GETTING IN STRIDE

HCC’s Running Start Program
Third Year Evaluation

FALL 2003

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Fall 2003
Getting In Stride
HCC’s Running Start Program - 2003

Running Start Program Background

During the summer of 2000, Honolulu Community College linked with the Honolulu School District high schools to launch a legislatively mandated (inspired by a similar program in Washington) Running Start program in Hawaii. (act#236- http://www.capitol.hawaii.gov/hrscurrent/vol05_ch0261-0319/hrs0302a/hrs0302a-0401.htm)

Two previous studies - Out of the Blocks and The Second Lap - reported on each of the first two years Running Start Pilot project that was limited to UH-Honolulu CC and the six Honolulu District high schools.

The goals of the Running Start Program include:

- Accelerating student educational progress
- Easing the transition from high school to college
- Reducing taxpayer and family educational expenses (State of Washington - 2001 - Taxpayer savings: $28.8 million; Family savings: $14.6 million)
- Enriching/expanding educational options for talented high school students
- Improved articulation - linking Hawaii’s high school and college curricula
- Providing an alternative educational environment for talented, but disenchanted, high school students
- Linking high school and college educators to coordinate and improve preparatory education
- Preparing students for the independence and freedom they experience within the collegiate environment

Running Start students simultaneously earn high school and college credits while adjusting to college expectations/culture. If Washington’s experience is any indicator of the direction of the Hawaii program, increasing numbers of high school students will gradually shift to heavy college loads (numerous Washington RS students complete high school and Associate of Arts degrees simultaneously and, therefore, become full fledged college juniors after high school graduation).

CONTENTS OF THIS REPORT

This report includes findings from the Summer 2003 Running Start student survey, a survey of HCC RS faculty, discussions with high school counselors, discussions with HCC administrators, and comments/recommendations by the researchers - Professor David Cleveland (Sociology) and Professor Jean Maslowski (Counseling).

SURVEY DESIGN AND RESULTS

All mid-summer RS students were invited (personalized letters from the researchers) to complete an on-line (hard copy was available) questionnaire.
Respondent Demographics

- Response rate = 65% (59 of 85 students)
- Gender = 52% Female; 48% Male
- Median age = 16.3
- Age Distribution =
  - 14% age 15
  - 47% age 16
  - 40% age 17
- Ethnic Identification =
  (Primary)
  - 49% Chinese
  - 20% Japanese
  - 9% Filipino
  - 3% Hawaiian/Part Hawaiian
  - 3% Caucasian
  - 3% Other Pacific Islander
  - 12% Other

FEEDER HIGH SCHOOLS - McKinley REMAINS PRIMARY FEEDER

Now that the pilot phase of RS is over, all public high schools in the State of Hawaii can participate in the program; however, HCC’s Spring and Summer Programs drew students from only a handful of high schools. 78% (46) of the respondents came from a single high school - McKinley. This suggests that the publicity effort for RS remains largely within the Honolulu School District and is far more effective at McKinley than at the other Honolulu public high schools. Only one respondent attended Farrington High School (closest high school to HCC).

If McKinley’s recruitment efforts can be duplicated at nearby Farrington and Moanalua High Schools and then extended to other Hawaii public and private high schools, RS enrollments at the college and throughout the UH System will skyrocket.

Chart/Table # 1

Last summer’s Second Lap report noted the low participation rate by students from neighboring high schools with high minority student populations. The report recommended that recruitment
efforts at these schools (to boost minority RS enrollment) be strengthened. For whatever reason, participation by students from these high schools continues to lag.

ALMOST ALL (89%) RS STUDENTS PLAN ADVANCED DEGREES

A high percentage of RS students expect to earn advanced degrees. Last summer about three-quarters of respondents reported that they would pursue advanced degrees. This year 89% of the respondents aspire to Master’s, Doctorate, or Professional Degrees.

**Chart/Table # 2**

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<thead>
<tr>
<th>DEGREE GOALS (N = 57)</th>
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<tr>
<td>President</td>
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<td>20%</td>
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<td>Master's</td>
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<td>Doctorate</td>
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<tr>
<td>30%</td>
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<td>Professional</td>
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DIVERSE COLLEGE/UNIVERSITY PLANS

The number of RS students who plan advanced degrees demonstrates how they differ from traditional community college students. They also consider a far wider range of transfer options than do traditional HCC Associate of Arts students. A 1993 study of HCC Associate of Arts students (*Reaching for the Ring*) reported that 82% planned to transfer and most (82%) planned to transfer to UH-Manoa.

