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Parent Involvement: A Quantitative Study on Parent Involvement within Residence Life

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PARENT INVOLVEMENT: A QUANTITATIVE STUDY ON PARENT INVOLVEMENT WITHIN RESIDENCE LIFE

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CERTIFICATE OF APPROVAL

MASTER'S THESIS

This is to certify that the Thesis of

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Abstract

The purpose of this study is to explore college students' parents and their perspective on involvement when it comes to contacting residence life professionals on behalf of their student. In this quantitative study, the researcher collected survey responses from 50 parent participants. The study explored the research questions: What causes parents to become involved with residence life personnel on the behalf of their student? What does this involvement look like? As well as, what type of involvement is it? The study found that parents of freshman and sophomore students are most likely to reach out about housing and health concerns due to three reasons which include (a) a general curiosity about their student's experience; (b) a perceived obligation to contact residence life to assist their student in securing housing; or (c) a general curiosity about the institution's lack of concern for their student, rather than because of their student's request for their involvement.

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Chapter 1

Introduction

Starting a new academic year every fall brings a class of new college students to the residence hall. These new students are focused on decorating their rooms, meeting their roommates, making friends, and finding their way around campus. Students are not the only ones being welcomed to campus by residence life personnel; parents also walk into the residence hall with questions and expectations about the transition. Parents are focused on the facility itself, their child's safety, and how long they can be in the residence hall before they have to leave their child to begin their journey on campus. This transition may lead to a complex relationship between the institution and both the student and their parents.

Statement of the Problem

For many students, college offers an environment where they can learn to make decisions and work through problems without their parents for the first time. Today, parents are involved in college students' lives more than those of any prior generation (Kennedy, 2009). The intensification of parent involvement within higher education has led to more parent interactions with institution faculty and staff (Cullaty, 2011). The concern arising from this increased involvement is that college students will not develop in areas needed to function as competent adults. Additionally, residence life personnel have noticed that this increasing involvement may not always be a pleasurable experience (Taub, 2008). Excessive parent intervention can hinder a student's experience in the

residence hall or contribute to the lack of growth in their time living life with others. Institutions need to cultivate strong parent relations and knowledge on general parent–student relationships because parent involvement is too essential to both the institutions and student to terminate.

Parent Involvement

The amount and way parents involve themselves with their student's college experience is increasing because of changing parent–student relationships (Kennedy, 2009; Pizzolato & Hicklen., 2011). In this study the term parent is described as the sole guardian of the student attending the institution. Parents are intervening with faculty on behalf of their students to resolve problems that the students should be encouraged to address on their own. Returning responsibility to the student will motivate the student to engage in whole-person development. This research study will focus on parents who intervene in their students' issues that occur while the student is living in a residence hall. These issues consist of, but are not limited to, roommate conflicts, housing cleanliness, mental health crises, or conduct and behavioral issues.

Parent involvement in this study was identified by the participants. Parents self-identified that they had been in contact with residence life personnel at some point during their students on campus housing experience. College students need opportunities to address challenges on their own in order to develop competence. Excessive support from parents may inhibit further development. Over involved parents can rush to prevent any harm or failure from happening to their child. This can prevent the student from learning from their own mistakes and sometimes even conflicting with their child's requests (Kennedy, 2009).

Residence Life

Residential higher education institutions provide full-time and part-time faculty and staff that oversee students' residential experiences, specifically student experiences living in residence halls. Residence life personnel includes members of the university staff that interact with students within the area of residence life. Examples of residence life personnel include Vice Presidents for Student Development, Directors of Residence Life, Resident Directors, and Resident Assistants. Parent involvement has increased in higher education, causing university staff and faculty to have increased parent interactions (Cullaty, 2011). Parents contact staff for various reasons: room change requests, roommate conflicts, meal concerns, and more. Administrators can attempt to divert the parents' control of the problem to the students if staff can understand why parents are willing to intervene.

Purpose of the Study

The purpose of this study was to gain knowledge about the reason for parent involvement with residence life personnel. By collecting data from parents who have had experiences reaching out to residence life personnel at their student's university, this research helps to provide insight into this involvement phenomenon. Currently, there is little research describing the parent perspective and motivations for becoming involved within their child's college experience and whether or not that impacts the parent–child relationship and their relationship with the university. To gain knowledge about parent involvement, this study sought to understand what leads parents to become involved with their child's residential experience and how these parents perceive their involvement.

Importance of the Study

Currently, there is little research that looks at what causes involvement with residence life personnel specifically from the perspective of parents. The study addressed this gap in the literature. The research results clarify parent perception of involvement and why parents become involved and intervene on behalf of their student. Through these research results, administrators can begin to invite parents to establish appropriate boundaries around their involvement. The study contributes to higher education by offering a framework for residence life personnel to guide parents as they transition their relationship and level of involvement with their child. This study provides knowledge on parent behaviors and will be used to prevent future parent overinvolvement.

Research Questions

Due to parent involvement offering positive and negative effects to a student's college experience, identifying moments where parents are willing to intervene benefits residence life personnel in the future. This study explored the questions: What causes parents to become involved with residence life personnel on the behalf of their student? What does this involvement look like? As well as, what type of involvement is it?

Chapter 2

Literature Review

The trend of parent involvement in college student experiences represents a shift in the relationship among three parties: students, parents, and institutions. This study sought to understand the cause of parent involvement with their child's residential experience and how parents perceive this involvement. This chapter focuses on the two constructs: parent involvement and residence life and examines the literature surrounding parent involvement in their child's college experience and residence life professionals, including some philosophies of residence life. This literature review explores how both constructs interact with one another and represent the literature gap that expresses this study's need.

Parental Involvement

Parent involvement is a complex and multidimensional phrase used in higher education professionals' vocabulary to encompass all parent interactions (Lowe & Dotterer, 2018). The term parent involvement has been used in negative and positive ways to describe the phenomenon. Wartman and Savage (2008) provide a definition for the phrase:

> Parental involvement is showing interest in the lives of their students in college, gaining more information about the college, knowing when and how to appropriately provide encouragement and guidance to their students, connecting

> with the institution, and potentially retaining the institutional connection beyond the college years. (p. 91)

Further research needs to be conducted to develop a consistent definition, and there is little literature articulating the theoretical and operational definitions of parental involvement that is developmentally appropriate for emerging adults in the context of college (Carney-Hall, 2008; Lowe & Dotterer, 2018; Wartman & Savage, 2008). The majority of literature around parent involvement defines the phenomenon as encompassing behaviors in which parents interact with their student or institutional representatives concerning their college experience (Cullaty, 2011).

