

## **Nomination for the Middle College program on campus to receive the “Transitions from High School to College: Assisting Students in Meeting Their Educational Goals” award.**

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Middle College is a joint program between SUHSD and Cañada College established in 1999.

***Describe how the program aligns with the award theme:***

### **PROGRAM GOALS**

- Help students who have not been successful in comprehensive high school setting **stay in school**, earn a diploma, and go on to college. Bridge the gap and provide a challenge for students that are highly capable but underperforming or looking for a different educational experience. Serve as a supported transition from high school to college for students in the middle not currently being supported by other programs. Enable students to complete any necessary developmental classes while still in high school so they enter college ready for transfer-level work

#### **Based on last 4 years of MC students—**

- 41% need remedial English classes; 25% need remedial reading classes; 57% aren't ready for transfer-level math (must take/retake Alg1 and/or Alg2)

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***List a few robust examples of success indicators:***

#### **Students finish MC program and graduate from home high school ready for transfer-level college classes**

The average number of college units non-MC students take each semester is just over 6 units, while MC students take 9-12 units each semester. Also, the MC students tend to be more successful in completing college courses with a C or better than non-MC students (for example, Eng 100: MC students' success last year was 89%, non-MC students, 64%). All of our students graduate ready to take only transfer-level coursework, saving time since they need no remediation classes once they enter college.

#### **Juniors and seniors take required elective: College and Career Readiness**

Junior curriculum includes how to transition to college, organization and study skills, test prep for PSAT/SAT/ACT, major and career research projects. Senior curriculum includes completing the CSU and UC application--including the personal statement

***Describe examples of collaboration:***

MC collaborates with the high school district and with the college. MC works closely with the high school guidance and administrative teams at all four sites to direct students to the program and ensure that they are meeting SUHSD graduation requirements with appropriate college courses. College professors give MC feedback on students' performance that we then use to help them succeed in class (utilizing office hours, creating study groups, working with tutors). MC students use resources around campus and integrate themselves into campus life, participating in activities on campus, taking on leadership roles in clubs and student government, using and serving as tutors in the Learning Center, and meeting with college counselors to create post-secondary plans. MC serves as liaison between college instructors and families, including soliciting progress reports. Provide tutoring and other resources. MC organizes separate college night and financial aid workshop for parents/students

***A brief explanation of how it can be replicated***

The program is in many community colleges across the state, but not all. All high school districts would benefit from having access to a program that helps students successfully navigate the transition to college, and community colleges benefit by having a program that provides support on campus to ensure that students successfully complete developmental courses, move into transfer-level courses that lead to a degree/transfer, and help students with the non-academic skills and behaviors that ensure success in a college setting.

#### **Research on Dual Enrollment Programs**

- Students who enroll in dual enrollment programs subsequently perform better in college than those who have not taken any college classes while in high school.
- Students who attend dual enrollment programs complete college faster and improve their college performance, as well as increase the likelihood they will continue on in a four-year university.
- Students in dual enrollment programs earned more college credits three years after high school than their peers who had not participated in dual enrollment programs and earned degrees faster than those who did not.