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ABSTRACT

The Running Start (RS) Program was piloted at 5 community colleges and 36 high schools in Washington state during the 1990-91 school year. RS allows high school juniors and seniors to enroll in a community college for high school and college credit. A total of 358 students participated in the pilot program in 1990-91 and will participate again in 1991-92. Each student's high school reimburses the college a proportionate share of the district's state basic education funding. The five community college pilot sites were Walla Walla Community College, Pierce College, Skagit Valley College, South Puget Sound Community College, and Everett Community College. The program is scheduled to be implemented at all Washington community and technical colleges in 1992-93. To evaluate the program, separate surveys were sent to both 356 participating students and their parents. Surveys were returned by 236 students and 253 parents. Outcomes of the program included the following: (1) 50% of the RS students had at least one parent who had completed a bachelor's degree, and 80% of the students indicated intentions to transfer to a four-year school; (2) both students and parents reported that the college courses were more stimulating and worthwhile than the high school courses, and 70% reported "optimal" benefit from program participation; (3) 80% of the RS students completed at least one course each semester; (4) high school staff advocated increased funding to cover the new counseling workload; and (5) the RS program increased contact and communication between high school and college staff. Detailed data tables and the survey instruments are included. (PAA)

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Operations Report
91-4

ED338288

THE RUNNING START PROGRAM:

IMPACT AND BENEFITS FROM THE FIRST YEAR

IN WASHINGTON COMMUNITY COLLEGES

A report prepared by the
State Board for Community and Technical Colleges

October 1991

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The college Running Start representatives not only undertook the task of managing the program during the pilot year, they also provided significant support for this research study. They ably provided the logistic support for the interviews with both the high school and college staff as well as providing mailing list and coordinating responses to numerous data requests. The representatives are: Dick Cook, Walla Walla Community College; George Cummings, Pierce College; Ted Keeler, Skagit Valley College; Louise Whittaker, South Puget Sound Community College; and Karla Wilson, Everett Community College.

In addition to survey and interview data, this research depended on grade and completion data for each Running Start student. Chris Anderson, Skagit Valley College, assisted by designing a Data Express procedure which automated the process of providing grade and completion data. Along with Chris, Tom Woodnut, South Puget Sound; Nancy Wallis, Pierce; Don Erickson, Everett; and Cindy Devary, Walla Walla provided the data for the Running Start students at their respective campuses.

John Brickell, SPI conducted three of the five interviews with high school staff. SBCTC staff contributing to the study were Jackie Eppler-Clark, Ron Crossland, Deralyn Gjertson, Loretta Seppanen and Bob Wark.

Special acknowledgement goes to the students and parents who participated in the first year of Running Start. The pioneers not only made a new process work for them but responded to survey questions and allowed analysis of their personal records for the long term benefit of the Running Start program.

EXECUTIVE SUMMARY

INTRODUCTION

The Running Start pilot projects were authorized by House Bill 2379 in the 1990 legislature, as part of Governor Booth Gardner's educational "choice" program. The purpose of the "choice" program was to allow parents and students the freedom to select the school of their choice for a K-12 education. Running Start allows students and parents the choice of including college courses in their high school program at th junior and senior level.

The community colleges were asked to pilot test the Running Start program at up to five colleges. The program allows 11th and 12th graders to enroll in a community college for high school and college credit, and directs the high school to reimburse the college a proportionate share of the district's state basic education funding. Three hundred fifty-eight students participated at five colleges from 36 high schools in the pilot program in 1990-91 and will participate in 1991-92. Running Start is scheduled to be implemented at all community and technical colleges in 1992-93.

STUDY PURPOSE

The State Board for Community and Technical Colleges and the Office of Superintendent of Public Instruction staff conducted the Running Start Impact and Benefit Research Project to determine the extent to which the Running Start option has been of benefit to high school students and the impact the program has on the community colleges and high schools involved.

HIGHLIGHTS

Participation

* The 358 Running Start pilot project students were a select group from their high schools; they differed from the average high school student in that they were more likely to have parents who have completed a bachelor's degree and were more likely to have aspirations for a bachelor's degree and beyond (80 percent plan to transfer to a four-year school). Half the Running Start students had parents who had completed the bachelor's degree. The socio-economic status of Running Start student families was quite high.

* Compared to all other students enrolled at the five colleges, white and Asian students were over-represented in the Running Start group, as were women (61 percent).

Student Benefit

* Eighty-nine percent of Running Start students reported that they would participate in the program again.

* Students and parents reported that the college courses taken in the Running Start program were more stimulating, challenging, worthwhile, in-depth and faster in pace than high school courses.

* Eighty percent of Running Start students completed at least one course each quarter that they enrolled.

* Students attending colleges requiring evidence of college-level skills for admission to Running Start were more likely than students at "open admission" colleges to complete their college courses.

* Seventy percent of Running Start students and parents reported "optimal" benefit from program participation.

Impact on High Schools

* Participating high school staff reported that Running Start increased counseling time for program participants.

* High school staff advocated increased funding to address negative impacts of the program such as increased counseling workload.

Impact on Colleges

* Running Start had a significant impact on college staff time, particularly advising or counseling time, placement testing and program administration. The funds paid by the high school to the college covered the instructional staff impacts, but not all of the student services impacts.

* Colleges added classes to meet the Running Start need. On average each college added only a single class in the first year, most commonly, English composition. A slight majority of Running Start students (56 percent) were able to find space available in all the classes they wanted. The subjects in which students had most difficulty finding space were English, math and computer courses.

* The Running Start program has increased communication between colleges and high schools. More people at both institutions are talking with their counterparts. The Running Start conversations have already spawned joint discussions in other areas and most colleges feel confident that relationships will continue to improve.

Impact on Students

* Because of the cost of books and travel, Running Start is a viable option for few low-income high school students. These students must take their accelerated course work at the high school and then pay for college courses after graduation, hopefully with the assistance of financial aid. Given the impact of Running Start on the high school, will academically high-achieving low-income students have as many opportunities as they do now to participate in accelerated high school courses? Is fairness served when most students must pay tuition for freshman courses while others are provided those courses without charge and at a younger age? Can Running Start be altered to provide opportunities for academically high achieving low income students? These questions need to be answered as the program assumes permanency.

* About 17 percent of Running Start students did not complete the college courses in which they enrolled.

High School Staff Concerns

* High school staff reported that paying for the Running Start enrollments could reduce the ability of high schools to offer the variety of courses offered before the program's implementation.

* Staff at many high schools, especially smaller schools, reported concern that the Running Start option could change the high school environment. They felt that students who participate in the program are not available to serve in their typical academic and social leadership roles at the high school.

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INTRODUCTION

Enrollment in college by younger than traditional high school graduates was a common practice in American higher education in the 19th and early 20th centuries. Gradually, however, grade skipping and accelerated programs became less popular as advanced courses were offered at the high school level and as the pattern of grouping students according to age rather than educational ability or need became more prevalent.

Nevertheless, there has been a long tradition of early entrance programs in both Washington and the nation. A 1982 study of early entrance programs found that 87 percent of two-year and four-year institutions admitted qualified high school students prior to graduation (Fluitt and Strickland).

Other state legislatures have also established programs like Running Start. Oklahoma was the first state to mandate the option for high school students to enter college early and apply their credits to high school graduation. California, Florida and Minnesota all have similar programs. Typically, students are selected for dual enrollment according to specific entrance requirements (such as a high school GPA of 3.00 or higher). Much of the dual enrollment effort nationwide is taking place on the high school campuses using full-time faculty or qualified part-time college faculty, including selected high school faculty.

Washington high schools and colleges have always worked together to allow early enrollment options for high school students. These have taken the form of individual enrollments approved by the high school and paid by the student and interlocal agreements for advanced placement courses and vocational training. The Running Start program is thus the latest effort in a long tradition of early admission for high school students. The program diverges from the tradition in three ways which will be described in more detail later:

Focus on dual credit
Tuition-free enrollment and transfer of funds from high schools to colleges
Removal of requirement that the high school grant permission to enroll at the college

Given these three changes from the traditional method of enrollment of high school students in community colleges, the question arises as to the impact and benefit of the new approach. It is assumed that the changes brought by the Running Start legislation will result in significant increases in the number of high school students attending community college. How will the increased participation impact the colleges and the high schools?

Studies of early entrance programs universally show that early entrance students do as well or better than students entering at the traditional college age. The Running Start program in Washington is different from other programs, however. Participation need not be restricted to high-achieving academic students. Running Start students enroll in regularly scheduled college classes, not courses offered only for high school students at the high school campus (though this is not a program requirement). Will the Washington experience follow the trend elsewhere of a generally high level of benefit to students? These are the issues this study was designed to address.

The results of this analysis provide:

* Background information on the first pilot year of the Running Start program.

* Identification of aspects of the program which may require legislative change.

* Identification of aspects of the rules governing Running Start which may require change. Running Start rules have been developed jointly by the Superintendent of Public Instruction, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board.

* Materials for a handbook for use by high schools and colleges in implementing the program.

* Evidence on which students are best suited to the Running Start concept - that is, options that effectively meet both parent and student goals.

* Information for use in college and high school planning regarding courses to offer and workload impacts.

STUDY DESIGN

Data for this study were collected to address two areas:

MEASURES OF STUDENT BENEFIT

This research was based on the assumption that some high school students would find the option of attending a community college more beneficial than others. Independent variables in the student benefit analysis were: student demographics, socio-economic status, parent and student goals, "treatments", attachment to high school, year in school, and ability to learn in a self regulating environment.

The dependent variable was student success. One measure of success was whether students successfully completed their college courses. Another measure was the level of benefit ascribed by students and parents to participation in the program. SBCTC staff collected student and parent perceptions and background information from a survey mailed to all 358 participants and completed by 236 students and 253 parents. (See Appendix A for more details on the survey process and respondent characteristics.)

Admissions Approaches

The five pilot projects have approached Running Start admission in different ways. Three different patterns of "treatment" based on the approach to admissions were identified:

Open-door admissions: Any high school student seeking admission is admitted (Everett).

Evidence of college level skills for math or English enrollment (Skagit Valley).

Special program admission: Possession of college-level skill generally as demonstrated scores on community college placement tests are a criteria for admission (Walla Walla, Pierce, South Puget Sound).

MEASURES OF INSTITUTIONAL IMPACT

SBCTC and SPI staff measured the institutional impacts using semi-structured interviews and a survey. Those at the high school most directly responsible for assisting Running Start students met with college personnel and the interviewer to discuss a specified set of issues related to the program impact on the high schools. The interviews were conducted in May, 1991.

