Running Start Pilot Program Background

The release of the National Commission on Excellence in Education’s *A Nation At Risk* that documented the crisis of American public education awoke the country to the fact that our mass public education system that had yielded decades of economic and democratic preeminence was in serious disrepair. The report served as a catalyst to re-examine traditional school practices and standards and, eventually, to respond with innovative strategies to better prepare high school graduates for the realities of the digital workplace, higher education, and for the demands of their new roles as contributing citizens in our families and communities.

(http://www.ed.gov/pubs/NatAtRisk/risk.html)

Subsequent educational research revealed that transitions between various components of the educational system are particularly problematic as our separate institutions often fail to effectively communicate and coordinate expectations and outcomes.

Arthur Greenberg (*High School-College Partnerships: Conceptual Models, Programs and Issues - 1991*) maintains that dual credit programs were developed to address an array of educational problems, including “increasing college tuition costs, public skepticism about the value of increased secondary school spending, debate over the purpose of college and the meaning of cultural literacy.” (Catron, 1998)

To improve high school/college transitions, many educators turned to the achievements of Syracuse University’s *Project Advance*. *Project Advance* has offered high school students dual enrollment/dual credit opportunities since 1972 and has served as a model for numerous other partnerships between high schools and universities/colleges. While *Project Advance* focuses on conducting college classes at the high schools, other dual enrollment projects evolved to utilize an array of practices (high school students attending part-time/full-time at the college campuses; hybrids involving some college classes at the high schools while other students go to the college campus; and even delivery of the college courses via the various technologies of distance education) to accelerate academic, social, and emotional development.

The efficacy of allowing qualified students to begin college coursework while still in high school has been documented by numerous studies. For example, *Project Advance* reports that 98% of its dual enrollment program students attend college after high school graduation; 99% of those complete baccalaureate degrees; 88% of those who complete baccalaureate degrees earn GPA’s of 3.0 or higher; and that 56% of these baccalaureate graduates go on to graduate/professional schools. (http://supa.syr.edu/SupaOnline/Research/FinalSummary.htm)

In Hawaii, dual enrollment opportunities have theoretically been available to high school students for the past three decades through a relatively simplistic process/policy - *Early Admit*. However, while well prepared high school students could enroll at UH campuses through *Early Admit* to earn college credits, the earned UH credits could not be used to fulfill high school graduation requirements. This lack of dual credit applicability coupled with the fact that the program was unpublicized translated to extremely limited utilization of the *Early Admit* program.
During the 1990’s, the dual enrollment/dual credit initiative spread, in a myriad of forms, to virtually every state in the country (a state-by-state review of dual enrollment practices/policies is available in the 1999 Oregon Early Options Study (http://www.ous.edu/aca/earlyoptions.htm#Executive Summary).

A few years ago, while on School to Work visitation travel, a group of Hawaii public school educators learned about the State of Washington’s dual enrollment/dual credit Running Start Program. This inspired them to lobby and work with Hawaii’s 2000 legislature to pass legislation (Act 236) that mandated the development of a Running Start program involving the Department of Education and the University of Hawaii. Act 236 directs public education officials to develop a program that permits qualified high schools students to enroll in college courses at UH campuses and earn simultaneous high school and college credits. It is hoped that Hawaii’s Running Start program can be as successful as Washington’s where over 15,000 students enroll in dual credit programs annually. Increasing numbers of these students simultaneously complete high school and Associate of Arts degrees and then continue to baccalaureate institutions where they outperform traditional students. (http://www.capitol.hawaii.gov/session2000/acts/Act236_HB2092_CD1_.htm)

During the summer of 2000, representatives from the Department of Education and the University of Hawaii formed a Steering Committee that designed a pilot Running Start Program involving Honolulu District high schools (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt) and University of Hawaii - Honolulu Community College.

Hawaii’s Running Start Program has numerous goals, including:

- Accelerating student educational progress
- Saving taxpayer educational dollars
- Saving family college expenses
- 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 alienated, high school students

Hawaii’s Running Start program is similar to the Washington State model with the major exception of college tuition funding. In the State of Washington, school districts pay Running Start tuition costs; however, in the State of Hawaii, the Running Start initiative is an unfunded mandate. Hawaii’s Running Start participants are not subsidized by the Department of Education, the University of Hawaii, or any special State of Hawaii fund.