While 74% of 2002 RS respondents include UH-Manoa as a possible college choice after high school, forty other colleges/universities are being considered:


These students begin their college educations at Honolulu Community College; however, **only two respondents are considering HCC after high school graduation.**

RS students set their sights on enrolling at four year institutions. They use the RS experience to hone their college academic skills, launch their college careers, gain confidence, and earn credits that accelerate the completion of baccalaureate degrees.

RS STUDENTS CONTEMPLATE DIVERSE CAREERS

Eventual career/professions contemplated by RS students include:

*Medicine, nursing, pharmacy, computer science, management information systems, electronics, marketing, robotics, history, English, engineering, mathematics, physics, music, pediatrician, family medicine, ophthalmology, police officer, fire fighter, Navy, business, music theory, psychology, philosophy, business management, human services, education, travel industry management, computer analyst, automotive engineer, computer game designer,*
MAJORITY ARE 1ST GENERATION COLLEGE STUDENTS

A major mission of community colleges is to broaden access to higher education by offering students an opportunity to start college at low cost, close to home, student-centered institutions that prioritize teaching and individual student attention.

The Running Start Program provides an early opportunity for capable high school students to discover that they can succeed in college. These successful experiences translate to a higher “college going rate” for students who may otherwise not apply or attend college.

Only 32% of the fathers of these students have baccalaureate or higher degrees (eight possess graduate degrees); only 23% of the mothers of RS students have baccalaureate or higher degrees (five possess graduate degrees).

54% of RS fathers and 55% of RS mothers never attended any college.

The fact that fewer than a third of the parents of these RS students possess college degrees suggests that the RS Program does help the college fulfill its mission to broaden higher educational access.

While these RS students have fairly clear college and career goals, since many come from non-collegiate families, extra college counseling/guiding assistance may be necessary. Parents who have not attended college are less likely to understand college application, admission, and matriculation processes.

MOST ARE SOLID HIGH SCHOOL PERFORMERS - Mean HS GPA = 3.35

RS students report high school GPA’s that range from 2.1 to 4.12 with a mean of 3.35.

Many mainland dual enrollment/dual credit programs limit admission to super performing high school students. When the Hawaii RS pilot program was designed (collaborative effort between UH-HCC and the Department of Education), planners decided to open the Hawaii RS program to any high schooler who qualified for the college classes and who was deemed capable by the sending high school. This liberalized eligibility policy was adopted to permit the entry of students who may be quite talented, but, for whatever reason (boredom, alienation, dislike of the high school environment, lack of motivation) don’t possess high grade point averages.

To date, this more open admissions policy seems to be working effectively as almost all Running Start students fare well in their HCC courses - regardless of their high school grade point averages. This is likely the result of careful screening and monitoring of RS students. High school and HCC counselors quickly intervene when a RS student encounters difficulty in a class.

A QUARTER OF RS RESPONDENTS HAVE TAKEN AP CLASSES

Just over a quarter (27%) of the respondents reported having previous AP experience. A review of respondent comments about their perceptions about their preparedness for various aspects of the challenges of college coursework demonstrates that students with AP experience felt
somewhat better prepared for college than students without such AP experience.

15 YEAR OLDS MATCH OLDER PEERS

Eight (14%) respondents are fifteen years old. Presumably, these younger students are carefully screened on the basis of academic preparation and maturity before being allowed to enter the RS Program. In any case, their perceptions about their preparation for college coursework and their performance in their classes match (or exceed) those of their older RS peers.

TWO-THIRDS (64%) ARE SUPPORTED BY Gear Up FUNDING

A major difference between the Hawaii and Washington Running Start Programs is that public schools in Washington are required to pay the tuition expenses for RS students at Washington colleges/universities. Act #236 (Year 2000) mandated the development of the Running Start Program in Hawaii; however, the mandate was unfunded and specifies that RS students will pay their own tuition/fees.

This significant difference caused many in Hawaii to be concerned that Running Start students would draw affluent students who were already planning college careers and who could easily afford UH Community College fees. High school students from less affluent backgrounds would be less likely to take and complete college courses and, therefore, be ultimately less likely to earn college degrees.

The serendipitous, nearly simultaneous launch of Hawaii’s Gear Up Program (Federal grant) that pays the tuition and book expenses for RS students who are designated as financially needy as a result of their free or subsidized lunch status at their high schools has assured students from less advantaged backgrounds entrance into our Running Start Program. However, since Gear Up is a temporary federally funded grant program, the future enrollment of economically disadvantaged students has a cloudy future.