Theoretical Research

Theoretical research on parent involvement is grounded in K–12 education (Carney-Hall, 2008; Kennedy, 2009; Wartman & Savage, 2008). The literature for parent involvement in higher education stems from the patterns of preexisting parent roles. Parent roles that were once encouraged and contributed to student success during adolescent years now may represent parental overstepping during the college years (Conneely et al., 2001). Previous literature on parent involvement discussed in K–12 literature promotes parent involvement. However, higher education literature supports the individuation of college students becoming adults primarily through student development theory and separation theory (Carney-Hall, 2008; Wartman & Savage, 2008). Current literature mentions the parent–child relationship with an emphasis on how often they communicate with one another. The findings point towards the impact of the parent–child relationship on the student's development.

It is important to note that higher levels of involvement during early childhood to high school positively impact personal and academic growth (Wartman & Savage, 2008). The level and amount of parent involvement during the college years shift drastically to parents being more involved, requiring different involvement types. Parent involvement in K–12 is clearly understood and defined, unlike in higher education, which can cause a lack of understanding of parent involvement for both parents and residence life professionals (Lowe & Dotterer, 2018). Having knowledge of the various backgrounds of parents is crucial in understanding the causes of certain parent engagement levels with their student's issues.

A significant component to parents' roles has been reinforced by the No Child Left Behind Act of 2001, which has elements that suggest parent behavior is beneficial for K–12 (Wartman & Savage, 2008). The No Child Left Behind Act encourages parents to work and partner with the child's school and teacher, attend parent–teacher meetings, stay informed about the child, discuss issues with teachers, go on field trips, talk with their child daily, and review their child's work (Wartman & Savage, 2008). These once desired actions during the K–12 years are influencing parents, and the phenomenon institutional professionals are witnessing. Parents no longer need to communicate with professors on behalf of the student and cannot receive information about their child unless given student permission due to the Family Educational Rights and Privacy Act (Lowe & Dotterer, 2018).

The literature from K–12 years provides an understanding of parent involvement up until the college years. As students enter their first year of college, they enter into a new world of experiences and opportunities that shape their time at college (Lowe &

Dotterer, 2018; Wartman & Savage, 2008). Student development theory focuses on the variety of ways students grow and develop. This study focused on parents and residence life personnel, but because higher education is student-focused, parent theories were not found during a review of current literature. The theoretical literature focused on student development theories and how the theories link parents to the institution.

Theoretical perspectives inform the understanding of the role of parent involvement in the lives of students, indicating parents' effect on college students (Lowe & Dotter, 2018). Frequently mentioned theories that are linked to parent involvement consist of separation–individuation and attachment theory. Chickering and Reisser (1993) noted that for college students to acquire autonomy, they must first begin separation from their parents. Separation–individuation is essential for the promotion of autonomy, independence, and identity. Contrary to the separation–individuation theory, Kenny and Rice (1995) suggest that secure attachment for the parent–child relationship can support college students' experience. Attachment theory is measured by the number of times students contact their parents and vice versa. Attachment may also mean maintaining proximity to one's parent (Wartman & Savage, 2008). Once again, these theories focus on the student, providing no information on how the parent–institution relationship is impacted by attachment and separation–individuation theories.

A small portion of parents intervene in situations without their student's awareness, signifying a problematic status for the institution (Cullaty, 2011). Parents involved to the extent where they are seen as overinvolved, hyper-involved, or intrusive parents are labeled in research as helicopter parents, black hawk parents, and lawnmower parents (Kennedy, 2009; Tuab, 2008). Terms like helicopter parent focus mainly on the

parent and the parents' negative behaviors—paying extremely close attention to his or her child's experiences and problems, particularly at educational institutions. Higher education professionals experience overinvolved parents when they swoop in to solve their college students' problems—whether it be roommate conflicts, grade disputes, or conduct issues (Tuab, 2008). The term black hawk parent refers to an extension of helicopter parents who cross the line from hyper-involved to behaving unethically on behalf of their child (Kennedy, 2009). Lawnmower parents are typically those who try and smooth out and mow down all obstacles in the way of their child's success (Kennedy, 2009). When students initiate and encourage parents to be involved or intervene on their behalf, they become active partners in the parent involvement phenomenon (Pizzolato & Hicklen, 2011).

Empirical Research

Parent involvement within higher education has surrounding tensions. There are expressed concerns for students' development because of the increased parent involvement resulting from increased communication with institution faculty and staff (Carney-Hall, 2008; Conneely et al., 2001; Cullaty, 2011; Kennedy, 2009; Wartman & Savage, 2008). The increased involvement leaves residence life professionals worried and concerned for student and parent development. The limited research available on parent involvement emphasizes the potential concern that parents' behaviors hinder student development. Still, findings have supported that, from the students' perspective, parent behavior supports their success and ultimately, the students enjoy the involvement of their parents (Cullaty, 2011; Kennedy, 2009).

Several studies have been conducted to indicate how often parents and their students communicate and who initiates the interaction. There are varying findings due to the lack of conceptual definition across research and the inconsistent methods used to measure parent involvement. In Pizzolato and Hicklen's (2011) exploratory study investigating the frequency and nature of parent–child interactions, researchers generated 1,597 narrative responses. The frequency of contact shows that 44.3% of students initiate parents' involvement for decision-making issues. In addition to Pizzolato and Hicklen's study, Tuab (2008) refers that first-year college students communicated with their parents an average of 10.41 times per week with every communication initiated by the parent. Carney-Hall (2008) suggests that parent involvement is not a new concept. In fact, a national study asked student affairs professionals at 127 institutions about parent involvement, and 93% indicated an increase in interactions with parents (Carney-Hall, 2008). The National Survey of Student Engagement in 2007 revealed information about parent–intuition interactions in which 13% of first-year parents frequently interacted with college officials to intervene on their child's behalf (Sax & Wartman, 2010).