The lack of funding for Running Start participants was viewed as a potential problem by many members of the Steering Committee. Even in the State of Washington where school districts pay tuition costs (but not for books) for RS students, a persistent problem noted by Washington educational researchers has been low minority RS participation. Without RS tuition assistance, many in Hawaii feared that our RS Program would almost exclusively serve students from affluent families already motivated to encourage and support their children’s college attendance.

This major downside (unfunded) of the Hawaii Running Start model has, paradoxically, an upside: given the mandate that Washington public schools pay RS student community college tuition, it is not surprising that some Washington educators are less than enthusiastic about losing students (and their funds) to neighboring community colleges. In Hawaii, since the public...
schools do not subsidize RS college tuition expenses, the loss of a student from high school classes does not negatively impact the school’s operating budget.

Hawaii’s tuition subsidy problem was, however, resolved by the serendipitous, almost simultaneous, launch of Hawaii’s federally funded GEAR UP program that funds the college expenses for economically qualified (simple eligibility: currently qualified at the high school for subsidized/free lunch program) Running Start students. Better yet, Gear Up pays not only their college tuition fees, but their books, lab fees, and even transportation expenses (bus passes).

**Running Start  PILOT PROJECT - Three Phases**

The pilot project (Honolulu District & Honolulu C.C.) design involves three distinct phases: Spring 2001, Summer 2001, and Fall 2001. Policies, procedures, and evaluations of these experiences will be used to make necessary program revisions to prepare for statewide Running Start expansion in the Spring of 2002.

**Phase I  - Spring 2001**

During the initial semester of the Running Start Pilot program only eighteen RS students enrolled at Honolulu. This relatively modest RS initial enrollment was attributed to the fact that most high school students commit to Fall and Spring academic schedules in August of an academic year, therefore, by the time the Running Start Program was first publicized at Honolulu District high school campuses (September ‘2000), most eligible students had already committed to their academic year schedules.

The college’s assessment plan for Phase I of the RS Program centered on an end of the semester survey of RS students (based upon an instrument developed for the Washington RS Program).

However, the HSTA (public school teacher’s union) and UHPA (university faculty union) strikes in April of 2001 led to a chaotic end of the semester which disrupted communication between HCC and the Honolulu District School counselors who were to have insured that their RS students completed the web based instrument. As a result, despite a follow-up effort, the response rate did not yield a statistically representative sample.

A summary of sentiments from Phase I RS students who did respond follows:

- Learned of the Running Start Program from their high school counselors.
- High school counselors were the most helpful source of RS information.
- Most had not previously taken AP classes.
- Students were enrolled for only one college course.
- Besides time spent in class, students spend about 75 minutes a week at HCC.
- After enrolling, few students sought assistance from their HS/CC counselors.
• Students felt fairly well to extremely well prepared for the realities of college coursework (general college environment, behavior/social, reading, writing, critical thinking, classroom discussion, math, individualized responsibility, and registration).

• RS students feel well accepted by the campus, high school and college faculty, classmates, families, and friends.

• The application process, registration process, quality of the college courses, attention/support received from college faculty and their overall evaluations of the Running Start Program were all very favorable.

  (Example: 60% of Phase I RS students would definitely recommend RS to other high school students - none would “probably not” or “definitely not” recommend RS.

• The majority of respondents preferred the college environment to the high school environment.

SAMPLE COMMENTS FROM PHASE I (SPRING 2001) RESPONDENTS:

I liked the transition phase. It made me decide that community college is where I want to start out instead of going straight to UH. The professor I had was wonderful and very understanding.

...I like the fact that I can get high school as well as college credits, although I don’t need the high school credits. I wish that it was offered earlier so that I couldn’t have to suffer in AP classes. I could just take the college course and get it over with...

....I liked being able to go to class and begin right away. Also, I liked the challenge of having to push yourself to do the assignment. I more or less enjoyed the whole experience.

Phase II - Running Start AT UH-HCC - SUMMER 2001

The Steering Committee anticipated increased Running Start enrollment during Phase II (Summer 2001); however, the faculty strikes at Hawaii public schools and the University of Hawaii during the Spring 2001 semester significantly reduced the Spring 2001 Running Start publicity and recruiting efforts - as a consequence, only eighteen Running Start students enrolled in HCC Summer Session courses.

