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ABSTRACT

This document discusses the summer 2000 Running Start Program at Santa Barbara City College (SBCC) (California), designed to assist high school students with limited financial resources in transitioning to college life and curricula. Thirty-seven students enrolled in the summer program. Thirty-four students (92%) completed it. Of those who completed the program, 27 students enrolled in SBCC in the fall. This group was composed of 27 female students and 10 male students, 78% of whom reported being Hispanic. The students were enrolled in four courses during the summer, which included a college orientation course, a career-planning course, a course on using the library, and an introductory computer macromedia course. Most students were successful in completing and passing these courses. The computer and career planning courses had the lowest rates of student success. Feedback from two student surveys indicated that students felt the program was helpful in the transition to college and that they would recommend the program to others; however, they felt the classes were too long and did not entirely suit their interests. Students expressed a desire to take more general education courses or classes related to their potential college major. Thirty-one students (84%) responded to the first survey, while 29 students (78%) responded to the second. The report indicates that the program will utilize student feedback to revise and improve the program. Contains tables with student demographics, course results, and survey responses. The appendix includes the survey instruments. (MKF)

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Evaluation of the Summer 2000 Running Start Program

Institutional Assessment, Research and Planning

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Evaluation of the Summer 2000 Running Start Program

Participation, Program Completion and Subsequent Enrollment at the College

The goal of the grant funded Running Start Program is to help high school students with limited financial resources familiarize with the college environment and facilitate their transition into a college education. The program combines courses with field trips conducted during the Summer session at SBCC. The Summer 2000 Running Start Program initially had 37 students, 34 (91.9%) of which completed the program. Of those who completed the program, 27 students (79.4%) enrolled in at least one course at SBCC in Fall 2000. The initial group consisted of 27 (73.0%) female students and 10 (27.0%) male students. The ethnic distribution of the participants was as follows: 29 (78.4%) Hispanic students, 2 (5.4%) Black, 3 (8.1%) White and 3 (8.1%) Unknown. The high schools of origin for the 37 students are presented in Table 1.

Table 1. Distribution by High School of Origin

	#	%
Carpinteria High	9	24.3
Dos Pueblos High	2	5.4
El Puente High School	1	2.7
Hoover Senior High	1	2.7
La Cuesta Opportunity	6	16.2
San Marcos High	13	35.1
Santa Barbara Senior High	4	10.8
Unknown	1	2.7
	37	100.0

During the program, the students enrolled in four courses: ENG 109 (library resources), MAT 113 (introduction to Macromedia DreamWeaver), PERDV 25 (orientation EOPS/CARE, two sections of this course were offered and some students enrolled in both sections) and PERDV 103 (career planning). The maximum number of units that could be completed was 7. The number of units completed by the students in the program is displayed in Table 2. More than 43% of the students completed the maximum number of units, 16% completed only one or two units. Completion of less than the maximum units means that the student either dropped or failed one or more courses.

Table 2. Distribution by Number of Units Completed

Credit units completed in the Program	# Students	%
0	3	8.1
1	5	13.5
2	1	2.7
3	5	13.5
4	1	2.7
5	1	2.7
6	5	13.5
7	16	43.2
Total	37	100.0

Tables 3 through 7 display the grade distribution for each of the four courses and five sections of the program. Where the total number of grades is less than 37, a number of students dropped before the census of the course(s), thus the course does not appear in their official school record. PERDV 25, section 8162 was the most successful with 100% of the students who persisted through the census of the courses completing the course with a successful grade (successful grades are: A, B, C or CR). ENG 109 was the next most successful with 78% of the students receiving a successful grade. PERDV 25, section 8163 follows closely with 76% of the students receiving credit for the course. PERDV 103 and MAT 113 had lower rates of success of 56% and 61%, respectively. The low rate of success in PERDV 103 should be considered in future offerings of the Running Start Program.

