Introduction

The Research and Planning Group (RP Group) partnered with Bakersfield College (Bakersfield) and McFarland High School (McFarland) for the evaluation of the college’s Level 3 early college program. The early college model provides opportunities for high school students to get an early start on their postsecondary education through various levels of college programming. Level 1 dual enrollment has experienced massive growth with course sections and enrollments increasing rapidly over the last seven years. Levels 2 through 4 offer more structured academic and career pathways with varying degrees of unit and credential attainment. A fundamental difference in early college compared to structured dual enrollment or concurrent enrollment is that all students enrolled at the high school have the opportunity to participate in college courses.

This report summarizes the evaluation of the early college program at McFarland and includes an overview of the findings that emerged from the administrator interviews, student survey, and quantitative analysis. The report concludes with recommendations and remarks on how Bakersfield can use the results of this study to inform decisions on early college programming and continue with the development and expansion of their Level 3 early college model.
Methodology

The study involved a mixed-method research design which included the collection and analysis of qualitative and quantitative data. This approach assured the evaluation would be informed by different perspectives and experiences of those involved in the program. Questions were geared at understanding the student experience from participation in early college as well as the major benefits and challenges of the program. The impact of the COVID-19 pandemic was also explored to uncover specific aspects of the program that were affected by the transition to remote instruction.

Interviews

Interviews were conducted in October 2020 with key personnel from McFarland Unified School District including two administrators and one counselor. Interview questions were designed to capture program characteristics, identify effective practices, and determine what supports or resources are needed to continue growing the program. Interviews took place virtually via Zoom and lasted approximately 60 minutes.

Student Survey

The survey consisted of 26 items, including multiple choice and open-ended questions, related to students' chosen pathway and post-high school plans, how and why they enrolled in early college, their experience in the program, the supports they access and/or need, and their personal connection to Bakersfield.

Of the 48 students who were sent an invitation, 23 students attempted the survey, for a response rate of 48%. All respondents self-identified as sophomores in the program, and all but one indicated that they were under 18 years old. Students received a $20 gift card for their participation in the survey.

Quantitative Analysis

Examining quantitative data in combination with the interview and student survey findings provided a comprehensive evaluation of early college operations and academic outcomes. Findings from these activities were used to identify the support Bakersfield, McFarland, and future early college high schools may need to implement or expand early college programming.
Interview Findings

The following individuals were selected as interviewees based on their role at the high school and involvement in the early college program:

- Assistant Superintendent, McFarland Unified School District
- Principal, McFarland Early College High School
- Counselor, McFarland Early College High School

Interview questions sought to examine the successes and challenges of program implementation, operations and funding, student outcomes, community impact, and plans for improvement and expansion.

Background

In 2014, the California Career Pathways Trust (CCPT) was established under Assembly Bill (AB 86) for the purpose of providing funding to build stronger connections between businesses, California schools, and community colleges to better prepare students for the 21st century workplace. To achieve this intent, the legislature appropriated $250 million in the 2013-14 Budget Act for schools, community colleges, and their business partners to create K-14 student pathways that led to careers in high-need, high-wage, and high-growth economic sectors. The CCPT1 Grant allowed high schools to give college credit to high school students, but much of the infrastructure was built around agricultural (ag) business and supporting workforce partners. McFarland wanted to implement a different model that provided every student with the opportunity to participate in a variety of college courses. Typical concurrent offerings require students take their normal high school courses during the day and begin their college courses after school. This limits students in their ability to participate in extracurricular activities such as sports, clubs, or part-time jobs. Early college courses at McFarland are scheduled during the day and take place at the high school. By embedding college courses into the regular high school schedule, students have the opportunity to take part in other after school programs. One administrator explained:

*Why we differ, besides just being a Level 3, is the fact that our students have their dual enrollment courses embedded in their schedule. Many of the meetings I’ve gone to up and done the valley, students are enrolled in their normal high school classes during the day and then do their concurrent enrollment classes at the end of the day, taking up that time after 3pm which limits them to their afterschool programs.*

Early college helps students become college and career ready. Every incoming student who enrolls at McFarland understands that they will graduate with college credit. There is no official application to participate in the program. Nor are there requirements that screen students out. Students have the opportunity to complete upwards of 60 credits and graduate with an associate’s degree by the time they finish high school. They leave McFarland prepared to go directly into their field of choice or move on to a college or university.
Pathway Development and Expansion

Selecting programs that would serve students and families in the community was a priority, and McFarland felt strongly about having multiple academic and career pathways for students to choose from. Program planning activities take into consideration the demographics of the region, the expectations of families and community members, and the limited time students have. Administrators work to grow and refine the programs based on student feedback and interest. Currently, McFarland has eight early college pathways:

- 30-60 Credit Pathway
- Ag Business (12 Credits)
- Business (17 Credits)
- Education (12 Credits)
- Photography (12 Credits)
- Public Health (21 Credits)
- Welding (14 Credits)
- Logistics (Pending)

In the 30-60 credit pathway, students have a choice of completing 30 credits and earning a General Education (GE) certificate or completing 60-credits and graduating with an Associate Degree for Transfer (ADT) in Spanish. This flexibility is a hallmark characteristic in the program’s structure. It was designed to support all levels of college and career preparation. In the words on one administrator:

*We felt it so important for our families and our students to have a choice in multiple pathways...Having a single pathway like some of the schools do, we’re different from everyone else, and hence why we’re a Level 3, is that every student will graduate with college credit.*