CHART/TABLE # 3

64% of the respondents had their tuition, fees, and textbooks paid for by Gear Up.

While the RS Program is well reviewed by virtually all respondents (97% rate it as Excellent or Good), Gear Up students are even more enthusiastic about the RS Program than are students from more affluent backgrounds - 64% of Gear Up students gave the RS Program an EXCELLENT rating as compared to 42% of non-Gear Up students.
The presence of *Gear Up* funding supported early college enrollment for **about two-thirds** of this summer’s *RS* students. The fact that most of these *RS* students are **first generation college students** suggests that *Gear Up* funding is successfully targeting the students who need an additional financial/counseling boost to enter a college program. Further evidence that *Gear Up* reaches this targeted group is revealed with cross tabulation analysis that shows that **53%** of **Non-Gear Up fathers have baccalaureate or higher** college degrees compared to only **18%** of fathers (completing baccalaureate or higher) of *Gear Up* students.

**Only a third (33%)** of *Gear Up* supported students report that they **definitely or probably** would have **enrolled** in this summer’s *RS* Program **if Gear Up funding had not been available**. Obviously, without *Gear Up* funding, many of the neediest *RS* students would not be in the program.

**HIGH SUCCESS RATE - RS STUDENTS EXPECT TO PASS THEIR CLASSES**

57 of 59 respondents (97%) expected to pass all of their HCC classes.

**HIGH SCHOOL EXTRACURRICULAR INVOLVEMENT MAINTAINED**

A frequently heard concern is that *RS* students may decrease involvement in high school extracurricular activities.

RS student responses should dispel such concerns: 98% of respondents plan to **maintain or increase** their participation in high school extracurricular activities.

**CHART/TABLE # 4**

**HCC FACULTY ASSISTANCE LAUDED**

*RS* students give HCC high marks to HCC faculty for the **individual attention and support** they provide.
RS STUDENTS FEEL WELL PREPARED FOR THE PROGRAM

As seen in the bar graph below, RS students report that they were generally well prepared for their RS experiences. They understood the necessity to be individually responsible, understood college coursework expectations, and felt comfortable with the behavioral expectations of the college environment.

They feel less prepared for mathematical and writing expectations and least prepared for classroom discussions.

CHART/TABLE # 6

Perception of Preparedness - Rank ordered by Mean Value

(1.0 = Extremely Well Prepared ..... 5.0 = Poorly Prepared)

(Interpretation: the lower the mean value, the better the student preparation in the area)

RS ENROLLMENT IS GENERALLY WELL ACCEPTED

RS students find that their enrollment in the program is well accepted by their high schools, friends, family, and faculty. They feel least accepted by “regular” HCC students, but even in this case, only one student felt poorly accepted and 79% report that they are well or extremely well accepted.
Running Start WELL REVIEWED BY PARTICIPANTS

62% of respondents rated the OVERALL RS experience as EXCELLENT and 36% rated it as GOOD. No respondent rated the experience as POOR and only one respondent rated RS as FAIR.

While all aspects of the RS Program received favorable reviews, RS students gave the highest marks to the overall quality of RS Program, the quality of the assistance provided by the high school and college counselors, the individual attention and support provided by the college instructor(s).

Lowest marks (still good marks - over 80% Excellent or Good) were given to the application and registration processes.
RESPONDENTS WILL RECOMMEND RS TO CLASSMATES

75% of RS students will Definitely Recommend RS to their high school classmates; 19% will Probably Recommend RS; and only 5% will Maybe Recommend - no respondent will Not Recommend RS.

CHART/TABLE # 9

RS STUDENTS PREFER COLLEGE ENVIRONMENT

51% of respondents preferred the collegiate environment; 37% had no preference; and only 12% of respondents preferred the high school environment.

CHART/TABLE # 10

Running Start STUDENT COMMENTS

Respondents were given an opportunity to write about what they liked best about the program; what they liked least about the program; and anything else they wanted to say about the program.

Comments are often the richest source of insights of an evaluative process.
WHAT THEY LIKE BEST

As can be seen in the responses below, students liked getting dual credit, their classes, the freedom of the college environment, their instructors, the individual assistance they received, the financial support provided by Gear Up, the overall college environment, and the confidence they developed by succeeding in college courses.

Honestly I like working with college students. The way they think has inspired me. ...