SBCTC staff interviewed the Running Start representative, dean of instruction and dean of students at each of the Running Start pilot colleges in late June and July, 1991. Each college also completed a survey about their implementation of the Running Start program.

I. FINDINGS: THE PILOT PROGRAMS

DESCRIPTION OF THE WASHINGTON RUNNING START PROGRAM

The Running Start program in Washington is different from past early admission efforts in the following ways:

Dual Credit: The Running Start authorizing legislation focuses on dual credit at no cost to the high school student or parent. The legislation directs high schools to award high school credit if the student successfully completes the courses taken at the community college. When no comparable course is offered at the high school, the school district must determine how many credits to award for the course and notify the student of the determination in writing before the pupil enrolls. The credits obtained from college courses apply toward high school graduation requirements and subject area requirements.

The legislation also permits higher education institutions to grant post-secondary credit for the same courses as long as they are college-level courses in academic or vocational subjects. All community colleges in the pilot program awarded college credit for the courses successfully completed by Running Start students.

Tuition Free Enrollment and Transfer of Funds from High School to College: Colleges enrolling Running Start students receive no tuition payments nor does the state reimburse the 77 percent of the cost not covered by tuition. Funds for the college-level course work are paid by the high school to the college. The payments are at the high school funding level for each full-time equivalent student (FTE) or part of an FTE lost to the college. Thus funds can be regarded as being equivalent to tuition plus the portion of instruction which would be funded by the state.

Lack of tuition does not mean, however, that Running Start courses are free. Students must purchase their own books and supplies and pay for all travel expenses associated with the Running Start program. These charges can be substantial and no doubt explain, in part, the fact that those attending Running Start classes represent a higher than average socio-economic group.

Tuition free enrollment is not an entirely new approach to high school students attending colleges. Over the past several decades, technical and community colleges have made inter-local agreements through which high schools purchase instruction for their students from a community college. These agreements have allowed the high school to respond to a need for vocational training without expensive facilities and equipment and have expanded the ability of high schools to offer advanced placement courses for college credit.

Admission Approach: The Running Start rules specify that "it shall not be necessary for an eligible student to obtain a release of attendance from his or her resident school district." In the past, students accelerating their studies by enrolling at college did so only with the permission of their high school. Neither the legislation nor the rules clearly specify how high school and community college staff are to identify students optimally suited to the Running Start concept except that the legislation requires that "rules shall be written to encourage the maximum use of the program and shall not narrow or limit the enrollment options [specified in the law]."

Assisting students to determine if the program will best meet their needs is a significant task. It is not clear whether that effort should be left up to the student and parent or based on evidence of possession of college-level skills. Two colleges relied predominately on student and parent choice; three depend on evidence of college-level skills. While the different methods did not result in any difference in "optimal" benefit as perceived by those who responded to the Running Start survey, those who enrolled at the "open-door" colleges were least likely to complete courses. Twenty-two percent of the Running Start students at

the colleges which left admission to student and parent choices did not complete any of their college classes compared to seven percent at the other three colleges.[1]

High school students who need course work below the college-level may enroll for those courses at the community college, but they must have the permission of the high school and pay tuition.

THE FIVE PILOT PROGRAMS

THE FIVE SITES: The program was offered as a pilot at five community colleges and 36 high schools in 1990-91. Overall 358 students participated in the program as shown in Table I.

TABLE I
STUDENT ENROLLMENTS IN RUNNING START FIVE PILOT COLLEGES

College	Running Start Students	Annual FTE*
Started in Fall Quarter		
Skagit Valley	121	28.7
Everett	120	38.8
Walla Walla	28	13.1
Started in Winter Quarter		
Pierce	45	9.9
South Puget Sound	44	10.3
Total in Pilot Year 1990-91	358	100.8

*Full-time equivalent students. Forty-five credits taken over the year equal one annual FTE (typically three classes for five credits each for each quarter).

Based on this first year experience, other community and technical colleges could expect from 10 to 50 annual full-time equivalents (FTE) in 1992-93 depending on the number of high schools in the service area. All five pilot sites expect a considerably larger program in their second year.

An unresolved issue regarding Running Start is whether the enrollments should be in regularly-scheduled courses or, as recommended by some high school staff, courses at the high school. The latter would reduce the student's travel expense and disruption of school involvement. Some high school staff, on the other hand, expressed the opinion that students should enroll in regular classes at the college to gain an early college experience. One college staff member responded to this apparent dichotomy by saying that the collegiate experience was really in the classroom. His opinion was shared by many, though not all of the college's staff, that the location of the classroom was irrelevant to the collegiate experience.

Although the Running Start regulations do not preclude offering special courses just for Running Start students, that option was not elected during this first year. Most students enrolled in courses meeting transfer requirements. Only 7 of the 358 students enrolled in a vocational program of study; three in administration of justice and one each in diesel mechanics, graphic design, cosmetology, and secretarial science. Eighty percent of the courses taken by Running Start students were taught by full-time college faculty.

[1]Part of the reason for the higher non-completion rate at one of the open-admissions colleges was the inclusion of students at the experimental alternative high school program.

The pilot colleges used the same policies for Running Start students that apply to all community college students. Most colleges, for example, require placement testing before students enroll in English or math class. That requirement also applied to Running Start students. Some procedural differences applied to the Running Start students:

Advising: Two colleges provide one-on-one advising at the start, rather than group advising generally provided for other students. Another college assigns Running Start students to the professional advising staff even in their second and subsequent terms, whereas other students are assigned to faculty advisors after the first term.

Registration: One college provides advance registration for Running Start students and then adds new sections of courses where Running Start students made a significant enrollment impact. Another provides a separate registration time for Running Start students.

Student workers: One college has excluded Running Start students from the pool which can be employed as student help.

SOURCES OF INFORMATION ABOUT RUNNING START

Parents and students were most likely to learn about the Running Start program from high school counselors. While college staff reported responding to numerous calls from parents and students, only ten percent of those participating reported initially learning about the program from the college.

TABLE II
SOURCES OF INITIAL INFORMATION ABOUT RUNNING START

Information Source	Percent of Students	Parents
High School Counselor	81%	58%
Student	-	62%
Friends	41%	16%
Parents	24%	-
Brochures	23%	16%
Newspaper	8%	14%
College Staff	10%	11%
Community Meetings	4%	4%

Only one college used press releases and three used brochures to help inform the community about Running Start.

After learning about the existence of the program, parents and students needed considerable information to determine if the Running Start option was best for them. Colleges provided that information in three ways: parents' nights (four colleges); responding to questions in person or by phone (three colleges); and brochures (three colleges). Colleges reported that parents' nights worked best.

Students reported that the information was generally accurate (30 percent "very accurate", 48 percent "somewhat accurate"). About 22 percent said the information they received was "somewhat inaccurate" or "very inaccurate."

DESCRIPTION OF RUNNING START STUDENTS

High Achieving High School Students Participate: The 358 students who participated in the Running Start program had fairly high academic achievements. Running Start students were above average in their academic abilities according to their self report (64 percent) and the report of their parents (71 percent). Only two percent of students or parents reported that they or their child were below average in terms of academic skills. Sixty-one percent of the Running Start students had taken honors or challenge courses before they enrolled in the Running Start program.

More than two-thirds of the Running Start students were seniors (69 percent). There were few differences in the enrollment pattern or experiences of juniors and seniors.

Running Start may have greater appeal to students who have the ability to learn independently compared with those who need more assistance with their learning. Seventy-three percent of the Running Start parents reported that their daughter or son was above average in ability to learn independently. Students were asked a series of questions that focused on independent learning skills such as asking questions in class, meeting with a faculty member and spending considerable time (more than five hours) on a single project. Based on these self-reports, 23 percent of students appear to be highly independent learners.

Affinity with High School: There has been speculation that dual enrollment students tend to be those with weak affinity with their high school. They may have moved to their community after starting high school, have few friends or participate in few extra curricular activities. Based on the survey results, the pilot program attracted students with both strong and weak affinity with their high school. About a quarter of the pilot Running Start students had a high level of affinity with their high school, half had a medium level and a quarter had low affinity.

Juniors reported participating in slightly fewer (2.8 versus 3.3) extra curricular activities than seniors. Despite their generally high level of involvement in high school, only 14 percent of the Running Start students reported participating in college clubs or organizations.

High School Affinity

This composite measure was based on responses to three questions:

- Number of extracurricular activities
- Whether students felt they had more, fewer or the same number of friendships at the high school as others
- Whether students had moved to the community during or since 9th grade

To be coded as having High affinity, the student must have reported:

- At least three extracurricular activities (the median response was 2 with a range of 0 to 20) and the same number or more friends than average

To be coded as having Low affinity, the student must have reported:

- No extracurricular activities and fewer friends than average

OR

- Moved to community during or since 9th grade

Atypical College Students: Beside being younger than the typical community college student, the Running Start students were atypical in several other characteristics:

* Running Start students were more likely to be female (61 percent were female compared to 56 percent in the community colleges overall).

* They were more likely to have a parent who has completed a bachelor's degree (half compared to less than third for all students).

* They were more likely to be Asian or white (8.2 percent Asian compared to 5.6 percent and 85.7 percent white compared to 80.9 percent for all students).

* They were less likely to have disabilities. (Two reported disabilities. The number would have been 18 if the typical college pattern had held.)

* They were much more likely to be enrolled with the expectation of transferring to a four-year institution (80 percent compared to 34 percent of all new community college students).

Given the long history of early entrance programs in Washington, it is not surprising that 12 percent of the 358 had enrolled at their local community college before Running Start was implemented.[2]

Other Characteristics: Some Running Start students reported having responsibilities beside school. Eleven students reported that they were parents; seven of these were single parents. Twenty-three students worked full-time.

DESCRIPTION OF RUNNING START PARENTS

High Socio-Economic Status: Socio-economic status is based on education level, occupation and other family variables. In this study, information was available on the education of parents and the occupation of one parent. Those data suggest that two thirds of all Running Start parents were from a high or moderately high socio-economic group.

Half of the Running Start pilot program students reported having at least one parent who had completed a bachelor's degree. Eighteen percent of the Running Start parents reported having a Masters, Ph.D. or professional degree. Less than one percent had not completed high school. On average, one in four high school students have parents with bachelor's level education or higher. Thus the Running Start group had parents twice as likely as others to have the bachelor's degree.