Another factor serving to reduce Running Start student participation in HCC’s 2001 summer session is the fact that public school and University of Hawaii schedules are not synchronized. As a matter of fact, some high schools have already shifted towards “year around education”, so that there is no longer a universal Hawaii public school calendar.

This lack of synchronization made it very difficult for most Honolulu District high school students to take any HCC Summer Session classes. HCC responded to this dilemma by scheduling a special Summer Session Introductory Psychology (PSY 100) class for (mainly) Running Start students. While this decision did compromise one of the major goals of Running Start
(anonymous integration with mainstream college students), it seemed the only practical way to attract high school students to Phase II of the pilot.

Finally, the geographic location of HCC (at the far western border of the Honolulu District) translates to a very long commute to the college from Kaimuki, Kalani, and Kaiser high schools - further decreasing student interest in RS participation.

**PHASE II (SUMMER 2001) STUDY DESIGN**

During the Fall of 2001, David Cleveland (Sociologist - UH-HCC) developed a draft of an assessment model for the Running Start Steering Committee. Part of that assessment model involved the administration of a survey questionnaire to Running Start students at the end of each semester.

The resulting questionnaire was based upon a similar effort conducted by the State of Washington and evolved through a series of drafts shared with DOE and HCC coordinators.

Realizing that eventually over 2,000 Hawaii public school students will be enrolled in Running Start programs at nine UH campuses, the survey design placed the instrument on an internet website so that it could be eventually accessed from any campus and that the data could be collected centrally and automatically.

HCC 2001 Summer Session Running Start faculty and students were informed of the assessment requirement and encouraged to complete the online questionnaire. Since the population of RS students in Phase II was so small, the research effort attempted to insure the participation of all Phase II RS students.

**RESPONSE RATE = 83%**

Of the 18 RS students enrolled in HCC’s second Summer Session, 15 completed the evaluation - yielding a response rate of 83% (a representative sample).

**FINDINGS**

**Respondent Demographics**

**GENDER - MORE Running Start FEMALES**

For reasons not clearly understood, the RS Summer Program drew a majority (57%) of female students.

**Chart/Table # 1**

**GENDER (N=14)**

Running Start - Summer 2001 - Student Survey

- Male 42.9%
- Female 57.1%
ETHNICITY - GREATER MINORITY PARTICIPATION NEEDED?

A quarter (27%) of the respondents identified themselves as Japanese; another 20% are Chinese; one student is Caucasian; and the remaining 47% of respondents selected the OTHER response category.

Running Start in Washington has reported consistently low enrollments of ethnic minority students. The fact that none of this summer’s RS students identified themselves as Hawaiian/Part Hawaiian, Filipino, or Other Pacific Islander suggests that greater efforts to affirmatively recruit/enroll Hawaii minority high school students may be required if we are to draw Hawaii’s rainbow of ethnicities to higher education.

MEDIAN AGE = 17

The mean age of RS Summer Session respondents is 16.6 and the median age is 17.

HIGH SCHOOLS - LIMITED TO McKinley, Roosevelt, Kaiser

While all six Honolulu District DOE high schools are designated as Running Start pilot program partners, only three of the six high schools enrolled RS students in the HCC Summer Session.
If *Running Start* in Hawaii hopes to achieve its ethnic/economic diversity goals, it must insure that it effectively recruits from high minority population high schools. The chart below demonstrates that Honolulu District high schools vary widely in ethnic/poverty distributions. The high school (Farrington) with the highest percentage (84%) of ethnic Filipino, Hawaiian/Part Hawaiian, and Samoan students and percentage of children living in poverty (19%) did not enroll a single student in the HCC Summer 2001 RS Program. Records indicate that no Farrington students participated in RS Phase I (Spring 2001) either - despite the fact that Farrington High School is located within a mile of the HCC campus.

