

A faint, light gray world map is visible in the background, centered behind the text.

PTSA PRESENTATION, MARCH 2018

Kristin Cranmer | DVHS College & Career Center

TONIGHT'S AGENDA

- College Admission Stressors
- Purpose of College
- Post High School Options
- Counselor Role
- Student/Parent Role



STRESSORS OF COLLEGE ADMISSIONS

Pressures come from:

- Students
- Parents
- Counselors
- Colleges



PURPOSE OF COLLEGE

- What it is NOT about:

- Getting in
- Getting into the college that rejects the most people
- Gaining access to employers or graduate programs that turn away the greatest number of qualified applicants
- Being the only default option

- What it is about:

- Obtaining a degree
- Thriving through school, work, and adulthood
- Discovering what they love to do
- Using resources to get much better at it
- Learning how to share what they've got better at with others
- Building employability (transferable) skills

EMPLOYABILITY (TRANSFERABLE) SKILLS

- “Can do” attitude
- Adaptability
- Perseverance
- Good communication
 - Eye contact
 - Articulation
 - Teamwork
 - Respect for others
 - Ability to communicate with another person to help solve an issue
- Collaboration
- Critical thinkers
- Creative problem solvers
- Open-mindedness
- Curiosity
- Intellectual humility
- Build close relationships with professors
- Feeling a sense of ownerships and responsibility



“HOW TO GET A JOB AT GOOGLE”

THOMAS FRIEDMAN- NY TIMES

- “it’s feeling the sense of responsibility, the sense of ownership, to step in,” he said, “to try to solve any problem- and the humility to step back and embrace the better ideas of others.”
- “the #1 thing we look for is general cognitive ability, and it’s not I.Q. It’s the ability to process on the fly. It’s the ability to pull together disparate bits of information.”
- **Leadership:**
 - Traditional leadership: “Were you President of the chess club? Captain of the soccer team? How quickly did you get there? We don’t care. What we care about is, when faced with a problem and you’re a member of a team, do you, at the appropriate time, step in and lead?”
 - **Emergent leadership: “And just as critically, do you step back and stop leading, do you let someone else? Because what’s critical to being an effective leader in this environment is you have to be willing to relinquish power.”**

GROWTH MINDSET (NOT PERFECTION BUT PROGRESS)

