



Learn. Graduate. Give Back.

## Cover Sheet for Curriculum Review Committee Pre-reading College and Career Counseling

We acknowledge that our discussion time on April 29 is short. Feel free to add any comments or questions related to the pre-reading directly onto this document so that they are captured, even if they are not voiced within the Curriculum Review Committee meeting. Access the document by visiting [www.tinyurl.com/mwa-crc-ccc](http://www.tinyurl.com/mwa-crc-ccc)

Pre-reading **connected to our discussion** on April 29:

- **Four-year eligibility rates remain high despite unprecedented changes**  
Despite massive changes in college admissions, the CSU-eligibility rate for seniors remains above 80%. Will the shift to test-optional admissions permanently change how colleges select students? How can we prepare? What data could be predictive of degree completion?  
[5-Year Comparison of UC/CSU Eligibility Rates](#)  
[Update on MWA and CAP Alignment](#)  
[Applying Futures Thinking to College Admissions](#)
- **Testing new ways to reach and learn about disengaged students**  
What causes students to disengage from College and Career Counseling? Through design thinking, we attempt to understand why some students show up and why some don't. Could artificial intelligence and automation help us reach hard-to-reach students?  
[Student Empathy Mapping](#)  
[Proposal for Artificial Intelligence and Automation](#)

Pre-reading provided as **general updates**:

- **Advanced Placement (AP) passing rates are increasing**  
Last year's Advanced Placement (AP) scholars passed their exams at the highest rate since the start of the AP program at Making Waves Academy.  
[Advanced Placement \(AP\) Update](#)
- **Master schedule will continue to ensure timely a-g completion for all students**  
Small increases in course section numbers can effectively account for projected retention rates and the incoming 9th grade class of 168. Computer science is planned for middle school next year, with an upper school computer science offering planned for 2022-23. The math department recently expressed interest and ability to offer "financial algebra" as early as next year.  
[Course Section Projections for AY 2021-22](#)



Preview our **discussion questions**:

### [Curriculum Review Committee Presentation](#)

#### **Strategic Positioning**

Given that the majority of students who enroll in competitive colleges and universities come from affluent families, to what extent should we encourage students to consider “what colleges want to see” when building their profiles, writing their personal statements, or completing other parts of their application?

#### **Estimated College Completion (ECC)**

Colleges with higher Estimated College Completion (ECC) rates have competitive admissions. To what degree should we use speculative techniques to get students with non-competitive academic profiles into higher-ECC schools?

#### **Test and Learn**

Cognitive Behavioral Therapy (CBT) posits that thoughts and emotions precede human behaviors. If a disengaged student behaves in a way that avoids communication, what are the thoughts and emotions that are causing them to act that way? What set of validating experiences can change the way that disengaged students think, feel, and act in relation to our program?

#### **Test and Learn**

While serving more students would likely result in an increase of inquiries and communication for College and Career Counseling, the number of different questions and requests would likely remain the same, making a case for leveraging artificial intelligence and automation. What other innovative approaches might we test that could help us maintain our outcomes while differentiating at scale?