

The California Maritime Academy

Exemplary and replicable practices at Cal Maritime, which have been proven efficacious in facilitating graduation.

A joint statement of Senate Chair, Tom Nordenholz, and Vice President for Academic Affairs, Don Zingale,

Although The California Maritime Academy differs in many ways from other CSU campuses (e.g., residential, full time, year-'round study required), a number of its "managed enrollment"¹ practices have been proven efficacious in facilitating graduation in ways that are replicable in other "professional" colleges across the CSU, as well as in "arts and sciences" program centers with significant enrollment populations.

Academic Affairs Coded Memorandum AA-2005-21 (Facilitating Graduation) includes in its list of strategies the promulgation of "road maps" (#7) and "scheduling alignment" (#8). We do both in a seamlessly related way. Yet, at other CSU campuses, a four year, planned course of study (road map) may find itself at odds with students' personal demand for what may amount to a six year course of study (for part time students). That student demand, which is often tied to resource allocation, often results in dictation of scheduling patterns that either do not support the "road map" or force the choice of offering more freshmen courses, which enlarge the "senior glut" and tighten the bottleneck to graduation. None of the above is new news to any of us.

What may be worth our most careful consideration is a concentration on the closer relationship and balance of the road map to scheduling preferences in light of demands. In other words, professional colleges and larger arts and sciences departments throughout the CSU may want to look at specific road maps based on preconceived time-to-degree targets that include full time study (e.g., 4 years for native enrollees; 2 years for fully qualified community college transfer students) and part time study (e.g., additional years with planned, though reduced, course loads even going so far as to establish day vs. evening or weekend cohorts).

Yes, the culture of professional degree programs (be they maritime transportation or nursing, for example) often means full time cohorting, and that cohorting allows us to manage enrollment with an eye to facilitating graduation and time-to-degree rates. But, careful strategic planning and a more proactive stance in programmatic driven scheduling will result in all kinds of degree programs (as well as general education) being able to get out from under the burden of being managed by enrollment.

Cal Maritime is now examining the possibility of adding upper division cohorting so that "non-licensed" programs like our newest major in global studies will be available to community college and other transfers both on and off campus. The plan is to design road maps cognizant of the special needs of part time and/or non-native students, consider them in light of cost-per-degree and other factors including our desire to maintain our excellent time-to-degree, retention, and graduation rates, and pursue only those avenues that promote the *body of knowledge* while respecting the *business of knowledge*. We'll keep you posted.

¹ *Managed Enrollment* suggests a pattern of course offerings and scheduling dictated by programmatic need and appropriateness rather than by student demand, which may significantly impact scheduling practices on other CSU campuses (thus, the term - *Enrollment Management* [i.e., the program is managed by the enrollment]).