

Clackamas Middle College
Pathways to College Program
2016-2017

Mission

Clackamas Middle College provides an innovative and challenging personalized education that prepares students socially and academically for college and career programs.

Vision

Clackamas Middle College offers an integrated, rigorous curriculum through a culture of collaboration with its staff, students, parents and community. We personalize the education of all of our students through individual educational plans and focus on comprehensive school improvement through data-driven systems.

**Clackamas Middle College focuses on Charlotte Danielson's Framework for Teaching through quality instructional practices to achieve its vision and mission.*

Goals:

- To provide students the opportunity to earn dual high school and college credits toward a high school diploma and a college/ transfer degree or certificate
- To provide academic and social support services to help students succeed in college courses
- To expand course offerings for CMC students
- To increase college readiness, and postsecondary success
- To reduce barriers to college access

Description/Structure of Program

The CMC Pathways to College program consists of a cohort of up to 25 students who complete three consecutive terms of college courses with CCC instructors at the CCC Harmony campus.

The Pathways to College courses are foundational to four-year college and university transfer degrees. These courses consist of only CMC students and are taught by instructors that work collaboratively with CMC staff to ensure student success as they prepare to transition to the College Extended Options (CEO) program.

All Pathways to College course tuition and fees as well as books are covered by CMC. Students in the Pathways to College program may also have high school classes at CMC as they work toward the completion of their diploma requirements.

The CMC Pathways to College counselor works closely with each student to track their success, update and maintain their educational plan, provide academic, career and socio/emotional

support as well as teach their Friday course: HD-120 or EL-120. These courses focus on key transitional knowledge and skills in an effort to supply each student with all the tools necessary to achieve success as a full-time college student.

Term 1:

COMM-111: Public Speaking (4 college credits, .8 HS Language Arts credit)
Monday & Wednesday from 12:45 pm - 2:35 pm (CMC periods - 4 & 5)

WR-121: English Composition (4 college credits, .8 HS Language Arts credit)
Tuesday & Thursday from 12:45 pm - 2:35 pm (CMC periods - 4 & 5)

HD-120: College Success (1 college credit, .2 HS Career/Technical credit)
Friday from 12:55 pm - 1:45 pm

Total College credits - 9.0

Total High School credits - 1.8

Term 2:

SPN-101: First-Year Spanish I (4 college credits, .8 HS Second Language credit)
Monday & Wednesday from 9:00 am - 10:50 am (CMC periods - 1 & 2)

WR-122: English Composition (4 college credits, .8 HS Language Arts credit)
Tuesday & Thursday from 9:00 am - 10:50 am (CMC periods - 1 & 2)

EL-120: Early College Seminar (1 college credit, .2 HS Elective credit)
Friday from 10:00 am - 10:50 am (CMC period - 2)

Total College credits - 9.0

Total High School credits - 1.8

Term 3:

SPN-102: First-Year Spanish II (4 college credits, .8 HS Second Language credit)
Monday & Wednesday from 12:45 pm - 2:35 pm (CMC periods - 4 & 5)

HST-203: History of the United States (4 college credits, 1.0 HS Social Science credit)
Tuesday & Thursday from 12:45 pm - 2:35 pm (CMC periods - 4 & 5)

EL-120: Early College Seminar (1 college credit, .2 HS Elective credit)
Friday from 11:05 am - 11:55 am (CMC period - 3)

Total College credits - 9.0

Total High School credits - 2.0

Eligibility

College Readiness Seminar

The role of the College Readiness Seminar (CRS) course is to prepare students to enroll and succeed-without remediation- in college courses in CMC's Pathways to College at the Clackamas Community College Harmony Campus. In addition, the CRS course focuses on college and career readiness, along with learning skills and techniques such as time management, persistence, and organization. CRS advisors educate and identify the above traits in each student and work with them to prepare them for the Pathways to College Program. Each CRS advisor takes into account the following as well:

- **GPA**
 - The eligibility requirement to be nominated for the Pathways to College Program is a 3.0 (B) grade point average (GPA).
- **Attendance**
 - The attendance requirement to be nominated for the Pathways to College Program is 85% or above in all courses the term in which the student is seeking nomination.
 - Students seeking eligibility must also have less than 5 tardies per academic course the term in which they are seeking nomination.

** The Pathways to College Program is highly competitive and the Clackamas Middle College staff have to take a myriad of factors into consideration when trying to select the top 25 candidates. In addition to GPA and attendance, maturity, persistence, time management, organization, classroom behavior, and participation in all classes are taken into consideration. Each advisor reserves the right to nominate students who meet the aforementioned criteria.*

Selection Timeline and Process

Within the first month of College Readiness Seminar, advisors will hold a Pathways to College Awareness Session where each student in CMC's College Prep Program will learn about the Pathways to College Program and selection procedures. The procedures will inform students and their families about the Pathways to College: rationale/philosophy, goals, description/structure, eligibility of students, and the selection timeline and process.