Table 3. Grade distribution in ENG 109

Grades in ENG 109	#	%
CR	28	78%
NC	3	8%
W	5	14%
Total	36	100%

Table 4. Grade distribution in MAT 113

Grades in MAT 113	#	%
A	9	26%
B	1	3%
CR	11	32%
F	1	3%
I	1	3%
NC	5	15%
W	6	18%
Total	34	100%

Table 5. Grade distribution in PERDV 103

Grades in PERDV 103	#	%
CR	20	56%
NC	10	28%
W	6	17%
Total	36	100%

Table 6. Grade distribution in PERDV 25, Section 8162

Grades in PERDV25, Section 8162	#	%
CR	34	100%
Total	34	100%

Table 7. Grade distribution in PERDV 25, Section 8163

Grades in PERDV 25, Section 8163	Total	%
CR	28	76%
NC	5	14%
W	4	11%
Total	37	100%

The 27 Running Start students who enrolled in Fall 2000 concentrate on English and Math courses; many of them are enrolled in remedial levels of these disciplines (below ENG 110 and below MATH 117, MATH 120). Particular attention needs to be given to students enrolled in ENG 60, ENG 65, ENG 70, ENG 80, MATH 1 and MATH 4, which are below high school level English, and Math courses. Fourteen (51.9%) of the Running Start students enrolled in Fall 2000 are in MATH 1 and MATH 4, which generally have a low rate of success in subsequent Math courses and in reaching the college level in this discipline. Besides Math and English, many Running Start students enrolled in vocational courses (i.e, HE – health education, AJ – administration of justice, CIS – computer information systems, HT – health technologies, COMAP – computer office applications, ECE – early childhood education, MAT – multimedia art technology). Fewer students chose non-vocational courses (Art, CHEM – chemistry, CHST – Chicano studies, BIOMD – biology, EARTH – earth and planetary science, ETHST – ethnic studies, MUS – music, PE – physical education).

Table 8. Enrollment of Running Start Participants in Fall 2000 Courses

Course	# Students in the course	Course	# Students in the course
AJ 101	2	ENG 60	4
AJ 107	1	ENG 65	1
AJ 133	1	ENG 70	11
ART 120	1	ENG 80	10
BIOMD 107	1	ENGR 101	1
BIOMD107AL	1	ETHST 101	2
BLST 101	1	ETHST 107	2
CHEM 155	2	HE 101	1
CHEM 155DS	2	HE 102	1
CHEM 155L	2	HT 120	1
CHST 101	1	MAT 180	1
CHST 121	2	MATH 1	11
CHST 130	3	MATH 100	5
CIS 101	1	MATH 107	1
CIS 102	1	MATH 117	2
COMAP151AB	2	MATH 120	2
COMM 101	1	MATH 150	1
COMM 121	1	MATH 4	3
COMM 131	1	MUS 146	1
EARTH 141	1	MUS 154	1
EARTH 141L	1	MUS 160	1
ECE 102	2	PE 121B	1
ENG 100	6	PE 148	1
ENG 103	3	PERDV 100	1
ENG 104G	1	PERDV 110	1
ENG 110	2	POLSC 101	1
ENG 110HR	3	PSYCH 100	1
ENG 120	5	SOC 101	1
# of Running Start Participants Enrolled at SBCC in Fall 2000			27
Average Course load			4.5 courses

The performance of students in these courses as well as their persistence to the Spring 2001 semester will be tracked and reported.

Students' Opinions and Satisfaction with the Program

The participants in the Running Start Program were asked to fill in three questionnaires meant to assess their satisfaction with the program, to capture their suggestions and to provide information for the summative and formative evaluations of the program. The three separate questionnaires (see Appendix 1 for copies of the questionnaires) were administered one in the first week of the program, one in the fourth week of the program and one at the end of the program. The responses to the three surveys are presented below.

Responses to Questionnaire #1 – Administered during the first week of the program

Thirty-one students (83.8% of the participants) responded to the first questionnaire.

Students were asked what are their plans for attending college and completing a degree. 74% of the respondents plan to complete a degree, with 48% planning to achieve a four-year degree (see Table 9). The low level of preparation in English and Math might hamper their degree aspirations.