Fifty-four percent of the parents of Running Start students held professional, managerial, teaching or health-care jobs. About 35 percent of the parents of the typical high school students hold similar jobs.[3] Nine percent of Running Start parents were secondary school teachers, six percent were registered nurses, and five percent were managers or top level executives. Six percent were in service occupations compared to 14 percent of parents of typical high school students. Four percent worked in the production, maintenance and materials handling field, compared to 22 percent in the general population. None of the parents responding to the survey were unemployed.

Educational attainment at the post-secondary level has been shown to be related not only to student's intellectual abilities but also to their socio-economic status. Those with high academic talents but low socio-economic means are not as likely as others to have high levels of attainment. As currently implemented, the Running Start program may reinforce the connection between educational attainment and socio-economic status rather than providing a means for low socio-economic status high school students to get a jump on college.

This finding is consistent with high school staff concerns about the prohibitive cost of books and travel for students from low income families. Not only are low income students less likely to participate in the program, but when they do enroll in college at the traditional age they will pay tuition for the same college course that their wealthier counterparts were able to complete for free while in high school. Making financial aid available to Running Start students from low-income families may increase participation from low socio-economic groups.

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[2] Several parents complained that their high schoolers were enrolled for tuition during the first term, because the high school had not provided information on the availability of the program.

[3] Based on Washington workforce data.

WHY STUDENTS AND PARENTS SELECT THE RUNNING START PROGRAM

Reason for Selecting Option: The three reasons most frequently cited as important reasons for selecting the Running Start option were: getting credits to apply to college education, saving costs for college courses, and gaining dual credits by getting high school credit for college courses (see Table III).

TABLE III
IMPORTANCE OF REASONS FOR SELECTING THE RUNNING START OPTION
Running Start Parent and Student Survey
(253 parents, 236 students)

Not Important	1
Somewhat Important	2
Very Important	3

	Mean Importance Ranking	
	Students	Parents
Very to Somewhat Important		
Get credits to apply to college education	2.7	2.8
Save cost for college courses	2.5	2.4
Get high school credits for college courses	2.3	2.5
More responsible for own learning	2.4	2.3
Start on career training	2.2	2.2
Qualified faculty at the college	2.2	2.2
Take courses not available at high school	2.2	2.2
Facilities and equipment at the college	2.1	2.1
Not to Somewhat Important		
Can attend course for fewer hours a day	1.8	1.4
Shorter course length	1.7	1.4
Get away from peer pressure at high school	1.5	1.5
Parents wanted me to participate	1.4	-
Be with friends at college	1.2	1.1

Enrollment Objective: The pilot program students enrolled in the Running Start program do so for a variety of reasons but taking courses to transfer to four-year institutions was by far the most frequent reason given by students and parents as shown in Table IV.

TABLE IV
OBJECTIVES FOR ENROLLING AT A COMMUNITY COLLEGE
Running Start Parent and Student Survey
(253 parents, 236 students)

	Present Reported Objective	
	Students	Parents
Transfer Courses	80%	81%
Prepare for Future Job	59%	57%
High school requirements	53%	55%
Explore a Career Direction	51%	57%
See if I do well in college	57%	43%
High school electives	37%	45%

Long-term Educational Objective: The importance of plans to transfer is highlighted further by the high educational aspirations reported by pilot year Running Start students. Of those responding to the survey, 54 percent planned to complete a masters or Ph.D.. Only 12 percent had an educational plan calling for less than a bachelor's degree. The rate of those planning a bachelor's degree or higher is the same as it was for those taking the Washington pre-college test in 1986 (88 percent). The Washington pre-college test takers also represented a selected group of high school students (WPCT, 1987).

Most Running Start students saw the community college as a short-term step toward their eventual goals. About 63 percent planned to enroll at the community college just for the Running Start program. Twenty-one percent, on the other hand, planned to complete an associate degree at the community college.

ENROLLMENT PATTERN OF RUNNING START STUDENTS

Eighty-three percent of the students who started in the Running Start program were able to complete most or all of the courses for which they enrolled. Completion rates were highest at the three colleges which required evidence of college-level skills for admission (93 percent versus 78 percent). Additionally, 84 percent of those responding to the survey reported participating in the program for as long as planned or longer.

Based on the pilot year experience, colleges and high schools should expect that about 60 percent of the Running Start students will stay enrolled for the full school year. Twenty percent will stay for two out of three quarters, and the other twenty percent will leave after or during their first quarter of enrollment.

In the three pilots that started in fall, 59 percent of the students continued for the full-year. Another 20 percent enrolled for two quarters out of the year. Twenty-one percent enrolled only in fall quarter. Of the students who started in winter quarter, 28 percent enrolled only for the single quarter. Single quarter enrollments were predominately (90 percent) seniors.

More than half (56 percent) of those who enrolled for only one or two quarters said they left earlier than they had expected to leave.

Typically, the largest number of new and returning community college students enroll for fall quarter followed by declines in spring and winter. The first year of the pilot program did not follow that pattern, in part because two of the five pilot sites started in winter quarter, but also because the high school students were not able to prepare for Running Start in the spring before enrolling. In future years, if students plan for Running Start before their junior or senior year, it can be expected that the highest college enrollment will occur during fall quarter.

Twenty-six percent of Running Start students enrolled exclusively at the college, generally on a full-time basis. Another twenty-six percent enrolled part-time at the college and took, on average, four hours at the high school. The rest enrolled in a variety of different patterns.

About a third of the Running Start students restricted their participation on campus to the classes for which they were enrolled. About 47 percent said they spent one to three hours a week on campus in addition to being in class. Seven percent spent more than six hours a week on campus. Those who enrolled full-time were more likely than part-timers to spend time on campus.

II. FINDINGS: STUDENT BENEFIT

BENEFITS AND DISADVANTAGES OF THE PROGRAM FOR STUDENTS

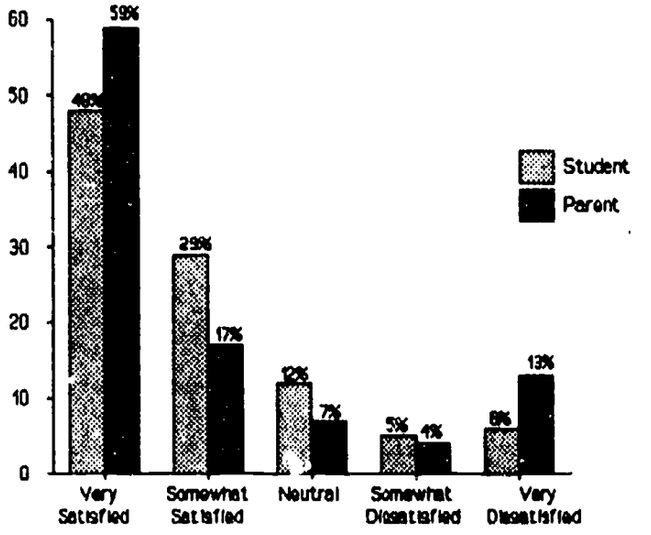
Both parents and students gave high ratings to the Running Start program. Between 70 and 80 percent reported that they received "optimal" benefit from the program. Background and "treatment" variables were not helpful in predicting who would benefit or complete courses.

Satisfaction: Half of the participants and parents reported being very satisfied with the Running Start program as shown in Figure 1. Dissatisfaction was somewhat higher among parents. The following comment is typical of their dissatisfaction:

> Not one person at the college or high school could tell us how the program really worked. We had to constantly go back and forth between the high school and the college to juggle schedules at both schools.

Most Running Start students who completed the survey reported that they would enroll in Running Start again (89 percent). Eight percent were uncertain and three percent said they would not enroll again. Those who would not enroll again had the same average GPA as those who would.

FIGURE 1
DEGREE OF SATISFACTION WITH THE RUNNING START PROGRAM



The degree of satisfaction of students and parents where students did not complete their college courses was not significantly different from the evaluation provided by those who completed courses. This similarity of evaluations applied to all related questions. It is likely that if some "non-completers" had different evaluations, they did not respond to the survey. (See Appendix A.)

Most students reported that their college faculty was approachable, helpful and supportive as shown in Figure 2.

Students and parents generally found the college classes to cover the material in greater depth; at a faster speed; and to be more stimulating, challenging and worthwhile than high school courses (see Figure 3).