**Chart/Table #4 Number of RS Students & Minority Ethnicity Percentage by High School**

<table>
<thead>
<tr>
<th></th>
<th>Farrington</th>
<th>Kaimuki</th>
<th>Kaiser</th>
<th>Kalani</th>
<th>McKinley</th>
<th>Roosevelt</th>
</tr>
</thead>
<tbody>
<tr>
<td># of RS Summer Students</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>% Hawn/PH</td>
<td>13%</td>
<td>19%</td>
<td>15%</td>
<td>13%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>% Filipino</td>
<td>58%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>% Samoan</td>
<td>13%</td>
<td>4%</td>
<td>.4%</td>
<td>3%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Total Minority</td>
<td>84%</td>
<td>30%</td>
<td>18.4%</td>
<td>16.3%</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>% Children – Poverty</td>
<td>19%</td>
<td>14%</td>
<td>0%</td>
<td>2%</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>


**FALL 2001 - HIGH SCHOOL & Running Start PLANS**

While all (100%) of the Summer 2001 RS students will attend high school in the upcoming Fall 2001 semester, only six of the fifteen (40%) respondents plan on taking college RS classes in the Fall. Conversations with Summer 2001 RS students reveal that some students did not understand that was a true dual enrollment/dual credit option for the entire school year - not just a summer program or an evening option in addition to regular high school attendance.

**Chart/Table # 5**

*Plan to Attend RS Program In Fall 2001 (N = 15)*

*Running Start - Summer 2001 - Student Survey*
Since most (87%) RS respondents identify high school counselors and teachers as their primary source of information about the Running Start Program, if Hawai‘i’s high school students are to learn about the dual enrollment/dual credit nature of the program, high school counselors and teachers will have to provide more detailed information about Running Start to their students.

RS 2001 SUMMER STUDENTS ARE ENTERING THEIR SENIOR YEARS

Eleven of 13 (87%) of the respondents plan to graduate from their high schools in the Spring of 2002. The other RS respondents are going into their junior years and plan to graduate in 2003.

OVER THREE-QUARTERS OF RS STUDENTS PLAN ON GRADUATE DEGREES

All (100%) RS respondents plan on completing baccalaureate degrees and 79% plan on earning Master’s, Doctorate, and/or Professional Degrees.

Chart/Table # 6

DEGREE GOALS (N = 14)
Running Start - Summer 2001 - Student Survey

MOST RS STUDENTS PLAN TO ATTEND UH CAMPUSES

Of the thirteen students who responded to Main Colleges/Universities You are Considering Attending After High School Graduation, ten (77%) plan to complete baccalaureate degrees within the UH System. Seven of these ten students plan on enrolling directly at UH-Manoa while the other three plan to first attend HCC and then transfer to UH-Manoa.

Other colleges/universities considered by the RS respondents include Hawaii Pacific University, Montana State University, University of Montana, Eastern Washington University, Western Washington University, Washington State University, Harvard, Massachusetts Institute of Technology, University of Illinois, Stanford University, California Institute of Technology, and a California university.
RS STUDENTS CONTEMPLATE DIVERSE CAREERS

Eventual career/professions contemplated by RS students include:

lawyer, web designer, educator, pharmacist, film director, computer scientist, accountant, nursing, psychologist, business, marketing, engineering, computer engineering, cryptology, graphic arts, medicine, theology, computer game design, computer programming, auto mechanic.

MOST RS PARTICIPANTS ARE FIRST GENERATION COLLEGE STUDENTS

Only 20% of the fathers of RS students completed baccalaureate degrees (one possesses a graduate degree); only 7% of the mothers of RS students have baccalaureate degrees (one possesses a graduate degree).

HIGH SCHOOL GRADE POINT AVERAGE: MEAN = 2.91

RS students report that their high school GPA’s range from 2.0 to 3.7 with a mean of 2.91.

Running Start is a program designed to focus on exceptional high school students who are fully prepared for the rigor of a college curriculum. In many states, high school students must fulfill eligibility requirements including having a minimum high school Grade Point Average (for example, in Massachusetts dual enrollment students must have at least a 3.0 high school GPA - http://www.doe.mass.edu/dual/eligibility/de_f01.html). If Hawaii maintained a similar standard (3.0 or higher), only half (7) of the fourteen summer RS students could have participated. Are high schools actively recruiting their best and brightest (National Honor Society members) for Running Start enrollment?

RS STUDENTS HAVE NOT TAKEN ADVANCED PLACEMENT (AP) CLASSES

Phase II respondents have not completed any AP classes at their high schools.

