

Survey of San Mateo County Public High School Juniors and Seniors

Office of the Vice Chancellor, Educational
Services & Planning, SMCCCD

2008



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A survey designed to obtain the post-high school educational plans of public high school juniors and seniors and their awareness of concurrent enrollment opportunities was conducted in San Mateo County in the spring of 2008. A total of 1,218 surveys were completed from 9 public high schools that participated in the survey. Key findings include: close to half of high school students may be interested in attending community colleges; a high percentage of Hispanic/Latino students are interested in concurrent enrollment; and a large percentage of the respondents are interested in online concurrent enrollment.

向日葵 (sunflower, *Helianthus*)

Helianthus, Latin name helianthus for sunflowers is derived from the name Helios who was the Greek god of the sun. Sunflowers have the unique characteristics of tracking the sun by turning their flowery top, the seed plate, toward the sun. The top of the sunflower physically moves along with the sun from sunrise to sundown. In many cultures, particularly the Chinese culture, sunflowers are the symbol of light and life. Students' thirst for knowledge and higher learning is described as the persistent and remarkable behavior of tracking the source of life, the sun.

This report is produced and published by the Office of the Vice Chancellor, Educational Services and Planning at the San Mateo County Community College District. Many individuals, departments and partners contributed to the survey project and the report. They are recognized in a special section at the end of the report. Sincere efforts are made to eliminate inaccuracies and oversights and Vice Chancellor Jing Luan is solely responsible for all mistakes contained in this report.

Survey of San Mateo County Public High School Juniors and Seniors (2008)

Executive Summary

A survey designed to obtain the post-high school educational plans of public high school juniors and seniors and their awareness of concurrent enrollment opportunities was conducted in San Mateo County in the spring of 2008. A total of 1,218 surveys were completed from 9 public high schools that participated.

Some of the findings of the survey are highlighted below:

- 1) Nine out of ten respondents were planning to go to college. Of those, 29% were planning to come to the San Mateo County Community College District (SMCCCD,) another 10% to a community college outside SMCCCD, and 56% to four-year institutions. Most AP students (78%) were thinking of going to a 4-year institution, while only 30% of the non-AP students were. Significantly fewer African American and Hispanic/Latino students reported taking AP courses than their percentage of the total population of survey respondents.
- 2) Parents, counselors and teachers together accounted for 81% of the source of influence in high school students' post-high school plans. Parents alone accounted for 64% of the influence.
- 3) Nearly a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46% said they had not, but would like to. Significantly fewer Hispanic/Latino students (15%) had taken concurrent enrollment courses when compared to other ethnicities. However, of those Hispanic/Latino students who had not taken concurrent enrollment courses, significantly more of them (57%) indicated they would like to take concurrent enrollment courses when compared to other ethnicities.
- 4) Regarding concurrent enrollment, 63% of the respondents were interested in taking the courses online, 37% would like to take the courses in the afternoons, 27% in the evenings, and 30% during summer breaks. Respondents' preference for locations was evenly split between "on a college campus" (50%) and "on a high school campus" (50%).
- 5) The top ten most popular concurrent enrollment courses were math, art, psychology, business, music, English, biology, fitness, history and dance.

The survey results are analyzed in greater detail with cross-tabulations in the following sections.

This report makes several policy and curriculum related recommendations in the Discussion section. Each participating high school will receive a copy of their students' responses in addition to this report.

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Survey of San Mateo County Public High School Juniors and Seniors (2008)

Office of the Vice Chancellor, Educational Services & Planning
San Mateo County Community College District (SMCCCD)
September, 2008

Introduction

A survey designed to obtain the post-high school educational plans of the public high school juniors and seniors and their awareness of concurrent enrollment opportunities was conducted in San Mateo County in the months of April through June of 2008. The survey asked for students' general plans upon graduation, specific reasons for choosing different types of post-secondary education institutions, their interest in college for-credit courses, as well as related demographic information. A total of 1,218 surveys were completed from 9 public high schools that participated in the survey with a margin of error (sampling error) of $\pm 2.7\%$.

The survey instrument was developed by a San Mateo County Community College District (SMCCCD) research team and reviewed by external survey professionals. The draft instrument was widely shared with all county public and private high schools for comments. The survey was pilot-tested at Hillsdale High School among 11th and 12th graders. The instrument was approved for use by the SMCCCD District Research Council (DRC).

Findings

This section contains observations based on the 1,218 responses. They are arranged in three categories: 1) Survey Respondents' Representation, 2) Post-High School Plans, and 3) Concurrent Enrollment Course Preference. Therefore, the observations are not presented in the original order of the survey questions. To the extent possible, the original questions are mentioned in the text. For the original order of the questions, please consult the survey instrument in Appendix II. The data were analyzed using SPSS Dimensions Desktop Reporter (previous name: mrTables) with z-test for proportions at the .05 level of significance. To facilitate the understanding of z-test for proportions, an inset has been provided at the end of the Findings section on page 14. The shaded cells in the tables in this report reflect the data points considered statistically significant by SPSS Dimensions Desktop Reporter.