FIGURE 2
WHAT PROPORTION OF COLLEGE FACULTY WERE SEEN AS APPROACHABLE, HELPFUL AND SUPPORTIVE

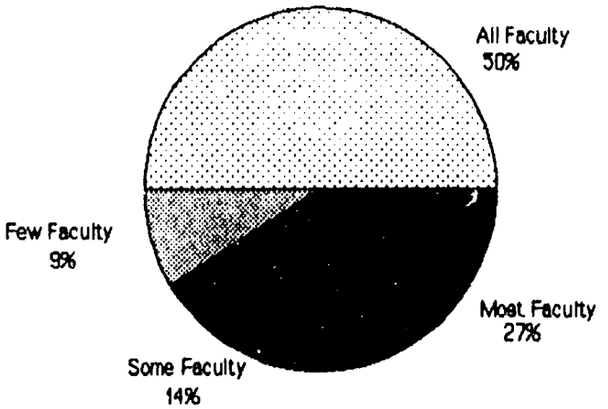
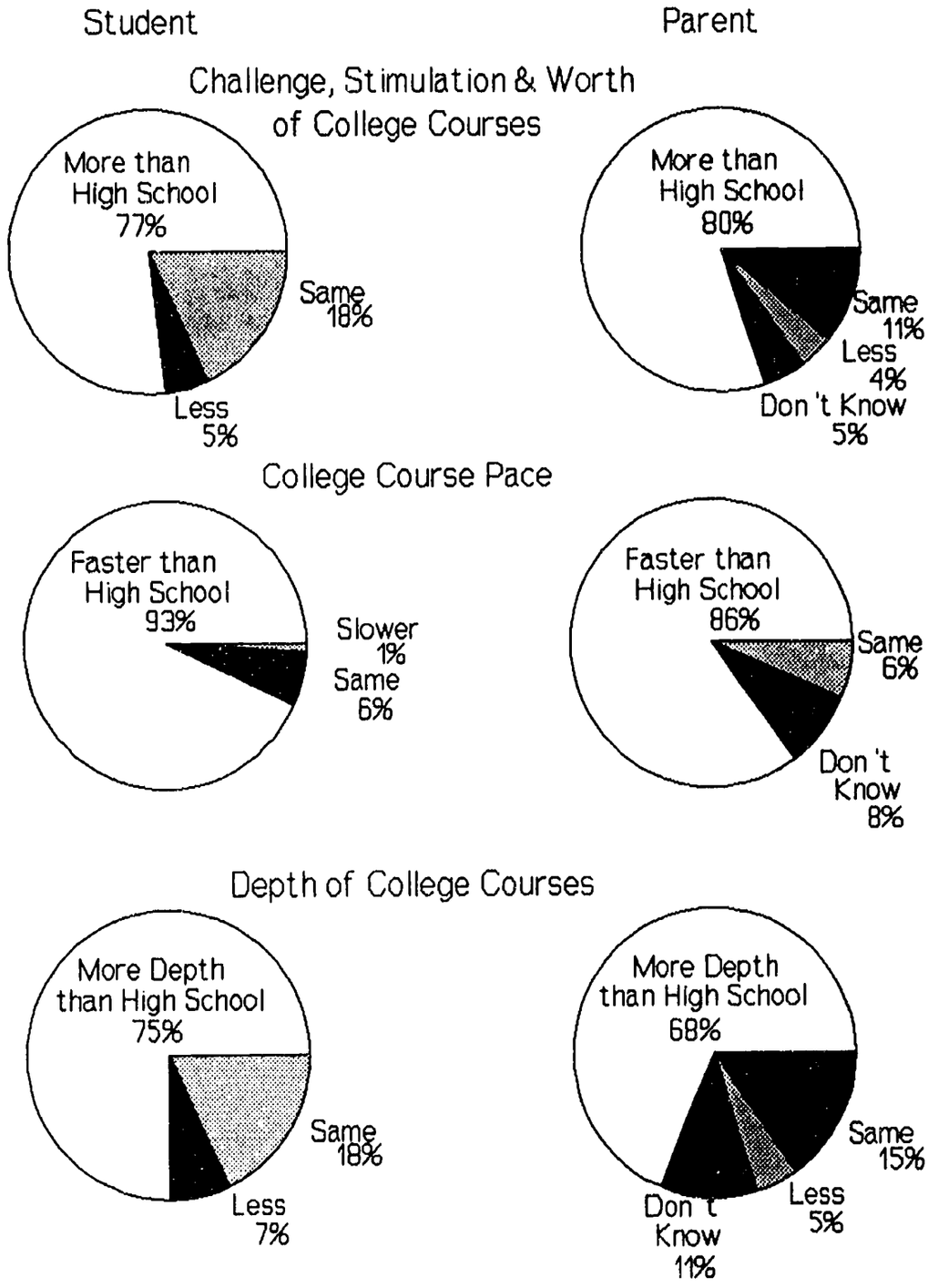


FIGURE 3
COMPARISON OF COLLEGE ON HIGH SCHOOL COURSES



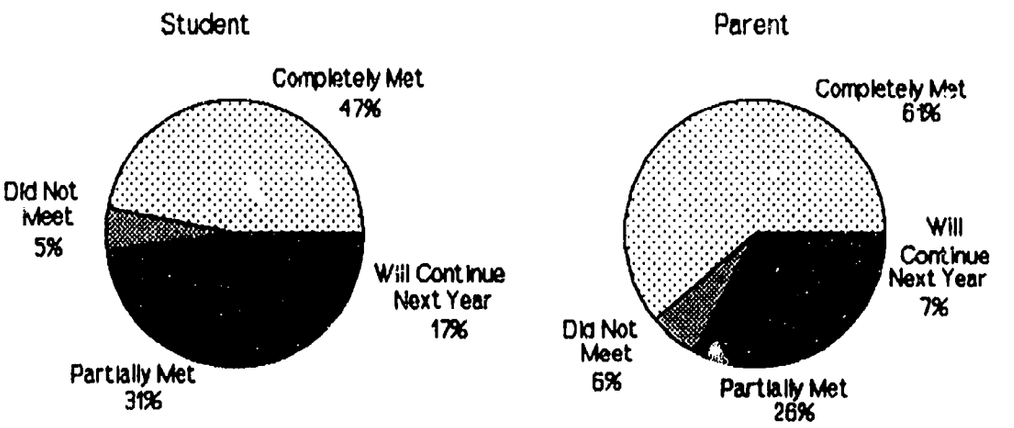
Student and Parent Perception of Benefit: Seventy-two percent of the Running Start students and parents reported "optimal" benefits from the Running Start program. "Optimal" benefit was defined as the highest positive ratings from the student for the following question: "Did you stay in the program as long as you wanted?" plus a "Yes" or "Maybe" or both "Yes" for the following questions:

If you started over would you participate again?
If your child started over would you encourage them to participate?

Using this measure, twelve percent of the students were found to have had little or no benefit from the program. Not graduating with the class was not associated with minimal benefit. The seven students who, as a result of not completing Running Start classes, will graduate later than their high school class reported moderate or optimal gains from the program.

While 12 percent of Running Start students were found to have little or no benefit from the program based on the composite measure of benefit, only 5 percent of students and 6 percent of parents reported not meeting or expecting in the future to meet their goal by participating in the program. The patterns of meeting their objective is described in Figure 4.

FIGURE 4
EXTENT TO WHICH OBJECTIVE WAS MET



One parent advised against telecourses for the Running Start students. Others were concerned about their child receiving a low college GPA or not graduating with their class.

Other Benefits: Twenty-three students (10 percent of those responding) reported they would be able to graduate from high school early as a result of the program. Those who completed their course work did quite well. Their average college GPA was 2.75. Thirty-three students (nine percent of total) completed their Running Start enrollment with a college GPA of 4.0. Comparative high school GPA data were not available.

Identifying the "Optimal" Match for the Program: The survey data was used to attempt to identify variables most strongly related to student benefit whether as defined as course completion or perception of benefit. This analysis was based only on the group responding to the survey. Those who completed classes were most likely to respond. Thus, if analysis could have been completed for all Running Start students, results might be different than what was found. In fact, completion rates for those at colleges with special program admissions were higher than at the other two colleges.

Using survey data alone, none of the background variables available in this study including the open-door versus special admissions policy, parent's education, high school affinity, junior or senior status or self-directed learning skill were found to be related at a level higher than random chance (discriminate function analysis). Thus, the background factors available in this study (which did not include high school GPA or test scores) do not distinguish successful Running Start students from the unsuccessful. Having a requirement of evidence of college-level skills prior to admission to any course at the college appears to reduce the chances that students will not complete their courses.

STUDENT RECOMMENDATIONS TO FUTURE RUNNING START PARTICIPANTS

Running Start students were asked what tips they would give a friend who planned to enroll in the Running Start program in the future. The responses included working hard, finding a different environment than at the high school, starting early (to get your preferred schedule) and asking questions. There were mixed comments on whether students should continue in high school along with Running Start or enroll exclusively in college.

The following are typical examples of student-to-student advice:

> You have to be very serious about homework and independent enough to make yourself do it on your own.
>
> Don't think that it is a free ride out of high school. It is hard work. Take it very seriously.
>
> It takes a mature, responsible student to go through this program. It is not for your leisure. Talk to your teachers about any problems. Get help from friends.
>
> Do it. You learn a lot. But if you can't handle being responsible for your own learning, don't. Nobody holds your hand but that is what is so good about it.
>
> Take some classes at high school while involved in college - better balance.
>
> Make sure you don't have to juggle too much at once - such as high school, college, a job, sports, etc.
>
> Take the Asset test early and be sure to get registered early because the classes fill up quickly.

III. FINDINGS: IMPACT OF RUNNING START ON WASHINGTON HIGH SCHOOLS

The impact of the Running Start program on the high school was somewhat dependent on the number of students and parents who expressed interest and on the high school perspective on responsibility for the choice decision.

RESPONSIBILITY FOR ASSISTING STUDENTS WITH CHOICE DECISION

High school staff held different opinions about who has responsibility for helping students make the right choice related to participating in Running Start and course selection; including:

The Parent: In this view any failure resulting from the choice is the responsibility of the students and his or her parents. Those who held this opinion felt that the extra counseling burden for Running Start was minimal.

The College: In this view the college must determine who is admissible and likely to benefit from being enrolled. Three colleges in the pilot program did assume this burden and required evidence of college-level proficiency, generally demonstrated by scores on a placement test.

The High School: From this perspective, the high school should decide or at least strongly advise who participates in Running Start. One school, for example, regards itself as approving students for participation in Running Start. Counselors responsible for course selection expressed concern about adequately advising students given their more limited knowledge of community college courses.

The High School and College Cooperatively: Each provides its own expertise to assist students in decision-making: high schools bring long experience with the individual, colleges provide results of placement tests. Those who followed this approach made arrangements for all potential Running Start students to see both a counselor at the high school and the college several times prior to enrollment.

FINANCIAL COSTS TO THE HIGH SCHOOL

There was considerable agreement among the high school counselors and administrators at the pilot sites about Running Start's financial impact on high schools. The following statement from one administrator was generally supported by all participating in the discussions:

> This is a great concept the state has created. As usual, they write it up, but then they don't fund it.

High school staff stressed that Running Start should not be regarded as cost-neutral. The costs to high schools were described in terms of courses that could not be offered, additional counseling services and additional student "overloads."

Courses: The greatest potential cost of Running Start is to students who, due to interest or fiscal cost, do not participate in the program.[4] Running Start reduces resources available at the high school. In theory the reduction is commensurate with the reduction in student participation. In actual practice the reduction in participation is often in areas where costs to the high school cannot be recouped. For example, 47

[4] Students must pay for books and travel costs. There are no financial aid programs for Running Start students as there would be for other low-income college students.

percent of Running Start students reported they would have taken advanced placement courses at their high school if they had not enrolled at the college.[5] If the number of advanced placement students left at the high school is low, the school cannot afford to offer the course. Thus students who cannot afford to or elect not to participate in Running Start may have more limited options at the high school.

Staff from high schools participating in the pilot program generally advocated increased funding for the program to assure that those who remain at the campus do not lose educational opportunities.

Few high schools were using the Running Start program for vocational students during the pilot year. Community colleges with agreements for two-plus-two vocational training continued to provide high school students with training under the terms of those agreements. Many staff expressed concern that Running Start not operate so as to displace vocational skills centers. No one discussed whether the need for new vocational programs should be met at the college via Running Start or at the skills centers. This is an issue that will need to be addressed.

REPORT OF FINDINGS

These findings are based on a structured discussion at five different group meetings - one for each pilot Running Start college. Forty high school counselors and administrators (19 of the former and 21 of the latter) participated in the meetings along with one or more college staff member from each site. All participants addressed the same list of questions (see Appendix B) related to Running Start. A researcher took extensive notes of the responses to these questions.