Roles in the selection process:

Student Role

- Collect a *Request for Nomination to Pathways to College* form from your advisor during progress report week (5th-6th weeks into the term)
- Fill out the following:
 - Intent to be nominated
 - Classes
 - Grades

- Absences
- Comments
- Answer the two questions regarding your nomination and progress
- Complete the term in good standing (no attendance issues and 3.0 or greater G.P.A)
- If selected, attend the Pathways to College Program Orientation

Parent Role

- Review with your son/daughter, the Pathways to College Program procedures
- Review your son/daughter's *Request for Nomination to Pathways to College* form
- Answer the question on the *Request for Nomination to Pathways to College* form
- Sign the form acknowledging your understanding of the process
- List any questions/concerns if necessary
- If son/daughter is selected, attend the Pathways to College Program Orientation

Advisor Role

- Review the *Request for Nomination to Pathways to College* form.
- Sign off to nominate student
- If student isn't nominated, list concerns and reasons on form and communicate to student
- Place names of nominated students on the *CMC Program Selection Matrix*
- Communicate to students who have been selected to Pathways to College Program
- Send letter home to parents of students who have been selected to Pathways to College Program

CMC Selection Committee Role

The committee is made up of CMC teachers and support staff. The committee reviews student data (grades, attendance and other applicable information) and selections are made based on established criteria. Note: many students meet the minimum requirements for selection into the Pathways to College Program. This is a competitive process and not all students meeting minimum requirements will be selected.

Standards for Academic Progress while in the Pathways to College Program (Academic Alert, Probation, and Suspension Policy)

CMC has established this procedure to:

- Provide students with a warning when they fail to meet minimum academic performance standards;
- Limit scheduling when a student's academic performance indicates the necessity for intervention;
- Provide a means of preventing and/or terminating prolonged failure.

This policy applies to all students enrolled in Pathways to Career, Pathways to College or College Extended Options programs. Students' eligibility to enroll in college courses will be

reviewed each term as a part of the course selection process. This will include a review of high school and college grades, attendance, assessment data and Instructor input.

Students who earn a D or F grade and/or do not complete all attempted credits are subject to Academic Alert or Probation, which may be followed by Suspension. Academic standing will be based on the current official grade for each course taken that trimester at Clackamas Community College and Clackamas Middle College.

I. Academic Alert

Students who fail to earn C grades or higher and/or do not complete all attempted credits **in one class during any term** will be placed on Academic Alert. The alert advises students of their academic status and requires them to:

- Meet with their CMC counselor immediately to examine present academic plans and discuss relevant resources and strategies for success;
- Complete a midterm progress report;
- Access academic support resources at the college to assist them with the areas of concern.

Students who fail to meet the Academic Alert procedures or who fail to earn C grades or higher and/or do not complete all attempted credits in one class while on alert will be placed on Academic Probation for the subsequent term. (Not including Summer Term) Students and parents will be notified in writing of their status by a CMC counselor.

II. Academic Probation

Students who fail to earn C grades or higher and/or do not complete all attempted credits **in two or more courses in the same term** will immediately be placed on Academic Probation. Students previously on Alert who fail to meet these requirements of Alert status or who fail to earn C grades or higher and/or do not complete all attempted credits in one class while on Alert will be placed on Academic Probation for the subsequent term. Students on Academic Probation status are required to:

- Meet with their CMC counselor immediately to create a support plan including strategies for success. This plan may include:
 - Increased required communication with CMC counselor (weekly or biweekly meeting);
 - Limit the number of credit hours attempted;
 - Schedule preparatory or remedial courses as needed;
 - Schedule repeat of courses;
 - Regular tutoring sessions if applicable;
- Complete a midterm progress report and biweekly grade updates by email to counselor;
- Access academic support resources at the college to assist them with the areas of concern.

Upon completion of **two consecutive terms of C grades or higher with all courses successfully completed**, the student will be removed from Alert or Probation status. Students failing to follow the Probation procedures will be placed on Academic Suspension for the subsequent term.

III. Academic Suspension

Students who fail to earn C grades or higher and/or do not complete all attempted credits while on Academic Probation will be placed on Academic Suspension for one term. Student who fail to attend any classes and/or do not officially withdraw from the college without notifying CMC will be placed on Academic Suspension immediately. Students on Academic Suspension are not allowed to register for curriculum courses at Clackamas Community College and will be enrolled in CMC's College Prep program.

***Academic Suspension-** student will no longer be allowed to enroll in college classes. Students will be enrolled in the College Prep program at CMC until they are again referred to either the Pathways to College or Pathways to Career programs. Academic Suspension is a condition of heightened accountability and greater support. A student making no effort to improve after being placed on Academic Suspension may be supported in finding a more appropriate school environment.