Literature on theoretical and empirical research focuses on the impact of parent involvement on student's academics and offers less insight into parent–institution relationships. Due to the lack of literature on parent involvement because of the complex and multi-dimensionality of the concept, varying outcomes do not produce a consistent measurement of parent involvement in college (Sax & Wartman, 2010). Not all parents qualify under the definition of involved, highly involved, or intrusive. Parent behavior is broad; behavior can be inappropriate, helpful, distant, or neglectful. Some parent concerns are understandable. Contacting institutions about finances, campus safety, or

student health emergencies come across as reasonable causes for parent–institution interaction. What causes frustration for staff is when parents do the students' work—specifically, when parents try to solve a problem or situation that is their child's responsibility to solve, most frequently roommate conflicts or living arrangements (Wartman & Savage, 2008).

Residence Life

The involvement of parents on college campuses has increased, causing the current parent involvement phenomenon. The parent–child relationship involves another important factor: the institution, and specifically the student affairs professionals that reside on the college campus and who care for the well-being of all residential students. This section will explore the history of student affairs philosophy and offer current values and role descriptions for professionals within residence life.

Philosophical History

Student affairs professionals did not put residence life's philosophies in place until recently in the history of higher education. As higher education shifted focus from academic development to whole-person development, institutions began to change from a simple view of dormitory-style living to learning inside residence halls. Dormitory-style living was brought to American higher education from the early colonial times at England's Oxford and Cambridge Universities who eventually abandoned the phrase dormitories, for the phrase is derived from the word *dormant* or *dormire*, which means *"to sleep"* (Blimling, 2015; Conneely et al., 2001; Shushok et al., 2011). Sleep is no longer the sole reason why residence halls are offered on campuses.

Today residence halls offer a place in which students learn from one another. Over time, residence halls have operated under five foundational philosophies—collegiate, impersonal, holism, student development, and student learning (Blimling, 2015). These five foundational philosophies were monumental to the new profession that began to evolve. The collegiate model came from the nine colonial colleges in the 1800s, where student's academic learning and disciplinary action were both handled by the faculty who lived in the dormitories (Blimling, 2015). The collegiate model was student-centered, while the impersonal model is content-centered. The impersonal philosophy model allowed for faculty to center their focus on knowledge. Institutions that adopted the impersonal philosophy began to question the need for residence halls because their focus was no longer about the student but instead the knowledge in the classroom (Blimling, 2015; Zeller, 2008). "In the beginning of the twentieth century, there was a new push to value residence halls as a center for holistic learning, and colleges began to experience an increase in enrollment that demanded housing" (Jorde, 2018, p. 28). This push for holistic learning in the residence halls is the beginning of the holism philosophy—bringing attention to the overall education experience and promoting the idea that people are complex systems (Blimling, 2015).

On April 16, 1937, the American Council on Education generated a document, *The Student Personnel Point of View,* calling institutions to focus on the whole person education, not just students' intellect (Williamson et al., 1949). While faculty moved out of the residence halls, hall parents moved in, functioning under *in loco parentis* philosophy to carry out the current philosophy of student development of the whole person. *In loco parentis* is Latin for *in the place of the parent,* which meant universities

could regulate the students' personal lives—including speech, association, and movement—and take disciplinary action against students without concern for the student's right to due process (Lee, 2011). Students were not fond of the practice of *in loco parentis,* causing student affairs professionals to rethink their duties and create a more coherent philosophy—student development (Blimling, 2015; Lee, 2011).

Student development philosophy focuses on each student's personal growth, self-actualization, creativity, and individuality. Residence life professionals become an invaluable piece in this philosophy. These particular experts live in the residence halls and assist students who are experiencing difficulties or hurdles by identifying and directing them to resources that support them in taking on the responsibility of their growth (Conneely et al., 2001; Blimling, 2015).

In 1993, student affairs' fundamental mission was in question. The discussion resulted in developing the student learning philosophy; coupling student affairs with the institution's learning mission (Blimling, 2015). In 1997, seven operational principles were adapted that could be used to advance student learning by:

> engaging students in active learning, helping students develop coherent values and ethical standards, setting and communicating high expectations for student learning, using systemic inquiry to improve student and institutional performance, using resources effectively to achieve institutional missions and goals, forging educational partnerships that advance student learning, and building supportive and inclusive communities. (Blimling, 2015, pp. 18–19)

Residence life professionals crafted these operational principles to nurture an institution's mission within residence halls. The student learning philosophy is directly in the realm of student affairs and housing professionals.

Roles of Residence Life Personnel

Residence halls without staffing are just under glorified hotels—cinderblock buildings with stressed-out sleeping students (Conneely et al., 2001). Housing and residence life professionals manage complex operations from finances, work orders, and the implementation of institutional policies to the teaching–learning mission of the institution (Blimling, 2015). The role of residence life professionals is more than program planning and creating activities; residence life professionals help develop students' full potential through meaningful and constructive experiences by interacting and learning from other students, faculty, and staff (Blimling, 2015; Rong, 1998). These professionals are equipped with knowledge, experience, skills, and attitudes to guide residents through monumental life experiences.

Resident Director. As live-in professional staff members, resident directors play an integral role in supporting college students' success. As entry-level positions, resident directors (RDs) represent the following competencies: interpersonal awareness, commitment to the profession, social justice awareness, social justice advocacy, serving students, and professionalism (Blimling, 2015; Rong, 1998). These competencies are essential due to RDs being immersed in the daily lives of students. These professionals live, work, and socialize in the same building 24 hours a day, seven days a week, including on-call rotations; respond to emergencies within the building along with a multitude of high-stress situations; and care for the normal developmental issues of

students as they transition and develop (Blimling, 2015). It is established in the field of higher education and student development that resident directors generally help students resolve roommate conflicts, deal with interpersonal relationships, and become an active and responsible member of the learning community that make up residence halls (Rong, 1998).

Resident Assistant. As front-line undergraduate staff members, resident assistants (RAs) live with their peers while holding significant roles (Blimling, 2015; Conneely et al., 2001). Often, they are the face of residence life for most students; from welcoming students at check-in to checking students out for summer break, RAs serve in many ways (Blimling, 2015; Sriram & McLevain, 2016). They are student leaders who learn to balance their personal lives with the demands of the role—being called upon at any moment to respond to the needs of students they oversee. In addition, RAs participate in various activities that facilitate care for other students, including on-duty rotation, residence hall programming, staff meetings, student crises, and documenting student misconduct (Blimling, 2015).

Residence halls and the residence life professionals aid in students' quest for meaning and purpose; students must consider their own unique qualities and characteristics in relation to the people, places, and programs surrounding them (Sriram & McLevain, 2016). Other residence life professionals that interact with a smaller scale of students include those in the residence life department office, like a Vice President of Student Development and Director of Residence Life. A few more individuals can be included on the list, such as the Director of Housing and conduct professionals.