The researchers reviewed the notes from all five meetings and identified both common themes and ideas that were unique to a site or a high school. Common themes are treated in the report as statements of consensus or general or considerable agreement. Ideas which were not common to all five groups or to most participating at each session are introduced by words such as "some" or "several."

Counseling Services: Running Start does increase the high school counseling load. The high school counselors explain a good deal about the community college that they would not otherwise need to discuss in detail. Counselors typically discuss the following with potential Running Start students (and sometimes the parents):

Semesters versus quarters
How courses that look the same at high school and college may differ
Activities students might miss at the high school
Clarifying goals
Time required to study for college classes
Differences between high school and college

Where counselors feel responsibility for assisting students in making sound course choices at the college, the burden of learning about how college classes are taught can be considerable. One high school counselor who assumed the responsibility for advising on course selection said he spent half his time on the phone with the college staff learning details about the college courses. Some private colleges do not accept the concept of dual credit and thus do not award college credit for courses taken while in high school. Checking each course with the potential four-year institution is an additional burden for high school counselors.

Schools that offered orientation sessions for potential Running Start students and parents said individual counseling needs were still substantial. Counselors also said they needed to work with Running Start

[5] Thirty-nine percent would have taken Advanced Placement (AP) English, 29 percent AP math, 21 percent AP social sciences, 21 percent AP natural sciences and 20 percent AP International languages. The average student among the half who would have taken AP classes would have enrolled in two or three different subjects.

students when changes in program were required or when they transition back to the high school from the college.

Once a student selects Running Start, the enabling legislation requires that high schools notify the students of the applicability of their courses to high school graduation prior to enrollment. This course matching can be time-consuming.

Larger high schools are likely to be working with 20 or more Running Start students each year. Fortunately, most of those students (62 percent) will likely be seniors, who counselors say take less time to advise. Nevertheless, at the anticipated participation levels, high schools advocate additional resources for counseling.

Student Overloads: While some high schools limit Running Start students to no greater than one FTE[6], others allow the students to enroll in as many classes as wanted. The high school funds the extra hours just as they do in high schools where seven rather than six hours of instruction are offered (about a third of all high schools). About 17 percent of the Running Start students were enrolled for more than one FTE.[7] Given that nearly one in five Running Start students were able to take heavy loads at both high school and college, the cost of providing the extra instruction was significant.

Staff Impact: During the pilot year most funds for Running Start (the FTE charges the high school forwarded to the colleges) came from district supplies and services budgets rather than from reduced staffing. How the reduced funds for high school staffing will impact the school will probably be clearer at the end of 1991-92. It is clear now, however, that Running Start funds that must be paid to the community colleges are large enough at most schools to require reducing staffing at the high school.

Other Costs: Some Running Start costs were innovative and self-imposed. One high school funds the bus transportation for Running Start students. By providing transportation, the school controls the time away from the high school (the bus schedule allows for two classes a day at the community college), and reduces costs to students.

IMPACT ON THE HIGH SCHOOL ENVIRONMENT

High school staff generally agreed about the potentially negative impact of Running Start on the nature of the student body. As one staff person said:

> It would be no problem if Running Start removed one percent of the junior or senior class if those participating came from the general mix of students. But one percent taken from the top ten percent of the class will have a significant impact on the high school.

Some high school staff, on the other hand, reported that their top students were not enrolling in Running Start. The program was instead attracting the student with a high "B" grade average.

Small Versus Large High Schools: Some staff from larger high schools were certain that Running Start would not impact their environment by removing student leaders and Advanced Placement students (they

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[6] Some examples of what might make up one FTE: 15 credits at the college; 20 hours per week at the high school and 1 college course (3 credits); 2 college courses (10 credits) and 8 hours a week at the high school. One administrator at a small school said that given public opinion on the nature of the school day it would be unacceptable for a student in his area to take a class load that allowed them to be out of class in the early afternoon. The high school would be expected to provide additional instruction, even though funds for that instruction might not be available.

[7] Twenty-six percent enrolled exclusively at the college. Another popular pattern was to enroll at the college part-time and take four hours at the high school (26 percent).

would not participate or not participate full-time). There were, however, staff from larger high schools concerned about loss of students from the leadership and Advanced Placement groups. Those from smaller schools said that they already were losing student leaders and potential students for advanced courses. Some counselors also expressed the concern that Running Start students from small schools lose out on the opportunity they would normally have to be leaders at the high school.

OTHER IMPACTS

High school staff described several weaknesses of the Running Start program that matched problems described by students and parents: lower grades than might have been earned if the student waited to attend college and assurance that credits will transfer. Counselors also raised several issues not mentioned by students: calendar differences, missing the prom, and failing students' continuing for several quarters at the college before being dismissed.

IV. FINDINGS: IMPACT OF RUNNING START ON COMMUNITY COLLEGES

The Impact of Running Start on the five pilot sites varied depending on the following factors:

Past early entrance programs: Colleges had different traditions in regard to early entrance programs for high school students. Those with a long tradition of early entrance opportunities had more experience upon which to base the new program.

Number of high schools: Coordination was more time-consuming at colleges with a large number of school districts in their service area. Each school district responded to Running Start in a unique manner and most had unique interpretations of the Running Start law and rules.

How student advising was done: Some pilot sites assumed the bulk of the advising burden. At others, the burden was shared or largely handled by the high school. Advising appears to take more time if it is done primarily by the Running Start administrators rather than by college advising staff.

Number of students in program: One college worked with just 28 students over the year compared with 121 students at the college serving the largest number. In part, the difference was due to the number of high schools in the area, but also it was due to the openness of high school staff to the Running Start program.

IMPACT ON STAFF

College staff reported that the greatest staff impact of the pilot Running Start program was the extra load for advising and counseling and for placement testing (see Table V).

TABLE V
AREAS OF RUNNING START IMPACT ON COLLEGES

Area	Colleges Reporting Impact
Advising	4
Counseling	4
Placement Testing	4
Administration of Program	3
Registration	3
Course Planning and Scheduling	3
Management Information	3
Registration	3
Room Assignments	2
Hiring Faculty	2
Public Information	2
Institutional Planning	2
President	1
Facilities Management	1

Areas not significantly impacted by Running Start were: financial aid, career planning, student activities, job placement services, and the boards of trustees.

Advising and Counseling Impact: One college reported that the typical Running Start contact required a minimum of five hours of advising time: two hours for first contact, one and a half hours for each additional contact. That college also reported that Running Start students were more likely than the average student to return for advising two or three times in a term. One college has hired an additional person 15 hours a week to advise Running Start students. Most colleges use existing advising staff, though one college relied on the Running Start staff for the bulk of student advising.

Colleges reported that advising took more time than for typical college students because of the need to make contact with high school counselors to assure that courses met high school requirements. Payments from the high school, for the most part, covered the increased advising loads. That payment structure may, however, fall short in that it is FTE-based while all other student services funding at community colleges is headcount-based in recognition that a part-time student can require the same support services as a full-time student.

While colleges reported a heavy advising load for Running Start students, students reported that they occasionally or never discussed their college program with a counselor (93 percent). Only seven percent reported frequent discussion of their program with college counselors.

Placement Testing Impact: All colleges offer placement testing for Running Start students. The pattern of use varied by college:

> **Required of all.** Students must receive placement test scores at the college level in writing skill to be admitted to Running Start in general. If below that level, can be admitted for math courses if placed at the Math 105 level (one college).
>
> **Required of all or most.** Colleges will work with high school or student if skills test at below college level (three colleges).
>
> **Used only if high school advisor requests testing.** Class placement is based on high school counselor assessment (one college).

Colleges use various methods for sharing results of the placement test, but in most cases the methods required somewhat more staff time than for other students. For example, at one college the Running Start students attended individual counseling sessions to learn of their test results rather than group sessions as for other students.

One college was doing placement testing at the high schools. This had evolved into testing more than just potential Running Start students as other college-bound students saw the testing as a good measure of their skill levels. Another college tested more than Running Start high school students, but did so at the college facilities.

Administration of the Program Impact: The pilot sites generally found Running Start to require more start-up and ongoing coordination than anticipated. The two colleges which had tracked the amount of staff time required for communication and meetings with high schools and information meetings with parents reported that work required between 16 and 20 hours per month for the year (.1 FTE per year).

One college which tracked the support staff time needed to manage the Running Start student forms reported that it required the same .1 FTE per year. The staff effort varied considerably based on the number of students and high schools involved.

COURSE ADDITION IMPACT

While a slight majority of Running Start students (56 percent) were able to enroll in all the classes they wanted, many made alternative selections due to closed courses. The students reported that the most

difficult courses to get were English, math and computing. Some colleges had implemented early enrollment for Running Start students to assure greater course availability.

Four of the five pilot colleges added classes to their schedules during the first year using monies paid by the high schools. The class most frequently added was English composition (four sections added at three colleges). The other classes added were intermediate algebra, first aid and geology.

Availability of facilities was a stumbling block to adding classes for some colleges. At institutions with little or no marginal capacity (all introductory sections full and facilities are not large enough for enrollments), the ability to provide classes needed by Running Start students was limited.

COST AND STAFF IMPACTS

With some exceptions, the funds provided by the high school to the college for Running Start have paid the costs of new courses, placement testing, advising and related services. The exceptions were:

At one college the funds did not cover overhead costs for regular college mailings and registration of Running Start students.

One college reported the funds were somewhat inadequate to meet needs because of the staff time required to advise Running Start students.

One college reported adequately funding all costs except coordination with high schools.

IMPACT ON CLASSROOM ENVIRONMENT

College staff were asked to report how they thought the faculty felt about having Running Start students in their classes. Class rosters did not identify Running Start students, but many students identified themselves during the class discussions or in written work. All the colleges reported that faculty had both favorable and unfavorable impressions of the Running Start students. Favorable impression stemmed from having bright and eager students. Unfavorable comments related to behavior inappropriate for the classroom, an issue of maturity.

One college reported that its faculty had expressed concerns about the maturity factor before implementing Running Start but found that, with a few exceptions, there was little reason for concern.

Two colleges reported that faculty still had concerns about the possibility that too many Running Start students in one class might have a negative impact on the desired "college experience" in the classroom.

Students were apparently not intimidated into silence by the age of their counterparts in the classroom. About 47 percent self-reported that they occasionally asked questions during class discussion. Another 48 "often" or "very often" asked questions.

IMPACT ON HIGH SCHOOL - COLLEGE RELATIONS

Running Start has, in the words of one college staff member, "broadened the base of people from high schools and colleges who are in contact with each other." One administrator reported that there had been more contact between the college and the high school in the past year than in the past seven years! The positive benefit of this increased communication was reported by one college as coming from working together on real problems that impact real people rather than on abstract policies.