Table 9. Survey #1 – College Plans

College Plans	Total	%
Take some college classes, but not get a degree	1	3%
Two-year degree	8	26%
Four-year degree	15	48%
Don't know	4	13%
Other	3	10%
Not planning on going to college	0	0%
Grand Total	31	100%

Table 9.1 Survey #1 – College Plans/Other Responses

College Plans/Other Responses
I want to go to college but I don't think I'm going to start right away.
I want to transfer and get a Ph.D. in medicine.
Law school after Bachelor's.

Students were asked about their reasons for participating in the program. The most frequent reported reasons are the desire to know SBCC and the intention to enroll at the College in Fall 2000. 65% of the respondents indicated the latter reason and almost 80% of those who completed the program did so. However, the other aspects of the programs such as the monetary support and field trips were also frequently mentioned reasons (see Table 10). The least important reason was the participation of friends.

**Table 10. Survey #1 – Reasons for participation in the Running Start Program
(Students could choose more than one reason)**

Reasons for Participation	Total	% of the 31 respondents
Get to know SBCC	21	68%
See what college classes are like	19	61%
The money for participating	16	52%
Field Trips	16	52%
Would like to enroll at SBCC this Fall	20	65%
Friends are participating	12	39%
Other	4	13%

Table 10.1 Survey #1 – Other reasons for participating

Reasons for Participating/Other Responses
I had nothing else to do this summer.
I wanted to get some classes and taking the advantage to get classes done because I don't have much money.
Have goals for my future, be something (career).

Students were asked to specify what they would like to achieve by participating in the program. 77% indicated that they would like to find out what going to college means (see Table 11) which is one of the major purposes of the Program.

Table 11. Survey #1 – Desired results from participating in the Program

Desired Results from Participation	Total	%
New friends	17	55%
Find out what going to college means	24	77%
Visit interesting places	15	48%
Have a way of spending summer	8	26%
Decide if college is for me	15	48%
Other	4	13%

Table 11.1. Survey #1 – Other desired results from participating in the Program

Desired Results/Other Responses
Research/study skills
Get an early start on college life
To learn more every little bit counts
To have fun

Table 11.1. Survey #1 – Other comments (typed as written by students)

Survey #1/Other Comments
This program is great for students to get to know SBCC and to get an idea what college is all about.
I'm very glad I got involved in this program; students will benefit from it greatly. I hope it will continue for others in the future.
I think that this program is going to help me a lot into my life and my future. I think it is great.
This program is a really good way to have graduating seniors from High School to get a head start in beginning their college experience with helping hands.
Well, so far the classes and program is very interesting. I really like the staff and the people and students are good and sociable.

Responses to Questionnaire #2 – Administered during the fourth week of the program

Twenty-nine (78.4%) of the participants responded to the second questionnaire.

More than half way through the program, students were asked to indicate whether the program meets the expectations they had before starting it. 48% indicated that the program met their expectations whereas 52% had a negative response (see Table 12). The reasons for their responses are listed in Table 12.1.

Table 12. Survey #2 – Expectations

Is the Program What You Expected?	Total	%
Yes	14	48%
No	15	52%
Total	29	100%

Table 12.1 Survey #2 – Expectations/Comments (typed as written by students)

Program Expectations/Written Responses
I really think the programs has a lot of opinionated people teaching and that causes problems with the students.
I thought that this program would be about math, English and all that classes that we will probably take over the fall.
I though that it was going to be more like a free time.
I really though I would learn more, but all I learned was how to use Photoshop.
We were lied to about the times we had to stay until.
I expected to be doing more things with helping us develop a plan for college.
They told us we'd have a study hall & no homework which are both not true. That's one of the reasons I joined. I don't like going to school 8 hours a dav plus homework during the summer!
I expected more because of what people told me.
Yes, except that I thought or at least I understood that we would be getting study time to do our homework.
I wasn't expecting it to be so long (8 hours a day).
I expected this to be a great learning experience where we also had fun.
I expected the program to take all day and that we'd get paid.
I thought we would have a study period so we would be able to do our work.
I thought it was a real good sense of how college is.
Yes, I have met new people and it has been a good learning experience.
Yes, it's pretty much what I expected it to be, except that I thought that we would all be together 1st class.