Parent Involvement Within Residence Life

Definitions of parent involvement and residence life personnel are provided for clarity throughout the study.

- *Parent involvement*: a parent-initiated conversation with residence life staff about their enrolled student to resolve an issue or gain more knowledge about the student
- *Residence life personnel*: individuals responsible for the residence halls' operation and students' behavior outside of the classroom

Parents today are more involved in their students' lives than previous generations (Kennedy, 2009). Residence life personnel have not always experienced this increasing involvement as a pleasurable interaction (Taub, 2008). The phenomenon of parent involvement related to the interaction and communication with residence life personnel needs to be further researched. Banning and Kuk (2011) mention the need for more research regarding parent involvement in students' residential experience to provide housing offices with helpful tips in both the policy and programmatic aspects of this phenomenon. Although residence life staff members must anticipate various scenarios to address both students and their parents' needs, they must also remember that their primary relationship is with the student (Conneely et al., 2001). Fundamentally,

> parents and higher education professionals share the goals of student success and student growth and maturity. Clearly articulating to parents that we share these goals communicates understanding to parents and sets the tone of partnership rather than one of opposition. (Taub, 2008, p. 25)

Conclusion

The purpose of this study was to explore the parent's perspective on involvement when it comes to contacting residence life professionals on behalf of their student. The study assessed parent involvement to gain insight into what parents believe is healthy involvement or clarity on what issues they feel the need to intervene in while their child is enrolled at the institution. In order to fill the existing gap in literature, this study aims to provide institutions with further knowledge and understanding of this phenomenon for the future of residence life.

Chapter 3

Method**ology**

The purpose of this study is to explore the parent's perspective on involvement when it comes to contacting residence life professionals on behalf of their student. This study explores the relationship between parents and residence life personnel to better understand the phenomenon of increased parent involvement with residence life personnel. This chapter explains how the study addresses the research questions: What causes parents to become involved with residence life personnel on behalf of their student? What does this involvement look like? As well as, what type of involvement is it? A description of the research methodology includes research design, context, participants, procedures, and data analysis.

Research Design

Due to the lack of research for parent involvement within higher education, specifically involvement with residence life personnel, the use of a quantitative descriptive approach is most appropriate because it seeks to describe a trend of a large population—parents (Creswell, 2019). Quantitative research "identifies a research problem based on trends in the field or on the need to explain why something occurs" (Creswell, 2019, p. 13). The quantitative approach in this study assists in describing the trend of parent involvement and answering the question by establishing individuals' overall tendency of responses (Creswell, 2019). This research was conducted utilizing a survey design (see Appendix A). Survey designs are used to describe trends in a large

population of individuals by administering a questionnaire to a sample to identify trends in attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2019). This study's population is parents of college students, and the sample is those parents who self-identify as having contacted residence life on behalf of their student.

Context

Data collection occurred at a small, private, faith-based, liberal arts institution in the Midwest. The institution is a residential campus with ten residence halls and an estimated undergraduate enrollment of 1,800 students. The institution's Alumni & Parent Relations office collaborated in this research study by administering the survey to their communication list of parents of current students or of students who have attended the institution within the last 10 years.

Participants

This study focuses solely on parent involvement. The study uses purposeful sampling, which allows the researcher to identify and target parents who meet the specified criteria—contacting residence life personnel. Purposeful sampling is where researchers intentionally select individuals and sites to understand a central phenomenon (Creswell, 2019). The survey was sent to parents of current students or of students who have attended the institution within the last 10 years, resulting in 6,287 emails being sent, per the email analytics. According to the Unique Clicks, 2,187 participants opened the email, and 135 recipients clicked on the survey link in the email. The number of times a link was clicked on is represented by Unique Clicks, however it is only counted once per recipient. The response rate was low. There were 6,287 participants and of those participants 104 responded to the survey. Out of those 104 responses, 50 of them could

be used for the study. Furthermore, the participants were asked if they have contacted residence life on behalf of their student, and if not, they were asked to not continue any further with starting the survey.

Procedure

The researcher requested approval for the study through an Institutional Review Board application. Following approval, the survey was sent out to parents through the institution's Alumni & Parent Relations office. The Alumni & Parent Relations office electronically administered the survey by sending an invitation to participate in the study. The survey was sent to prospective parent participants via department platform—blind copy email including the survey link (see Appendix B). Participants who volunteered to participate clicked on the link within the invitation email to advance through to the survey. By clicking through the first page of the survey, participants signed their consent to participate and continued through to the survey (see Appendix C). Participants were asked to answer the parent involvement questionnaire survey, designed especially for the present study. The survey was an entirely online questionnaire administered through Survey Monkey that gathered data about parent involvement. The administered survey was completely confidential. All responses were anonymous, excluding respondent information such as names, email addresses, and IP addresses. Data received were not sent to third parties or other vendors but examined by the researcher, the institution methodologist, and thesis committee members.

Likert-scale format was used in the survey along with multiple-choice format, with one open-ended question for additional comments. The first part of the survey pertained to demographics and used multiple-choice for parents to identify items such as

ethnicity, gender, proximity to campus, their level of education, and if their student was homeschooled. The second part consisted of multiple-selection questions asking participants to identify the types of avenues they have used to contact residence life personnel. Lastly the Likert-scale set of questions was given. This section asked participants to provide answers to several statements on a 5-point scale ranging from "Strongly Agree" to "Strongly Disagree." The survey required approximately 10 minutes to complete. The survey link remained open for two weeks, while one reminder email was sent one week before the deadline.

Data Analysis

The researcher collected all survey responses and compiled the original data into an Excel spreadsheet and analyzed for trends and characteristics of parent involvement. The researcher then ran the data through Excel and SPSS to find more meaning in portions of the data. Answers from the open-ended survey questions were coded for themes which did not require the use of qualitative data collection and processing such as transcribing.

Conclusion

This chapter briefly summarized the methodology used to conduct this study. A quantitative, descriptive approach was the best design to answer the research questions: What causes parents to become involved with residence life personnel on behalf of their student? What does this involvement look like? As well as, what type of involvement is it? The next chapter will share the results from the study.