Benefits to Students

For many students in Kern County, the geographic distance and socioeconomic conditions are major obstacles in pursuing college or gaining the skills needed to enter the workforce after graduation. The primary objective with implementation of an early college model was to give students and families at McFarland a head start. One administrator explained the challenges students face:

*Bakersfield is 30 minutes away. The Delano campus is seven miles away but it might as well be 30 minutes away like the main campus. We have a lot of families who have one car per family. We see some kids walking to the bus in the morning. If these kids don’t take any college courses in high school, they don’t have any buy-in. ‘Why am I walking to the bus? I have to do this for the next four years?’ If they can say, ‘I’ve got this much done, I only need this much more.’ How can we help kids with low-SES to realize that college is possible for them? You can tell them that but they won’t believe you. By giving
them a taste of what it’s like, they understand that college is for them. That’s all that you have to do is believe you can pass a college class and when you see that you can, that really starts to motivate students.

Student debt is a known deterrent when deciding to enroll in college, so a major benefit to the program is that all of the tuition, textbooks, and materials typically associated with college are covered. Adding to this, Bakersfield is working to expand their bachelor’s degree options, so if students who complete two years of college while in high school can enroll in the college after graduation and complete another year, amounting to three total years of no-cost college education. As one administrator commented:

It’s a great cost saver too. When you look at it, if they get two years of college under their belt, their first year at a junior college is free. That’s three years of college for free.

If McFarland students graduate with their associate’s degree, they have guaranteed acceptance into California State University Bakersfield (CSUB). Navigating the college admission path can be overwhelming for students, so knowing there is a direct route to a four-year institution after high school can ease some of the pressure. One administrator explained:

Students automatically get accepted into Bakersfield College as a freshman in high school. They can very easily transition into BC if they like or they can graduate with an associate’s degree and automatically be accepted into CSUB... They can continue their degree and get a bachelor’s in two years and graduate at the age of 19 or 20. Or, double major and graduate in three years. It’s a great opportunity for all kids to get accelerated through this process.

Students are recognized for their achievements by the high school and the college. McFarland students walk across the graduation stage and receive their high school diploma, then continue on to receive their associate’s degree or certificate from the president of Bakersfield. Students who have chosen to attend CSUB go to another stage and shake the hand of the president of university.

**Operations and Funding**

As the program grew, McFarland and Bakersfield recognized the increasing workload could not be sustained without additional support. The high school created a new counselor position dedicated to Career Technical Education (CTE) and Dual Enrollment. This role manages many administrative functions of the program including the required forms, the list of incoming freshmen, and student accountability. There is also a Bakersfield counselor who is assigned to work almost exclusively with McFarland to ensure the administrative functions operate smoothly.

Communication and coordination are key characteristics that help the program thrive. The high school and college have bi-weekly meetings to coordinate programming and communicate updates. Everyone understands their roles and responsibilities and Bakersfield ensures McFarland’s vision for the program comes to fruition.
Community Impact

McFarland is a tight knit community and students often hear about early college from family members or friends who have gone through the process and shared their experience. Outreach activities also prepare students for what to expect when they enroll at McFarland. As one counselor explained:

_The families believe in the program and seeing success with students who have already taken the courses, which is a positive trickle-down effect. Our community is great and our families want our students and have so many successful McFarland alumni in our program and our staff. Parents see firsthand what happens when you take on these opportunities or you go to school, or you get a trade._

Informational meetings take place at the junior high level so students have an opportunity to learn about the program structure, expectations, and benefits early on. This helps prepare students so they are ready when they enter the ninth grade. McFarland also hosts a Career Technical Education (CTE) Career Night that involves the entire community. All of the pathway teachers present at the event, which gives incoming students an opportunity to learn about the programs offered and ask questions. As one administrator and one counselor shared:

_At the junior high, they’re having meetings with families and mentally preparing students of what it’s going to be like when they enter the ninth grade. The team at the high school, not only the pathway teachers, but also the counseling staff, the administration, being out there on the CTE Career Night, getting the involvement of the community. The word has gotten out and people are sharing the message of the what we have built at the high school._

_We started to introduce the idea of early college to our junior high school students. When we counseled them one-on-one or we would bring parents in, we had planted those seeds so when they entered the high school there was at least an idea and they would be triggered when the principals would begin to talk to them about it or the counselors would come over from the high school and talk about pathways and degrees. Our hope was that the parents and students would have that foundation set for them so when they entered high school, there was already a clear mindset of where they wanted to go._

COVID-19 Pandemic

Despite the challenges brought on by the COVID-19 pandemic, McFarland had a successful transition to remote instruction, and the conversion to online learning provided an opportunity for McFarland teachers to develop their technology skills. Another positive outcome was the conversion of paper-based early college forms to a digital format with electronic signatures so their administrative processes are more efficient. Additionally, McFarland has begun televising their graduations, a practice that will continue beyond the pandemic. The high school plans to record and upload the ceremonies to streaming platforms so they can be shared with everyone.
Student Survey Findings

In January 2021, an online survey was distributed to McFarland students participating in early college. The survey was administered to better understand the experience and academic journey of these students by exploring how participation in early college has impacted them. Invitations to participate in the survey were sent to students in their second-year of early college (i.e., sophomore-level). This cohort includes students who will be the first graduating class at McFarland. These students will have completed colleges courses throughout all four years of high school and be the first to have the opportunity to earn an associate’s degree upon graduation. Responses to the student survey were analyzed and the results are summarized below. Data tables are included as well as relevant quotes to put a voice to the findings.