Skagit Valley College used Running Start to open discussion of a philosophy of "seamless" education. They and the school districts are drafting a philosophy statement on uniting educational efforts of public schools, colleges, businesses and the community.

One college reported that while planning and cooperation were easily forthcoming at the chief administrator level, that same level of cooperation was harder to implement at a "working" level. Two barriers to improved relations were reported by college staff:

Each high school has a slightly different interpretation of Running Start.

Fear of loss of students and funding is a barrier to better relationships with the colleges.

One college recommended that high schools play a greater role in determining which students can benefit from Running Start. Others recommended that high schools continue to work with the colleges on parent night programs.

The fact that high schools and colleges are on different calendars (semesters versus quarters) was only mentioned only once in the college staff interviews. The issue was seen as a mechanical as opposed to policy or procedural issue. The college said the issue had required more advanced planning.

ROLE IN THE CHOICE DECISION

All pilot site colleges assisted to some extent in the choice decision by meeting with students and parents before they completed their decision, by answering questions at parents' night or by phone. One college regards this as primarily a high school responsibility and reported answering questions, but referring the student and parent to the high school counselor.

Two colleges reported a preference that college advising staff meet with all parents and students before the students enroll in Running Start. At one college where such meetings are left to student choice, an estimated fifty percent of parents met with the college advisor.

SUMMARY

The Running Start program is a unique experiment in a long tradition of early entrance programs. As in other such programs, students rate the program positively and they do very well in terms of grades achieved. The self-selection process plus assistance from college and high school staff and from test results help to assure the success of most participants.

The program was designed to cost the state no additional funds as high schools pay the college for the courses offered. High schools find that the program does cost them additional funds for expanded advising services and for increased course costs.

Community colleges experienced more demand for their courses than they could meet, even before Running Start was implemented. Even though the new program provides funds for some additional courses, about half the students found they had to make an alternative course selection. Some colleges find it difficult to add new course sections due to space limitations.

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Washington Pre-College Testing Program, **The 1987 Washington Graduating Class: General Report**, WPCT, 1987.

John L. Fluitt and Mark S. Strickland, "A Survey of Early Admission Policies and Procedures", **College and University**, V59. No. 2. p. 129-135.

APPENDIX A
RUNNING START STUDENT AND PARENT SURVEY

Mail surveys were sent to 356 of the 358 Running Start parents and students. Addresses were not available for the other two students or parents. The survey results provided information on student and parent perceptions and background. Given that those who did not complete any credits after enrolling at the college were more likely than others not to respond to the survey, the results are best regarded as reflecting the opinions of the eighty percent of students completing college courses and their parents.

Questionnaires

SBCTC designed the eight-page questionnaire for students and five-page questionnaire for parents based on previous student surveys and a review of literature related to early entrance programs. The survey was not pilot tested, however, both high school and college staff reviewed the instruments to assure that the language would not be confusing to Running Start students and parents. The student instrument took about 10 minutes to complete and the parent instrument took about six minutes.

Copies of the questionnaires are attached. The student questionnaire covered the following topics:

Reasons for Selecting the Running Start Option
Transition to College
College Program & Activities
Evaluation of the College Program
Outcomes of Participation in the First Year
Background Information

The parent questionnaire covered the following:

Reasons for Selecting the Running Start Option
Evaluation of the College Program
Outcomes of Participation in the First Year
Background Information

Much of the standard background information such as gender and race was not asked on the questionnaire. That information was obtained from the SBCTC Student Management Information System (SMIS) database. The SMIS also was the source for course information.

Survey Population and Administration

With the exception of two students whose addresses were unknown, the survey was a census of all Running Start students enrolled at any time during the first pilot year, 1990-91.

Each of the five colleges participating in the Running Start program for the pilot year sent a letter to the parents and students of Running Start students in May of 1991 describing the upcoming survey and asking for participation. Students or parents who did not want their data files combined for use in the study were given the opportunity to make their wishes known at that time.

The surveys were mailed to students and parents after the student would have completed their college courses. The original survey was mailed during the first or second week of June, whichever coincided with the last day of classes for each college. If needed, a follow-up postcard was mailed two weeks later, followed by a second, third and fourth mailing of the survey at three week intervals from July 2nd to August

13. Each survey mailing included a letter explaining the research project. The letter was individually signed and all mailings were first class. All responses received by September 3rd were included in the analysis.

Defining the Degree of Certainty in Using the Survey Findings

Measurement error, non-coverage and non-response bias all influence the degree of certainty regarding the use of findings from the parent and student survey. The findings are regarded as fairly high in certainty for students who completed college courses and moderate in certainty for all who attempted the Running Start program. The following discussion of each of the three factors influencing certainty is designed to support this conclusion.

Measurement Error: Measurement error results if the questions asked did not measure what the researchers intended. In this survey most measures were fairly straightforward perceptions using standard scales or requests for factual information. The measurement error for these items was likely quite low.

Two composite measures were developed for the analysis: High school affinity and perception of benefit. The extent to which these composite measures, designed specifically for this study, actually measure the concept is a matter of judgement. Details on the composite measures are contained in the main report.

Non-Coverage: This factor looks at the extent to which everyone in the population had an opportunity to be included in the study. Two of the students and parents were excluded due to lack of available addresses and another three surveys were returned as undeliverable. No attempt was made to identify a better address for these students. These five of 358 students were thus not covered by the survey process. This is a low non-coverage factor and likely had no impact on certainty of findings.

Non-Response Bias: Twenty nine percent of the 358 students did not respond to the survey, two percent of them due to not receiving the survey initially. For five percent only the parent responded. Both parent and student responded in 66 percent of the cases.

Response rates were lowest for those who did not complete any of the credits for which they enrolled - 40 percent not responding compared to 20 percent not responding among those who completed at least some of the credits for which they enrolled.

There were no differences in GPA either in high school (for the few with such data provided by the high school) nor in college for the respondents and non-respondents and there were no differences in gender, ethnic background or junior/senior status.

Conclusion

The findings from the parent and student Running Start surveys provide very accurate information on students who complete college credit and moderately accurate information on all students enrolling in the program. Caution must be exercised when using results where non-completers might respond differently than completers.

RUNNING START STUDENT SURVEY

EXPECTATIONS AND OPINIONS OF THE STUDENTS WHO ENROLLED IN THE FIRST YEAR OF THE RUNNING START PROGRAM

SUMMER 1991

RUNNING START STUDENT SURVEY

Your responses to the following survey will assist the community colleges and high schools in Washington to improve the quality of the Running Start Program. We appreciate your assistance by responding to this survey at your earliest convenience.

REASONS FOR SELECTING THE RUNNING START OPTION

Q-1. The following are reasons often given for selecting a program such as Running Start. For each reason given, indicated how important the reason was when you selected the Running Start option. (Circle 1, 2 or 3 for each item.)

		Not Important	Somewhat Important	Very Important
a.	TO TAKE COURSES NOT AVAILABLE AT MY HIGH SCHOOL	1	2	3
b.	TO GET CREDITS I CAN APPLY TO MY COLLEGE EDUCATION	1	2	3
c.	TO GET AWAY FROM PEER PRESSURE AT MY HIGH SCHOOL	1	2	3
d.	TO BE WITH MY FRIENDS AT THE COLLEGE	1	2	3
e.	TO GET A STARTED ON MY CAREER TRAINING	1	2	3
f.	COLLEGE HAS THE FACILITIES AND EQUIPMENT FOR THE COURSES OF INTEREST TO ME	1	2	3
g.	COLLEGE HAS QUALIFIED FACULTY FOR THE COURSES OF INTEREST TO ME	1	2	3
h.	TO SAVE COST OF TAKING COLLEGE COURSES	1	2	3
i.	GET HIGH SCHOOL CREDIT FOR COLLEGE COURSES	1	2	3
j.	COLLEGE COURSES ARE SHORTER IN LENGTH	1	2	3
k.	I CAN BE IN CLASS FEWER HOURS A DAY	1	2	3
l.	TO BE MORE RESPONSIBLE FOR MY OWN LEARNING	1	2	3
m.	MY PARENTS WANTED ME TO PARTICIPATE	1	2	3

Q-2. Which of the following types of courses did you want to take when you decided to enroll at the community college? (Circle either 1 or 2 for each type of course.)

		Wanted	Did Not Want
COLLEGE ENGLISH			
a.	COMPOSITION	1	2
b.	LITERATURE	1	2
FOREIGH LANGUAGE			
c.	INTRODUCTORY LEVEL	1	2
d.	ADVANCED COURSES	1	2
SOCIAL SCIENCES			
e.	PSYCHOLOGY	1	2
f.	SOCIOLOGY	1	2
g.	HISTORY	1	2

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		Wanted	Did Not Want
NATURAL SCIENCES			
h.	CHEMISTRY	1	2
i.	PHYSICS	1	2
j.	OTHER SCIENCE	1	2
MATH			
k.	COLLEGE MATH	1	2
l.	STATISTICS	1	2
m.	CALCULUS	1	2
n.	OTHER MATH	1	2
OTHER			
o.	COMPUTER COURSES	1	2
p.	SPEECH	1	2
q.	VOCATIONAL COURSE	1	2

Q-3. Students take community college courses to achieve a variety of objectives. Please indicate if the following objectives applied or did not apply to you when you enrolled in the Running Start Program.

		Applied	Did Not Apply
a.	TO TAKE COURSES TO PREPARE FOR A FUTURE JOB	1	2
b.	TO TAKE COURSES TO TRANSFER TO A FOUR-YEAR COLLEGE	1	2
c.	TO EXPLORE A CAREER DIRECTION	1	2
d.	TO SEE IF I WILL DO WELL IN COLLEGE	1	2
e.	MEET REQUIREMENTS FOR HIGH SCHOOL GRADUATION	1	2
f.	TO GET ELECTIVE CREDITS FOR HIGH SCHOOL GRADUATION	1	2

Q-4. Did you learn about the Running Start Program from any of the following sources?

		Yes	No
a.	HIGH SCHOOL COUNSELOR	1	2
b.	PARENTS	1	2
c.	FRIENDS	1	2
d.	COLLEGE STAFF	1	2
e.	NEWSPAPER	1	2
f.	BROCHURES	1	2
g.	COMMUNITY MEETINGS	1	2

Q-5. How accurate was the information you received about the Running Start program?

1. VERY INACCURATE
2. SOMEWHAT INACCURATE
3. SOMEWHAT ACCURATE
4. VERY ACCURATE

TRANSITION TO COLLEGE

Q-6. When did you start in the Running Start program?