- **Fixed Mindset**

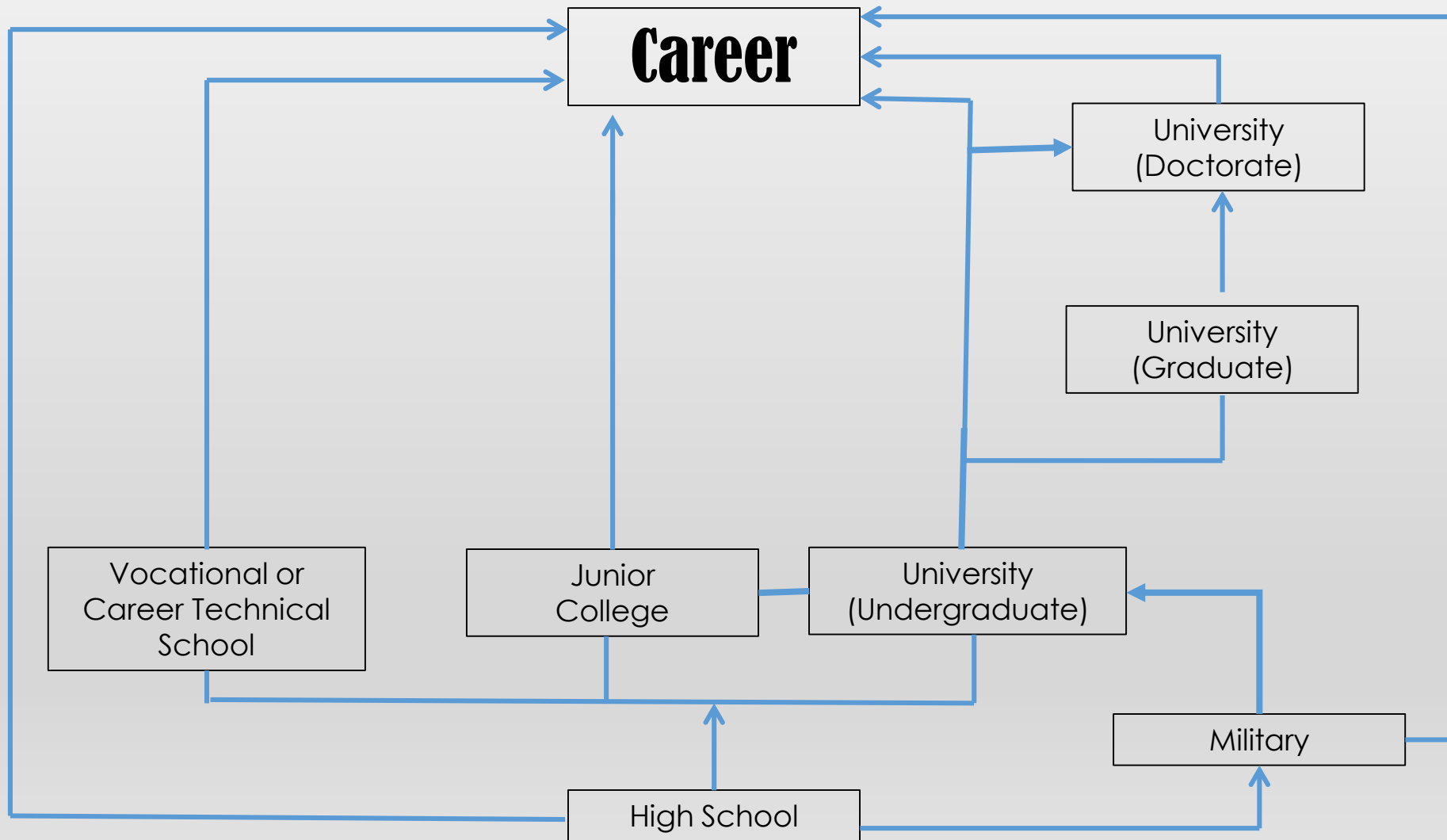
- Avoids challenges
- Gives up easily
- Sees effort as fruitless, or worse!
- Ignores useful negative feedback (constructive feedback)
- Feels threatened by the success of others
- Says “I’m just not good at that.”