GEAR UP FUNDS SUPPORT 53% OF RS SUMMER 2001 STUDENTS

The presence of Gear Up funding has supported early college enrollment for more than half of this summer’s RS students. The fact most of these RS students are first generation college students suggests that Gear Up funding is targeting exactly the students who need an additional financial and counseling boost to enter a college program. Further evidence that Gear Up is reaching this targeted group is revealed with cross tabulation analysis that shows that 60% of the fathers of non-Gear Up students have completed baccalaureate or higher college degrees compared to only 12.5% of fathers (completing baccalaureate) of Gear Up students.
Only half of the *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. Without *Gear Up* funding, many of the neediest *RS* students would not be in the program.

**ALL RS STUDENTS EXPECT TO PASS THEIR CLASSES**

All (100%) respondents expect to receive passing grades and earn college/high school credit for the classes they are taking at HCC this summer.

**RS STUDENTS COME TO HCC FOR CLASSES AND LEAVE**

HCC is basically a commuting campus with few facilities to attract students to the campus before or after classes (exceptions: computer labs and library). Most *RS* students (73% report they spend almost no time on the campus outside of their classes; 73% spend 1-2 hours or less per week on campus; only 27% spend more than five hours per week on campus) spend very little time at HCC when they are not in their classes.

**RS STUDENTS PLAN TO CONTINUE OR INCREASE THEIR HIGH SCHOOL EXTRACURRICULAR, ATHLETIC, AND SOCIAL ACTIVITIES**

23% of respondents plan to **increase** their high school activity participation; 69% will maintain the same level of high school activity participation; and only 8% believe they will **decrease** participation in high school activities.

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**CHART/TABLE #7**

**Who Paid Summer College Expenses? (N = 15)**

- Parent/Self
- Other
- *Gear Up*

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**CHART/TABLE #8**

**Level of Planned HS Activity Participation (N = 13)**

- Increase
- Same As
- Decrease
HCC FACULTY: APPROACHABLE AND HELPFUL

RS students report that their HCC faculty are very approachable and helpful (67% rate their instructor(s) as Extremely Approachable/Helpful). Most have sought and received assistance from their instructors.

Chart/Table #9

Approachability/Helpfulness of CC Instructor (N = 15)  
Running Start - Summer 2001 - Student Survey

PERCEIVED PREPARATION FOR RS VARIES WIDELY

While RS students feel well prepared for the behavioral/social expectations of college and understanding of college expectations and responsibility for college assignments, they report lower levels of preparation for critical thinking/theoretical application, mathematical reasoning, and participation in class discussions.

The horizontal bar graph below rank orders perceived levels of Preparation for the Running Start Program.

When asked how well prepared they were for various aspects of the college experience, students were provided the following response categories: Extremely Well, Well, Fairly Well, Barely, Poorly. Means were calculated for each of the preparation items by assigning a value of 1.0 to Extremely Well; 2.0 to Well; 3.0 to Fairly Well; 4.0 to Barely; and 5.0 to Poorly.

Chart/Table #10

Figure 3: Level of Preparation for Aspects of Running Start

Level of Prep
- b - Behavioral/social expectations of the college
- a - Understanding of college coursework expectations
- h - Individual responsibility for assignments
- g - Reading Ability
- i - College registration & procedures
- d - Writing Ability
- e - Critical Thinking/Theoretical Application
- q - Mathematical reasoning
- f - Participation in class discussions
Half (47%) of respondents felt they were *Extremely Well* prepared for the Behavioral/social Expectations of The College Classroom.

In contrast, only 13% felt *Extremely Well* prepared in Writing, Critical Thinking/theoretical Application, Participation in Class Discussion, Mathematical Reasoning.

Direct discussions between high school and college faculty that focus on improving the preparation of *RS* students in these areas should be facilitated to find ways to improve these aspects of their high school preparation for the collegiate environment.

**RS STATUS IS WELL ACCEPTED/SUPPORTED**

The questionnaire contained six questions concerning the level of acceptance *RS* students felt they received from non-*RS* students at the college, college faculty, general acceptance at HCC, high school faculty, parents and family, and high school friends. For these six items the average (mean) percentage reporting *Extremely Well* or *Well* is 90% - *RS* students, obviously, feel their enrollment is well accepted/supported.

When dual enrollment/dual credit programs were initially considered, one of the concerns that surfaced centered on the reactions of traditional high school students to *RS* participants. The fact that 93% of *RS* respondents feel their high school peers accept/support their *RS* participation seems to dismiss this peer social acceptance concern.