Survey Respondents' Representation

The number of surveys totaled 8.8% of all juniors or seniors (n \approx 13,700) in the 2007-08 academic year. In other words, nearly one in every ten juniors or seniors in the County's public high schools responded to the survey. The respondents who completed the surveys were representative of the county's public

high school junior and senior student population as indicated by the analysis of subgroup differences by key demographic factors.

Fifty-five percent of the respondents were female and 45% were male. The largest ethnic groups were Whites (39%), Hispanic/Latino (26%), and Asian (11%). Below are the respondents' ethnicities compared to the all of county's 11th and 12th graders' ethnicities in 2007-08 as reported by the California Department of Education ⁱ (Table 1).

Table 1, Comparison of Ethnicity of Survey Respondents and County Public High School 11 and 12 Graders

	Survey Respondents	All 11th & 12th Graders
African American	3%	5%
Asian	11%	13%
Filipino	8%	11%
Hispanic/Latino	26%	31%
Native American	1%	1%
Mixed race	7%	n/a
White/Caucasian	39%	34%
Other	6%	5%

Of the respondents, about 38% were 11th graders and 62% 12th graders. Using z-test for proportions at the .05 level of significance, compared to their 12th grade counterpart, the survey showed more 11th grade Asian students participating (15% in the 11th grade vs. 9% in the 12th grade). Because of the size of the overall surveys completed, the analysis did not need to adjust for the above difference.

Post-High School Plans

Ninety percent of the respondents reported that they would most likely plan to attend a college or university, 4% would plan to attend a trade school, 2% would plan to start working, 1% would plan to join the military and 3% remained undecided. Statistically, significantly more juniors (93%) than seniors (89%) said they would most likely plan to attend a college (Table 2).

Table 2, Responses to Question 1: "What is your most likely plan after you leave high school?"

	All Respondents		11th grade		12th grade	
	Number	Percent	Number	Percent	Number	Percent
Attend a college or university	1087	90%	425	93%	662	89%
Attend a trade school	53	4%	17	4%	36	5%
Start working	21	2%	4	1%	17	2%
Join the military	10	1%	2	0%	8	1%
Haven't decided	31	3%	11	2%	20	3%

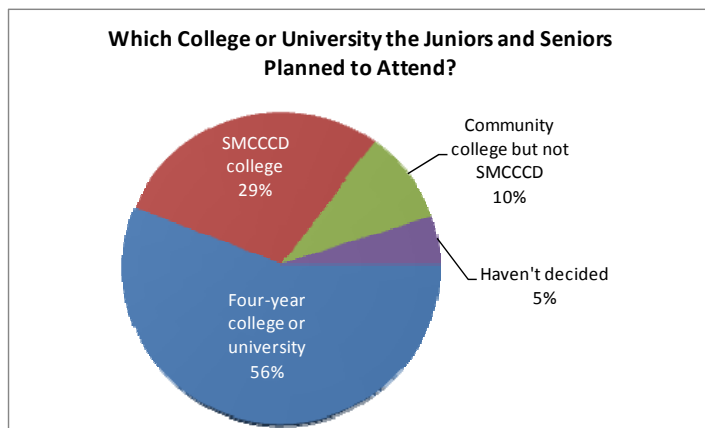
The survey probed further by asking which type of college or university the respondents were planning to attend (Table 3 and Figure 1). Fifty-six percent said they would plan to attend a four-year university, 29% would plan to attend a college in the San Mateo County Community College District (SMCCCD), 10%

would plan to attend a community college other than SMCCCD, and 5% remained undecided. When their responses were examined by grade, significantly more juniors (65%) than seniors (50%) were planning to attend a 4-year institution. Interestingly, significantly more seniors (35%) than juniors (20%) said they were planning to attend an SMCCCD college. A similar trend is observed when more seniors (12%) as compared to juniors (6%) reported they were planning to attend a college other than SMCCCD.

Table 3, Responses to Question 2 “If you plan to attend a college or university, please tell us where you are planning to attend.”

	All Respondents		11th grade		12th grade	
	Number	Percent	Number	Percent	Number	Percent
Four-year college or university	601	56%	274	65%	327	50%
SMCCCD college	314	29%	86	20%	228	35%
Community college but not SMCCCD	104	10%	27	6%	77	12%
Haven't decided	54	5%	36	9%	18	3%

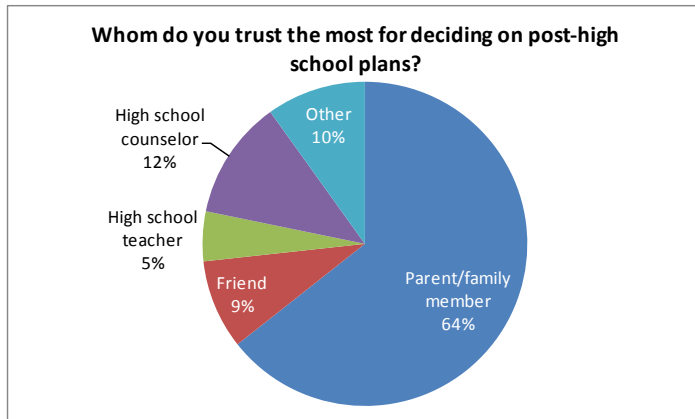
Figure 1, Students’ Choice for Postsecondary Institutions



Those who were planning to attend a non-SMCCCD college provided an explanation: 37% cited the reason “Cañada, CSM or Skyline are too close to home”; 18% cited “Cañada, CSM or Skyline don’t offer the courses and programs that best meet my needs”; and 16% cited “I’m looking for a college campus that provides an active social life.”

