



Curriculum Review Committee College and Career Counseling



Learn. Graduate. Give Back.

Agenda

Agenda Item	Time
Pre-reading Discussion	15 Minutes
Access and Match Strategy Differentiation and Scale	25 Minutes
Closing and Repeat-back	5 Minutes

Pre-reading and Q&A

Agendized for discussion today

Access and Match Strategy ✓

Four-year eligibility rates remain high despite unprecedented changes

- 5-year comparison of UC/CSU eligibility rates
- Update on MWA and CAP alignment
- Futures thinking in college admissions

Differentiation and Scale ✓

Testing new ways to reach and learn about disengaged students

- Student persona mapping
- Proposal for artificial intelligence and automation

Do you wish to elevate any of the following general updates for discussion today?

Course Offering

Advanced Placement (AP) passing rates are increasing

- Advancement Placement (AP) update

Course Offering

Master schedule will continue to ensure timely a-g completion for all students

- Course section projections for AY 2021-22
- Computer science planned for middle school
- Math department expressed interest in “financial algebra”

Access and Match Strategy

Where should MWA aim to be between:

Backwards-plan our guidance by using the application requirements and recommendations as outlined by UC, CSU, and Common App.



Use speculative admissions techniques like demonstrated interest, capstone projects, video submissions, and special letters of recommendation.

Implications

Estimated College Completion (ECC) Given that 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?

Access and Match Strategy

Where should MWA aim to be between:

Students write college application essays authentically, choosing topics that are important to them.



Use the Stanford University essay study to help students choose topics that signal affluence, with the intent of gaining admission to higher-ECC colleges.

Implications

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

Differentiation and Scale

Where should MWA aim to be between:

Continue to optimize for our students who are satisfied with our program, maintain ongoing communication, and meet our expectations.



Learn from non-communicative students who are dissatisfied with our program or who see us as irrelevant, causing us to undo some practices.

Implications

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?

Differentiation and Scale

Where should MWA aim to be between:

Maintain our current service delivery model, where the student-to-counselor ratio has a negative correlation with the availability and quality of support.



Test new service delivery models that can allow for differentiated support on demand, but would reduce human interaction with self-directed students.

Implications

Test and Learn While serving more students would likely result in an increase of inquiries and communication for college and career counseling, the types 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?

Thank you.



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