The teacher was nice. He taught in a language that is not too hard to understand. He goes over the material and makes class time fun. The college classmates were great people. It's easy to talk with them. This program allows me to have a sense of what college is really about.

... Having a lot of freedom to do almost whatever you want. ... The fact that I am able to obtain college credits ahead of time, thus cutting down the amount of time spent in college. I enjoy the college atmosphere and the challenges it brings.

... Interaction with college level students, being able to complete college level work, earning high school as well as college credit, and learning more about history, all these parts of my experience helped me to enjoy Running Start.

... I like the fact that you get college credit, and high school credit at the same time. I also like the fact that classes are only 1 hour 25 minutes.

... I like the environment because it's not intimidating at all. The classes don't take up too much of your time/day. The teachers, or at least the only one that I had, make going to class worth while.

... I like the Running Start program because it makes me feel more independent. I can control my own schedule and I can plan things around class time because I know exactly what needs to be done and by when ahead of time.

... The environment of the school and the students is really good. The instructor is really interested in the learning of the students, and always tries to help us in the best way possible.

... The fact that I had to carry more responsibility in terms of class participation, attendance, and effort made me feel more mature as a college student.

... air conditioned classroom. no homework, lectures are understandable and good, Professor Wood is the best teacher I’ve had so far.

... I like the small class sizes because it gives a chance for more individual attention for teacher to student and vice versa. I also like the time scheme of RS because these early morning classes allow me to participate in other activities, like work.

... I like it when how the teachers giving good examples of everything they discuss. The teachers make you understand everything thoroughly. I’ve NEVER had better teachers. HCC faculty really turn you on to the subjects. Before this, I was really getting tired of school, but now I am real excited about going to college.

... The teachers are more friendly and helpful. Makes the class/subject fun. Truly is a great experience!
... It allows highschool students to get a jumpstart in their education. I also liked that it was free with the Gear Up scholarship, so that families with less income can afford their children into the Running Start program.

... The time we have to spend in each class is short but we still learn a lot of information. We learn a lot in a short amount of time. The teacher is excellent at what he is teaching. He tries to relate the course to everyday life, in a way that we can understand.

... The whole experience was very interesting and very helpful. As a high school student I was worried about the transition between high and college and through this program I was able to learn quite a bit.

... Getting both college and high school credit

... The teacher's helpfulness towards the students and the support of the counselor towards getting us into the program.

... I liked the orientation at the beginning of the Running Start program. It gave me a chance to see all the Running Start students and meet some HCC faculty.

... The ability to meet new people. The teacher makes the class entertaining and enjoyable, as well as, knowledgeable. Freeing environment. I feel able to express my opinions and perspectives in class discussion. flexibility in time and class schedules.

... The flexible time and class schedule Staff was very friendly and informative Gave a good experience to how college classes are run

... dual credits

... I like the smaller class sizes of the course. This gave me an idea of how the ideal class would be like. The teacher is very informative about the class and liked to relate the class discussion to the real world.

... academic freedom ... the courses, the teachers ... Getting College Credits Early ... -professor explained the lectures clearly that I didn't need to read the book to understand his point -book had big words so it was confusing but the lectures were helpful if you listen & understand the topic

... BEING ABLE TO ATTEND COLLEGE AT SUCH A YOUNG AGE...

... the teacher....Dr. Wood is really cool! -the lectures are interesting. -feel comfortable with the others in class. ... Freedom

... Taking class with regular college students and sharing the experience with fellow RS students. I also liked that this will prepare me for college because I know what to expect. ... RS students are treated as other college students instead of HS students. ... Good pace and thorough teaching

... Being a high school student, the best thing would have to be the short classes. ... Running Start allows us to feel how it is to be a college student. It gives a very different world to us, and I liked how classes were much shorter and more interesting. Things were really different like the time schedule, which I also liked because it fit perfectly for my other activities and for more rest....
... Running Start allows you to see what college is all about. The teachers and faculty are very helpful and welcoming to high school Running Start students. I really believe that I learned a lot from my class, which was both challenging and interesting at the same time. I like the fact that it gives high school students the opportunity to get a first-hand look into college before they begin their college application process.

... The ability to gain college credits while still in high school. ... I liked the experience of being a "college student". I really liked the freedom I received at the campus because there are no security guards that watch students that may cut class or looks for I.D.s to verify if you belong in that school or not.

... That other college bound students accept me as the way I am and not criticizing me as a intelligent being.

