



NATIONAL ALLIANCE OF  
CONCURRENT ENROLLMENT  
PARTNERSHIPS

# ADVISING SERIES

**AUGUST 10, 2017**

*advancing quality college courses for high school students*



**COACH!  
PUT ME IN**

**HELPING PARENT/GUARDIANS & STUDENTS  
UNDERSTAND THEIR ROLES IN THE BIG GAME**

# PRESENTERS



***Mary Stephenson,  
Utah Valley University***



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# GOAL OF THIS WEBINAR?

Help concurrent enrollment professionals work effectively with parents/guardians.

- We have all worked with a parent or guardian that was more involved and vocal than their student, how do we manage these types of situations?

# KEY TALKING POINTS

- **Understanding your audience**
- **Build Trust and Respect**
- **Success is a Team Effort**

# UNDERSTANDING YOUR AUDIENCE

## **Things To Think About...**

- Schools have various cultures
- Parents/Guardians may or may not have college experience
- This may be their first child to move through the concurrent process

# DEFINITIONS

- **FERPA** - Federal law. Protects the privacy of student educational records.
- **Helicopter Parents** - Bubble-wrap their child
  - A parent who is excessively involved in the life of his or her child. Dictionary.com
- **Bulldozer Parents** – Aggressive
  - A parent who protects their child from life lessons. Clears a path for their child. Positivecoach.org
- **Laissez-faire Parents** – Hands off parenting
  - The practice or doctrine of noninterference in the affairs of others, especially with reference to individual conduct or freedom of action. Dictionary.com



# DEFINITIONS

- **Millennials** - Born in the 80s or 90s. A member of generation Y. If you're 40 or above, commonly referred to as anyone younger than you 😊
- **High School Students** - Parents/Guardians expected to be heavily involved
- **College Students** – You're future doctor, vet, couch surfer or accountant – Parents expected to NOT BE heavily involved (sudden switch...it's hard for both parents and students)
- **Concurrent / Dual Enrollment Student** – Students with one leg in high school and one leg in college.

What are parents supposed to do?



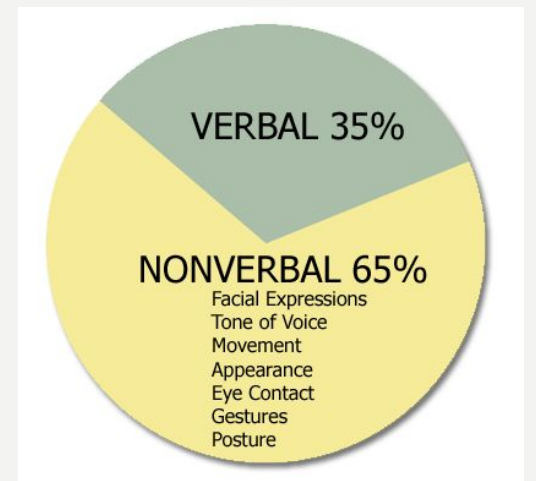


# BUILD TRUST AND RESPECT

## Things To Think About...

- Communication starts long before the student and parent/guardian enter your office.
  - College/University Website
  - Publications
  - Reputation of you and your institution
- People create a first impression within seconds of meeting someone.
  - Be mindful of your body language
  - This is your first opportunity to introduce students to college level professionalism

} Speaks Volumes!



# BUILDING TRUST & RESPECT

## Building Rapport

### Things To Think About ...

- Respect is a two way street. Remember the unique circumstances and point of view of both the student AND the parent/guardian.
- Trust – Parents/Guardians just want to ensure their student is being taken care of, not taken advantage of.
  - No one will respect your boundaries if they don't trust you. They will just find someone else.
  - Work on active listening and validation
  - Take time to EXPLAIN the boundaries
    - Expectations:
      - Students to come to the appointment.
        - When parent/guardians shows up without the student, go over basic things then ask them to reschedule for a time when the student can attend the meeting. Explain the importance of the student being involved in their educational plan.
      - Spend time talking about the program, the pathways, the opportunities. Talk about how and why things (what things?) work.
      - Parents/Guardians want to be involved. Give them an assignment. Create a document that sets the expectations.

# BUILD TRUST AND RESPECT

## Building Rapport

### Things to Think About...

- Use your office as a tool - Positive and inviting spaces encourage collaboration
  - “Personalizing office/work space is important in that it has an impact on how the advisor/counselor’s expertise and trustworthiness is perceived.”  
(Miwa & Hanyu, 2006; Nasar & Devlin, 2011; Pressly & Heesacker, 2001).
- Introduce yourself to the student and parent/guardian
- Address the student by name as often as possible
- Have the student sit in the seat closest to monitor, advisor, or that allows for the best eye contact.
- Feel free to establish a text free zone – encourage students to put their phones away

# BUILD TRUST AND RESPECT

## Building Rapport

### Things to Think About...

- Engage the student in the process, ask them questions.
- If possible give the student the keyboard and let them “drive” themselves through the process
- Encourage the student to take some notes and write down milestone target and/or end-goals
- There is a time for the PHONE - Suggest the student take a picture of important pages, plans, etc. or add important notes, dates, etc. into their phone
- Allow the parent/guardian to be involved in the discussion, ask them if they have questions or need clarification