Additionally, the survey asked the respondents to identify the persons they relied upon the most for their decisions on post-high school plans, 64% identified their parents or a family member, followed by a high school counselor (12%). Five percent identified their teacher. Parents, counselors and teachers together account for 81% of the source of influence in high school students post-high school plans (Figure 2).

Figure 2, Persons the High School Students Relied Upon the Most When Deciding on Post High School Plans



Respondents were also asked to select from a list of factors considered important in deciding whether or not to go to a particular college. Each respondent could only select three factors to rank them. The table below shows the frequencies of the factors they chose to be most important. The top ten important factors were “Scholarships, grants, loans”, “Reputation for excellence”, “Transferrable classes”, “Schedule that allows me to work”, “Cost for tuition and books”, “Active social life”, “Vocational programs”, “Career guidance/job placement”, “Variety of student clubs”, and “Campus safety” (Table 4).

Table 4, Factors Rated Most Important by High School Students for Deciding on Attending a Particular College or University

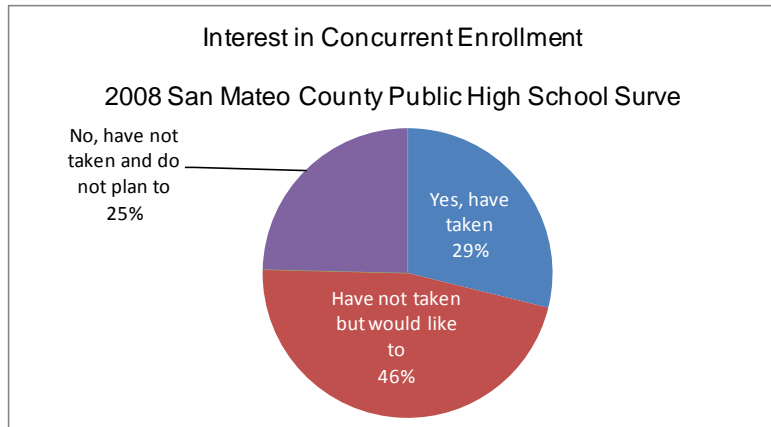
	Total	11th grade	12th grade
Scholarships, grants, loans, etc.	153	71	82
Reputation for excellence	153	74	79
Transferrable classes	95	28	67
Schedule that allows me to work	72	26	46
Cost for tuition and books	64	25	39
Active social life	60	16	44
Vocational programs	59	22	37
Career guidance/job placement	47	17	30
Variety of student clubs	36	13	23
Campus safety (low crime rate)	36	20	16
Academic counseling	30	4	26
Easy to get to from where I live	24	7	17
Diversity of students	19	11	8
Tutoring services	15	10	5
Comprehensive library	14	6	8
Healthcare services	12	5	7
Modern looking and spacious	8	2	6
Disabled student services	5	2	3
Bilingual services	2	1	1

Concurrent Enrollment Course Preference

The survey asked several questions related to students' awareness and preference for college-credit courses available to high school students prior to their graduation from high school. The survey did not ask if they knew the difference between credits they could earn for both high school and college graduation (dual credits) or those earned solely for college graduation, as the determination varies from high school to high school and is subject to change from year to year.

The survey found that close to a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46%, close to half of the respondents, said they had not, but would like to. However, slightly more 12th graders indicated that they had not taken and did not plan to take concurrent enrollment courses (17% 11th grade vs. 27% 12th grade) (Figure 3).

Figure 3, High School Students' Interest in Concurrent Enrollment



Advanced Placement (AP) students may have a different view about college choice. To gauge this, the survey inquired about the education plans of AP and non-AP students. The survey asked the respondents to indicate if they were taking any AP courses, IB (International Baccalaureate), and AVID (Advanced via Individual Determination), and ROP (Regional Occupational Partnership).

The survey found that 51% (n=525) of the respondents reported that they had taken or were taking AP courses (Table 5); 9% reported had taken or were taking ROP (Regional Occupational Program) courses and the San Mateo County ROP Office confirmed the statistic. Seven percent reported that they had taken or were taking IB (International Baccalaureate) courses and 7% AVID (Advancement via Individual Determination) courses. Significantly more Asian students reported they had taken or were taking AP courses when compared to their portion of the student population (20% in AP vs. 13% in population) while significantly fewer African American students (2% in AP vs. 3% in population) and Hispanic/Latino students (16% in AP vs. 23% in population). *(In the following tables, the shaded areas are those that are considered statistically significant.)*

Table 5, Cross-tabulation of AP Students and Ethnicity

Respondent Population	Took AP		Did not Take AP	
	Number	Percent	Number	Percent
African American	32	3%	11	2%
Asian	129	13%	103	20%
Filipino	88	9%	54	10%
Hispanic/Latino	241	23%	84	16%
Native American	8	1%	2	-
Mixed race	66	6%	35	7%
White/Caucasian	403	39%	203	39%
Other	61	6%	31	6%