**SOLID COUNSELING ASSISTANCE AT HIGH SCHOOL & COLLEGE**

*RS* students rated (separately) the quality of assistance they received from their high school counselors and their HCC counselor. 87% of *RS* students rated the assistance/guidance provided by their high school counselors as *Excellent* or *Good*; 93% rated their HCC counseling as *Excellent* or *Good*.

**CHART/TABLE #11**

![Quality of Assistance Chart](chart.png)
**RS STUDENTS WILL RECOMMEND RS PROGRAM TO PEERS**

87% of RS students will **definitely recommend** the RS program to other high school students.

**CHART/TABLE # 12**

**RECOMMEND RUNNING START? (N = 15)**
Running Start - Summer 2001 - Student Survey

![Chart showing recommendations](chart)

**RS STUDENTS PREFER COLLEGE EDUCATIONAL ENVIRONMENT**

*It’s different from high school. Everyone listens and it’s easier to pay attention. The Professor is obviously in love with what he is talking about which makes me think its more interesting. It’s different in good ways. I like being with more mature people...because it makes me care too.”*

RS students (93%) **Strongly Prefer or Prefer** the college educational environment to that of their high schools.

**CHART/TABLE # 13**

**Educational Environment Preference (N = 15)**
Running Start - Summer 2001 - Student Survey

![Chart showing preferences](chart)

**Running Start STUDENT COMMENTS**

Listed below are actual sample comments from respondents who were asked to write about what they liked most/least about RS and to suggest program modifications/improvements.

In summary, students enjoyed and thrived in the program. They suggest that the program be continued, expanded, and better publicized.
WHAT THEY LIKED BEST

I enjoy the Running Start program a whole lot...the instructors are very entertaining and they explain things very well giving us life-like examples. They should continue having this class and in other areas on the island because I know other students would enjoy this a lot.

...the lessons are the most interesting and helpful I have ever had...

I like the small class sizes and the Professor takes time to talk to you if you need help with anything.

More may be learned through the freedom allotted as compared to high school. Self discipline is another quality reenforced by the learning system.

It was great! Now I can’t wait to get out of high school and start college. Now I know what to expect next year in college.

I think I have learned a lot more in my World Civ class than in my three years of high school...

- Excellent! - It was fun. -

SUGGESTIONS & WHAT THEY LIKED LEAST

Let more high school students know about the program.

Have it at KCC, too.

Need more classes that give HS credit - other than the five.

Make more classes available as Running Start courses (higher math and ICS classes would be wonderful).

The lack of much choice about the courses you take, since there are so few that are offered as Running Start Courses.

Advertise it more so more people know about it.

HCC FACULTY FOCUS GROUP RESPONSES

After the completion of the Phase II of the RS Program, a group of HCC faculty were assembled as a focus group to discuss their experiences with Running Start students and their perceptions about the utility, effectiveness, and future of the program.

Jean Maslowski (HCC RS Counselor) reported that thirty-six high school students completed RS applications and that twenty-six of these students are attending HCC this Fall 2001 semester.
The discussion included RS instructional faculty, the RS counselor, the RS researcher, and the HCC Dean of Academic Affairs.

Conclusions and recommendations that emerged included:

- Faculty encountered no significant problems in dealing with their RS students.
- RS students performed as well or better than traditional HCC students.
- RS students could profit from an orientation session acquainting them with the college, support facilities, and the realities of the college classroom.
- Test taking, essay writing, and appropriate college classroom behavior skills were identified as areas that need attention.
- Timetables/deadlines for RS application, registration, and financial aid (from Gear Up) need to be better coordinated. Some RS students appear to apply/register at the last moment making it difficult for appropriate counseling, course selection, and for providing financial aid.
- RS recruitment efforts vary significantly at the high schools. Some high schools are barely participating. A more uniform publicity/recruitment effort is needed.
- RS selection criteria seem to vary significantly at the high schools - discussion of RS successes and failures is necessary to make these criteria more uniform.
- Meetings between high school and community college counselors/faculty should be conducted periodically to develop personal communication linkages between the schools and the college.
- Running Start publicity efforts at the high schools should involve the HCC R.S. Counselor, a HCC faculty member (preferably one who is a graduate of that high school), and a RS student (preferably a student from that high school).
- Gear Up forms/applications should be centralized - perhaps at the UH Community Colleges Office.
- The curriculum restrictions that were developed for the Pilot Program should be lifted as RS students need to take a wide array of courses to fulfill baccalaureate pathway requirements.