Program Expectations/Written Responses
We didn't get to choose our classes and the computer class I feel was too advanced for our level of kids.
I didn't have a great deal of information given to me on this program. I thought it would be a bit more better if the classes were smaller so we can have a better lecture & conversations shorter classes.
Even though I haven't been to the field trips, I have learn much from the two classes that I attend. I feel like getting
I have learned how to get around where to go. Whenever I need a question or some question that I need to know.
I thought it would be like regular classes.
Well, I expected something different. But my response is good. I've learned a lot. I guess because I never took
This program has helped me to undrstand SBCC but the way we have been learning is, for example, if we were still in Junior High. I feel I get treated like a child and not an adult.
I have learned something from the class and I the field trip.
Because I didn't know what this class was about before.
I think that this program has been very helpful so far. The teachers are really cool, especially our MAT teacher.
I think this program has been very helpful so far. I've given a chance to experience how college is like. I like
Because there is a lot of material being explained.

Students were asked to evaluate the degree of difficulty of the four courses of the Program. The majority of the respondents – 62% - felt that the degree of difficulty was about right whereas 17% thought the courses were too easy (see Table 13).

Table 13. Survey #2 – Difficulty of courses

Difficulty of Courses	Total	%
Too easy	5	17%
About right	18	62%
Not sure	4	14%
Other	2	7%
Grand Total	29	100%

Table 13.1. Survey #2 – Difficulty of courses/other responses

Difficulty of Courses/Other Responses
I think that I would have wanted more help in my major and schedule.
I think they're all well taught & very helpful
The last class should not be so long.
The work is non-stop and we don't have to
I think that it was a right thought out plan & it helped. Well they helped me on a sense of what to expect in the fall.
It fits into my schedule. The work isn't too easy, it's just right.
Some I have already taken in High School and the computer class I didn't know sh*t.
They are fine. I am learning, it's fun and it's not difficult.
I think that some classes are really easy, and others, like PD 25, are courses that require deep thought. MAT is a challenging but cool class.

Students were asked to make suggestions regarding possible changes in the program. The main complaints about the program related to the length of the program (8 hours/day) and the course content. Students suggested shortening the daily program and choosing courses that relate

more closely to requirements of the general education, such as English and Math. They were also interested in receiving guidance regarding their plan for courses in the Fall. Their suggestions are listed in Table 14. Other comments are listed in Table 15.

Table 14. Survey #2 – Recommended changes (typed as written by students)

Recommended Changes
A little more action in class with more class discussions.
Well the way the classes have the assignments they need to take the time and assign work that will actually help not just work that runs over the same thing.
Teachers to be respectful, and helpful, and teachers that are willing to sit down and teach you, not lecture for 1 hour and a half.
Less computer class time.
I would make of the classes a class we actually need to take.
We are forced to be here for such a long time. Our MAT class is too long. The info. learned is very useful & vital for our college career.
This is is good program to help a student start.
We were told we were going to have free study hall. What happened?
I wish that we could still learn all of the things that we are learning, but I wish that we could come for maybe 4 or 5 hours a day instead.
More diverse classes - because it seemed as if we were taking two of the same class.
Pay more attention.
I think everyone should have to go to classes and the field trips in order to get their money; it's not fair to the others
A different computer class.
The program is too long 8-4. It should be 8-2.
Get out at like 1:45-2:00, instead of 4.
Different classes and if you have to put a computer class, put us in a lower level so that we can understand better.
Split groups so other people can express their thoughts clever with less people around.
If they would provide child care for the summer.
Nothing. Everything seems to be all right.
Better classes.
Made a challenged class for us. And experience something that you are interested in.
It would be nicer if the class were harder or at less how real college class are.
The class of development.
I think that they should have helped me more on planning my schedule for my major.
I think that the teachers should be stricter about students talking, yelling, etc, while some teachers are trying to teach. We waste a lot of the time getting people to shut up.
I think that the program doesn't need any changes. I'm not sure if it need the change. The classes are good. Only that the last class should be less time.
Nothing, well except the last class instead of getting out at 4:00 you could make it at 3.