Chapter 4

Resu**lts**

This research used quantitative descriptive analysis to explore the causes of parent involvement with residence life personnel on behalf of their student. The following section discusses the quantitative results in response to the research question. The results include descriptive statistics illustrating the participants and the relationship, or lack thereof, between various survey responses and an analysis of the qualitative involvement responses. The analysis of the data identifies what the involvement looks like and what type of involvement it is. The results section is divided into three primary sections: demographics, involvement characteristics, and qualitative data.

Demographics

The demographics portion of the survey included gender, race and ethnicity, level of education, and proximity to campus. Of the 104 participants who began the study, 50 participants completed the study. Due to partial completion of the survey, 54 surveys were discarded because the participants did not answer any of the involvement questions. Table 1 is shown below with the specifics of each demographic item on the survey. Out of the 50 participants, 35 were female and 15 were male. The majority of participants were White (96%). The level of education that the participants received included high school diploma, college degrees, and other unspecified responses, with having completed a Master's degree being the majority of participants (42%). The survey also considered the parent's proximity to campus via car. Out of the 50 participants that contacted

residence life on behalf of their student, 48% live 2–5 hours away from campus. Table 1 reports this summary, showing the percentage out of the number of participants who completed the survey.

Table 1

Parent Demographics

Variable	*n*	%
Gender		
Male	15	30
Female	35	70
Race and Ethnicity		
White	48	96
Black or BIPOC	1	2
Asian or Pacific Islander	1	2
Level of Education		
High School	2	4
Bachelor's Degree	16	32
Master's Degree	21	42
Other	11	22
Proximity to Campus via Car		
1 hr or less	8	16
2–5 hrs	24	48
5–10 hrs	6	12
10+ hrs	12	24

Involvement Characteristics

The survey asked participants what academic year their student was when they initiated contact. They could select multiple answers depending on how many times they initiated contact for their student(s). The study shows that the majority of parents contacted residence life personnel when their student was a freshman. Parents were asked to check all of the answers that apply to their situation; for example, one parent could have been answering for two of their students or they could have been checking multiple options because their one student was a freshman at the first initiated contact and a junior

during the second initiated contacted. Due to the option to check all that apply, the results now indicate that there are 60 responses instead of the 50 from each participant. Out of 60 responses, 27 (45%) responses indicate initiated contact happened when the student was a freshman. The contact percentage for sophomores, juniors, and seniors declines as the grade level increases. A summary of this is in Table 2.

Table 2

Grade Level of Student When Parent Initiated Contact

Grade Level	*n*	%
Freshman	27	45
Sophomore	19	31
Junior	11	18
Senior	3	5

Note. $n = 60$

Forms of Contact With Residence Life Personnel

Each participant was asked a series of questions particular to their specific involvement experience. The survey asked respondents to identify how participants reached out to residence life personnel. The options given to the respondents included phone call, text, email, in person, or Zoom. Respondents checked all options that applied to their experience. Contact in the form of email represented 36.47% of responses. This was the most common avenue of contact followed closely by phone call at 34.12%. Table 3 shows the breakdown of how parents reported contacting residence life, including the percentages out of the 85 responses. Similar to Table 2, participants were able to select multiple option to allow for situations where parents contacted multiple times or for multiple children.

Table 3

Form of Initiated Contact

Form	*n*	%
Email	31	36
Phone Call	29	34
In Person	14	16
Text	10	12
Zoom	1	1

Note. $n = 85$

Frequency of Contact

Participants responded to how often they have contacted residence life while their student was enrolled at the university. The majority of respondents (90%) indicated that they initiated contact 1–3 times during their student's enrollment at the university. There were four responses for 4–7 times, two responses for eight or more times. The breakdown of the percentage of answers is included in Table 4.

Table 4

Frequency of Contact

Amount	*n*	%
1–3 Times	45	90
4–7 Times	4	8
8+ Times	1	2

Note. $n = 50$

Area of Concern During Initiated Contact

This section shows the category of concern that participants had when initiating contact with residence life. Each participant marked what category best fit their area of concern. The categories offered included: housing assignment, mental health concerns, roommate conflict, conduct/behavioral/policy violation, or academics, along with an option for other. Participants were able to select multiple options to allow for situations in

which a parent may have contacted residence life for multiple reasons or multiple students. Due to this ability to select multiple options, there are a total of 59 responses. Those who selected other were required to provide additional information regarding their contact. Results from the area of concern question paired with results from the survey's open-ended question asking for further detail of contact led to more specific categories. These main categories include Health Concern, Housing, Policy Violation, Academics, COVID-19, and Other. Each main category has a subcategory, shown in Table 5.

Table 5

Area of Concern

Category	n	%
Health Concern	**16**	**27**
Mental health	12	75
Physical health	4	25
Housing	**30**	**51**
Roommate conflict	7	23
Room assignments	20	67
Facilities issues	3	10
Policy Violation	**3**	**5**
Academics	**3**	**5**
COVID-19	**2**	**3**
Other	**5**	**8**

Note. $n = 59$. The bold numbers indicate the percentage for number of responses within the main categories. The subcategories indicate percentage out of their main category.

Parent Perspectives on Their Involvement

The last section on the survey sought to establish the respondent's understanding of their involvement. This section presented questions on a 5-point Likert scale. The scale for the questions ranged from 5 = Strongly Agree to 1 = Strongly Disagree. The Likert scale was prefaced by stating, "You may have contacted residence life multiple times

regarding your student, in that case we are looking for your general overall answer that you feel best matches your experience."

The mean score in Table 6 shows respondents believed their involvement was significant to their student's experience. Of the 50 respondents, 21 (42%) felt neutral when responding to the first statement, "Overall, I believe the situation(s) would have had a different outcome without my involvement," with a mean of 3.18. When responding to the second statement, "Overall, I believe the residence life staff has the best interest of my student," 38 of the 50 respondents said Strongly Agree or Agree.

Table 6

Survey Items Addressing Involvement

Survey Item	Range	Mean	Standard Deviation
1. Overall, I believe the situation(s) would have had a different outcome without my involvement.	4	3.18	1.18
2. Overall, I believe the Residence life staff has the best interest of my student.	4	3.98	1.03
3. Overall, I believe my involvement brought resolution for my student's situation(s).	4	3.52	1.21
4. The majority of times I believe my involvement was necessary.	4	3.69	0.96
5. Overall, the time(s) I contacted the Residence life staff, my student asked me to do so.	4	2.86	1.27

Note. Only 49 participants answered question 4.