Respondents’ Pathways and Post-High School Plans

Students in the program are required to select a college pathway or series of courses related to their particular career or field of interest. Of the 23 respondents to the survey, approximately 78% indicated that they were enrolled in the Associates Degree for Transfer pathway (Table 1). Two respondents (8.7%) indicated they were part of the Business pathway. The respondent who selected the “other” option, wrote in that they were part of the “History” pathway.

Table 1. Early College Pathway

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates Degree for Transfer Pathway (60 Units)</td>
<td>18</td>
<td>78.3%</td>
</tr>
<tr>
<td>Business Pathway (17 units)</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>General Education Certificates Pathway (30 Units)</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Public Health Pathway (21 units)</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Prior to entering into the Early College Program, about 70% of respondents were very interested in going to college, and another 13% were somewhat interested (Table 2). Of those who did not indicate that they were very or somewhat interested in college, two had been undecided (8.7%), one did not think college was a possibility, and the other had been interested in going straight to the workforce.
Table 2. College Interest Prior to Early College Program Enrollment

<table>
<thead>
<tr>
<th>College Interest</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very interested in going to college</td>
<td>16</td>
<td>69.6%</td>
</tr>
<tr>
<td>Somewhat interested in going to college</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Undecided on plans after high school</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Did not think college was a possibility</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Interested in going straight into the workforce</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Students were asked what they plan to do after they graduate from high school. They were given a list of options and asked to check all the ones that applied to them. About 70% of respondents checked that they had plans to enroll in a university, and 30.4% planned to continue their studies at Bakersfield College (Table 3). About 26% selected the “undecided” option, and about 22% indicated that they planned to enter the workforce. The respondent who selected the “other” option wrote in that their plans were to work in social media.

Table 3. Post-High School Plans

<table>
<thead>
<tr>
<th>Plans</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll at a university</td>
<td>16</td>
<td>69.6%</td>
</tr>
<tr>
<td>Continue my studies at Bakersfield College</td>
<td>7</td>
<td>30.4%</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Enter the workforce</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>Enter an apprenticeship or job training program</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Continue my studies at another community college</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Students were then asked in an open-ended question what is their ideal career or job. The most popular area of interest were careers in health related fields, such as Nurse (17.4%) and Psychologist (13.0%) (Table 4). About 9% of respondents were undecided.
Table 4. Ideal Career or Job

<table>
<thead>
<tr>
<th>Career</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Psychologist</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>8.7%</td>
</tr>
<tr>
<td>Doctor/Surgeon</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Architecture</td>
<td>2</td>
<td>4.3%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Computer Engineer</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Criminologist</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Politician</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Social Media</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Sports</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Similarly, students were asked in an open ended question what major or field of study they were most interested in, if they planned on continuing their education after high school. As with the question regarding their career, there were multiple responses in health related fields, including pre-med (21.7%) and nursing (17.4%) (Table 5).

Table 5. Major or Field of Study Most Interested in Studying

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health/Pre-Med</td>
<td>5</td>
<td>21.7%</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Architecture</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Animal Science</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

In the last question related to career goals, students were asked to identify from a pre-selected list who and what specific information helped them with their long-term career and goal setting. About 61% of respondents indicated that a friend, family member, and/or instructor/teacher provided support in this area (Table 6). About 35% of respondents indicated that a class assignment or class content helped them identify their long-term career and goals.
This response was followed by academic counselor (17.4%), and another student (13.0%), and/or website (13.0%). The respondent who selected “other” did not specify their source. Respondents who selected “website” were prompted to provide the name of the site they used. Only one provided a response (YouTube).

Table 6. Sources for Long-Term Career and Goal Setting Support

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend or family member</td>
<td>14</td>
<td>60.9%</td>
</tr>
<tr>
<td>Instructor/teacher</td>
<td>14</td>
<td>60.9%</td>
</tr>
<tr>
<td>Class assignment or content</td>
<td>8</td>
<td>34.8%</td>
</tr>
<tr>
<td>Academic counselor</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Another student</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Website</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Career advisor</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Coach</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Participation in the Program

Following questions regarding their chosen pathways and career goals, students were provided a series of questions related to their program participation, including the benefits and challenges they faced. The first question in this section prompted students to identify how they learned about the program. Given a list of options, 87% indicated that they learned about the program while in middle school (Table 7). About 61% indicated they learned about the program from a McFarland teacher, administrator, or counselor.

Table 7. First Source of Information About Program

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>While in middle school (e.g., presentation by high school personnel, recommendation of counselor)</td>
<td>20</td>
<td>87.0%</td>
</tr>
<tr>
<td>A McFarland teacher/administrator/counselor</td>
<td>14</td>
<td>60.9%</td>
</tr>
<tr>
<td>Through a community-based organization or program</td>
<td>4</td>
<td>17.4%</td>
</tr>
<tr>
<td>Visit to Bakersfield College</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>A flyer/radio ad/billboard</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Another student</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Friend or family member</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Students were given a list of possible benefits from participation in the Early College Program. From the list, students were supposed to select and rank what they considered to be the top three benefits of participating in the program. All respondents instead ranked all the benefits listed in the prompt.
In Table 8 below, each benefit is listed based on the average rank provided by all respondents. The lower the number in the average rank column, the higher each student ranked that particular benefit. Overall, the two highest ranked benefits were related to the money and time students were saving from participating in the program. The third highest ranked benefit was “prepares me for college”.