- **Growth Mindset**

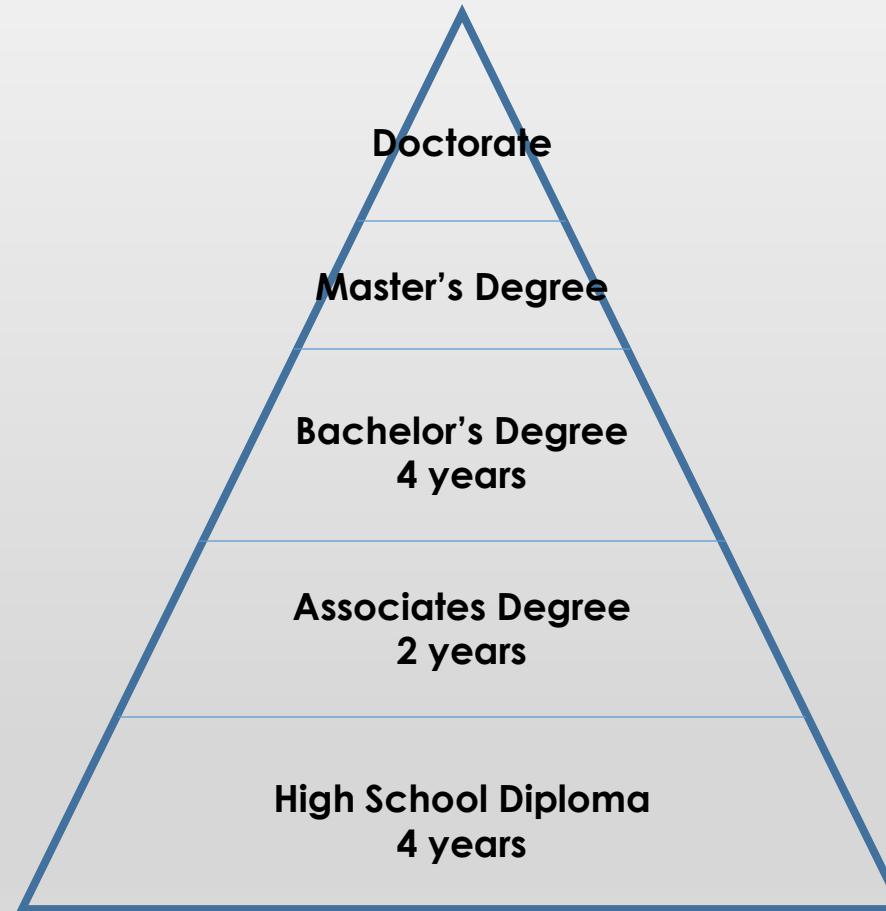
- Embraces Challenge
- Persists in face of setbacks
- Sees effort as the path to mastery
- Learns from criticism
- Finds lessons and inspiration in the success of others
- Says “I’m not just good at that yet but I can get better.”