Table 15. Survey #2 – Other comments (typed as written by students)

Survey #2/Other Comments
The money and field trips are cool, they are helpful, especially economically. Good field trips fun!
Better teachers, Yolanda is bad.
It is a great program; but maybe next time it won't have to be soooo long.
Thank you! It was a great experience.
Thanks.
This program is very nice. The field trips are fun and you guys make us feel like you want us to achieve.
I enjoy the field trips but some things have to change.
None right now...maybe more \$ for the students.
I thank the teacher for teaching me. I thank the running start program for this program. For the opportunity.
I think this program is very educational for students that there first year at college. This is a real great program it was fun I learned a lot.
I thank the staff of EOPS for their time and giving and opportunity like to us!
I think that the people that got dropped from a class should get paid.
It's a bit hard cashing checks. It'd be better to get the cash.
The field trips are excellent. We should also get diff types of lunches cause sandwiches are getting boring.
I really like this program a lot!!!

Responses to Questionnaire #3 – Administered during the last week of the program

Twenty (54.1%) of the participants responded to the last questionnaire.

All twenty respondents to the last questionnaire indicated that they were satisfied or very satisfied with the Program (see Table 16). Their comments regarding the program are listed in Table 16.1.

Table 16. Survey #3 – Satisfaction with the program

Satisfaction with Program	Total	%
Very satisfied	10	50%
Satisfied	10	50%
Grand Total	20	100%

Table 16.1. Survey #3 – Satisfaction with the program/Comments (typed as written by students)

It was a good program but because it was the first time it needs work. One this is time, on how long it is, then it need a little more challenge. The trips were the best.
The classes help so much on getting an idea how our college life would be like, knowing all the info about college.
I really liked this program because not only did I earn money and credit, but I also gained a lot of knowledge from Photoshop/Dreamweaver, myself, and about the library.
Well there were moments where the courses we were fun, but then there were moments I didn't think they were worthwhile. Make more interactive.
I liked the program but I think we need to have another class besides PD or career planning cause we basically learned the same thing in both classes
I learned a lot and it was very interesting
The program have me a good experience to college.
I has helped me a lot. Without this class I would be lost during the fall.
Because it helped me a lot about getting to know the college.

Everything was good.
I learned a lot of things
Because everything went good but there are somethings that could have gone better.
I gave me a head start in college & I have a greater understanding of how college runs.
The info was extremely useful & vital. It burnt me out how we had to be here so long & we still had homework to do.
I really got a lot out of the program. I have me an idea of how college works.
This program has really taught me a lot about how to prepare for college.
It was nice but we need study time so we can get work done.
I feel that some of it could be changed, but the other part was very interesting.

All respondents but one said that they would recommend the program to a friend (see Table 17).

Table 17. Survey #3 – Recommending the program to a friend

Recommend Program to a Friend?	Total	%
Yes	19	95%
Not sure	1	5%
No	0	0%
Total	20	100%

Students were asked their opinion regarding the type of student that would benefit most from the program (all participating students were high school seniors). 70% of the respondents thought that only high school seniors should be included whereas 20% thought that a mix of high school seniors and juniors would be appropriate (see Table 18).

Table 18. Survey #3 – Best type of student for the program

Best Type of Student for Program	Total	%
HS seniors only	14	70%
Mix of HS seniors/juniors	4	20%
Not sure	1	5%
Other	1	5%
Total	20	100%

Most of the respondents felt that the program helped them think differently than in high school concerning learning (see Table 19). Only one students thought that the program was not helpful in this respect.

Table 19. Survey #3 – Did the program help the students think differently

Did Program Help You Think Differently?	Total	%
Yes	16	80%
No	1	5%
Not sure	3	15%
Grand Total	20	100%

Respondents were asked to rate the field trips. Their responses are listed in Table 20. Opinions were mixed but the trips to the Getty museum, Olvera Street and Hearst Castle drew the most reactions, mostly positive.

