Freshman Perceptions of Parental Involvement

Beginnings Subgroup
March 2012 Forum
Today’s Presenters

- Amanda Bowsher, *Institutional Research, Planning & Assessment*
- Nicole Roop, *Keystone Program, School of Engineering*
- Brian Watkins, *Office of Parent and Family Affairs*

Discussants
- Erin Iverson, *Department of Resident Life*
- Brian Watkins, *Office of Parent and Family Affairs*
- Colleen Farmer, *School of Public Health*
<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joann Prosser, Chair</td>
<td>Department of Resident Life</td>
</tr>
<tr>
<td>Amanda Bowsher</td>
<td>Institutional Research, Planning and Assessment (IRPA)</td>
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<tr>
<td>Tiffane Cochran</td>
<td>IRPA</td>
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<tr>
<td>Barbara Goldberg</td>
<td>Counseling Center</td>
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<tr>
<td>Beverly Greenfeig</td>
<td>Counseling Center</td>
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<td>Erin Iverson</td>
<td>Department of Resident Life</td>
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<td>Claire Jacobson</td>
<td>Education Policy Studies</td>
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<td>Sharon La Voy</td>
<td>IRPA</td>
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<td>Pam Phillips</td>
<td>IRPA</td>
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<td>Britt Reynolds</td>
<td>Undergraduate Admissions</td>
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<td>Nicole Roop</td>
<td>College of Engineering</td>
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<td>Hilary Sazama</td>
<td>Office of Extended Studies</td>
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<tr>
<td>Dian Squire</td>
<td>Orientation</td>
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Forum Agenda

- Parental Involvement results from the 2009 Beginning Student Survey (*CAWG*)
- Results from the 2011 University of Maryland Biennial Parent Survey (*Office of Parent and Family Affairs*)
- Discussion with campus professionals with experience on parent issues
Beginning Student Survey: Campus Assessment Working Group
Beginning Student Survey (BSS)

- Annual survey since 1996, administered within the 8-10th week of the fall semester in select first-year courses
- Gathers data on first-year undergraduates’ experiences at and perceptions of UM
- BSS 2009: 2100 (~50%) FTFT survey respondents (4202 total)
Limitations

- Use caution when generalizing results
  - Convenience sample
  - Data are self-reported
Part One: Discussion topics

Frequency with which students self-report discussing the following topics with their parent(s)/guardian(s)

- Physical/Emotional well-being
- Academics
- Social life
- Involvement (e.g., organizations, sports, jobs, internships)
- Future (e.g., career, graduate school, future planning)
- Finances
# Topics Students Discuss with their Parents

Since coming to UM, how often do you and your parent(s)/guardian(s) typically discuss:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Emotional well-being</td>
<td>25</td>
<td>56</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Academics</td>
<td>20</td>
<td>69</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Social life</td>
<td>19</td>
<td>61</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Involvement</td>
<td>11</td>
<td>57</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

Responses may not sum to 100% due to rounding.
Topics Students Discuss with their Parents

Since coming to UM, how often do you and your parent(s)/guardian(s) typically discuss:

- Future
- Finances

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Future</th>
<th>Finances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Weekly</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Monthly</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Never</td>
<td>13</td>
<td>29</td>
</tr>
</tbody>
</table>

See Finances snapshot on CAWG website for more information about student finances.

Responses may not sum to 100% due to rounding.
Demographics Differences

- First-Generation student status
  - Self-reported: “Do either of your parent(s)/guardian(s) have a college degree or higher?”

- Race/Ethnicity
  - Reported White, Black/African American, Hispanic and Asian/Pacific Islander responses
  - Unknown and American Indian/Alaska Native not reported due to interpretation difficulty and small sample size (respectively)

- Male/Female

- Only statistical differences reported
Topics Students Discuss:
First-Generation College Student Differences

Topics students report NEVER discussing with their parents

- Involvement: 10 (First Generation), 12 (Non-First Generation), 22 in total
- Future: 12 (First Generation), 10 (Non-First Generation), 20 in total
- Social life: 5 (First Generation), 7 (Non-First Generation), 13 in total
- Physical/Emotional well-being: 7 (First Generation), 5 (Non-First Generation), 13 in total
- Academics: 1 (First Generation), 5 (Non-First Generation), 6 in total
Topics Students Discuss: First-Generation College Student Differences

WEEKLY and DAILY Discussions about Finances

- **Weekly**
  - First Generation: 35
  - Non-First Generation: 24

- **Daily**
  - First Generation: 6
  - Non-First Generation: 2
Topics Students Discuss: Male/Female Differences

Topics students discuss with their parents on a DAILY basis

- Physical/Emotional well-being: Female 34, Male 16
- Social life: Female 28, Male 11
- Academics: Female 25, Male 15
- Involvement: Female 16, Male 7
- Future: Female 9, Male 4
Part Two: Parental Messages about College

- Importance of college degree
- Expectations for academic performance
- Specific suggestions about adjusting to college
- Encouragement to pursue a specific major
My parent(s)/guardian(s) have ...

- Emphasized the importance of obtaining a college degree: 94% Agree/Strongly Agree, 4% Neutral, 2% Disagree/Strongly Disagree.
- Communicated their expectations for my academic performance at UM: 86% Agree/Strongly Agree, 11% Neutral, 3% Disagree/Strongly Disagree.

Responses may not sum to 100% due to rounding.
Parental Messages about College

My parent(s)/guardian(s) have …

- Made specific suggestions about how I can adjust to college.  
  - Agree/Strongly Agree: 61
  - Neutral: 25
  - Disagree/Strongly Disagree: 14

- Encouraged me to pursue a specific major.  
  - Agree/Strongly Agree: 38
  - Neutral: 28
  - Disagree/Strongly Disagree: 34

Responses may not sum to 100% due to rounding.
Differences by Demographics
Parental Messages:  
First-Generation College Student Differences

Percentages of First-Generation and Non-First Generation students who AGREED that their parents have ...