Only 49 respondents participated on statement four, "The majority of times I believed my involvement was necessary," and there was a mean response of 3.69. Over half of parents thought their involvement brought resolution to the situation. Comparing responses to statements three and four, more parents believe their involvement is necessary than believe their involvement brought resolution. Of the 50 respondents who

participated in the study, 22 responded that they disagreed or strongly disagreed with the statement, “Overall, the time(s) I contacted the residence life staff, my student asked me to do so,” whereas 17 agreed or strongly agreed with the statement.

Qualitative Data

Participants responded to one qualitative question. These responses were coded and themed. Varying themes came from the open-ended question, and the highest occurring themes were identified further. These codes led to three main themes emerging from the data. The themes that emerged most frequently included housing assignments, lack of care for the student, and curiosity. These themes allowed the researcher to see what participants experienced before they contacted residence life on behalf of their student.

Housing Assignment

The first theme identified was housing assignments. This included living arrangements, roommates, apartments, off-campus housing, and room change. Eighteen out of 50 participants mentioned having conversations with their students about housing assignments, leading them to reach out to residence life. One participant stated in their survey response their specific reason for reaching out by saying,

> My student had been in a three-person room and one of the roommates was leaving the following year to be a RA. My daughter and her remaining roommate were unable to secure a two-person room on the same floor without parental involvement. They were told they could stay in their three-person room with a new freshman assigned to join them.

This comment above is similar to many of the responses the researcher received for this particular question. The participants felt the need to reach out to residence life personnel to help their student secure housing.

Lack of Care for the Student by the Institution

The second theme identified was a sense that there was a lack of care for the student by the institution, which referred to poor communication and a perceived unwillingness and lack of urgency within the professional residence life staff to act on areas of concern. Nine out of 50 participants mentioned a lack of care for their student, which led to initiated contact with residence life personnel. One participant noted

> lack of communication to and care for our son with the strange departure of his roommate. I reached out to ResLife about 9 days after his roommate left campus and moved out of the residence hall. No one let our son know what was going on, offered care in the unknown situation, or acknowledged that something happened, I reached out to ResLife to ask if this was an oversight, or how [institution] manages these types of situations, I received a quick response and apology for the oversight.

Of these participants who mentioned lack of care for their student within their response, they reiterated and saw a need for their involvement so that support and care would be offered to their student by the institution.

Curiosity

The third major theme that emerged from the open-ended response portion of the survey was curiosity. Participants stated a general curiosity for information about their student's experiences. This curiosity referred to the desire for clarification, interest in the

process of housing, COVID-19, and hope for answers to general questions about the functioning of the residence halls. Eight of the responses included statements representing curiosity and the desire for clarification. One survey response said, “Just had some general questions about the residence hall,” while another response was, “Just interested in housing assignment…. I coached my student through the process going forward.” Similar to those responses, another participant stated, “Had questions about mail and rules in the dorm.”

Conclusion

Overall, the results from the 50 participants revealed interesting findings and themes. The participants identified predominately as female, White, having obtained a Master’s degree, and living 2–5 hours from campus. Results show that the students of involved parents were mostly freshmen when parents contacted residence life personnel, with most of the contact being made by email about 1–3 times during the student’s enrollment on campus. These descriptive findings will be discussed in greater detail in Chapter 5, with further recommendations and implications for further research.

Chapter 5

Discussion

This quantitative study sought to answer the research questions: What causes parents to become involved with residence life personnel on behalf of their student? What does this involvement look like? As well as, what type of involvement is it? This study sought to fill an existing gap in the empirical and theoretical literature due to preexisting literature only discussing parent involvement within K–12 education (Carney-Hall, 2008; Wartman & Savage, 2008). According to available literature, parental involvement in higher education entails taking an interest in their students' college lives, learning more about the college, knowing when and how to properly offer encouragement and guidance to their students, communicating with the university, and ensuring that the institutional connection is maintained beyond the college years (Wartman & Savage, 2008). The outcomes and data presented in Chapter 4 will be discussed in the following paragraphs, followed by implications for practice, proposals for future research, and limitations from the current study.

Residence life staff work with students as their professional career because they are enthusiastic about identifying and directing students to resources that will assist them in navigating personal growth (Blimling, 2015; Conneely et al., 2001). Parents send their children to college to help them improve their intellectual, emotional, and social abilities, as well as to help them navigate new situations away from home. The discussion that follows will bring the data results in Chapter 4 to life by describing how they answer the

research questions. The results from this study indicate that parents contact residence life personnel for three distinct reasons: the need to help their student secure housing, perceived lack of care for their student by the institution, or general curiosity about their student's experience. The remainder of the conversation will focus on the elements that matter to the study and residence life professionals when it comes to parental involvement.

The descriptive data from Chapter 4 offer insight that aids in answering the research questions. The demographic data shared in Chapter 4 reflects the overall racial makeup of the institution with predominately White respondents. Forty-eight parents have indicated that they have obtained a college degree which suggests that parents contacting residence life have a previous understanding of the higher education atmosphere and have expectations about how the institution should care for their student. That information is essential because, in the qualitative responses, parents indicated that they contacted residence life because they felt a lack of care or concern for their student by the institution. Parents who got involved believe that they know what the institution can offer their student; therefore, they are trying to advocate for their student.

Based on the results, the parents who initiated contact mostly do so on behalf of a freshman or sophomore student. Parents of underclassmen students feel a need to reach out and are less comfortable with their student resolving their own concerns. Parents are generally more curious within the first two years of their student's enrollment. Parent contact within the first two years of enrollment can indicate that it takes parents some time within two years to understand the student experience. The first two years of college offer different challenges for students. Adapting to new social and physical environments

can be a new experience for most; therefore, parents may feel a responsibility to know and better understand the situation or processes in order to better support their students.

When parents reach out, the university provides students and parents with the resources they need to become successful. The results indicate a minimal amount of contact between parents and residence life personnel. The current study seems to appropriately represent similar findings. Most parents contacted residence life only 1–3 times during the student's time enrolled at the institution, indicating that the institution offers quick response time and effective help. The institution's residence life department is accessible through various forms of contact from which parents use email or contact by phone call. Participant responses indicate that parents are reaching out for a variety of reasons. At this particular institution, the housing process is different from ordinary or usual forms of housing assignments and room or roommate transfers. The institution does not work from an online housing software—allowing less complicated series of steps to accomplish student housing issues or concerns. These housing factors lead to parents contacting most frequently about housing concerns, whether that be roommate conflict or room assignments. The qualitative responses also represent the same findings. Parents are reaching out to help their students secure housing, especially during their freshman and sophomore years.