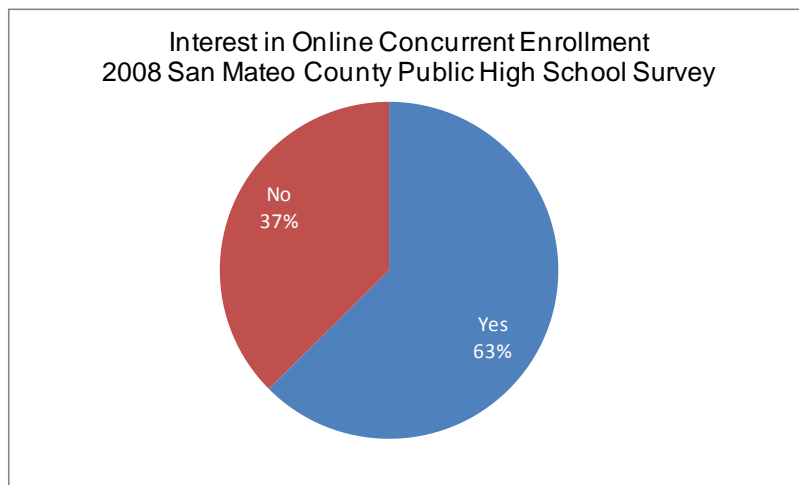
Table 6 shows that of those 525 respondents who took AP courses, most of them (78%) indicated that they were planning on attending a four-year institution after high school. Of those who did not take AP courses, only 30% were planning to attend a four-year institution. Forty two percent were planning on attending one of the SMCCCD colleges and 16% a community college other than SMCCCD.

Table 6, Cross-tabulation of AP Students and Their Choice of College or University

	Took AP		Did not Take AP		Don't Know	
	Number	Percent	Number	Percent	Number	Percent
Four-year college or university	410	78%	134	30%	13	25%
SMCCCD college	66	13%	186	42%	23	43%
Community college but not SMCCCD	27	5%	71	16%	11	21%
Haven't decided	22	4%	49	11%	6	11%

When asked if they would like to take a concurrent enrollment course through the online mode, a majority of the respondents (62.5%) said yes (Figure 4).

Figure 4, High School Students' Interest in Online Concurrent Enrollment Courses



When the responses to the following two questions were cross-tabulated (Question 6 on students' concurrent enrollment awareness and interest and Question 11 on their preference for taking concurrent enrollment courses), the respondents were evenly split between their preference of online or land-based classes among those who had taken concurrent enrollment courses. Of those who had not taken concurrent enrollment courses but were planning to, 52% chose online. Of those who had no plans to take concurrent enrollment courses, 18% chose online (Table 7).

Table 7, Cross-tabulation of High School Students' Awareness of Concurrent Enrollment and Their Preference for Concurrent Enrollment Course Online

Q6. Concurrent Enrollment Awareness	Q11. Would you be interested in online concurrent enrollment courses?			
	Yes		No	
	Number	Percent	Number	Percent
Yes, have taken	228	29%	127	30%
Have not taken but would like to	403	52%	166	39%
No, have not taken and do not plan to	143	18%	132	31%

Regarding when they most preferred to take concurrent enrollment courses, 37% chose “afternoons, after school”; 30% chose “during summer break”; and 27% chose “evenings”. More of the 11th graders (36%) chose “summer break” compared to 26% 12th graders (This may be due to survey timing for seniors). More 12th graders (41%) chose “afternoons after school” compared to 32% 11th graders (Table 8).

Table 8, High School Students' Preference for the Time of Concurrent Enrollment Courses

	All Respondents		11th grade		12th grade	
	Number	Percent	Number	Percent	Number	Percent
Afternoons, after school	353	37%	119	32%	234	41%
Evenings	257	27%	100	27%	157	27%
Weekends	48	5%	19	5%	29	5%
During summer break	286	30%	135	36%	151	26%

When asked “Where would you most prefer to take college credit courses”, the overall responses were evenly split between “On high school campus” and “On college campus”. However, of those who chosen “On high school campus”, 58% of the 11th graders indicated that they preferred to take them on high school campuses compared to 46% of the 12th graders. Of those who chose “On college campus”, more 12 graders (54%) indicated that they preferred to take concurrent enrollment courses on a college campus compared to 42% of the 11th graders.

Significantly fewer Hispanic/Latino students (15%) than students of other ethnicities had taken concurrent enrollment courses. However, of those Hispanic/Latino students who had not taken concurrent enrollment courses, significantly more of them (57%) indicated they would like to take concurrent enrollment courses (Inset 2 on page 14).

The survey asked the respondents to indicate the types of college credit courses they had taken or would like to take. Their selections are sorted in the table below. The top ten popular classes were math,

art, psychology, business, music, English, biology, fitness, history and dance. Using the actual enrollment data of SMCCCD (Inset 1), the study compared the survey respondents' choices to the courses enrolled by concurrent enrollment students in fall 2006 and fall 2007 in the District Colleges. Overall, six of the top ten subjects identified by the survey respondents matched the actual enrollments. They are math, music, art, English, fitness, and psychology (Table 9).

