

Summary Report of 2016 Running Start in the High School and College in the High School

Alumni Survey of One Year Out of High School, Class of 2015

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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 18, 2016 with initial opening of the survey on April 25, 2016. Alumni were sent three reminder emails. The survey closed on May 31, 2016. The survey was sent to N=1127 students who had email addresses listed in Banner who participated in RSHS/CHS during the 2014-2015 academic year. 100 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. 116 students took the survey, but  $n=110$  were not disqualified and completed the survey.

### Results

The average reported credits taken as part of RSHS and CHS were 10.65 credits and 89% ( $n=91$ ) reported that their experience with EWU RSHS/CHS was favorable and 99% ( $n=101$ ) 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.

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TABLE 1

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*Current Enrollment Status of Alumni Currently Continuing Their Education*


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Variables	Response Percentage
4 Year University Public	57.89%
4 Year University Private	17.89%
<i>Total 4 Year University</i>	75.78%
2 Year Community or Technical College Public	23.16%
2 Year Community or Technical College Private	00.00%
<i>Total 2 Year Community or Technical College</i>	23.16%
Career School or College or Apprenticeship Program	01.05%

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23% of students are currently attending EWU. Table 2 shows where they are currently enrolled and Figure 1 is a graphic representation of schools.

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 TABLE 2

*List of institutions where respondents are continuing post-secondary work*

Variables	Response Percentage
Eastern Washington University	22.97%
Washington State University	18.91%
Whitworth University	6.75%

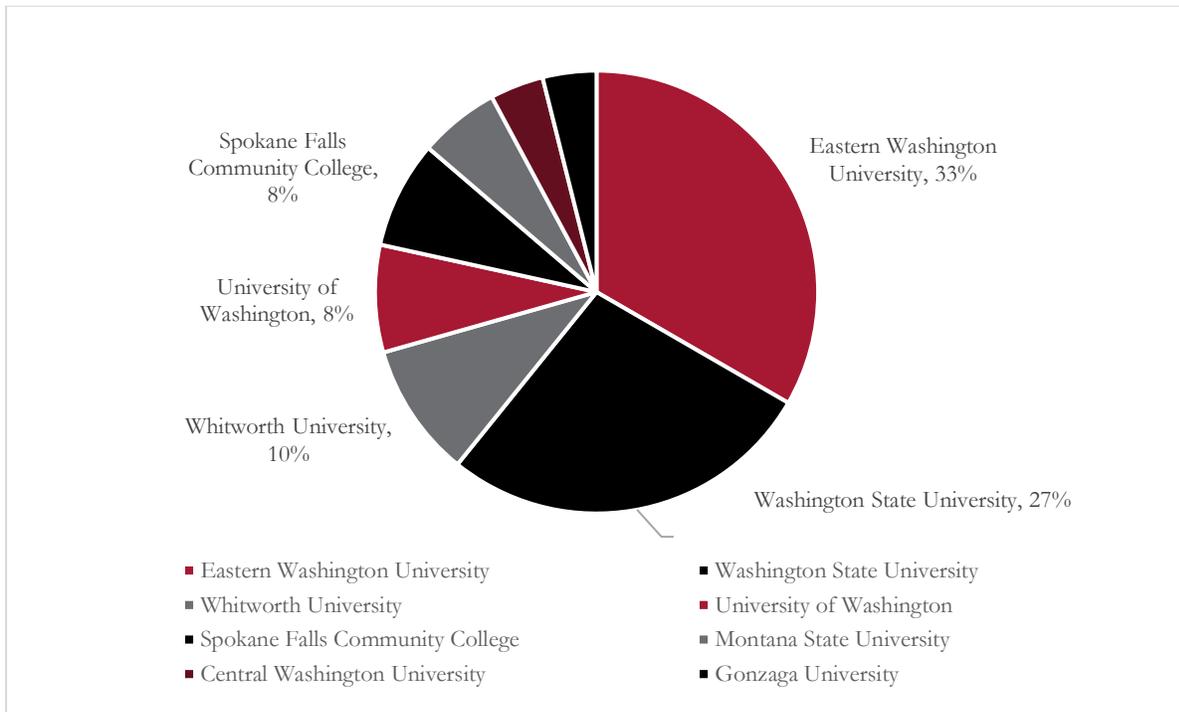
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TABLE 2 (continued)

Variables	Response Percentage
University of Washington	5.40%

Spokane Falls Community College	5.40%
Montana State University	4.05%
Central Washington University	2.70%
Gonzaga University	2.70%

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*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
Modern Languages	42.15%
English Literature	33.33%
English Composition	26.47%
History	26.47%
Government	18.63%
Biology	8.82%
Mathematics	4.90%
Engineering	2.94%
Economics	2.94%
Computer Science	2.67%
Chicano Studies	1.96%