**Table 8. Benefits From Participation in Early College Program (Ranked)**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Average Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saves me money because I’m taking college courses now</td>
<td>3.5</td>
</tr>
<tr>
<td>Saves me time because I’m taking college courses now</td>
<td>3.5</td>
</tr>
<tr>
<td>Prepares me for college</td>
<td>4.1</td>
</tr>
<tr>
<td>Strengthens my academic skills so I will be ready for college</td>
<td>4.6</td>
</tr>
<tr>
<td>Provides a better sense of college life</td>
<td>5.3</td>
</tr>
<tr>
<td>Smooths my transition from high school to college</td>
<td>5.3</td>
</tr>
<tr>
<td>Helps me explore new interests, careers, and majors to pursue while in college</td>
<td>5.5</td>
</tr>
<tr>
<td>Gives me confidence in my ability to be a college student</td>
<td>6.5</td>
</tr>
<tr>
<td>Helps me learn more about the benefits of college</td>
<td>6.9</td>
</tr>
</tbody>
</table>

Open-Ended: Describe Early College to a Friend

In an open-ended question, students were asked to write how they would describe the Early College Program to a friend who knew very little about it. A review of the comments found that all respondents expressed positive feelings about the program, and would recommend the program to their friend. The most common reason for their recommendation was the money their friend would save by participating in the program. A number of respondents also noted that they would let their friend know about the time they would save by taking college courses early. Other topics they would discuss with their friend included how well the program prepares students for college, how well the program helps them identify long-term goals, and how well the staff support and guide them. A couple of representative comments include:

* I would tell them how significant and beneficial the program is at McFarland High School. I would explain how they could save money, save time, and explore new interests by taking different classes.

* I would probably describe all the choices they had [and] the option[s] to choose from. Such as either completing their 60 units (associate's degree) or below. With all the amazing staff ... you get to complete some or all classes that might or most likely will help you get through college easier. It gives them a higher opportunity to go to college without having to struggle as much.

Open-Ended: One Major Challenge

Students were asked in an open-ended question what was one major challenge they experienced as a program participant. The majority of respondents indicated that the workload
in the program was a major challenge. They also noted the difficulty of the coursework, indicating it was a challenge to transition to college-level work. Some representative comments related to these topics include:

Learning how to balance my time better and to put just as much effort into my high school classes, as I do in my college courses.

The fact that some of my professors forget that I am in high school and give me a big amount of work.

One of the major challenges I have had as a student is the transition from middle school work to college level work in a small amount of time, eventually I will be able to handle it.

A few students indicated that the transition to a remote learning environment was the most challenging aspect of their time in the program. As one respondent noted:

Not being able to [have] in person communication with a staff member. Emails are annoying and stressful enough. Having to be guided all the time through a Zoom call is much more difficult than it needs to be. Struggling because you do not understand the complicated instructions given. It is honestly confusing but at the same time, you might get a different response from someone else.

Open-Ended: What Classes Should be Offered

In an open-ended question, students were asked what type of classes they would like to see offered that have not been previously offered during their time in the program. A slight majority of respondents indicated that they were happy with the current selection, or simply were unsure of what other courses they would like to see. A couple of respondents indicated a desire for child development courses, and another pair of respondents indicated a desire for classes on how to do taxes. Notably, the other courses listed matched closely with the topics respondents included in questions related to future areas of study. These course topics included animal science, architecture, chemistry, cooking, forensic science, mental health/psychology, medicine, nursing, and sociology.

Support and Resources Used and Needed

After questions related to the benefits and challenges of the program, the survey provided prompts related to support and resources students accessed. Specifically, students were given a list of supports and resources offered in the program, and asked to identify which items from the list they accessed in order to be successful in the program. About 78% of respondents indicated that they met with a counselor, instructor, principal, or administrator (Table 9). A little over half of respondents, 52.2%, indicated that they accessed online academic resources such as Khan Academy and YouTube. About 26% marked that they accessed support to outline a long-term education plan.
Table 9. Supports and/or Resources Accessed

<table>
<thead>
<tr>
<th>Support/Resource</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings with a counselor, instructor, principal, or administrator</td>
<td>18</td>
<td>78.3%</td>
</tr>
<tr>
<td>Online academic resources (e.g., Khan Academy, YouTube)</td>
<td>12</td>
<td>52.2%</td>
</tr>
<tr>
<td>Support to outline a long-term educational plan for after high school</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Support to complete my college financial aid application completion</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Support to draft / submit my college admission applications</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Students were then asked what has helped them stay engaged in their college courses. Respondents were given three examples of engagement in order to help them answer the question: being excited about what they are learning, being an active participant in class, and staying on top of their homework.

Of the options provided, about 83% of respondents indicated that the ability to save time and money was helping them stay engaged in their college courses (Table 10). About 57% indicated that the opportunity to “rise to the challenge” of successfully completing their coursework helped them stay engaged. Another popular topic that helped students stay engaged was the bonds with their peers (52.2%).