Academic Discipline will be triggered by the following reasons:

Academic Violation	First Offense	Second Offense	Third Offense
Student fails to obtain approval from CMC counselor of any change to schedule, including during first two weeks of term	*Academic Alert	*Academic Probation	*Academic Suspension
Student receives one of the following grades in a term: D, F, NP, N, I, W or Y	*Academic Alert	*Academic Probation	*Academic Suspension
Student receives two of the following grades in the same term: D, F, NP, N, I, W or Y	*Academic Probation	*Academic Suspension	No third offense
Student fails to attend any classes and/or does not officially withdraw from the college without notifying CMC	*Academic Suspension	No second offense	No third offense
Student dropped from CCC course due to Attendance issues	*Academic Probation	*Academic Suspension	No third offense

*Attendance issues

While students enrolled at CMC must follow the CMC attendance policies, the College has individual attendance requirements determined by that instructor. In most cases, class only meets 2 to 3 times weekly and if a student misses more than 1 or 2 (determined by the instructor) sessions they can and will be dropped from the course. Students who are dropped from the course due to attendance will be placed on Academic Probation and successive situations due to attendance may result in dismissal from the program. If you must miss a class for any reason

always communicate with the instructor even by email to notify them of when and why you will miss. It is also your responsibility to ask for any work or to turn in any work that is not complete.

Pathways to College Program Curriculum

If any student fails to complete Pathways curriculum classes with transferable credit (C or above), he or she is required to retake the course within 3 terms of entering of CEO program. Student must make arrangements with counselor to ensure completion of Pathways classes.

Signature _____
(CMC Student)

Date _____

Signature _____
(Parent/Guardian)

Date _____

By signing above, I acknowledge having gone over the CMC Pathways to College Procedures with my son/daughter. I also reviewed and discussed with my son/daughter the persistence and time management requirements along with the Request for Nomination form.

College Readiness Seminar
Request for Nomination to Pathways to College (PTC)

Name: _____ Advisor: _____

I would like to be considered for nomination to PTC (circle): YES NO

Class	Grade	Days Absent	Comments
1			
2			
3			
4			
5			
CRS			

Why are you ready for PTC?

What will you have to improve to be successful at the college level?

CRS Persistence Rubric

	Mastery (4)	Proficient (3)	Developing (2)	Emerging (1)
Attendance	95+% attendance in CRS	90% attendance in CRS	80% attendance in CRS	Below 80% attendance in CRS
Evidence for Score				
Responsible for Learning	<p>Prepared for every class</p> <ul style="list-style-type: none"> I go above and beyond in my work and class I assist others who aren't prepared and/or need help I always have my materials out and ready at the beginning of a lesson <p>High Quality Work</p> <ul style="list-style-type: none"> I strive for excellence I stay focused on accomplishing a task I am proud of my work I redo my assignments to improve my result I always try my best and set high standards <p>Actively participates in class</p> <ul style="list-style-type: none"> I always takes notes even when not prompted I do not use my electronics (phone, laptop, music) for non-class activities 	<p>Prepared for every class</p> <ul style="list-style-type: none"> I go above and beyond in my work and class most of the time I assist others who aren't prepared and/or need help most of the time I usually have my materials out and ready at the beginning of a lesson <p>High Quality Work</p> <ul style="list-style-type: none"> I strive for excellence most of the time I stay focused on accomplishing a task most of the time Most of the time I am proud of my work I redo my assignments to improve my result Most of the time I try my best and set high standards <p>Actively participates in class</p> <ul style="list-style-type: none"> Most of the time I takes notes even when not prompted Most of the time I do not use my electronics (phone, laptop, music) for non-class activities 	<p>Prepared for every class</p> <ul style="list-style-type: none"> Sometimes/Inconsistently I go above and beyond in my work and class Sometimes I assist others who aren't prepared and/or need help Sometimes I don't have my materials, or I have to be reminded to take them out <p>High Quality Work</p> <ul style="list-style-type: none"> I strive for excellence sometimes or inconsistently I stay focused on accomplishing a task inconsistently Sometimes I am proud of my work Sometimes/Inconsistently I redo my assignments to improve my result Sometimes/Inconsistently I try my best and set high standards <p>Actively participates in class</p> <ul style="list-style-type: none"> Sometimes/Inconsistently I takes notes even when not prompted Sometimes I use my electronics (phone, laptop, music) for non-class activities 	<p>Prepared for every class</p> <ul style="list-style-type: none"> I rarely/never go above and beyond in my work and class most of the time I rarely/never assist others who aren't prepared and/or need help most of the time I rarely have my materials with me, or I have to be asked several times to take them out <p>High Quality Work</p> <ul style="list-style-type: none"> I rarely/never strive for excellence I rarely/never stay focused on accomplishing a task Rarely/never am I proud of my work I rarely/never redo my assignments to improve my result I rarely/never try my best and set high standards <p>Actively participates in class</p> <ul style="list-style-type: none"> I rarely/never takes notes without prompting I often use my electronics (phone, laptop, music) for non-class activities; and rarely/never for class work
Evidence for Score				
Continues to	<ul style="list-style-type: none"> I embrace/ plan to make mistakes 	<ul style="list-style-type: none"> When I start making mistakes I 	<ul style="list-style-type: none"> Sometimes I will ask for help but 	<ul style="list-style-type: none"> I won't try something if I think I