Ultimately, parents believed that residence life has the best interest of their students in mind. Overall, parents reported that students are not asking their parents to speak on their behalf. The literature states that it is typical for parents to intervene in situations without their student's knowledge, which indicates a problematic status for the institution (Cullaty, 2011). That information confirms the themes coded in the qualitative

sections. Parents are genuinely curious about their student's residential experience, which causes them to reach out about areas mentioned in Table 5 without their students asking. Parents believe their involvement was necessary but do not believe it brought resolution. The data indicate that they received what they sought to know from the residence life personnel. Their curiosity or concern was satisfied because of the way the institution responded. Even though the resolution of a situation is not brought by the parent, parent involvement within the situation represents collective care and support for the student.

Implications for Practice

The results of this study can impact institutional policy, residence life personnel, parents, and students. Institutions can take this information and know how best to use the relationship between the institution and parents. The study provides up-to-date information that administrators can use to encourage parents to set appropriate boundaries around their involvement. The data inform the importance of setting boundaries within the first year of enrollment, with the most frequency of contact being within the first two years. Boundaries look like talking with the student to identify and state that the parent is in support of the student but will return the responsibility to resolve issues back to the student. Encouragement for a shift in the parent–student relationship can be done through tangible programs that focus on parent and institution partnerships. The goals of student achievement, as well as student growth and maturity, are shared by parents and higher education professionals (Taub, 2008). The study contributes to higher education by offering a structure of support for residence life personnel to guide parents as they transition their relationship and level of involvement with their child. This framework of support means coming alongside parents, clearly communicating to them

the shared goals mentioned above. Ultimately, clearly communicating through in-person conversations during the admissions process, new student move-in day, or on a special occasion like parent or family weekends establishes a relationship of collaboration rather than confrontation.

Residence life professionals have the opportunity to gain insight into what causes parents to reach out to the staff through this study. One of the major implications of this study is knowing that parents are most likely to reach out with general questions to build an understanding of their student's experience within the first two years. The study shows that parents want to know that their child will be cared for while at college. Parents want to connect, gain information, and be reassured moving forward. This information emphasizes the importance for residence life staff to communicate more with parents of prospective and new students. Insight from the study shows how providing sessions for new parents and their students to answer questions about the housing process would benefit the involved parents. It is important to note that sessions should be for both parent and student in order to keep the student involved to help them take ownership of their experience.

Additionally, professionals can provide different avenues to connect and receive information about parents' desire to learn more. The ability to provide housing offices with helpful tips for both the policy and programmatic side of this phenomenon is important for moving forward in the parent–institution relationship (Banning & Kuk, 2011). Programmatically, professionals could design programming that partners with the institution's parent relations office. This partnership between parent relations and residence life would allow guidance for parents and alleviate any unnecessary contact by

offering information sooner. Examples could be sending videos on how the housing process works, tips for engaging with transitions during the first two years, tips on how students should engage in roommate conflict, and mediation. One participant suggested that the university provide training on how to facilitate conflict resolution among roommates. This might be in the form of conflict resolution courses for undergraduates or residence life personnel. Partnership, for example, includes residence life compiling information, tactics, and tips for parents so that the parent relations office can send the data out through their communication platforms.

Implications for Future Research

The study resulted in limited data based on the number of participants who completed the survey. The study focused on a single institution with residential community values that cares for student needs, providing experiences where personal growth, self-actualization, creativity, and individuality can flourish. Future research could include several different institutions with different residence life missions or processes for housing situations, student medical issues, or community standards. Additionally, the study invited all parents who have had students enrolled at the university within the last ten years. Future research should involve more critical players than just parents. Surveying parents offered great insight, but comparing that to the perspectives of students and the residence life staff would encompass more data for more detailed findings. Future research should also investigate parents of an entire class of students. Doing so could provide greater insight and specific parent involvement details from a student's freshman to senior year of college.

Future research could also be conducted on what resources parents need to feel equipped during their student's college years. With limited information on the appropriate relationship for parents, students, and institutions, developing an understanding of what is needed could be valuable. The K–12 school system informs parents on how to interact with students, teachers, and schools; higher education professionals need to help provide parents with resources by conducting an in-depth analysis on what knowledge they are missing when they send their child to college for the first time. Due to parent involvement offering positive and negative effects to a student's college experience, identifying more information on what students, parents, and institutions desire from the parent relationship will benefit all parties in the future.

Limitations

The current study harbors some limitations. First, the low response rate mentioned in Chapter 3 indicated the most significant limitation. The next limitations brought by the institution are the campus community and residence life culture. Weaved into every aspect of this institution is tradition, which encompasses a robust parental commitment to residence halls and the desire for consistency with parents' undergraduate experiences. The uniqueness of the housing selection process could be a factor in the data received. If the current study surveyed several institutions, there would be more information to better generalize the data.

Second, the scope of the research was limited, exploratory, and could have had more definitive goals. The current study did not communicate and work with the residence life department, which could have obtained more details on the specific characteristics of parent involvement at the institution. The survey questions did not ask

participants to indicate what year they contacted residence life. There were limitations on knowing if a participant was answering for multiple children, multiple years, or both. The survey asked them to compile all of their experiences into one survey—limiting the information collected.

Finally, participant limitations were evident in this study. The self-reporting nature of this study was one participant limitation. This study depended on parents accurately sharing their experience and accurately remembering what initiated their contact. The results are dependent on parents honestly reporting what their experience entailed. Several open-ended responses mentioned, “I don’t really recall what happened, but what I took away is how friendly and nice they [residence life personnel] were on the phone,” or “I don’t recall.” Responses similar to these restricted the data provided to answer the research question.

Conclusion

This study sought to answer the research questions: What causes parents to become involved with residence life personnel on behalf of their student? What does this involvement look like? As well as, what type of involvement is it? Participants in this quantitative, descriptive study stated that their involvement stems from three reasons which are (a) a general curiosity about their student’s experience; (b) a perceived obligation to contact residence life to assist their student in securing housing; or (c) a general curiosity about the institution’s lack of concern for their student, rather than because of their student’s request for their involvement. Parents engage in this type of involvement through email communications and phone contact to discuss mainly housing and medical concerns.