Table 10. Sources of Support to Stay Engaged

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to save time and money by taking college courses while in high school</td>
<td>19</td>
<td>82.6%</td>
</tr>
<tr>
<td>Rising to the challenge of successfully completing college coursework</td>
<td>13</td>
<td>56.5%</td>
</tr>
<tr>
<td>The bonds I have with my peers</td>
<td>12</td>
<td>52.2%</td>
</tr>
<tr>
<td>The interesting topics I’m learning / knowledge I’m gaining</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>The support and preparation I receive</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>The enthusiasm of my teachers / instructors</td>
<td>7</td>
<td>30.4%</td>
</tr>
<tr>
<td>The way my courses are taught</td>
<td>2</td>
<td>8.7%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Open-Ended: What Can Be Improved

The final questions in the section were open-ended prompts asking students to identify what could be improved and what had been especially helpful about the program.

Specifically, the first prompt asked students to describe one aspect of the program that could be improved. A few respondents indicated that they would like more thorough explanations about the course topics and related work in the classroom. One respondent noted:

Maybe going more into depth with what we need to do especially with history because sometimes distractions walk into my room during meetings and I have no idea what just happened or even posting the notes and slideshows into the class stream to review it.
A few other respondents indicated that they would like more clarity about the courses they would be taking in the future. There were other responses that mentioned reducing the course load, offering more course options, and improving communication between counselors and students/parents. That said, the most common type of response provided was that the program did not need any improvements, or that there was nothing they wanted changed.

Open-Ended: One Aspect That Has Been Especially Helpful

The second prompt asked students to identify one aspect of the program that had been especially helpful in their understanding of, or preparation for, their educational goal and/or career. The most common type of response included references to the support they received from their teachers. Some notable comments include:

- *When a teacher sees me struggling on something they quickly ask if I need help.*
- *Being able to contact your teachers whenever a problem arises*
- *The meetings I have with my teachers. Getting to ask questions really helps.*

The ability to prepare for college, and the opportunity to complete college credits was mentioned by a few respondents. Other topics included the opportunity to save money, and the program’s website.

Relationship with Bakersfield College

Students were asked a series of questions related to their relationship with Bakersfield College. In particular, how connected they felt to the college and how often they had visited.

About 87% of respondents indicated that they felt somewhat or very connected to Bakersfield College (Table 11). About 44% of all survey respondents indicated that they do see themselves as Bakersfield College students, and another 39.1% indicated that they somewhat saw themselves that way (Table 12).

*Table 11. “Do you feel connected to Bakersfield College?”*

<table>
<thead>
<tr>
<th>Connection to Bakersfield College</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat connected</td>
<td>14</td>
<td>60.9%</td>
</tr>
<tr>
<td>Very connected</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>Somewhat disconnected</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>Very disconnected</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Table 12. “Do you see yourself as a Bakersfield College student?”

<table>
<thead>
<tr>
<th>Bakersfield Student</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>43.5%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13.0%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Of the 23 respondents to the survey, 16, or 69.6%, had visited the Bakersfield College campus (Table 13). Of those 16 respondents, 14 (87.5%) had visited the campus once or twice. Another pair of respondents (12.5%) visited the college three or four times (Table 14).

Table 13. Visited Bakersfield College Campus

<table>
<thead>
<tr>
<th>Visited Campus</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>69.6%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>26.1%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 14. Number of Times Visited Bakersfield College Campus

<table>
<thead>
<tr>
<th>Times Visited Campus</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2 times</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>3 to 4 times</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Students’ Closing Thoughts

Open-Ended: Advice to Other Students

The end of the survey include two open-ended questions. In the first, students were asked what advice they would give other high school students about enrolling at McFarland High School. An analysis of the comments provided indicated that most students would encourage others to stay enrolled in the program and to try their best. For example, one student wrote:

> Advice I would give other students is to try your best in every class no matter how hard it is. These classes are very beneficial to us as high school students and should be taken very professionally.

A few respondents would also advise students that they will need to learn to properly manage their time:
My advice is to practice their time management skills because it will be difficult to take high school classes and college classes at the same time. During this pandemic, it is challenging to not procrastinate while being at home all day, so be prepared to work harder.

Other pieces of advice included making sure to ask questions, to choose a class load they can handle, and to “stay motivated”.

Open-Ended: One Thing They Would Have Like to Known Earlier

The final question in the survey prompted students to identify one thing about their participation in the program that they know now, that they would have liked to have known earlier. Of the 23 respondents, seven indicated that they were unsure, did not know, or there was nothing they wanted to know earlier. Of those who were able to provide a response, knowledge about the workload and difficulty of the program, as well as advice on how to deal with it, were the most common answers provided. For example, some relevant comments include:

That some classes are actually going to be a college caliber of work.

I should have been ready for the struggle and should have been more organized with my enrolling in classes.

One thing I would have liked to know earlier is organization and studying significantly improve my academic life.

Others offered that they would have liked to have known earlier about the support they were going to receive from teachers and fellow students, and that they would have wanted to “ask questions more often”. Some other comments related to this theme include:

If I need any help I can count on my peers and teachers to help me out.

Don’t give up [in] hard classes. Teachers are there to help you!

Other responses included knowing and/or deciding on their profession earlier, and finding out earlier about the library resources on the Bakersfield website.

Student Survey Summary

There were 23 respondents to the McFarland High School Early College Program survey. All respondents self-identified as sophomores, with a majority enrolled in the Associate Degree for Transfer program. Most respondents found out about the program in middle school; typically through a McFarland employee. A majority of respondents indicated that they plan on enrolling at a college or university after high school, with many intending to pursue careers in health and science related fields, among others.
Overall, survey respondents indicated positive feelings about their participation in the early college program. In both multiple choice and open-ended comments, respondents indicated that the ability to save money and time were the primary benefits of the program and major reasons for their participation. Student respondents did indicate that the course content was challenging, and that the workload was significant. In open-ended comments students indicated that they felt supported by their teachers, although they would like additional explanations about the complex topics they cover.