In Washington, there are no such curriculum restrictions. The high school posting of CC courses in Washington is handled by identifying the CC courses on high school transcripts as: RS HS CORE ALPHA (example SS - Social Studies) and then the CC Alpha (Example: PSY) followed by the CC Course Number (Example: 100). RS SS PSY 100
• The six RS credit hour limit should be lifted for RS students who have demonstrated that they can thrive in the college environment - so these students can accelerate their simultaneous progress toward high school diplomas and associate degrees.

CONCLUSIONS/RECOMMENDATIONS

While the number of students participating in the Running Start pilot program is somewhat disappointing, the students enrolled seem to be well served by the experience.

Most components of Running Start were very well reviewed by the participants.

Based upon these findings, the Steering Committee should focus on:

1. Improve RS publicity efforts at the high schools and in the community.

   Successful RS programs in Washington State link high school and community college RS Coordinators to insure that high school students, their families, and the community is aware of the dual enrollment/dual credit option.

   Special efforts should be made to reach highly qualified, college prep, and National Honorary Society members to assure that those students who can best profit from dual enrollment are informed and recruited.

   Web sites should be developed to provide information about the program as well as application/registration information and forms.

2. Improve DOE/UH communication about coordinating schedules to insure that college classes are offered at times/dates that facilitate student enrollment.

   If Running Start is to truly succeed, accommodations/adjustments will have to be made to deal with the inevitable differences between academic calendars and class schedules. These different registration/enrollment dates need to be clearly communicated to potential students and a streamlined process of placement testing and registration needs to be developed.

3. Expand Running Start Course Options

   To reduce complexity so that the initial stages of the pilot program would be manageable, only a few college courses were designated as dual enrollment/dual credit options; however, as the Running Start population expands and as Running Start students accumulate college credits, dramatic expansion of RS dual credit designated coursework is necessary to accommodate the diverse needs of RS students.

   This dual designation process was, initially, problematic in Washington as well (there are no high school direct equivalents of many college courses). Washington resolved this problem by listing RS college courses on high school transcripts by using a prefix of RS, followed by the high school core area alpha, followed by the college alpha and course number. For example a Sociology 100 (Intro to Sociology course) would be listed as a Social Studies unit on a high school transcript as: RS SS SOC 100.
1. Review Screening Mechanisms

A few HCC instructors have reported that some RS students should not have been recruited to the program causing them to wonder about the criteria used to decide upon program eligibility.

5. Identify RS Counselors and Develop RS Student Orientation Program

The State of Washington experienced rapid expansion of its RS Program. As Hawaii’s program progresses from pilot to statewide implementation and consciousness about its existence expands, we should expect and plan for similar exponential RS enrollment growth.

To deal with the large number of high school students entering our colleges, high schools and colleges will have to designate counselors as RS Coordinators. UH and DOE representatives should, simultaneously, plan and develop effective Orientation Programs to insure that first semester RS students are adequately prepared for program.

6. Develop RS Workshops

To take Hawaii’s RS Program statewide, other high school and college campuses will have to be briefed and trained.

This training can be provided by some administrators, counselors, RS students, and faculty who have worked with the pilot program. To develop these workshops, meetings should be scheduled that involve Honolulu District high school and Honolulu Community College representatives who had direct experience in conducting/coordinating the pilot program.

Ideally, these workshops would involve the input and participation of successful RS Coordinators from the State of Washington.

7. Develop Plans for an Annual Running Start Meeting

The State of Washington regularly assembles high school and college personnel responsible for its Running Start Program. These meetings help resolve problems facing the program and facilitate the sharing of innovative approaches that improve the Running Start experience.

An annual statewide Running Start meeting would serve to accelerate and improve the development of our dual enrollment program.

8. Expand Running Start to Include Occupational/Technical Students

All of the courses that currently qualify for dual credit are liberal arts core classes. While many high school students will seek traditional baccalaureate degrees, others elect to enroll in diverse occupational/technical programs offered at UH Community Colleges. Developing dual enrollment/dual credit opportunities for these students will accelerate their progress toward these degrees and careers.

Questions? Suggestions? Contact: David Cleveland (808) 845-9238 davidec@hcc.hawaii.edu