... The many credits it offers and the time-saving courses. The interesting instructor (R.Wood) ... The responsibility you have to go through. ... The Gear Up program and the class were pretty interesting. ... Teacher's help ... The aspect that I liked best was how I got the opportunity to take a college class while still in high school. I also liked the smaller atmosphere of the college class.

\textbf{WHAT THEY LIKE LEAST}

The comments below reveal that many RS students are dissatisfied with the limited number of HCC courses that are eligible for RS credit. Some also find the college environment somewhat intimidating - accepting individual responsibility for completing assignments and operating in an adult, less personal environment. Several express some degree of dissatisfaction with the registration and placement testing processes.

... Too much independent text book reading, which causes a lot of boredom and tiredness. I also did not know about the Gear Up Scholarship and nobody notified me about it. My parents had to pay full price for the classes and supplies, while some people got to register for free tuition and supplies.

... Being with people outside of my age group is unnerving. ... tests... The only things that I didn't like about Running Start didn't have too much to deal with Running Start at all. I'm not used to the air conditioner and I didn't like it how some days were cold. I also don't like how expensive the food costs in the cafeteria. Did you know that a banana costs 73 cents?

... The fact that greater responsibility is given to us; we can slack off if we are not careful. .... tests

... I can't really say that there is anything bad about RS. However, it does feel weird when there isn't a teacher on your case about doing the reading and homework assignments. I guess the only real negative thing would be the initiative to do the work and assignments because there isn't that "pressure" felt like in high school.

... Nothing it's just nervousness in me that makes me uncomfortable.

... Registration and having to take placement tests.
... It takes an hour to get to class from my house.

... Buying textbooks

... I bought the book and didn’t use it.

... I didn’t like having so many high school students in my class. I thought that I would be in a room filled more with college students rather than my own peers.

... If I were to pick one thing is that there are many courses that weren’t available to take.

... limited amount of classes to choose from

... The limited amount of classes to choose from.

... offer more choice in classes ... term paper

... I didn’t like the few course choices.

... UH Manoa Is Not Yet Sanctioned Under Running Start ...

... I felt a little intimidated by taking class with college students but as semester wore on I got used to it.

... Need more different courses for RS.

... Classes are everyday

... The application process for enrolling took a long time because forms needed to get through a variety of people. Also, it was difficult to get in touch with my college counselor because she was busy most of the time.

... In college, the students doesn’t get to really know each other unlike high school where the teachers plays a game on the first day to help the students feel a little more comfortable with each other. I think we should cover more on the subject or class that we’re taking.

... The registration forms. In the section that the form ask what’s my first language, I respond Chinese, and I believe the next question asks ‘Which language am I more fluent?’ I respond English. Later when I took the placement exam and see my results, I took the ESL grammar and writing exam as my English placement test.

... Little amount of classes available (lack of choices such as different languages and math credits)

... Location. The social behavior of others meaning they weren’t very friendly or talkative. ... The reading.

... classes are too short

... The aspect that I liked least of the Running Start program was that there was a limited choice of classes.
SUGGESTIONS/COMMENTS - MORE Running Start CLASSES!

Many respondents want broader RS class choices to meet their individual collegiate needs, an improved registration process, and more financial assistance.

... I would like to take more classes to graduate College faster. I would probably like to leave high school with an Associates degree.

... offer more classes to the students.

... I would allow more courses to be available to high school students. My feeling towards the issue is that if the student can handle the workload then they should be allowed to do so.

... There should be more classes to choose from ... Just keep up the friendly, helpful atmosphere that you have established so far.

... offer more class selections

... I think there should be a test or quiz after each section to see if we learned and understood the material covered, instead of a final test.

... Offer more classes in the summer

... give more scholarship money to buy books

...Please improve the registration process and procedure for future Running Start students. I find it to be very confusing, time consuming and misleading in its current state.
... The program is great. If it is changed, it wouldn't be so much like a college experience. It would be too similar to high school.

... Make the application process much easier and have more classes available for us.

...I think that the introduction into RS needs more improvement. It’s not that the current one is bad or anything, but I recommend more exposure/preparation for going into the RS program. ...

... Have more courses available to Running Start students.

... It would be better if the students were able to borrow the text books instead of having to buy them
... Give more choices for courses that high school students can pick.

... broader selection of RS courses

... Allow Certain Higher Courses, Such As Higher Calculus, In Running Start That Are Available At UH Manoa

... EVERYTHING IS PERFECT HOW IT IS... ... Keep it the way it is

... Registration was a hassle because of the medical clearance.
...Offer the program to more schools so more students can share opportunity.