Finally, in a series of questions, a majority of respondents indicated that they considered themselves Bakersfield students, even though most were only able to visit the college once or twice.

Quantitative Analysis

The following section highlights Level 3 outcomes as they relate to student access and successful completion of college-level courses at Bakersfield. Student and course-level data were analyzed over a seven-year period beginning with the first academic year McFarland students enrolled in Bakersfield courses. This timeframe captures the full scope of how course offerings and student outcomes have evolved from the program’s implementation in 2014-15 to its current status as a fully-operational early college in 2020-21. The quantitative analysis includes the following metrics: course sections, enrollments, and success rates.

Course Sections

In last three years McFarland has adopted an accelerated pathway structure that is embedded in the program. The rapid growth in enrollments and course sections over that time period is evident. Each year since the program’s initiation into dual enrollment courses, more students at McFarland have had the opportunity to complete college credits while attending high school.

McFarland has continued to expand its program pathways and course offerings to accommodate the growing demand. The number of early college course sections increased in the last seven years going from 4 to 40 (Figure 1). According to McFarland administrators, this growth was expected to continue through 2020-21 had it not been for the COVID-19 pandemic and transition to remote instruction. Despite the challenges brought by the global crisis and many higher education institutions needing to pare down their schedules, McFarland and BC managed to add an additional five sections to the program.
Enrollments

Early college courses at McFarland help reduce achievement gaps by creating a college-going
for high school students. The increased exposure to college coursework is evident when
examining the number of enrollments in the early college program over time which have
mirrored the rapid growth observed in course offerings. The number of duplicated enrollments
increased dramatically in the last seven years from 51 to 973 (Figure 2).

Figure 2. Enrollments and Success Counts for McFarland Early College Students
Course Success Rates

McFarland students completed college courses at rates as high as 80% in 2020-21, exceeding the Bakersfield Institution-Set Standard completion rate of 69.9% by more than ten percent (Figure 3).

Figure 3. McFarland Early College Course Success Rates Compared to Bakersfield College Institution-Set Standard (ISS)
Findings and Recommendations

The following observations and suggestions are offered to strengthen the early college program and support expansion and development efforts:

- The early college program cuts down on time and significantly reduces the costs associated with attaining a college education. Students benefit from early exposure to college classes and accessibility to structured pathways that lead to social and economic mobility within a region that has historically low levels of postsecondary achievement.

- Engagement and commitment from early college administrators are key contributors to the continuous growth and refinement observed in the program. Regular meetings between the high school and college are a major component to success and provide an opportunity to discuss program needs, challenges, emerging issues, and improvements for the future.

- Early college administrators demonstrate the ability to adapt quickly and implement changes in real time, such as adding course sections to accommodate students or transitioning to remote instruction in response to the COVID-19 pandemic.

- Union considerations are a factor in implementing or scaling an early college program. Coordination of high school and college unions can make or break the success of the program.

- Staffing levels should be evaluated against program activities and goals to determine if additional employees are needed to support operations.

- Grant funding is an ongoing challenge especially for expansion efforts related to facilities. Leveraging multiple funding streams from ADA, grants, bonds, and industry partners can assist in the development and sustainability of Level 3 early college programming.

Conclusion

The information in this report is intended to provide Bakersfield, McFarland, and level 3 partners with a summary of the findings and data considerations that resulted from the research study. Recommendations from the administrator interviews and student survey, coupled with the results from the quantitative analysis provide information that Bakersfield can use to enhance early college implementation efforts in order to support data-informed decision-making around equity, student support, and resource prioritization.
Appendices

Appendix A. Interview Protocol

Bakersfield Dual Enrollment Evaluation

Administrators’ Interview Protocol - High School Superintendents and Principals

Relevant Research Questions (RQ)

The evaluation of Bakersfield College dual enrollment will seek to understand the successes and challenges of the college’s various levels of dual enrollment, what aspects have been working, what needs improvement, and what specific components are needed in order to scale up the program successfully (i.e., more Level I (concurrent enrollment) schools moving to Level II (structured dual enrollment), more Level II schools becoming Level III (Early College High School).

Student - Parent Level (SPL)

1. How do dually enrolled students’ secondary and postsecondary achievement (e.g., course completion, grades) compare to those of similar groups of high school and fellow Bakersfield College students and in what ways do student characteristics relate to students’ outcomes?

2. Why do students and their parents decide to participate in dual enrollment and what messages, information, experiences, and program elements are particularly engaging and relevant in drawing students to, keeping them involved, and helping them be prepared for postsecondary/career success?

Program Level (PRGL)

3. How do and what specific dual enrollment program elements/structures* help or hinder various groups of students’ understanding of, preparation for, and success in postsecondary education/careers?

*Program elements, practices, supportive services, messaging, career-focused pathways, work-based learning opportunities; 9th grade start, model (e.g., ECHS), parental support; policies, cohort-based, etc.