1. FALL **[SKIP TO Q-6B]**
2. WINTER
3. SPRING **[SKIP TO Q-6B]**

Q-6A. How did you finish your first semester at the high school?

1. DID NOT FINISH
2. INDEPENDENT STUDY
3. OTHER _____
(please specify)

[SKIP TO Q-7]

Q-6B. Where did you enroll during the time in which high school was in session, but the college had not started?

1. AT HIGH SCHOOL
2. AT COLLEGE
3. DID NOT TAKE COURSES AT THAT TIME

YOUR COLLEGE PROGRAM

Q-7. In your experience at the college during the Running Start Program, about how often did you do each of the following?

		Never	Occasionally	Often	Very Often
a.	DISCUSSED YOUR COLLEGE PROGRAM WITH A COLLEGE COUNSELOR	1	2	3	4
b.	MADE AN APPOINTMENT TO MEET WITH A TEACHER AT HIS OR HER OFFICE	1	2	3	4
c.	DISCUSSED YOUR SCHOOL PERFORMANCE, DIFFICULTIES, OR PERSONAL PROBLEMS WITH A TEACHER	1	2	3	4
d.	USED THE LIBRARY AS A QUIET PLACE TO READ	1	2	3	4

		Never	Occasion-ally	Often	Very Often
e.	USED THE CARD CATALOGUE OR COMPUTER TO FIND MATERIALS THE LIBRARY HAD ON A TOPIC	1	2	3	4
f.	TRIED TO EXPLAIN THE MATERIAL TO ANOTHER STUDENT	1	2	3	4
g.	ASKED QUESTION ABOUT POINTS MADE IN CLASS DISCUSSIDN OR READINGS	1	2	3	4
h.	SPENT AT LEAST 5 HOURS OR MORE WRITING A PAPER	1	2	3	4
i.	ATTENDED A MEETING OF A COLLEGE CLUB OR ORGANIZATION	1	2	3	4
j.	STUDIED COURSE MATERIALS WITH OTHER STUDENTS	1	2	3	4

Q-8. About how many hours a week did you usually spend studying or preparing for classes (both high school and college) while you participated in the Running Start program? Do not count the time spent in class.

1. 1 TO 5 HOURS A WEEK
2. 6 TO 10 HOURS A WEEK
3. 11 TO 15 HOURS A WEEK
4. 16 TO 20 HOURS A WEEK
5. 21 TO 25 HOURS A WEEK
6. MORE THAN 25 HOURS A WEEK

Q-9. About how many hours a week did you usually spend on the college campus, **not counting time attending classes**?

1. NONE
2. 1 TO 3 HOURS
3. 4 TO 6 HOURS
4. 7 TO 9 HOURS
5. 10 TO 12 HOURS
6. MORE THAN 12 HOURS A WEEK

Q-10. How many of your college teachers did you feel were approachable, helpful and supportive?

1. ALL
2. MOST
3. SOME
4. FEW OR NONE

Q-11. Would you say that your college courses were MORE, the SAME or LESS challenging, stimulating and worthwhile than high school courses?

1. MORE
2. THE SAME
3. LESS

Q-12. Would you say that your college courses covered the subject in MORE, the SAME or LESS depth than high school classes?

1. MORE
2. THE SAME
3. LESS

Q-13. Would you say that your college courses had a FASTER, SAME or SLOWER pace than high school courses?

1. FASTER
2. SAME
3. SLOWER

OUTCOMES OF PARTICIPATING IN THE FIRST YEAR

Q-14. During your first Running Start quarter, were you able to enroll in all the courses you wanted to take at the community college?

1. YES
2. NO, BUT I GOT MOST OF THE COURSES I WANTED
3. NO, I GOT ABOUT HALF THE COURSES I WANTED
4. NO, I GOT LESS THAN HALF OF THE COURSES I WANTED

Q-15. To what extent have you met your objectives while enrolled at the community college?

1. COMPLETELY MET
2. PARTIALLY MET
3. HAVE NOT MET, BUT WILL CONTINUE NEXT YEAR
4. DID NOT MEET

Q-16. Did your participation in Running Start have any impact on the date you were eligible to graduate from high school?

1. YES, I WILL GRADUATE LATER THAN PLANNED
2. YES, I WILL GRADUATE EARLIER THAN PLANNED
3. NO
4. UNCERTAIN

Q-17. Did you stay in the Running Start Program for as long as you had planned?

1. YES
2. NO, LEFT EARLIER THAN PLANNED [GO TO Q-17A]
3. NO, STAYED LONGER THAN PLANNED [GO TO Q-17A]

Q-17A. What was your reason(s) for leaving earlier or staying longer than planned?

Q-18. What are your plans for your education next year? (Select only the one BEST response.)

1. CONTINUE IN THE RUNNING START PROGRAM
2. CONTINUE AT MY HIGH SCHOOL
3. LOOK FOR A JOB IN CAREER FIELD
4. ENROLL AT A WASHINGTON COMMUNITY COLLEGE
5. ENROLL AT A WASHINGTON FOUR-YEAR INSTITUTION
6. ENROLL OUT OF STATE
7. I DO NOT PLAN TO CONTINUE MY EDUCATION NEXT YEAR
8. DON'T KNOW

Q-19. How satisfied were you, in general, with the Running Start Program?

1. VERY DISSATISFIED
2. SOMEWHAT DISSATISFIED
3. NEUTRAL
4. SOMEWHAT SATISFIED
5. VERY SATISFIED

Q-20. If you could start over again, would you participate in Running Start?

1. YES
2. MAYBE
3. NO

Q-21. What tips would you give a friend who planned to enroll in Running Start for the future?

BACKGROUND INFORMATION

Q-22. In how many extracurricular activities such as sports, debate, theater, or student organizations do you participate? _____

Q-23. Compared to other students at your high school, do you consider yourself to have MORE, the SAME, or FEWER friendships at the high school than other students?

1. MORE
2. SAME
3. FEWER

Q-24. Compared to other students at your high school, do you consider yourself to be ABOVE AVERAGE, AVERAGE, or BELOW AVERAGE in academic skills?

1. ABOVE AVERAGE
2. AVERAGE
3. BELOW AVERAGE

Q-25. How many hours were you enrolled for classes at the high school while enrolled in Running Start during the most recent quarter? _____

Q-26. Did you take any honors or challenge classes at the ninth or tenth grade level?

1. NONE
2. ONE COURSE
3. TWO OR MORE COURSES

Q-27. Have you taken any Advanced Placement (AP) courses at your high school?

1. NONE
2. ONE COURSE
3. TWO OR MORE COURSES

Q-28. If you had not participated in Running Start, would you have taken any of the following Advanced Placement (AP) courses at the high school instead (excluding those you did take at the high school)?

		Yes	No
a.	ENGLISH	1	2
b.	SOCIAL SCIENCE	1	2
c.	MATH	1	2
d.	FOREIGN LANGUAGE	1	2
e.	NATURAL SCIENCE	1	2

Q-29. Have you always lived in the community where you now live?

1. YES
2. NO, MOVED HERE BEFORE STARTING SCHOOL
3. NO, MOVED HERE BEFORE 9TH GRADE
4. NO, MOVED HERE IN OR SINCE 9TH GRADE

Q-30. What is the highest level of education you expect to complete in the next ten years? (Please circle the highest level intended.)

1. HIGH SCHOOL
2. SOME CLASSES AFTER HIGH SCHOOL, BUT NO DEGREE OR CERTIFICATE
3. APPRENTICESHIP
4. VOCATIONAL CERTIFICATE
5. COMMUNITY OR TECHNICAL COLLEGE DEGREE (2 YEAR DEGREE)
6. BACHELOR'S DEGREE (4 YEAR DEGREE)
7. MASTERS, PH.D. OR PROFESSIONAL DEGREE (BEYOND THE 4 YEAR DEGREE)

Q-31. Does anyone in your family - parent or brothers or sisters -have a bachelor's degree from a college? (Please circle all that apply.)

1. NONE
2. MOTHER OR FATHER OR BOTH HAVE A DEGREE
3. SISTER OR BROTHER OR BOTH HAVE A DEGREE

Thank you very much for taking the time to help us improve the quality of the Running Start Program by responding to this survey. Please return the survey in the envelope provided. If you would like a copy of the survey results, please put your name on the back of the survey envelope.

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RUNNING START PARENT SURVEY

EXPECTATIONS AND OPINIONS OF THE PARENTS OF STUDENTS WHO ENROLLED IN THE FIRST YEAR OF THE RUNNING START PROGRAM

SUMMER 1991

RUNNING START PARENT SURVEY

To be completed by one of the parents of a Running Start student.

Your responses to the following survey will assist the community colleges and high schools in Washington to improve the quality of the Running Start Program. We appreciate your assistance by responding to this survey at your earliest convenience.

REASONS FOR SELECTING THE RUNNING START OPTION

Q-1. The following are reasons often given for selecting a program such as Running Start. For each reason given, indicate how important the reason was for you and your child when you selected the Running Start option. (Circle 1, 2 or 3 for each item.)

		Not Important	Somewhat Important	Very Important
a.	TO TAKE COURSES NOT AVAILABLE AT THE HIGH SCHOOL	1	2	3
b.	TO GET CREDITS HE OR SHE COULD APPLY TO THEIR COLLEGE EDUCATION	1	2	3
c.	TO GET AWAY FROM PEER PRESSURE AT THE HIGH SCHOOL	1	2	3
d.	TO BE WITH FRIENDS AT THE COLLEGE	1	2	3
e.	TO GET A STARTED ON CAREER TRAINING	1	2	3
f.	COLLEGE HAS THE FACILITIES AND EQUIPMENT FOR THE COURSES OF INTEREST	1	2	3
g.	COLLEGE HAS QUALIFIED FACULTY FOR THE COURSES OF INTEREST	1	2	3
h.	TO SAVE COST OF TAKING COLLEGE COURSES	1	2	3
i.	GET HIGH SCHOOL CREDIT FOR COLLEGE COURSES	1	2	3
j.	COLLEGE COURSES ARE SHORTER IN LENGTH	1	2	3
k.	CHILD CAN BE IN CLASS FEWER HOURS A DAY	1	2	3
l.	CHILD CAN BE MORE RESPONSIBLE FOR OWN LEARNING	1	2	3

Q-2. Which of the following types of courses did you want your child to take at the community college? (Circle either 1 or 2 for each type of course.)