... Have more different courses available.

... Maybe more and different courses to offer.

... Add more RS eligible classes

... smoke free campus

... I would suggest having more than one college counselor available to Running Start students.

... I think teachers should cover more on the subject that they are teaching on the students by getting around the topics faster and/or the summer session should be a little bit more elongated.

... looking at the HS student's UH registration form very carefully.

... More types of courses, more teachers like R. Wood (Not because he's amusing, but how he effectively he can put information into students' type language; even high school can't offer such an understanding teacher!)

YEAH, MORE CLASSES! (If the high school system won't permit it, ask us students to petition for a CHANGE in their system)

... I would include around two more classes to choose from the Running Start program.

**THE BOTTOM LINE - RS STUDENT PERFORMANCE**

The goal of an evaluation is to determine if the program meets its objectives. The RS program was implemented to accelerate student academic progress, ease the transition from high school to college, and, ultimately, save taxpayer dollars by streamlining the educational process.

While respondent comments and responses demonstrate RS Student satisfaction with the program, ultimately the success of the program lies in the performance of RS students in their college classes.

An analysis of the actual grades (not self reported, but gathered from HCC student records) of RS student performance for the Spring and Summer Semesters of 2002 demonstrate that RS students are succeeding at HCC.

**SUMMER 2003 STUDENT PERFORMANCE - 3.28 GPA & 55% A’s**

Running Start students completed 97% of the classes in which they enrolled (a higher percentage of class completions than experienced by traditional first semester HCC liberal arts students).

Ony three RS students received failing (“F”) grades. Overall (including the “F” grades), the grade point average for Summer 2003 RS students was 3.28 (“W” and “N” Grades not included in calculation.) 55% of the grades received by RS students were at the “A” level versus only 7% at the “D” or “F” level.
Gear Up STUDENTS MATCH NON-GEAR UP STUDENT PERFORMANCE

Gear Up is the federally funded grant program funded to boost college attendance rates for students from economically disadvantaged backgrounds.

Gear Up pays the college tuition and textbook expenses for Running Start students who are eligible for the “free” or a “subsidized” lunch programs.

As one might expect, fewer Gear Up students come from college educated families. For example: only 18% of the fathers of Gear Up students hold Bachelor’s Degree (or higher) compared to 53% of Non-Gear Up students.

In last year’s evaluation of the program, Gear Up students trailed Non Gear Up students in academic performance and perceived preparedness for college; however, this summer’s Gear Up students fared as well in both areas.

GENDER NOT A FACTOR

Gender does not appear to be a significant factor affecting the Running Start student’s evaluation of or performance in the program.

FACULTY VIEWS OF Running Start STUDENTS/PROGRAM

HCC’s RS Counselor (co-researcher) Jean Maslowski collected responses from HCC RS faculty to add their views to this RS Evaluation.

Sample comments from HCC faculty about RS students:

What I would like to say is that our Running Start students are great! They have a very healthy self-esteem and wanted to perform to the top potential...Our Running Start students have very receptive attitudes and earnest, sincere, genuine commitment to the course work in such an accelerated semester...feel free to refer any (RS) students to me...

...Send me more of them...

...I had four RS students in one of my classes. They attended class and participated in the classroom discussions; they performed very well on quizzes, exams, and papers; they outperformed their non-Running Start classmates. In short, it was a delight to have them in the class.
Since the release of *A Nation At Risk* (1983 study that documented the crisis facing our educational system), increasing attention has been paid to the critical linkages of the American educational system. The documented gap between the preparation level of students leaving our high schools and the expectations associated with performing in the college classroom and in careers has led to the dramatic expansion of remedial/developmental coursework at our colleges and universities. However, the consequences of being underprepared at high school graduation for jobs and higher education are not limited to slowed matriculation as a result of diversion to remedial/developmental classes. Underprepared students are far less likely to enroll in any form of higher education and are far less likely to complete the college degrees that they do start.

A major function of operating dual enrollment/dual credit programs is the tightened linkage between our high schools and colleges. Administrators, faculty, and students develop effective communication channels that connect individuals, programs, and institutions resulting in the coordination of standards and curriculum. Other states are finding that these new relationships lead to other innovative educational partnerships. These efforts, dovetailed with standards based secondary education, should play a significant role in improving the preparation of our high school graduates.

