was not only beneficial, but also important to their later success in college.

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>	61.97%
<i>Male</i>	38.03%
Hispanic or Latino	27.14%
Race	
<i>American Indian or Alaska Native</i>	3.03%
Asian	3.03%

Black or African American

1.52%

TABLE 6 (continued)

Demographic Breakdown of Respondents

Variables	Response Percentage
Native Hawaiian or Other Pacific Islander	0.00%
White	86.36%
Declined response	15.15%
First Generation Student	35.21%
Free and Reduced Lunch Eligible	35.21%
Qualified for a Pell Grant	48.78%

Summary

Since this was our first survey and we had not been collecting email and grade level, we did the best we could. Response was low considering we had 786 possible respondents and only 75 complete the survey. We feel, however, that the respondents were a good representation of alumni from last year.

Overall the survey confirmed what we had already known. The 32% matriculation to EWU actually backs up report that we had generated in the fall. That report showed a 34% matriculation rate. At the time we thought the data might be skewed due to the move to Banner and inconsistent coding in the past.

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, b) making sure

that EWU concurrent enrollment courses maintain an high level of rigor that matches EWU expectations of the same courses on campus, and c) making sure students are coded correctly in Banner and include valid email addresses for future surveys.