It’s not I can’t but HOW CAN I...?”

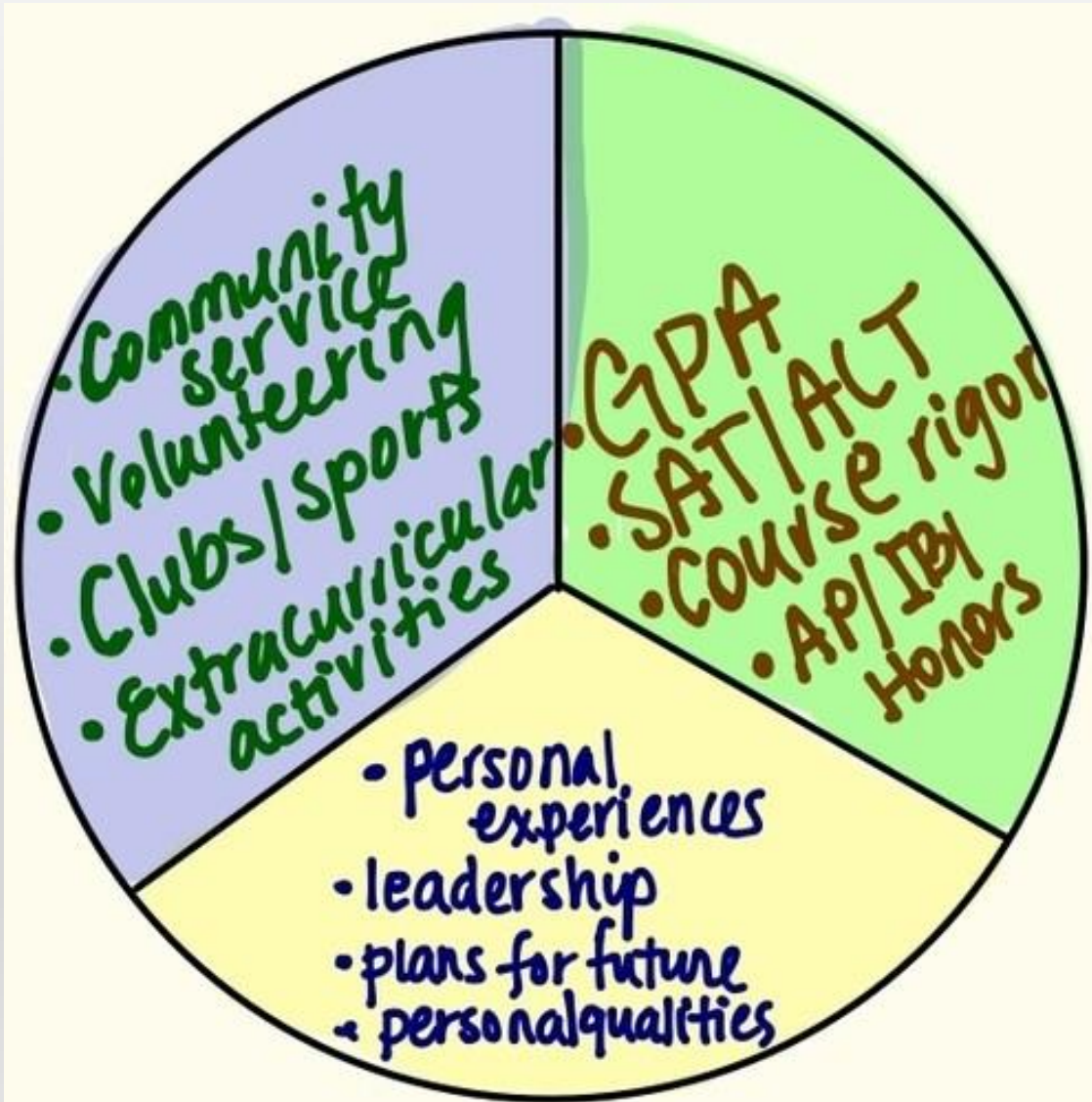
POST-HIGH SCHOOL OPTIONS



EDUCATIONAL LEVELS



4-YEAR COLLEGES HOLISTIC REVIEW



Metrics: Grades, Test Scores, High School Curriculum and course rigor

Extracurricular activities & community service

Special characteristics, personal experiences, personal qualities and motivations

Additional elements: personal statement, letters of recommendation, interview, demonstrated interest

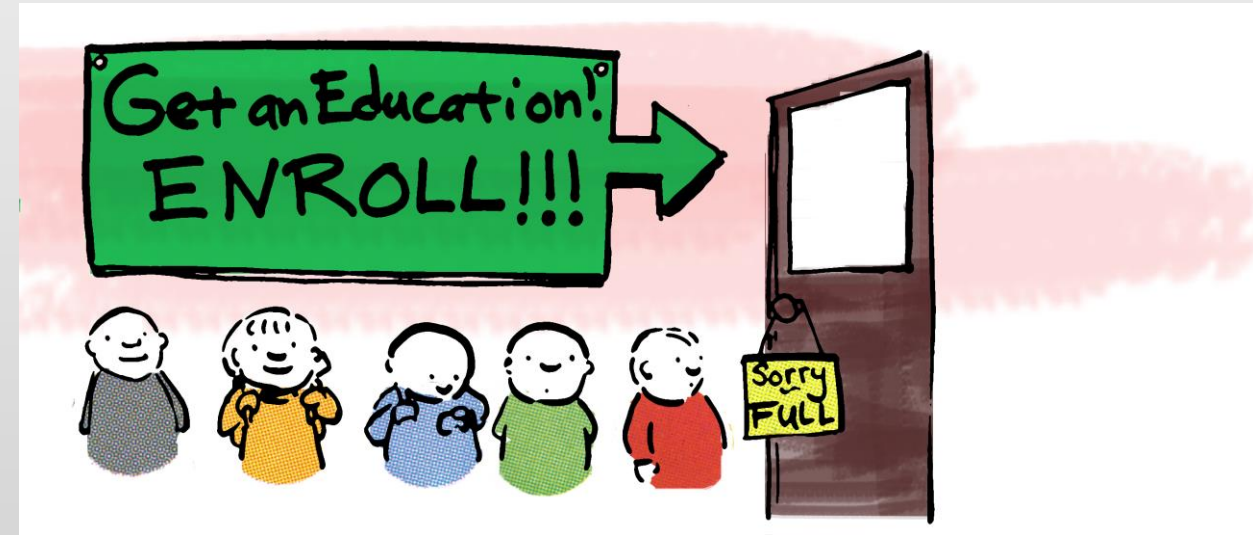
QUALITATIVE MEASURES

- **Critical thinkers**
- **Ability to succeed**
- **Major & career interests ***
- **Most excellent academically, most diverse, and most curious**