Table 20. Survey #3 – Favorite/Least favorite field trip

Favorite/Least Favorite Field Trip
The Getty was the best. The least was the Aquarium at Long Beach.
Every single one because I had never been to any of these places.
I like all the fieldtrips because I learned differend things from each of them.
The trip to the Getty's Museum because of the great art. I really didn't have any least liked trips they all were fun.
Hearst Castle - I liked the most. Getty Museum - I like the least because it was a long trip for not so good of info.
The best one was the museum of tolerance. The worst one was the Long Beach aquarium.
Olvera Street was great and Hearst castle was awesome. We should have gone to a bigger aquarium.
The Getty Museum (most), Hearst Castle (least).
The Hearst castle was the best, the museum of tolerance (worst?)
I love the first one Olvera St. The one I didn't like that much was art museum one.
I enjoyed the Olvera Street because it had lots of my culture.
I like them all they all went great.
I really enjoyed Olvera Street because I had never been there before & it was very cultural.
Most – museum of tolerance. Least - Olvera Street/Hearst Castle.
I really enjoyed the Getty, but I wish we were there for a longer time. I liked all of the trips.
I really like Hearst Castle. I had never been there before.
To the castle & Olvera St. & museum. The least was the aquarium.
I think that I enjoyed them all the one that could have been better was the Getty.
I like Hearst Castle because it was interesting. I did not like the Getty Museum because it was boring.
The most fascinating was Hearst Castle for me. And the field trip to the aquarium.

Students were asked to indicate what they perceive as benefits of the program. Their responses are listed in Table 21.

Table 21. Survey #3 – Benefits of the program

Benefits of Program
Where to go for help, how to make a web page and the big thing was the friendships I made.
Information that other new incoming students will not know for example like credit/no credit classes.
I have gained knowledge about myself, the school, and about the types of resources available to me.
A new sense of direction and the knowledge of where and how things work.
A lot, how to be confidant as a student, know the campus more and where to go for information I need.
Confidence at SBCC. Know more about what I have to do to get where I want to go.
Knowledge of what college is about.
A feel for SBCC's campus, help with registration, getting into the TAP program
A lot of info about college.
I've learned a lot of thing I didn't know before.
I learned that everything that school can offer you.
A lot how to be a good college student.
I gained a lot of useful information regarding careers and college.
This program has allowed me to get my head on straight about college. I was very overwhelmed with college and

this program helped me find a direction.
A better perspective on what college is all about.
More school oriented stuff and know where everything is now.
I fell that I have gained a lot of information from by career to my personal life.
More self-esteem in coming to college, because I was scared to come to college, and did not plan on coming to college, but this was a great experience, and I liked it very much. And I want to continue coming.
I have gain information that I didn't know, and have a lot of confidence within!

All 18 respondents to the question whether changes should be made to the program answered affirmatively (see Table 22). Their suggestions are listed in Table 23. They reiterate most of the comments made earlier: shortening the duration of the daily program and choosing different courses with more emphasis on college requirements. Other comments are listed in Table 24.

Table 22. Survey #3 – Should the program be changed?

Should There Be Changes to the Program?	Total	%
Yes	18	100%
Grand Total	18	100%

Table 23. Survey #3 – Should the program be changed?/Comments (typed as written by students)

Should There Be Changes to the Program?/Written Responses
Make the program shorter. 8 hours a day is a really long time.
The length of the program is too long. The six weeks are cool, but the length of each day.
Make time for students to work on their talents that they lack.
Make the computer class shorter.
On the media class, have one that everybody is at the same level.
A lower class of computers maybe a more variety of classes and if a computer class don't make it so long.
Study hall.
The time for last class and only teach photoshop.
Shorter time.
The computer class should feature a different program. We should start at a later time.
Make the day shorter. 8-4 is a long time to be in class & you have to consider people go to work after.
When Tom goes promoting the program he should now take a guest speaker to tell other students how the program is.
Make it shorter.
Offer a math class instead of Dreamweaver. Start showing Photoshop instead - so that people won't be lost.
I personally enjoyed the MAT 113 class even though I knew nothing about Photoshop nor Dreamweaver. Maybe it'd be easier if we have a Photoshop class instead of Dreamweaver.
The last class.
The length of the classes.