Partnership Level (PL)

4. What constitutes an effective high school and college partnership that is necessary to adequately and effectively support dual enrollment, adapt, and expand it as an effective tool to help students clarify, select, and be prepared to enter and succeed along a postsecondary/career path?
College Level (CL)

5. In what ways does/can dual enrollment inform and advance BC’s overall reputation, enrollment, culture, and climate as well as Guided Pathways and other relevant efforts and to what degree?

Keep in Mind

- Level II: Installation - The high school students can complete a college degree or certificate on-site through a combination of dual enrollment and concurrent enrollment courses offered on the high school campus (Arvin, Wasco, Wonderful).
- Level III: Implementation - All incoming ninth grade students are on a pathway to earn between 9 and 60 units towards completing a college degree and/or certificate through a combination of dual enrollment and concurrent enrollment courses offered on the high school campus (McFarland).

Interview Instructions

1. Be sure your recording device is open/working.
2. Introduce yourself and the RP Group to those on the call/being interviewed.
3. Identify the purpose of the project and this interview.

Purpose and Goals

The evaluation of Bakersfield College dual enrollment will seek to understand the successes and challenges of the college’s various levels of dual enrollment, what aspects have been working, what needs improvement, and what specific components are needed in order to scale up the program successfully (i.e., more Level I (concurrent enrollment) schools moving to Level II (structured dual enrollment), more Level II schools becoming Level III (Early College High School).

Interview

This interview will allow us to learn more about your dual enrollment program, particularly how you have successfully addressed common key barriers and challenges to dual enrollment implementation and which elements could be scaled up or considered for replication by other programs.

Deliverables

- The deliverables for this work will be two reports summarizing findings from the Level II and Level III research with recommendations for future implementation considerations.
- Results summarized along with information gathered from a document review will be shared with you and Bakersfield College in January 2020 (Level II) and July 2020 (Level III).
• A version of the report will also be posted on the RP Group and presented at the Strengthening Student Success conference in October 2020.

4. Describe the interview process:
• 90-minutes, 18 questions, focused on six topics: Program and Partnership Overview, Program Structure, Participants and their Experiences, Benefits and Challenges, Guided Pathways, and Scalability and Replicability)
• Recorded conversation which will be transcribed for our internal purposes only
• High level summary of key takeaways from the completed interviews and parent and student focus groups will be with Lesley Bond and Kylie Swanson by phone and in the report described earlier; confidentiality of interviewees and focus group participants will be maintained.

5. Ask if they have any questions before you begin.

**Interview Questions**

**INTRODUCTIONS**

1. Please introduce yourselves.
   a. Name, institution or organization, title, role, length of involvement with the program.

**PROGRAM AND PARTNERSHIP OVERVIEW**

2. If you had to describe your program to someone who knew very little about early college, what would you tell them?
   a. When did you enroll your first early college student (i.e., concurrent/dual enrolled)?
   b. What was the impetus for implementing an early college program?
   c. How are equity considerations operationalized in how students are recruited to the program or how they are served (i.e., does early college help the school/ CCC district address opportunity gaps in academic outcomes)? Are there policy or operational barriers to ensuring the students with the greatest need for access to post-secondary education take advantage of the program?
   d. Where can I access documents that would help me better understand your program? (RQ2, RQ3)

3. Why do you think students and their parents decide to participate in early college?
   a. What messages, information, experiences, and program elements are particularly engaging and relevant in drawing students to, keeping them involved, and helping them be prepared for postsecondary / career success? (RQ3)
   b. Who normally participates?
   c. Who isn’t taking advantage of early college and why? (RQ4)
4. What would you say about the partnership between the college and the school/district? From your vantage point - what has worked well or needs improvement? Consider coordination, communication, roles and responsibilities, logistics, and evaluation.
   a. What makes your partnership effective? Unique? Sustainable? A driver of equity?
   b. Where can I access documents that would help me better understand your partnership with the college/school/district? (RQ4)

PROGRAM STRUCTURE (RQ3)

5. How is your program funded?
   a. Personnel costs, students’ supplies, and textbooks?
   b. Who is on your team and are they part-time or full-time?
   c. How are their positions covered? (RQ3)

BENEFITS AND CHALLENGES (RQ2)

6. What do you view as the benefits and potential challenges to having a structured dual enrollment program (Level II) / being an Early College HS (Level III)?
   a. For the school/CCC district?
   b. For students and their parents?

7. What are people hearing about opportunities and supports as well as the drawbacks or challenges of the Level III program (i.e., perceptions, interest, reputation) from the broader community?
   a. What are BC personnel hearing?
   b. What are school/district personnel hearing?

SCALABILITY AND REPLICABILITY

8. How does BC/CCC/school monitor, support, staff, and sustain early college?
   a. What aspects are working as intended?
   b. What needs to be improved/strengthened to promote students’ academic success and postsecondary engagement, interest? (RQ3, RQ4)

9. What should be scaled up or replicated by a peer partnership / program? (RQ3, RQ4)
   a. Approaches, strategies, resources, practices, and policies?
   b. What additional support and resources are needed to strengthen your efforts? (RQ5)

FINAL THOUGHTS AND COMMENTS

10. Are there any final thoughts you would like to share about your program / partnership that might be relevant to other early college programs / partnerships?
Appendix B. Student Survey Instrument

McFarland High School Early College Program

Introduction

Bakersfield College and McFarland High School administrators are working closely to offer college courses to McFarland High School students. This brief survey will take no more than 10 minutes to complete and has been designed to increase our understanding of the experiences and academic journeys of McFarland students. This study puts you, the student, at the center of the research to learn from your experience about what has made a difference for you.