Table 9, High School Students' Preference for Concurrent Enrollment Courses

	Total	11th grade	12th grade
Math	261	121	140
Art	232	92	140
Psychology	229	104	125
Business	224	91	133
Music	212	89	123
English	207	79	128
Biology	204	98	106
Fitness	202	71	131
History	178	69	109
Dance	160	59	101
Chemistry	146	68	78
Team sports	146	61	85
Health sciences	142	61	81
Spanish	142	50	92
Economics	122	35	87
Philosophy	102	49	53
ASL	98	44	54
Computer science	88	32	56
Sociology	86	36	50
Career planning	77	32	45
Japanese	77	30	47
Astronomy	75	33	42
Individual athletics	61	27	34
Political science	59	17	42
Chinese	58	27	31
Speech	57	16	41
Anthropology	55	28	27
Reading	48	18	30
Learning skills	33	14	19
ESL	10	1	9

Inset 1: Top Ten Popular Concurrent Enrollment Courses at SMCCCD (fall 2006 and fall 2007)	
Subject	Enrollments
Mathematics	468
Music	319
Art	318
English	234
Phys Ed - Fitness	231
American Sign Language	165
Chinese	160
Psychology	144
Anthropology	124
Health Science	98

Discussion

Who Is Going To College

Most of the respondents (90%) indicated that they planned to attend a college or university (Table 2). In reality, the rate of San Mateo County high school graduates college attendance rate is 11% higher than the overall rate of California high school graduates, according to the California Postsecondary Education Commission, the organization that tracks the high school graduates college enrollment rates by county. However, differences exist in their specific postsecondary destinations when data are analyzed by AP status, ethnicity and junior vs. senior status. More juniors than seniors seemed to be interested in going to a four-year institution. Even more seniors expressed interest in coming to SMCCCD when the survey probed them a little further (Table 3). This raises the question as to what may have caused the change in a student's postsecondary plans by the senior year. One explanation offered by a counseling faculty could be the timing of the survey when the seniors had already received acceptance and rejection letters from universities. They had weighed their SAT scores and factored in college affordability – all giving them a dose of reality; meanwhile, the juniors still thought they had all the options available to them.

According to the survey, most of the AP students were planning to attend a four-year institution (Table 6), which matches with the intent and purpose of advanced placement. However, the survey seemed to show that more Asian and White students than others were AP students (Table 5). Significantly fewer African American and Hispanic/Latino students reported taking AP courses. This finding verified the research conducted by Solozano and Ornelas in 2000ⁱⁱ. The survey also seemed to show that more non-AP students than AP students were planning to attend to a community college.

A third (29%) of all the respondents said they were planning to attend an SMCCCD College, which matches the traditional “take-rate” monitored by SMCCCDⁱⁱⁱ (also see Appendix V). Another 10% of the respondents are not coming to SMCCCD for reasons of “the college(s) being too close to home” or “courses or programs not offered”. Related to this topic, the top two factors important to their decision to attend a particular college/university as cited by the respondents were “scholarships, grants, loans, etc” and “Reputation for excellence”.

Research conducted by SMCCCD via data sharing with the City College of San Francisco and Foothill De Anza districts showed a net outflow of approximately 8,000 county residents attending these two neighboring district colleges. Additionally, a significant portion of the outgoing students are below the age of 24.

Influence factors described by Hossler^{iv} in 1994 are critical for enrollment management professionals as they affect communication, planning, course offerings and marketing. The respondents indicated that their parents, counselors and teachers together accounted for 81% of the source of influence in their post-high school plans (Figure 2). Parents alone accounted for 64% of the influence.

In summary, potentially half of the high school students are future community college students. Better communication with their parents and counselors is important to channel their postsecondary education interest and opportunity.

Transition to College via Concurrent Enrollment

Concurrent enrollment has been regarded as an effective way for high school students to be introduced early to college. According to Boswell in 2001^v, over 20 states have developed programs and even statutes paving the way for concurrent enrollment. A number of research studies have shown the effectiveness of concurrent enrollment, with the latest study from the National Research Center for Career and Technical Education and the Community College Research Center being the most well known. That study found that concurrent enrollment students in general, and students of color in particular in the state of Florida and City of New York, have benefited from taking college courses while in high school. Specifically, concurrent enrollment students were more likely than their peers to graduate from high school, to enroll in college, to persist to a second semester while in college, and to pursue a bachelor's degree (Karp, Calcagno, Hughes, Jeong, Bailey, 2007)^{vi}. In addition, SMCCCD research showed that concurrent enrollment students had higher success and retention rates than regular college students, using fall 2006 data (see Appendix VII).

There is limited research using direct input from high school students regarding their awareness, interest, and course preference. In the survey, close to a third (29%) of the high school respondents said they had taken a concurrent enrollment course and another 46% said they had not, but would like to. Significantly fewer Hispanic/Latino students (15%) had taken concurrent enrollment courses. However, of those Hispanic/Latino students who had not taken concurrent enrollment courses, significantly more of them (57%) indicated they would like to take concurrent enrollment courses.