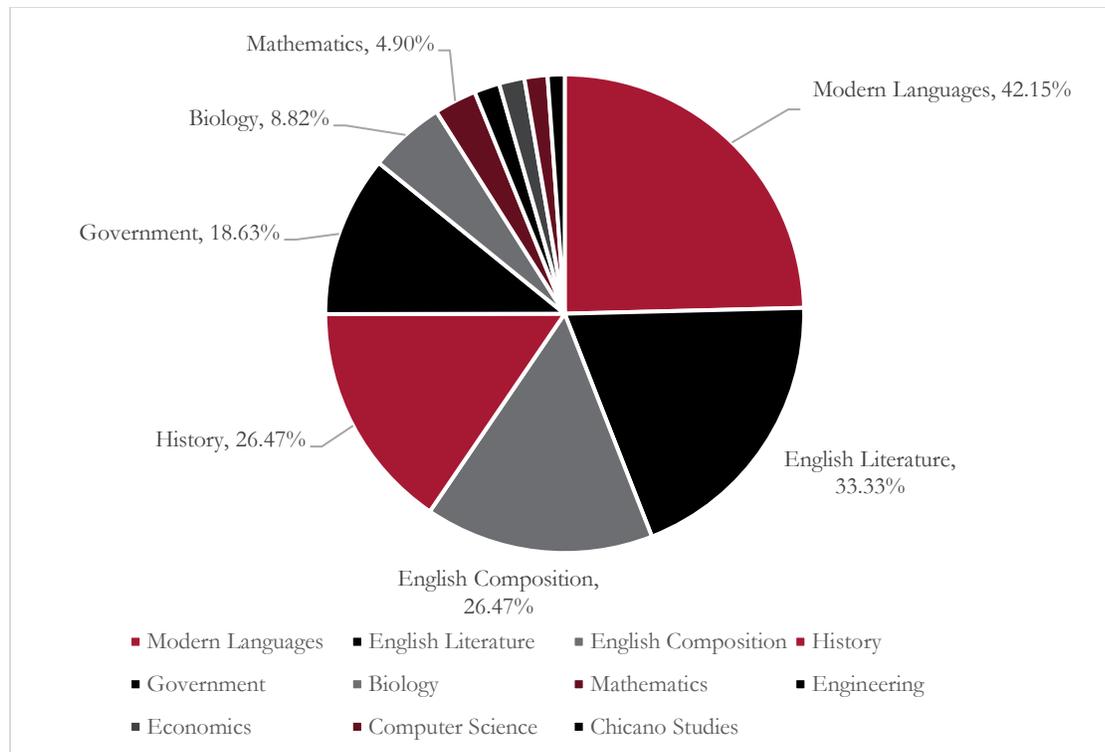


Figure 2. Courses taken by RSHS/CHS students by discipline.

### 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. 55.41% 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. 82.43% 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	51.61%
Exempted me from a required course	59.68%
Counted as credit toward my college degree completion	74.19%

**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, 21% 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	74.51%

TABLE 5 (*continued*)

## Benefits of Concurrent Enrollment Courses

Variables	Response Percentage
Developed more realistic expectations about college	55.88%
Was more confident about my ability to succeed in college	71.57%
Considered, for the first time, enrolling in college	20.59%
Improved my study skills	53.92%
Improved my time management skills	49.02%

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>	69.15%
<i>Male</i>	30.85%

TABLE 6 (*continued*)

#### Demographic Breakdown of Respondents

Variables	Response Percentage
Hispanic or Latino	27.66%
Race	
<i>American Indian or Alaska Native</i>	3.45%
Asian	3.45%
Black or African American	2.3%
Native Hawaiian or Other Pacific Islander	1.15%
White	87.76%
Declined response	16.09%
First Generation Student	31.58%
Free and Reduced Lunch Eligible	39.36%
Qualified for a Pell Grant	51.35%

### Summary

This was our second year of completing our 1-Year Out Alumni Survey. We are still dealing with incomplete data since the process of properly coding students is a work in progress. We had a slightly lower response rate, 9%, over last year's 10%. Although it was a smaller response than we hoped, it does accurately reflect our alumni from last year.

The survey responses didn't significantly change from the Class of 2014 survey from last year. We still have 23% matriculating to EWU for their institution of choice. We do know that

the overall matriculation rate for our program is 10%. This obviously shows a bias of those who took the survey.

Areas for improvement include educating students about the transferring of credits. This continues to be an issue since the vast majority of students are attending schools within Washington State. Credits are supposed to easily transfer to in-state institutions. We are continuing to improve the ways that departments ensure the quality of the courses being offered. Unfortunately, this statistic is static, and we still have the continued issue of proper and consistent coding by all University level departments.

We took the information from last year's survey and developed a more robust website to help students find the campus resources they need. We also have stressed with our high school partners the need to educate students about the steps they need to take to transfer credits. We have also changed the focus of our quarterly faculty coordinator meetings in stressing ways to better serve our high school instructors. We have taken this idea a step further and have completely revamped our annual teacher training.

Areas for improvement that we feel are most urgent include a) better education on the transfer of credits, b) the continued stressing of course rigor and content and sharing this information with the academic departments, and the continued efforts by multiple departments to improve coding and data entry.