- Emphasized the importance of obtaining a college degree.  
  - First Generation: 86%  
  - Non-First Generation: 95%

- Communicated their expectations for my academic performance at UM.  
  - First Generation: 81%  
  - Non-First Generation: 86%

- Made specific suggestions about how I can adjust to college.  
  - First Generation: 39%  
  - Non-First Generation: 65%

- Encouraged me to pursue a specific major.  
  - First Generation: 29%  
  - Non-First Generation: 40%

First Generation  
Non-First Generation
Parental Messages: Race/Ethnicity Differences

Percentages of students who DISAGREED that their parents have made specific suggestions about how they can adjust to college

- **ALL Respondents:** 14%
- **Asian/Pacific Islander:** 20%
- **Hispanic:** 23%
- **White:** 11%
Parental Messages: Race/Ethnicity Differences

Percentages of students who AGREED that their parents encouraged pursuit of a specific major:

- ALL Respondents: 38%
- Asian/Pacific Islander: 49%
- White: 35%
Part Three:
Who handles problems at college?

Parents, students or both?

1. Parents initiate contact with campus
2. Students request parents make contact with campus
3. Students attempt resolution first before engaging parents
4. Students resolve without asking parents to intervene
Who Handles Problems at College?

If I have a problem at college …

1. My parents would contact a campus official to resolve it for me WITHOUT ME ASKING them to.

2. I would IMMEDIATELY ask my parents/guardians to contact a campus official to solve the problem for me.

3. I would attempt to resolve it on my own BEFORE asking my parents to contact a campus official.

4. I would attempt to resolve it on my own WITHOUT EVER asking my parents to contact a campus official.
Who Handles Problems at College?

If I have a problem at college …

1. My parents would contact a campus official to resolve it for me WITHOUT ME ASKING them to.

   - Always: 2
   - Sometimes: 27
   - Never: 71

2. I would IMMEDIATELY ask my parents/guardians to contact a campus official to solve the problem for me.

   - Always: <1
   - Sometimes: 30
   - Never: 69

3. I would attempt to resolve it on my own BEFORE asking my parents to contact a campus official.

   - Always: 76
   - Sometimes: 23
   - Never: 1

4. I would attempt to resolve it on my own WITHOUT EVER asking my parents to contact a campus official.

   - Always: 19
   - Sometimes: 60
   - Never: 21

Responses may not sum to 100% due to rounding.
Parent Survey:
Office of Parent and Family Affairs
Parent Survey – Office of Parent and Family Affairs

- Biennial survey since 2007, administered every two years in April to parents of current, traditional age (22 and under) undergraduate students

- Gathers data on parents’ awareness of and satisfaction with our services and resources, as well as various trends regarding parental involvement

- 2011 Parent Survey: 1,369 respondents out of 24,000
Parent Survey – Limitations

➢ Use caution when generalizing results
  • Self-selected sample
  • Data are self-reported
Topics Students Discuss with their Parents …according to their parents

Since starting college, to what extent has your student requested your assistance or advice regarding the following topics?
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

- Personal relationships
- Deciding on a career/major planning
- Academic Progress

Responses may not sum to 100% due to rounding.
Topics Students Discuss with their Parents 
...according to their parents

Since starting college, to what extent has your student requested your assistance or advice regarding the following topics?
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical health and wellness</td>
<td>11</td>
<td>49</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Emotional health and wellness</td>
<td>9</td>
<td>30</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Financial management</td>
<td>9</td>
<td>29</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Campus or community involvement</td>
<td>5</td>
<td>27</td>
<td>35</td>
<td>32</td>
</tr>
</tbody>
</table>

Responses may not sum to 100% due to rounding.
Parental Response

When your student brought up a topic and requested your assistance or advice, how did you respond?
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I encouraged my student to resolve the situation/issue on his/her own.</td>
<td>4%</td>
</tr>
<tr>
<td>I offered suggestions to my student but let him/her make his/her own decision.</td>
<td>94%</td>
</tr>
<tr>
<td>I told my student what to do.</td>
<td>1%</td>
</tr>
<tr>
<td>I intervened or resolved the situation/issue on behalf of my student.</td>
<td>1%</td>
</tr>
<tr>
<td>I refrained from providing any advice, assistance, or intervention to my student.</td>
<td>&lt; 1%</td>
</tr>
</tbody>
</table>

Responses may not sum to 100% due to rounding.
How often do you typically communicate with your student?  
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

- 44%: Less than once per month
- 22%: About once per month
- 21%: About once per week
- 8%: Two or three times per week
- 5%: More than once per day
- 1%: Daily
- 0%: Twice daily

Responses may not sum to 100% due to rounding.
Parent/Student Communication

Methods of communication used
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

<table>
<thead>
<tr>
<th>Method</th>
<th>Daily</th>
<th>At least once/week</th>
<th>At least once/month</th>
<th>Less than once/month</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile phone</td>
<td>25</td>
<td>64</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Text messaging</td>
<td>24</td>
<td>57</td>
<td>9</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>E-mail</td>
<td>6</td>
<td>52</td>
<td>28</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Responses may not sum to 100% due to rounding.
Parent/Student Communication

Methods of communication used (cont.)
(Source: 2011 Parent Survey – Office of Parent and Family Affairs)

Responses may not sum to 100% due to rounding.
Panel Discussion Questions
The CAWG Snapshot on Parental Involvement is available at:

www.umd.edu/cawg