The first 20 students who complete the survey will receive a $20 Amazon e-gift card. Please enter your email address at the end of the survey if you would like to be considered.
McFarland High School Early College Program

Consent to Participate

* 1. Are you 18 years of age or older?
   - [ ] Yes
   - [ ] No
McFarland High School Early College Program

Student Consent

* 2. Please write your full name below to acknowledge that you understand that this survey is voluntary, your answers will be kept confidential, there is little risk to you, and you consent to participate.

[Blank space for name]
* 3. Parent/guardian: Please write your full name below to show that you agree to allow your child/dependent to participate in this student survey administered by the Research and Planning Group for California Community College (RP Group) in conjunction with the Early College program at Bakersfield College.

[signature space]
Participant Overview

* 4. At McFarland High School, are you a:
   - Freshman
   - Sophomore
   - Junior
   - Senior

* 5. Which pathway are you pursuing in the early college program?
   - Associates Degree for Transfer Pathway (60 Units)
   - General Education Certificates Pathway (30 Units)
   - Agriculture Business Management Pathway (12 units)
   - Photography Pathway (12 units)
   - Business Pathway (17 units)
   - Education Pathway (12 units)
   - Industrial Technology: Architecture and Engineering Pathway (12 units)
   - Industrial Technology: Welding Pathway (14 units)
   - Public Health Pathway (21 units)
   - Other (please specify)

* 6. Before entering the early college program at McFarland High School, I
   - was not interested in going to college
   - did not think college was a possibility
   - was somewhat interested in going to college
   - was very interested in going to college
   - was interested in going straight into the workforce
   - was undecided on my plans after high school
7. What are your plans after you graduate from high school? (check all that apply)

- Enter the workforce
- Enroll at a university
- Continue my studies at Bakersfield College
- Continue my studies at another community college
- Enter an apprenticeship or job training program
- Undecided
- Other (please specify)

8. What is your ideal career or job?

9. If you plan to continue your education after high school, what major or field of study are you most interested in?

10. Who and what specific information helped you with your long-term career and goal setting? (Check all that apply)

- Instructor/teacher
- Academic counselor
- Career advisor
- Another student
- Friend or family member
- Coach
- Website
- Class assignment or content
- Other (please specify)
* 11. Which website(s) helped you with your long-term career and goal setting?
* 12. How did you learn about the early college program at McFarland High School? (Check all that apply)

- [ ] While in middle school (e.g., presentation by high school personnel, recommendation of counselor)
- [ ] A flyer/radio ad/billboard
- [ ] A McFarland teacher/administrator/counselor
- [ ] Visit to Bakersfield College
- [ ] Friend or family member
- [ ] Another student
- [ ] Through a community-based organization or program
- [ ] Other (please specify)
13. In your opinion, what are the TOP THREE benefits you have experienced from participation in the early college program at McFarland High School? (Rank your top three choices: 1, 2, 3)

- Provides a better sense of college life
- Prepares me for college
- Smooths my transition from high school to college
- Helps me explore new interests, careers, and majors to pursue while in college
- Strengthens my academic skills so I will be ready for college
- Gives me confidence in my ability to be a college student
- Helps me learn more about the benefits of college
- Saves me money because I'm taking college courses now
- Saves me time because I'm taking college courses now

14. If you had to describe early college to a friend who knew very little about the program at McFarland High School, what would you tell them?
* 15. What is one major challenge you have experienced from being a student in the early college program?

* 16. What classes would you like offered that have not been?
* 17. What supports/resources have you accessed to help you be successful in the early college program?

- Meetings with a counselor, instructor, principal, or administrator
- Tutoring
- Online academic resources (e.g., Khan Academy, YouTube)
- Support to complete my college financial aid application completion
- Support to draft / submit my college admission applications
- Support to outline a long-term educational plan for after high school
- Other (please specify)

* 18. What has helped you to stay engaged (e.g., excited about what you are learning, being an active participant in class, staying on top of your homework) in the college courses?

- The enthusiasm of my teachers / instructors
- The interesting topics I'm learning / knowledge I'm gaining
- The way my courses are taught
- The bonds I have with my peers
- The support and preparation I receive
- The ability to save time and money by taking college courses while in high school
- Rising to the challenge of successfully completing college coursework
- Other (please specify)

* 19. What is ONE ASPECT of the program THAT COULD BE IMPROVED?


* 20. What is ONE ASPECT of the program THAT HAS BEEN ESPECIALLY HELPFUL in your understanding of or preparation for your educational goals/career?


* 21. Do you feel connected to Bakersfield College?
   - Very connected
   - Somewhat connected
   - Somewhat disconnected
   - Very disconnected

* 22. Do you see yourself as a Bakersfield College student?
   - Yes
   - No
   - Somewhat

* 23. Have you visited the Bakersfield College campus?
   - Yes
   - No
24. How many times have you visited Bakersfield College?

- 1-2
- 3-4
- 5 or more
McFarland High School Early College Program

Final Thoughts and Comments

* 25. What advice would you give other high school students about enrolling at McFarland High School?

* 26. What is ONE THING you know now that you would have liked to have known earlier?
Gift Card

27. The first 20 students who complete the survey will receive a $20 Amazon e-gift card. Please enter your EMAIL ADDRESS if you would like to be considered:

Please click DONE below to submit your anonymous and confidential responses and thank you so much for your time.