Clearly, the awareness of and the interest in concurrent enrollment is high among different groups of students. The high proportion of Hispanic/Latino students interested in concurrent enrollment, but who have not yet participated in the program, warrants the attention of educators.

When the survey probed for feedback on how and when the respondents preferred to take concurrent enrollment courses, 63% of the respondents reported interest in taking the courses online (Figure 4); 37% would like to take them in the afternoons, 27% in the evenings, and 30% during summer breaks (Table 8). The respondents' preference for locations was evenly split between on a college campus (50%) and on a high school campus (50%). Given that, concurrent enrollment curriculum planning should take into consideration the clear choice and preference for time and modalities of high school students.

Distance education based high school learning, sometimes called Virtual High School (VHS), has come into existence and has been one of the fastest growing phenomena in K-12 education (Rose and Blomeyer, 2007^{vii}). While systematic research on a national scale on high school students' success in a pure online environment is scarce, local research at SMCCCD seems to suggest that high school students do as well as regular students^{viii} (Also see Appendix VI). What is important to note is the motivation factor that was found in the survey. Motivation among youths to learn in an online mode, combined

with their ingrained proficiency for technology, provide a potential success factor for high school students via distance education.

The top ten most popular concurrent enrollment courses identified by the respondents were math, art, psychology, business, music, English, biology, fitness, history and dance. Most of these subjects correlate to the actual historical data of concurrent enrollment courses at SMCCCD. For those few subjects that did not make into the top ten, they were not far from it. In addition, certain courses in which high school students are interested are required by high school policies to be taught by high schools, for example, History, Economics and Citizenship.

In summary, concurrent enrollment is a matter of great interest among high school students, particularly those who are Hispanic/Latino. In addition, distance education based concurrent enrollment is an area of focus for curriculum programming.

Survey Design, Data Collection and Analysis

The survey instrument was developed by a San Mateo County Community College District (SMCCCD) research team and reviewed by external survey professionals. The draft instrument was widely shared with all county public and private high schools for comments. Many individuals contributed to the final design of the survey. The survey was also pilot tested at Hillsdale High School in early spring 2008 with permission from Principal Jeff Gilbert. The pilot test helped identify and address issues with wording and items of potential confusion. The instrument was approved for use by the SMCCCD District Research Council (DRC).

Invitations to participate were sent to all high school principals and high school superintendents. Letters from SMCCCD Chancellor Ron Galatolo were also sent to the superintendents. The District Colleges' Vice Presidents of Student Services communicated with high school partners about the survey project.

A team of the SMCCCD survey coordinators was formed with the charge to work with the high schools that agreed to participate. Each participating high school also identified a local survey coordinator who worked with their high school faculty in completing the surveys.

The surveyors adopted a stratified sampling methodology by first identifying participating high schools in all three regions of the county: South, Central and North, followed by balancing the number of 11th and 12th grade classes in a school. At one school, the surveyors were stationed in the school cafeteria to collect surveys from juniors and seniors.

Survey results were manually entered into SPSS version 15 and analyzed using SPSS Dimensions Desktop Reporter V4.

Caveats

Caution is needed when attempting to use the results of the survey to apply to any individual school or any regions larger and/or different from San Mateo. Caution should be advised if a participating school is interested in interpreting the results if the respondents population for a given cell is smaller than 10, although z-test for proportions has been used at the .05 level of significance.

Inset 2: Below is a table illustrating the fact that 57% of the Hispanic/Latino students have not taken concurrent enrollment classes but would like to take them is a statistically significant finding when compared to the percentages for columns A (African American students), B (Asian students), C (Filipino students), F (Mixed Race students) and G (White students). The capital letter “D” appears for the above groups. The table is a reproduction from the SPSS Dimensions Desktop Reporter application.

	Base	African American A	Asian B	Filipino C	Hispanic/Latino D	Native American E	Mixed race F	White/Caucasian G	Other H
Base	1182 100%	36 100%	134 100%	90 100%	309 100%	9 100%	78 100%	455 100%	71 100%
Yes, have taken	279 24%	11 31%	53 40%	25 28%	45 15%	- -	22 28%	108 24%	15 21%
Have not taken but would like to	479 41%	11 31%	52 39%	39 43%	176 57%	5 56%	22 28%	140 31%	34 48%
No, have not taken and do not plan to	424 36%	14 39%	29 22%	26 29%	88 28%	4 44%	34 44%	207 45%	22 31%
		D*	DGH	D*	**	D*	D	*	*
		*	FG*	ABCFG	**	*	FG*		
		B*	*	*	**	BCD*	BCDH	*	*

Appendices

I. Summary of Responses by Participating High Schools

	All Respondents		11th grade		12th grade	
	Number	Percent	Number	Percent	Number	Percent
Hillsdale	258	21%	129	28%	129	17%
Half Moon Bay	228	19%	117	25%	111	15%
Oceana	56	5%	-	-	56	7%
Burlingame	206	17%	30	0%	176	23%
Sequoia	223	18%	86	19%	137	18%
South San Fran	52	4%	2	*	50	7%
Carlmont	43	4%	31	7%	12	2%
Westmoor	99	8%	62	13%	37	5%
Redwood	53	4%	6	1%	47	6%
Total	1,218		463	38%	755	62%

II. Survey Instrument

San Mateo County
Community College District

High School Student Survey—2008
Survey Code (44)

Dear Student:

We would like to hear from you regarding your current and post-high school education plans. Your responses will be used to help us determine what role Cañada College, College of San Mateo (CSM), and Skyline College can play in your future. Your responses will remain anonymous and confidential. Thank you for taking the time to complete the survey. Please use a pen or pencil to circle or check where indicated.