*Running Start* is a institutionalized component of Hawaii’s public education system. However, to date, the promise and potential of the program remain in an embryonic form. UH President Dobelle and the new UH Strategic Plan address the need to integrate Pre-Kindergarten to graduate level education (Pre-K to 20) to ensure the future of this society. *RS* offers Hawaii an opportunity to transform part of the “seamless web” rhetoric into reality. As the State of Washington is demonstrating, high school to college transitions are greatly enhanced through such a dual enrollment/dual credit program.

While *RS* enrollments in the HCC Summer Session (2003) and Fall 2003 are up significantly, most of HCC’s *RS* growth has been the result of effective recruiting/advising efforts at a single high school - McKinley. If Hawaii’s *Running Start* program had matched Washington’s *Running Start* rate of growth (adjusting for population size differences), there would now be about 650 *RS* students enrolled in the UH System - instead, there are now approximately 150 students enrolled at the seven UH Community Colleges.

**CHART/TABLE # 12**
So, while progress has been made on recommendations from the 2002 study (*The Second Lap*), much work remains:

- **Improve RS publicity efforts at the high schools and the community.**

  Some progress is being made on this front. Brochures and posters have been improved; radio, TV, and newspaper articles have publicized the program; high school visitations routinely involve discussions of the *RS* Program; and private schools have been informed of the program.

  HCC *RS* faculty, *RS* students, and regular HCC students who are graduates of Oahu high schools are being recruited for presentations to high school students and their families.

  However, it is clear from *RS* student responses that college and media publicity efforts have little to do with their decisions to enroll in Running Start. If Running Start is to truly take off in Hawaii, it will be as a result of efforts by high school counselors. The pie chart below shows that the high school counselor remains the major source of information about the program:

- **Improve DOE/UH schedule coordination to ensure that college classes are offered at times/dates that facilitate student enrollment.**

  High School *RS* counselors and conversations with *RS* students make it clear that the current expectation is for students to take HCC college classes before (early morning) or after (late afternoon, evening, or weekend) their high school courses.

  HCC attempts to accommodate *RS* student schedules; however, the college wants, if at all possible, to avoid “special” sections of its courses as one of the key components of *RS* is to place *RS* participants in integrated classrooms so they can gain actual college classroom experience.
As the program matures, we expect increasing numbers of RS students to enroll for half, most, or even all of their class work at the college - while maintaining high school enrollment. (This has been the experience in the State of Washington where many RS students simultaneously receive high school diplomas and A.A. degrees and where the “average” RS student takes half of a full time college class load.

As RS students seek heavier college loads, high schools and community colleges will have to work together to ensure that the students can be released to attend “prime time” hour courses as many essential core courses are only offered at these hours.

While the various components of the UH System now operate on a uniform Fall/Spring/Summer semester system, until the 1980's UH campuses did not coordinate schedules (start, end, study period, and evaluation period dates). We now adhere to a universal calendar, ensuring that students can efficiently enroll at more than one UH campus. Our new computerized registration system has made it possible for UH students to enroll for classes at two or more community colleges without seeking special concurrent registration permission. And while some articulation problems remain within the UH System, the vast majority of classes now transfer fluidly between UH campuses and the UH System is developing a new articulation agreement that will absolutely assure the transfer of credit within the system.

For RS to fulfill its enrollment potential, some changes may be necessary in high school scheduling:

1. Hawaii’s public high schools do not share a common academic calendar. Start and finish dates vary significantly, making it difficult to coordinate college schedules with the various high schools.

2. Some high schools have a rotating schedule of classes, so that students start a class at one time on Mondays and then advance the start time on every other day of the school week.

College classes are scheduled for day/time slots - meeting at the same hour on the days of the week when the class is offered. This mismatch between the rotating high school schedule and the fixed college class schedule means that students from these high schools are limited to late afternoon, evening, weekend, and/or summer classes.

- **Expand Running Start Course Options**

At the pilot program’s launch, there was a desire to reduce program complexity by limiting the number of classes RS students could take - only a few courses with direct “matching” Hawaii public high school courses were included on the list of possible HCC classes for RS participants. Now that the program has demonstrated its efficacy, Hawaii should follow Washington’s example and permit RS students to take the entire range of degree-oriented college courses and
match simply by distribution area (Math, History, Social Science, Humanities/Art, Computer Science, Foreign/Hawaiian Language, Technical, etc.).

For students who wish to complete a full year or two of college credit before graduating from high school, this is absolutely necessary. Furthermore, RS participants will ultimately attend a wide array of colleges/universities. Given the realities of different Core/General Education requirements, students need to select from an array of courses to ensure that their credits fulfill General Education Requirements at the college/university that they plan to attend.