Table 24. Survey #3 – Overall comments (typed as written by students)

Survey #3/Other Comments
The computer class if too long. But is was all good. Thanks for everything. This was very nice of all the EOPS.
I feel that this program really helped me to learn the school better and meet new people. I feel more comfortable with my surrounding now. I feel that all seniors (graduated) should come.
It was fun while it lasted.
I want to say thank you very much for this program. It was nice. Thank you.
Thanks for the experience!
I loved the program. It was a big help.
Just to let the kids out earlier.
Next year you should have Photoshop class instead of Dreamweaver. Thanks for giving us the opportunity to be the first students to try out program.
Thank you for everything. EOPS you guys are the best.
Thank you for everything to everyone!
Varied lunches, study time.
Thank you very, very, very much for this opportunity!!!
I really enjoyed every minute at this class.

Conclusion and Implications for Future Offerings of the Running Start Program

Overall, the Summer 2000 Running Start Program achieved its major purpose of providing an opportunity to a group of high school seniors with limited financial opportunities to experience college courses and facilitate the transition into college. The completion rate of the program of 92% and 74% subsequent enrollment at the College in Fall 2000 indicate that the Program was successful in acting as a bridge between the high school and college for the targeted group of students.

Generally, students were satisfied with the program and would recommend it to a friend. Most of them indicated that the Program helped them think differently in terms of what learning means and in understanding some of the demands and requirements of college.

Future offerings of the Program should concentrate more on the choice of courses to better meet the needs and interests of the targeted students and provide a better preparation for the first semester in college. The Program might be shorter in terms of number of hours per day spent in the classroom.

Appendix 1

SBCC Summer 2000 Running Start Program-First Student Survey

In order to make your experience in this program the best it can be, we would appreciate your responses to this brief questionnaire. **Your responses are confidential.**

Student Name: _____

1. Right now, what college plans do you have? Please check **one** of the choices below.
 - I do not plan to go to college
 - I plan to take some college classes, but don't plan to get a degree.
 - I plan to get a two-year degree (Associate Degree)
 - I plan to get a four-year degree (Bachelor Degree)
 - I do not know
 - Other (please explain briefly)_____

2. Why did you decide to participate in this program? Please check **all that apply**.
 - I wanted to get to know Santa Barbara City College
 - I wanted to see what college classes are like
 - I was attracted by the money I would get to attend this program
 - I was attracted by the field trips
 - I would like to enroll at Santa Barbara City College this Fall
 - Some of my friends were also going
 - Other (please explain)_____

3. What do you hope to get out of this program? Please check **all that apply**.
 - To make new friends
 - To find out what going to college means
 - To visit interesting places
 - To have a way of spending my summer
 - To decide if college is for me
 - Other (please explain)_____

4. Please let us know any other opinions or comments you may have

Thank you for your participation!

SBCC Summer 2000 Running Start Program-Second Student Survey

Congratulations for completing the first half of the program! We would like to know what your thoughts are so far, and what can we do to improve the program. **Your responses are confidential.**

Student Name: _____

1. So far, has the program been what you expected it to be?

Yes No

Please explain your response _____

2. In your opinion, how would you describe the courses you're taking? Please check **one** of the choices below.

- Too difficult
 Too easy
 About right
 I am not sure
 Other (please explain) _____

3. What things do you think should be done differently in the program? Please describe.

4. Please let us know any other opinions or comments you may have

Thank you for your participation!

SBCC Summer 2000 Running Start Program-Final Student Survey

Congratulations for completing the program! Now that the program is over please give us your thoughts so we can plan for next year's program. **Your responses are confidential.**

Student Name: _____

1. How satisfied have you been with the program?

- Very satisfied Satisfied Not sure Dissatisfied Very dissatisfied
Please explain your response _____

2. Would you recommend the program to a friend?

- Yes No Not sure

3. In your opinion, what is the best type of student for this program? Please check one of the choices below.

- High school seniors only
 High school juniors only
 A mix of high school seniors and juniors
 I am not sure
 Other (please explain) _____

4. Did the program help you to think differently about learning compared to what you thought when you were in high school?

- Yes No Not sure

5. What field trip(s) did you like the most? The least? Please describe below

6. What have you gained from this program?

7. Should we make any changes in the program?

- Yes No

If yes, please explain

8. Please let us know any other opinions or comments you may have

Thank you for your participation and best of luck!



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