1. What is your most likely plan after you leave high school? (Please circle one number below.)
- | | |
|---|----------------------|
| 1. Attend a college or university | 4. Join the military |
| 2. Attend a trade school (auto mechanic, cosmetology, etc.) | 5. I haven't decided |
| 3. Start working | |
2. If you plan to attend a college or university, please tell us where you are planning to attend. (Please circle one number below.)
- I plan to attend a four-year college or university
 - I plan to attend Cañada, CSM, or Skyline
 - I plan to attend a community college other than Cañada, CSM or Skyline, which is: _____
 - I haven't decided
3. If you do not plan to attend Cañada, CSM, or Skyline, please tell us why. (Please circle the letter corresponding to every response that applies to you personally.)
- I have never heard of these colleges before now
 - I am looking for a college campus that provides an active social life
 - Cañada, CSM, and Skyline don't offer the courses and programs that best meet my needs
 - Cañada, CSM, and Skyline are too close to home
 - I would never consider attending a community college
 - Most of my closest friends are going somewhere other than Cañada, CSM or Skyline
 - My counselors advised me to go elsewhere
 - My parents encouraged me to go elsewhere
 - Other: _____
4. Whom do you trust the most when it comes to what you are going to do after you graduate from high school? (Please circle one number below.)
- | | |
|---------------------------|---------------------------------|
| 1. A parent/family member | 4. A high school counselor |
| 2. A friend | 5. Other, please specify: _____ |
| 3. A high school teacher | |
5. Are you currently taking any of the following classes: (Please put an "X" in the appropriate box for each row.)
- | | Yes-(1) | No-(2) | Don't know-(3) |
|----------|---------|--------|----------------|
| a. AP | | | |
| b. AVID* | | | |
| c. IB | | | |
| d. ROP | | | |
- * Advancement via Individual Determination courses.
6. Have you taken – or would you like to take – college credit courses offered by a community college while you are still in high school? (Please circle one number below.)
- Yes, have taken (Continue with Q7)
 - Have not taken but would like to (Continue with Q7)
 - No, have not taken and do not plan to (Please skip to Q10)
7. What types of college credit courses have you taken or would you like to take? (Please put an "X" in the box in front of each course that interests you.)
- | | |
|----------------------------|-------------------------|
| a. American Sign Language | q. History |
| b. Anthropology | r. Individual Athletics |
| c. Art | s. Japanese |
| d. Astronomy | t. Learning Skills |
| e. Biology | u. Math |
| f. Business | v. Music |
| g. Chemistry | w. Philosophy |
| h. Chinese | x. Political Science |
| i. College/Career Planning | y. Psychology |
| j. Computer Info. Science | z. Reading |
| k. Dance | aa. Sociology |
| l. Economics | ab. Spanish |
| m. English | ac. Speech |
| n. ESL | ad. Team Sports |
| o. Fitness | ae. Other: _____ |
| p. Health Sciences | |
8. When would you MOST prefer to take college credit courses? (Please circle one number below.)
- Afternoons, after school
 - Evenings
 - Weekends
 - During summer break
9. Where would you MOST prefer to take college credit courses? (Please circle one number below.)
- On high school campus
 - On college campus
10. Have you taken – or would you like to take – college credit courses from one of our three colleges while still in high school?
- Yes, have taken
 - Have not taken but would like to
 - No, have not taken and do not plan to
11. If we offer you college credit courses before you graduate from high school through online classes, would you be interested? (Please circle one number below.)
- Yes
 - No
12. What is your gender? (Please circle one number below.)
- Female
 - Male
13. What ethnic or racial group of which are you a member? (Please circle one number below.)
- | | |
|---------------------|--------------------|
| 1. African American | 5. Native American |
| 2. Asian | 6. Mixed race |
| 3. Filipino | 7. White/Caucasian |
| 4. Hispanic/Latino | 8. Other: _____ |
14. What grade are you currently in? (Please circle one number below.)
- 11th grade
 - 12th grade

(Please turn over →)

15. Here is a list of things some people think are important in deciding whether or not to go to a particular college. Please indicate which item is most important to you, which is second most important to you, and which is third most important to you by putting an "X" in the appropriate box next to each item.

Please choose three different items. The same item cannot be most important, second most important, and third most important. Also, please choose no more than three items.