QUANTITATIVE MEASURES: UCLA

- **UCLA**

- 113,000 freshman applications
 - 11,000 more than 2016-2017
 - 55,700 freshman apps in 2009
- Most academically talented and diverse yet
- Bay Area growth in applications
 - 15,000 freshman apps (2017)
 - 18,311 freshman apps (2018)
 - 18% increase from last year
- UC Budget Plan (2015-2018)
 - 10,000 more students in UC
 - Now UCLA over correcting to return to enrollment # that does not overwhelm students and the education
 - Acceptance rate will decrease to get back to “normal” enrollment

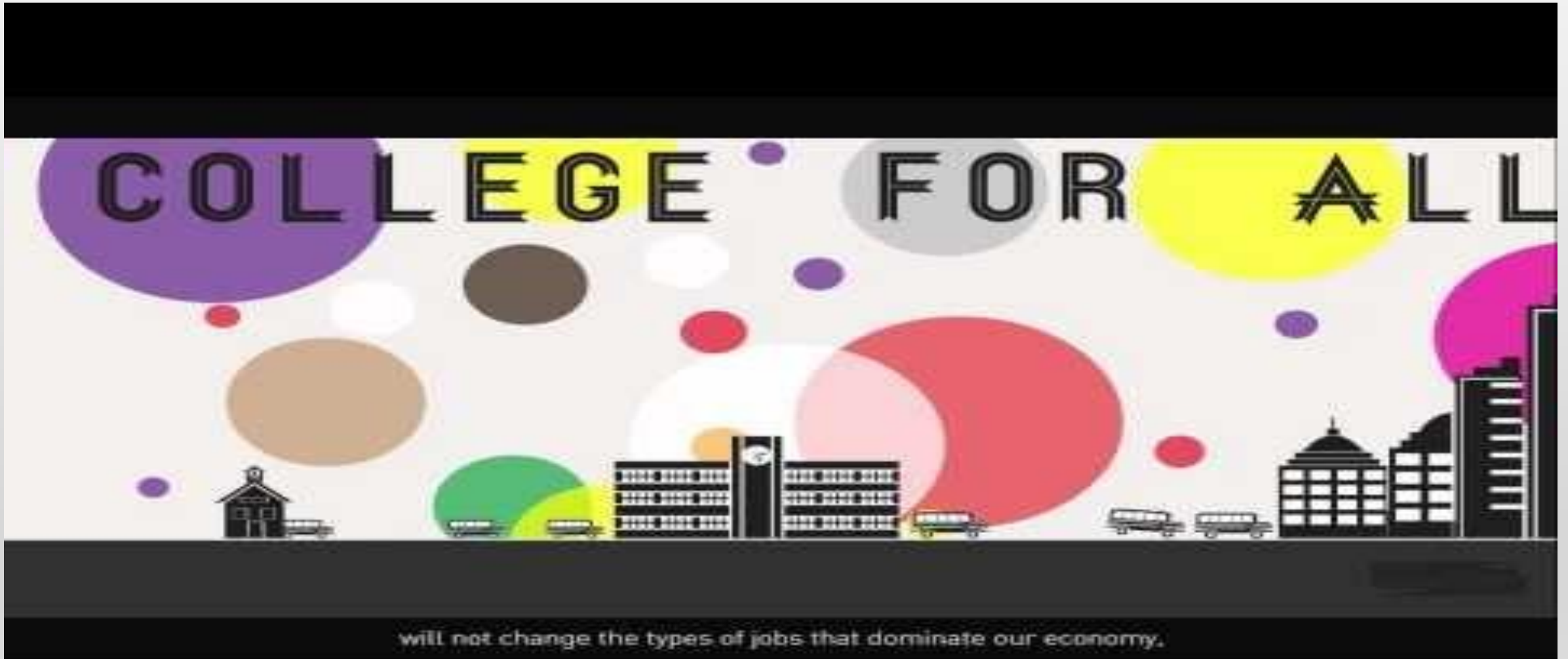


QUANTITATIVE MEASURES

- Enrolling certain # of students to fill each academic program
- Enrollment by residency:
 - California, domestic out of state, international
- Fill residential halls without building new halls
- Filling academic buildings without affecting students' ability to learn
- Funding: ability to give demonstrated financial need (scholarships, loans, etc.)



SUCCESS IN THE NEW ECONOMY



CERTIFICATE PROGRAMS & CAREER TECH EDUCATION

- ☐ Aviation
- ☐ Film
- ☐ NASCAR
- ☐ Massage
- ☐ Professional Gaming
- ☐ Dental
- ☐ Truck Driving
- ☐ Pilates / Yoga

- ☐ Culinary
- ☐ Helicopter
- ☐ Cosmetology
- ☐ Art School
- ☐ Floral Design
- ☐ Welding
- ☐ Fashion



MILITARY

- Active Duty
- Reserves
- ROTC/NROTC
- Military Academies



GAP YEAR

What can students do?

- Work
- Travel
- Volunteer
- Learn
- Sport/Hobby

Benefits

- Explore or affirm major/career
- Keep students from feeling burnt out
- Refreshed and better prepared for college
- Overperform academically in college
- Growth in transferable skills: communication, teamwork, adaptability
- Universities are supportive and recognize benefits

HOW CAN DVHS COUNSELING HELP?

- Be a liaison
- Help them communicate their wants
- Brainstorm ideas
- Discuss potential majors and careers
- Provide volunteering/job opportunities
- Courses of interest
- College admissions and exploration
- Help them find a school based on their interests (careers/majors, extracurriculars) and needs (learning style, financial aid, location)
- Be their advocate
- Listen
- Encourage