Another compelling reason for broadening Running Start course that our public educational system is particularly hard pressed by recent budget cutbacks. Budget restrictions result in fewer specialized courses that attract limited numbers of students (advanced courses in an array of disciplines and an array of performing arts classes). For example, during the current (Fall ’03) semester, Farrington High School has had to cancel its AP Calculus class. The students who would have taken the AP class are now enrolled in a HCC Math 205 (Beginning Calculus) class. Shifting these specialized classes to community colleges (where they are part of the regular curriculum) is part of a national trend. (Robertson, Chapman, Gaskin, 2001).

While earning and accumulating college credits is an important positive function of Running Start (builds confidence and shortens the college career), an often overlooked benefit of dual enrollment/dual credit is the acclimatization effect of the experience. Many extremely well prepared (high GPA and high SAT scores) high school students experience culture shock when they first arrive at a college campus. Data from dual enrollment studies in other states (this research has yet to be conducted in Hawaii) demonstrate that not only do dual enrollment students tend to outperform non dual enrollment students at their colleges, they tend to have fewer adjustment problems and demonstrate higher persistence/retention rates. For example, longitudinal analysis of New York’s College Now Program reveals that these dual enrollment students are twice as likely to graduate from college on time and far less likely to require any remedial classes when they enter college. (Project Advance - Syracuse University: http://supa.syr.edu/; Arizona - Puyear, Thorn, Mills, 2001; New York - Kleinman, 2001)

**FURTHER DEVELOP RS ORIENTATION, WORKSHOPS AT HIGH SCHOOLS, AND CONDUCT AN ANNUAL RS UH/DOE MEETING**

All of the above programs are identified as critical to the success of Washington’s RS Program.

HCC Student Services organized and conducted a special orientation session for Summer 2003 RS students to acquaint them with the expectations of the program, introduce some of their faculty members, link them with their college counselor, and the resources of the college.

Planning is underway to improve and streamline the admission and registration processes for Running Start students. Placement testing opportunities will also
be expanded/extended. Health clearance instructions will be clearer and will be distributed in a more timely fashion. The HCC schedule of classes will be distributed to high schools earlier. HCC counselors and faculty will be made available for high school visitations. Potential RS students will be invited to the campus. High school counselors have been invited to the campus and their visit will include a presentation on the RS Program.

EXPAND RS TO OCCUPATIONAL/TECHNICAL PROGRAMS

Many very capable high school students plan to enter technical/occupational programs (just a few HCC programs: Aviation Maintenance, Automotive Technology, Aviation, Administration of Justice, Refrigeration, Carpentry, Early Childhood, and Computer Electronics and Network Technician).

Running Start’s enabling legislation included vocational courses as part of the RS vision:

“Qualified course” means any vocational or academic course offered by the University of Hawaii system that also applies to the department of education’s graduation requirements or is otherwise permitted by department of education rule or policy. (Act 236)

While dual enrollment programs are certainly desirable for baccalaureate seeking students, they are probably even more beneficial for the education of technical/occupational students. The cost of running technical/occupational programs (equipment, supplies, faculty training, facilities) has skyrocketed in the past three decades. Community college technical/occupational programs possess the faculty and equipment to provide students the skills and knowledge they require to enter the job market. Few high school technical programs can adequately prepare graduates for the marketplace. The Running Start Program can well serve students, employers, and the community by opening occupational/technical programs to qualified high school juniors and seniors. (Rafn, 2002)

PLANNING FOR THE FUTURE

HCC RS faculty, counselors, and administrators will meet to discuss this report and to then plot the future of RS on the campus.

Probable goals include:

- Tightening ties with existing RS feeder high schools.
- Developing ties with other public high schools.
- Opening “RS” (Early Admit) opportunities for private high school students.
- Working with the D.O.E. to expand the range of courses available to RS students.
- Exploring RS opportunities for occupational/technical programs.
- Developing more sophisticated brochures, posters, and publicity efforts for the RS
program.

- Communicating more effectively with Parent/Teacher organizations.
- Expanding “RS” (Early Admit) opportunities for Home Schooled students.
- Expanding orientation and support services for RS students.
- Continuing/expanding the structured evaluation/assessment of the program.
- Launching a longitudinal research project that focuses on former RS students to
determine the impact of their participation upon college preparation and
performance.

The above goals will, however, be difficult to achieve without adequate funding for staffing and
coordination responsibilities.

Questions? Comments?
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