The participants' responses to open-ended and Likert-scale questions gave more insight into the reason for their involvement. Professionals can use this study to better the institution's experiences, parent experiences, and student experiences. Some parents recognize the hope and genuine desire for institutions and parents to work together to ensure that their students graduate with a well-rounded, robust, and enjoyable experience. As one parent put it:

> We also believed that it's best to allow the students to work through their issues. They needed to figure out how to successfully navigate conflicts without "giving up" the first time there is a disagreement…. We didn't tell residence life what they needed to do, just asked for clarification. We must allow our kids to act like adults and work through these situations on their own without the help of us as parents and Residence life staff unless there is a potential for personal harm.

Parental involvement in higher education is multifaceted and intricate, and residence life professionals provide valuable support for students' life experiences in college. The goal is to stay connected to parents to foster a strong parent–institution relationship.

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Appendix A

Parent Involvement **Questionnaire**

Parents- For this study, the term parent will be used to describe any parent, family member or guardian who acts as a representative for a student.
Parent Involvement- For this study, this term will be used to describe any parent-initiated conversation with residence life staff about their student to resolve an issue or gain more knowledge about the enrolled student.
Residence life personnel- For this study, the term will be used to describe any individuals responsible for the residence halls' operation and students' behavior outside of the classroom.

Demographic Information

1. What gender do you identify as?

☐ Male ☐ Female ☐ Prefer not to say

2. Please specify your race and ethnicity (select all that apply).

☐ Black or BIPOC (Black, indigenous person of color)
☐ Latino or Hispanic
☐ Asian or Pacific Islander
☐ Native American or Alaskan Native
☐ White
☐ Other

3. What is the highest degree or level of education you have completed?

☐ High School ☐ Bachelor's Degree ☐ Master's Degree ☐ Other

4. Was your student homeschooled at any point before attending college?

☐ Yes ☐ No

5. What is your proximity to campus (via car)?

☐ 1 hour or less ☐ 2-5 hours ☐ 5-10 hours ☐ 10+ hours

6. Is your child a current student or a graduate?

☐ Current student ☐ Graduate ☐ Other *(Please Specify)*

Involvement with Residence life Personnel

***Disclaimer: We recognize that you may have had multiple situations where you have contacted Residence life staff. In that case, check all the boxes that apply and offer any additional information in the spaces provided. Once again, this survey and the information you provide is strictly for research purposes and is not directly connected to [Institution] Residence life.**

7. How have you contacted Residence life personnel? (Check all that apply)

☐ Phone call ☐ Text ☐ Via email ☐ In person ☐ Via Zoom

8. What year was your student when you initiated contact? (Check all that apply)

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

9. What category was your area of concern when contacting Residence life? (Check all that apply)

☐ roommate conflict
☐ conduct/ behavioral/ policy violation
☐ housing assignment
☐ academics
☐ mental health concerns
☐ other *(if other, please specify)*

10. What precipitated your contact with residence life. (i.e. what happened just before you reached out to residence life or what led you to reach out to Residence life)

☐ Open-ended question

11. Indicate how often you contacted Residence life personnel on the behalf of your student while enrolled at the university?

☐ 1-3 times
☐ 4-7 times
☐ 8+ times

For the next five questions we want to offer clarity for answering each question. You may have contacted Residence life multiple times regarding your student, in that case we are looking for your general overall answer that you feel best matches your experience. As you step back from your situation(s) please reflect and answer all the statements to the

best of your ability. If you would like to provide additional information you can do so briefly in the space provided.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
12. Overall, I believe the situation(s) would have had a different outcome without my involvement.	☐	☐	☐	☐	☐
Space for clarity….					
13. Overall, I believe the Residence life staff has the best interest of my student.	☐	☐	☐	☐	☐
Space for clarity….					
14. Overall, I believe my involvement brought resolution for my student's situation(s).	☐	☐	☐	☐	☐
Space for clarity….					
15. The majority of times I believe my involvement was necessary.	☐	☐	☐	☐	☐
Space for clarity….					
16. Overall, the time(s) I contacted the Residence life staff, my student asked me to do so.	☐	☐	☐	☐	☐
Space for clarity….					

Appendix B

Letter of Invitation

Dear Parents:

My name is Kimberlie Kline and I am a Graduate Student in the Masters of Arts and Higher Education program at Taylor University. I am conducting my thesis research study to explore parent involvement with Residence life personnel.

You are cordially invited to participate in the study. Participation will involve completing an online survey. This survey consists of 12 questions about your involvement in your student's residential experience, along with, demographic information. This survey should take no longer than 10 minutes to complete, and will be completely confidential.

This survey is strictly for the purposes of research and is not directly connected to [Institution researched] Residence life.

To complete the survey, just click on the link
*Link will be here

Thank you for your participation.

Kimberlie Kline
Graduate Student
Taylor University

Appendix C

Informed Co**nsent**

You are invited to participate in a research study on Parent Involvement within Residence life. You were selected as a potential participant because of your student enrolled at Taylor University. Thank you for taking interest in this research. Your feedback is extremely valuable. The study is being conducted by Kimberlie Kline and Taylor University, and supervised by Dr. Scott Barrett.

STUDY PURPOSE

The purpose of the study is to understand the situations in which parents are willing to be involved in by exploring the relationship between parents and Residence life personnel. This short survey begins with five demographic questions followed by the main survey section.

VOLUNTARY NATURE OF STUDY

Your participation in this research is voluntary, and efforts will be made to keep your personal information confidential. Your decision whether or not to participate in this study will not affect your current or future relations with [Institution researched] or any of the researchers involved in this study.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. Your identity will be held in confidence in reports in which the study may be published. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Taylor University Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) etc., who may need to access your research records. The survey that will be administered through Survey Monkey will be completely confidential. All responses will be anonymous excluding respondent information such as names, email addresses and IP addresses. Data will not be sent to third parties or other vendors but will be examined by the researcher, the institution methodologist, and thesis committee members.

RISKS OF TAKING PART IN THE STUDY

There is minimal risk involved with taking part in this study. While participating in this study, there is the risk of discomfort or an emotional response associated in reflection of past experiences.

BENEFITS OF TAKING PART IN THE STUDY

The benefit to participation in this study is the opportunity to reflect and provide the institution insights to the reasons why parents become involved in their student's residential experience.

ALTERNATIVES TO TAKING PART IN THE STUDY

There is no alternative to taking part in this study.

SUBJECT'S CONSENT

By advancing to the next page, you are agreeing to participate in the survey and consenting to being at least 18-years-old.