HELP STUDENTS DISCOVER AND EXPLORE THEIR INTERESTS

- **Values Exercise**
 - Motivations
 - Passions
 - Interests that drive a student to make decisions

CORE VALUES LIST:

Above and Beyond
Acceptance
Accessibility
Accomplishment

Accountability
Accuracy
Accurate
Achievement

Action-Oriented
Activity
Adaptability
Adventure

Adventurous
Affection

Brilliant
Briskness
Calm
Calmness

Candid
Candor
Capability
Capable

Care
Careful
Carefulness
Caring

Certainty
Challenge

Collaboration
Comfort
Commitment
Common Sense

Communication
Community
Compassion
Competence

Competency
Competition
Competitive
Complacency

Completion
Composure

Dedication
Delight
Democratic
Dependability

Dependable
Depth
Determination
Determined

Development
Devotion
Devout
Different

Differentiation
Dignity

WHAT CAN YOU DO?

- What are my core values?
- What are your students' core values?
- How might I be contributing to the college admissions stress?
- How can I better encourage my student based on what they value?
- In which “transferable skills” or “growth mindset hallmarks” can I encourage them to grow?



ROLE OF THE (JUNIORS) PARENT

- As you see them through the college admission process, try to:
 - Schedule weekly or bi-weekly meetings, led by your student, to discuss college-related material. Let them initiate!
 - Remember college “match” matters.
 - Preserve their confidence and responsibility.
 - Put yourself in a position to help them make good choices—but remember that their choices may not necessarily mirror your own.
 - Keep in mind that the key word here is encourage, not push.

ROLE OF THE PARENT

- Be a cheerleader
- Let the student drive the college search and application process.
- Be realistic; Encourage a range of college & career options
- Research college options WITH your student
- The key word is **encourage**, not push



ROLE OF THE PARENT

- Help plan campus visits, brainstorm questions, and get organized
- Have an open and honest conversation about financing college with your student.
- Learn what they value



THANK YOU!

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