<p>work despite difficulty/ does not give up</p>	<p>as a part of my success process</p> <ul style="list-style-type: none"> ○ Mistakes are a challenge for improvement ● I return to the problem and try a different way ● I ask my teachers and peers when I need help ● I know that if I keep developing my skills I will succeed 	<p>don't immediately give up</p> <ul style="list-style-type: none"> ● I try a couple of different strategies as necessary until I accomplish my goal ● I will often ask my peers or teacher how I can improve 	<p>not in front of others</p> <ul style="list-style-type: none"> ● Mistakes make me frustrated ● When I make a mistake, I use one alternative strategy before giving up. 	<p>am going to fail</p> <ul style="list-style-type: none"> ● I won't ask for help when I am stuck. ● I don't want anyone to know I'm not good at things.
<p>Evidence for Score</p>				

CRS Time Management Rubric

	Mastery (4)	Proficient (3)	Developing (2)	Emerging (1)
Uses Time Productively	<ul style="list-style-type: none"> ● I am constantly, ready to work, self-directed, on-task, and I avoid distraction. ● I consistently prioritize tasks based on complexity and time allotted in order to meet daily learning targets. ● I rarely, if ever, require individual prompting to use time productively. ● More concrete language; human clause ● Completes school work before spending time on entertainment ● Does not procrastinate 	<ul style="list-style-type: none"> ● I am often ready to work, self-directed, on-task, and I avoid distraction. ● I usually prioritize tasks based on complexity and time allotted in order to meet daily learning targets. ● I occasionally require individual prompting to use time productively. ● Usually completes school work before spending time on entertainment ● Rarely procrastinates 	<ul style="list-style-type: none"> ● I am usually ready to work, self-directed, on-task, and I avoid distraction. ● I sometimes prioritize tasks based on complexity and time allotted in order to meet daily learning targets. ● I often require individual prompting to use time productively. ● Sometimes completes school work before spending time on entertainment ● Sometimes procrastinates 	<ul style="list-style-type: none"> ● I am sometimes ready to work, self-directed, on-task, and I avoid distraction. ● I rarely prioritize tasks based on complexity and time allotted in order to meet daily learning targets. ● I almost always require individual prompting to use time productively. ● Often does not complete school work before spending time on entertainment ● Often procrastinates
Explanation for Score				
Completes Assignments	I completed the assignment and my finished product is above and beyond expectations.	I completed my assignment and my finished product demonstrates evidence of understanding. Meeting minimum standard for an assignment.	I partially completed my assignment or completed my assignment with minimal evidence of understanding.	I partially completed my assignment or completed my assignment without evidence of understanding.
Explanation for Score				
Turns Assignments in on Time	I turn in my work on time, completed, and proficient 100% of the time.	In the categories of on time, completed and proficient, I am working at a 90% level in two or more categories and no less than 70% in any category.	In the categories of on time, completed and proficient, I am working at no less than 70% in any category.	In the categories of on time, completed and proficient, I am working at less than 60% in one or more categories.

Explanation for Score	
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CRS Time Management Rubric

	Mastery (4)	Proficient (3)	Developing (2)	Emerging (1)
Organization (Planner)	I have assignment due dates consistently recorded for every class, every day.	I have assignment due dates recorded for most classes each week, but occasionally I forget to write down an assignment during the week.	I have recorded some assignment due dates, but key dates are missing or a class is lacking in information being recorded, consistently.	Has a planner but does not utilize.
Explanation for Score				
Organization (Neatness)	I have a clearly identified section for all my classes. Within each section I have a method that I am actively using to organize upcoming assignments and graded work, tests, notes, handouts, etc. I have no loose papers in my binder or backpack.	I have a section for all my classes. Within each section I have a method to organize different pieces of information, although, I haven't been consistent about utilizing the strategy. Very few loose papers in binder or backpack	I have a binder. My binder is relatively organized by sections, although, I don't have any clear dividers to separate classes nor do I utilize any method to further organize individual class information.. I have quite a few loose papers	I have a binder, but I am not really using it to help organize my work. My binder or backpack look like a category 5 hurricane landed in my stuff.
Explanation for Score				