# SUCCESS IS A TEAM EFFORT

## Team Players

**Parent/Guardian** – Works to ensure the student;

- Has a cheerleader
- Identifies their end goals
- Navigates college processes
- Develops self-advocacy skills
- Takes personal responsibility for their college academics
- Benefits from the FULL concurrent experience, which may include facing consequences

**College Advisor** – Works to ensure the student;

- Chooses concurrent courses with a goal or purpose in mind
- Helps student create an academic plan that moves the student in the direction of this goal
- Understands the college processes
- Helps the students navigate any bumps along the way

**High School Counselor** – Works to ensure the student;

- Is on target for high school graduation
- Has a course schedule that is manageable
- Intervenes when the student isn't performing well

**High School Teacher** – Works to ensure the student;

- Understand the learning outcomes of the course
- Understands the curriculum
- Intervenes when the student isn't performing well

**High School Coordinator** – Works to ensure the student;

- Applies for admissions to their host college/university
- Registers for concurrent courses correctly

# CONCLUSION

## Remember....

- This is a learning experience for student and their parent/guardian.
- Phrase things carefully. Use the student's name and word your questions and suggestions in a way that reinforces their role and responsibility.
- Many parents/guardians haven't attended college so this is brand new.
- Even IF the parent/guardian has attended college, things have CHANGED!
- Get a feel for what they understand versus what they don't and focus on the points of confusion.
- Build relationships with both the student and parent/guardian (If you do, the parent/guardian will trust you and will send their student alone in the future.)
- Take time, some students take more time than others, this adds variety to your workday!
- Set expectations for the student and ensure they understand the consequences.
- Watch them rise to the occasion and share in their triumphs!

# ADDITIONAL QUESTIONS?

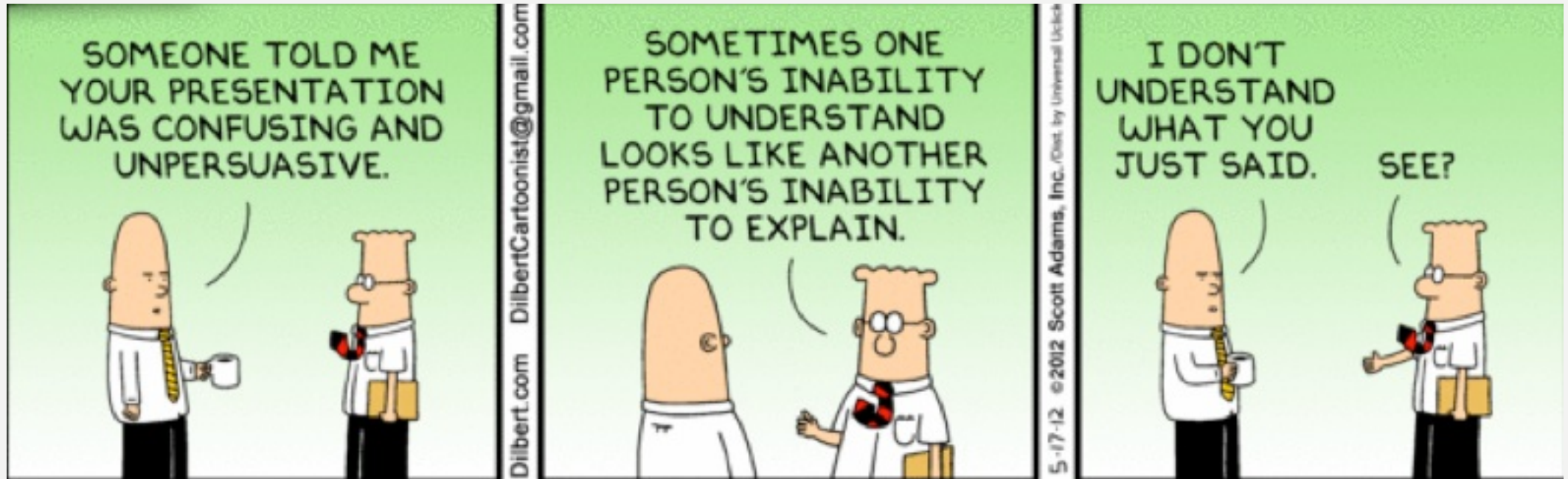


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# THANK YOU FOR YOUR TIME!





# REFERENCES

- Aslam, M. (2013, March). “I Love What You’ve Done With the Space”: The Physical Space of Academic Advising. Retrieved July 17, 2017, from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/I-Love-What-Youve-Done-With-the-Space-The-Physical-Space-of-Academic-Advising.aspx>

## Future NACEP Webinars and Events:

**August 22<sup>nd</sup>:** Discovery Series- Portland State University  
Senior Inquiry Model (W)

**September 6<sup>th</sup>:** The Large Program Guide-Impact, Management, Success  
(W)

**September 7<sup>th</sup>:** NACEP Webbytes: Advising and Collaboration

**September 21<sup>st</sup>:** Connecting Spaces-Developing Collaborative Curricula  
between High School and College English Teachers (W)

**September 27<sup>th</sup>:** NACEP Webbytes: Partnering With Disciplinary  
Professional Organizations to Increase Student Learning and Motivation in  
CE Courses: The Planting Science Experience

**September 28<sup>th</sup>:** NACADA and NACEP joint webinar on Advising

**October 8-11<sup>th</sup>:** Washington D.C. for the National Conference with Pre  
and Post Conference Events