		Wanted	Did Not Want
COLLEGE ENGLISH			
a.	COMPOSITION	1	2
b.	LITERATURE	1	2
FOREIGH LANGUAGE			
c.	INTRODUCTORY LEVEL	1	2
d.	ADVANCED COURSES	1	2
SOCIAL SCIENCES			
e.	PSYCHOLOGY	1	2
f.	SOCIOLOGY	1	2
g.	HISTORY	1	2

		Wanted	Did Not Want
NATURAL SCIENCES			
h.	CHEMISTRY	1	2
i.	PHYSICS	1	2
j.	OTHER SCIENCE	1	2
MATH			
k.	COLLEGE MATH	1	2
l.	STATISTICS	1	2
m.	CALCULUS	1	2
n.	OTHER MATH	1	2
OTHER			
o.	COMPUTER COURSES	1	2
p.	SPEECH	1	2
q.	VOCATIONAL COURSE	1	2

Q-3. Students take community college courses to achieve a variety of objectives. Please indicate if the following objectives applied or did not apply to your child in the Running Start Program.

		Applied	Did Not Apply
a.	TO TAKE COURSES TO PREPARE FOR A FUTURE JOB	1	2
b.	TO TAKE COURSES TO TRANSFER TO A FOUR-YEAR COLLEGE	1	2
c.	TO EXPLORE A CAREER DIRECTION	1	2
d.	TO SEE IF CHILD WILL DO WELL IN COLLEGE	1	2
e.	TO MEET REQUIREMENTS FOR HIGH SCHOOL GRADUATION	1	2
f.	TO GET ELECTIVE CREDITS FOR HIGH SCHOOL GRADUATION	1	2

Q-4. Did you learn about the Running Start Program from any of the following sources?

		Yes	No
a.	HIGH SCHOOL COUNSELOR	1	2
b.	SON OR DAUGHTER	1	2
c.	FRIENDS	1	2
d.	COLLEGE STAFF	1	2
e.	NEWSPAPER	1	2
f.	BROCHURES	1	2
g.	COMMUNITY MEETINGS	1	2

EVALUATION OF THE COLLEGE PROGRAM

Q-5. Would you say that your child's college courses were MORE, the SAME or LESS challenging, stimulating and worthwhile than high school courses?

1. MORE
2. THE SAME
3. LESS
4. DON'T KNOW

Q-6. Would you say that your child's college courses had a FASTER, the SAME or SLOWER pace than high school courses?

1. FASTER
2. SAME
3. SLOWER
4. DON'T KNOW

Q-7. Would you say that your child's college courses covered the subject in MORE, the SAME or LESS depth than high school courses?

1. MORE
2. SAME
3. LESS
4. DON'T KNOW

Q-8. How satisfied were you, in general, with the Running Start Program?

1. VERY DISSATISFIED
2. SOMEWHAT DISSATISFIED
3. NEUTRAL
4. SOMEWHAT SATISFIED
5. VERY SATISFIED

Q-9. What would you recommend be changed to improve the Running Start Program for the future?

OUTCOMES OF PARTICIPATING IN THE FIRST YEAR

Q-10. To what extent did your child meet the objectives you had for the Running Start program?

1. COMPLETELY MET
2. PARTIALLY MET
3. HAVE NOT MET, BUT WILL CONTINUE NEXT YEAR
4. DID NOT MEET

Q-11. Did your child stay in the Running Start Program for as long as you had planned?

1. YES
2. NO, LEFT EARLIER THAN PLANNED
3. NO, STAYED LONGER THAN PLANNED

Q-11A. What was the reason(s) for leaving earlier or staying longer than planned?

Q-12. If you could start over, would you encourage your child to participate in Running Start?

1. YES
2. MAYBE
3. NO

BACKGROUND INFORMATION

Q-13. Compared to other students at the high school, do you consider your child to be ABOVE AVERAGE, AVERAGE, or BELOW AVERAGE in academic skills?

1. ABOVE AVERAGE
2. AVERAGE
3. BELOW AVERAGE

Q-14. Compared to other students at the high school, do your consider your child to be ABOVE AVERAGE, AVERAGE, or BELOW AVERAGE in the ability to learn independently?

1. ABOVE AVERAGE
2. AVERAGE
3. BELOW AVERAGE

Q-15. What is the highest level of education you have completed? (Please circle the highest level completed.)

1. LESS THAN HIGH SCHOOL
2. HIGH SCHOOL OR GED
3. SOME CLASSES AFTER HIGH SCHOOL, BUT NO DEGREE OR CERTIFICATE
4. APPRENTICESHIP
5. VOCATIONAL CERTIFICATE
6. COMMUNITY OR TECHNICAL COLLEGE DEGREE (2 YEAR DEGREE)
7. BACHELOR'S DEGREE (4 YEAR DEGREE)
8. MASTERS, PH.D. OR PROFESSIONAL DEGREE (BEYOND THE 4 YEAR DEGREE)

Q-16. What is your occupation:

Thank you very much for taking the time to help us improve the quality of the Running Start Program by responding to this survey. If you would like a copy of the survey results, please put your name on the back of the survey envelope.

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APPENDIX B
HIGH SCHOOL AND COLLEGE STAFF INTERVIEWS

High School Staff Interviews

SBCTC and SPI staff conducted structured discussions at five different group meetings in May, 1991, to gain high school staff perspectives on the impact of the Running Start program. Ninteen high school counselors and 21 administrators participated in the interviews. Staff from each college also participated in the discussion.

All participants had a copy of "Questions for Running Start High School Staff Discussion Group." The discussion followed the structure imposed by the question, although it was not limited to those questions.

The interviewer reviewed detailed notes taken at all five meetings and identified common themes and ideas that were unique to a community college or high school. This report is based on the common themes, with some mention of unique comments.

Questions for Running Start
High School Staff Discussion Group

1. How does advising a Running Start student differ from advising a student who does not select that option for obtaining high school credit? What differences are there if the student is a junior versus senior?

2. What role do you play in advising students about the Running Start program? What characteristics in students do you see as an optimal match for the program? How do you share your thoughts with students or parents?

3. What role do you see the college playing in admitting or not admitting Running Start students? Would you like to see them play a different role?

4. What courses could the college offer to Running Start students that would extend the options available to them and not at the same time negatively impact the quality of programs offered at the high school? In what areas does student choice to participate in Running Start threaten to reduce the variety of courses offered at the high school?

5. From a student perspective, what are the strengths of the Running Start program, weaknesses? What is the greatest strength, weakness?

6. From a staff perspective, what are the strengths of the Running Start program, weaknesses? What is the greatest strength, weakness?

College Staff Interviews and Survey

SBCTC conducted a group interview with the Running Start coordinator, dean of students, dean of instruction and other staff directly related to the program at each of the five pilot sites. Prior to the interview, the Running Start coordinator completed a questionnaire. Copies of the questionnaire and interview schedule are attached.

These interviews were conducted in June and July, 1991, following the end of the first year program. At the time of the interview all five colleges had already enrolled or knew about the size of the upcoming group of Running Start students.

Questions for Phone Interviews
with
Running Start Community College Staff

1. **Running Start Goal**: The interviews with high school staff revealed differences in perception about the goal(s) Running Start serves. What goal(s) does your college's approach to Running Start best meet (college experiences, transition to college, dual credit, alternative high school, other)? How compatible do you see that goal perspective with the goals of students and high schools in your area?

2. **Impact**: In your survey response your college indicated the functions that have been significantly impacted by Running Start. Which of these areas have been most impacted (one to three, please)? Explain and quantify, if you can, the impact. Are the funds provided by the high schools sufficient to compensate for these impacts?

3. **High School-College Cooperation**: How have the college and local high schools worked together related to Running Start (advising students, informing parents, preparing written materials)? What,if anything, would you change about the current cooperation?

4. **Running Start versus Other Students**: Most Running Start pilot colleges treat Running Start students under policies identical to any other college student with a few selected exceptions. Is that your approach, and if so, what are the areas of exception? If it is not your approach, what policies govern treatment of Running Start students?

5. **Other Impacts**: What haven't I asked about the impact of Running Start which you would like me to record for the final report?

Survey

Community College Impact of Running Start Pilot Sites for 1990-91

A survey conducted as part of the study of the impact and benefits from the first year of the Running Start Program in Washington community colleges.

Please complete and return the enclosed survey to

Loretta Seppanen
State Board for Community College Education
319 7th Avenue
Olympia WA 98504

INFORMING AND SELECTING RUNNING START STUDENTS

Q-1. What methods has your college used to inform high school students or their parents of the Running Start option?

Q-2. Which of these methods has worked the best?

Q-3. Does the college assist parents and students in making the decision about whether Running Start is best for them?

1 Yes
2 No

Q-3A. If YES, when and how does the college provide that assistance?

Q-4. Do you regard the college as making an **admissions decision** related to students interested in Running Start?

1 Yes
2 No

Q-4A. If YES, please describe the basis for making such a decision.

GO TO Q5

Q-4B. If NO, do you **enroll** every high school junior or senior who wants to participate in Running Start?

1Yes
2No

If NO, please describe the basis for making a decision not to enroll a student.

Q-5. Does the college assist the Running Start student in selecting courses at the college?

1 Yes
2 No

Q-5A. If YES, when and how does the college assist in the course advising process?

Q-6. What placement tests do you ask Running Start students to take and under what circumstances?

Q-7. How are the results of placement tests provided to the student?

IMPACT ON COURSES AND SERVICES

Q-8. How many additional sections of courses did you add to your spring quarter schedule based on demand and revenues generated from Running Start?

_____

Q-9. What courses were added (describe as college English, third quarter French, etc.)?

Q-10. Which functions at the college have had and/or likely will have significant increased workload as a result of Running Start? (That is, workload increases such that something else important does not get done or additional staff are required.) Circle all where the workload has significantly increased:

Student Services

1 Registration
2 Advising
3 Counseling
4 Financial aid
6 Career planning
7 Placement testing
8 Student activities
9 Job placement services

Instruction

10 Course schedule planning
11 Hiring faculty
12 Room assignments
13 Curriculum planning
14 Outcomes assessment

Other

15 President
16 Public information
17 Management information (IRC, research)
18 Facilities management
19 Institutional planning
20 Board of Trustees
21 Other, please describe: _____

Thank you for your assistance. Please submit just one survey for your campus by June 27. Please keep copies of your responses for reference during the interviews with your college staff.

Send to:
Loretta Seppanen
State Board for Community College Education
319 7th Avenue
Olympia WA 98504

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ERIC Clearinghouse for Junior Colleges
DEC 0 6 1991