	Most Important	2 nd Most Important	3 rd Most Important
a. A comprehensive library			
b. A variety of student clubs and organizations			
c. Availability of scholarships, grants, loans, or jobs on campus			
d. Availability of academic counseling			
e. Availability of bilingual services			
f. Availability of career guidance and job placement services			
g. Availability of disabled student services			
h. Availability of healthcare services			
i. Availability of tutoring services			
j. Campus safety (low crime rate)			
k. Classes scheduled that allow me to work while attending college			
l. Classes that are easy to get to from where I live			
m. Classes that can be transferred to another college or university			
n. College campuses that have an active social life			
o. Cost for tuition and text books			
p. Diversity of the student population			
q. Modern looking and spacious buildings and classrooms			
r. Reputation of the school for academic excellence			
s. Vocational programs that increase my chances of getting a job			

If you have a reason for deciding whether or not to go to a particular college that is more important to you than any of the reasons listed above, please tell us what it is in your own words:



III. Communication with High Schools

March 11, 2008

Dear Principal:

The Colleges in the San Mateo County Community College District (SMCCCD) would like to invite your high school to participate in a Junior/Senior Student Survey. The purpose of the anonymous survey is to obtain information about your students' current and post-high school education plans. The survey is designed to be given in the classroom and will require no more 10 minutes of class time. The draft survey design is attached for your review. We anticipate the final survey will be on one side of legal sized paper. Of course we will share the results with you.

As you know, we value our partnership with the high schools in San Mateo County. Every year, thousands of high school students take classes at one of our three colleges. To better plan for their education needs and improve our services to them is one of our goals. Information from this survey will promote dialogue among our colleges and your school and will assist in providing the types of programs and services that best meet your students' needs.

Please contact me by Friday, March 21 if you agree to participate. Once I hear from you, I will have one of our survey coordinators follow up with you to discuss the particulars.

Thank you very much and we look forward to working with you in gathering this important information.

Sincerely,

Jing Luan, Ph.D.
Vice Chancellor, Educational Services and Planning
San Mateo County Community College District
(650) 358 6880
luan@smccd.edu

IV. Survey Process Flowchart

Months	Tasks	Responsibilities	Notes
March			
	1. Finalize survey	DRC/WideAngle	Pending HS.
	2. Invite participation from HS	VC-ESP	Week of Mar 10
	3. Invite HS review of survey	VC-ESP	ibid
	4. Pilot test survey	VC-ESP	
	5. Identify college coordinators	VPSS	
	6. Identify HS coordinators	VC-ESP	
April	7. Communicate with both groups of coordinators	VC-ESP	
	8. Administer the survey	College Coordinators	
May			
	9. Surveying coding	WideAngle	
	10. Survey inputting, validation	VC-ESP	
	11. Analyze survey	DRC	
	12. Survey results presentation (internal)	DRC	
	13. Distribute results to colleges for discussion/integrating into curriculum/program planning	VC-ESP	
14. Share results with HS partners	VC-ESP/VPSS		

Legend: VC-ESP (Vice Chancellor, Educational Services and Planning)

VPSS (Vice Presidents, Student Services)

WideAngle (external survey/marketing firm)

V. High School Take-Rate

SMCCCD Strategic Plan Environmental Scan Analysis & Planning Assumptions (Draft)

SMCCCD high school take rate (county public high school graduates enrolling in SMCCCD immediately after graduation) was 25.7% in 2006-2007, representing the lowest of the past three academic years.³⁶

SMCCCD Enrollment Rates of Graduates from County Public High School Districts (2003-2007)

District	03-04 HS Grad	# Enrolling SMCCCD (04-05)	Rate	04-05 HS Grad	# Enrolling SMCCCD (05-06)	Rate	05-06 HS Grad	# Enrolling SMCCCD (06-07)	Rate
Cabrillo Unified	243	77	31.7%	244	87	35.7%	272	68	25.0%
Jefferson Union High	1159	276	23.8%	1114	325	29.2%	1090	212	19.4%
La Honda/Pescadero Unified	9	5	55.6%	9	3	33.3%	18	5	27.8%
San Mateo Union High	1703	449	26.4%	1700	502	29.5%	1850	444	24.0%
Sequoia Union High	1502	407	27.1%	1484	370	24.9%	1420	340	23.9%
South San Francisco Unified	625	229	36.6%	638	315	49.4%	584	278	47.6%
Total/Avg	5241	1443	27.5%	5189	1602	30.9%	5234	1347	25.7%

Note: High school data is from California Department of Education. SMCCCD data is from Banner. Enrollment at SMCCCD is based on fall, spring and summer, for example, fall 05, spring 06, and summer 06.

VI. Success and Retention Rates of Online Courses

(All Students and Concurrent Enrollment Students, 2006-07)

	All Students			Concurrently Enrolled		
	Success Rate	Retention Rate	Total	Success Rate	Retention Rate	Total
Female	52.9%	77.0%	2,569	58.6%	72.4%	29
Male	53.8%	76.1%	1,907	70.6%	76.5%	34
Other	53.5%	82.8%	99			

Data, query and analysis: Office of the Vice Chancellor, Educational Services & Planning, SMCCCD

VII. Success and Retention Rates of Current Enrollment Students and Regular Students

Fall 2006

	Success	Retention
College courses taught on high school campuses	80.6%	92.1%
Concurrent enrollment students on college campuses	74.6%	88.9%
Middle College students	75.5%	87.7%
<i>All District Students</i>	69.1%	84.2%

VIII. Success rate is defined by grades of A, B, C, and CR (credit).

IX. Retention rate is defined by all grades except Ws.

All district students include concurrent enrollment students as well.

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