National Survey of College and University Parent Programs
Survey Conducted Spring 2015

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Abstract

This report, summarizing the seventh national survey by the University of Minnesota Parent Program, builds on longitudinal information about parent/family services provided by colleges and universities. The surveys have been conducted biennially to track best practices in services and programming, changes and developments in the field, costs for providing parent/family services, and experience levels of the professionals who work with parents and families of college students.

Executive Summary

Since 2003, the University of Minnesota Parent Program has conducted biennial surveys of college and university parent/family programs to track the development of parent/family relations in higher education. This year's survey, in addition to continuing the longitudinal exploration of parent/family programs, takes into account several new concerns that professionals in the field have been addressing. As admissions offices, student services, and financial aid priorities in recent years have increasingly focused on specific student populations, parent/family programs have also sought to identify practices where parent/family programs intersect with some of these populations. Consequently, this year's survey included questions about communication with international families and parents whose first language is not English, as well as services for students who are themselves parents.

Parent/family program staff, like many professionals in higher education, are increasingly asked to do more with less. In order to accommodate pressures on time and resources, they are looking for best practices, collaborations, and creative programming to address those pressures. This year's survey sought more detail about the structure and staffing of events for parents, frequency of communications sent to parents and family members, and collaborations with offices and partners across campus.

Even as more and more institutions are consolidating parent/family services into a dedicated office (more than 23% of survey respondents indicated their program was established between 2010 and the first three months of 2015), we are seeing that parent/family contacts are dispersed campus-wide, and parent/family staff consider themselves as close collaborators with multiple offices on campus that work in some capacity with parents and families.

Indeed, there are examples of institutions with more than one office dedicated to a major responsibility for parent/family relations. A student affairs unit might provide outreach and communication about the student experience, while staff within the advancement/foundation office or alumni affairs might focus on developing family affiliation and fundraising capacity. The optimal reporting structure for parent/family programs continues to be illusive, as noted in the survey results.

This year's survey identified a continuing trend of communication with parents through the use of technology and social networking, especially Facebook, and a decrease of parental engagement through parent associations or councils. Most notable was a decrease in institutions providing parents with membership in a non-advisory parents association, with a reduction from 69.2% in 2013 to 57.7% in 2015.

Introduction

When this survey was first conducted in 2003, parent/family services were a hot topic and highly controversial in higher education. Many student affairs professionals at the time were worried that providing communication and services for parents was detrimental to student development and autonomy. Additional concerns included the dedication of scarce resources toward family members, potentially drawing from time and funding that should be directed to students, and that the beneficiaries of parent/family services were the privileged, to the detriment of lower socioeconomic students and their families.

At the same time, however, higher education professional conferences (e.g., NASPA, ACPA, NODA, CASE, NACADA, NACAC)[1] were dedicating considerable time and research to the topic of parents. Admissions offices were tweaking their publications and tours to address parents' questions and concerns, and orientation offices were scheduling parent/family orientation sessions to supplement student orientation programs. Advancement offices were looking at parents as one of the last untapped resources for fundraising. Annual campus events for parents and families, which had been standard activities in the 1940s, '50s, and into the 1960s, were returning to campus, renamed from Mom's and Dad's weekends to Parent and Family Weekend. Despite the concerns of many in higher education, programming and messaging for parents was becoming standard.

A good number of skeptics continue to believe the only appropriate institutional response to parents is a closed door, but much has changed. Traditional student development theory, focused on fostering individuation and separation from family, has been challenged by research into under-served populations, and it has become increasingly clear that normative student development is affected by a student's gender, ethnicity, social capital, and ability. Family theory has entered the picture, with recognition that what is happening in a student's family has a strong effect on the student's capacity to focus on academics or manage his/her daily affairs. Evidence has emerged that students can be more successful when they have the support of their parents, and lack of family support can be a barrier to college completion.

Over time, the field of parent/family relations has developed as its own professional area in higher education. NASPA features a Parent and Family Relations Knowledge Community; NODA has a Parent and Family Network. CASE offers annual parent fundraising programming.

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[1] NASPA (Student Affairs Professionals in Higher Education); ACPA (College Student Educators International)**;** NODA (Association for Orientation, Transition, and Retention in Higher Education); CASE (Council for Advancement and Support of Education); NACADA (National Academic Advising Association); NACAC (National Association for College Admission Counseling)

A dedicated professional organization, Association of Higher Education Parent/Family Program Professionals (AHEPPP), has been formed with membership representing more than 150 colleges and universities. An independent Parent Fundraising Conference is held each summer. Since 2011, parent/family programs has been a functional area within the Council for the Advancement of Standards (CAS).

The purpose of this longitudinal, national survey is to track the development of parent/family services over time. The results continue to illustrate significant change and growth in the field. The goals of the survey remain much the same as in 2003, as we attempt to identify

- best practices among college parent/family programs
- emerging trends related to services and program structure
- the influence of departmental placement within the institution on services provided
- any discernible trends in the qualifications, experience, and pay scale of parent/family staff

Method

An online survey of college and university parent/family programs from across the United States, as well as Canada, was conducted over a three-month period. Invitations were issued through a message to members of AHEPPP, through the LinkedIn account of the Summer Parent Fundraising Conference, and to a list of email addresses identified as active accounts of college and university parent/family programs. Approximately 500 colleges and universities were invited to participate, and 223 responses were received (about 44 %).

The responses to this survey have been compared with data from previous national surveys (2003, 2005, 2007, 2009, 2011, and 2013). Several additions and alterations were made to questions this year to collect more accurate and useful data. A number of these changes were made in response to emerging issues among parent/family programs within the past few years.

1. A new question was added, "Has the reporting structure for parent/family services changed within the past two years?" with responses of yes, no, and unaware. A follow-up question was open-ended, asking responders to identify how the structure was changed. This question came from observations that restructuring of divisions, particularly within student services offices, was altering the reporting structure, size of staff, or focus of parent/family programs.

2. In a list of services and events provided to parents/families, a few changes were made. A new item was added, asking if the institution provided communication with non-English speakers/international parents. For those who provided communication in non-English languages, follow-up questions asked who does the translation and what languages are used. This stemmed from questions shared among parent/family programs in recent years seeking ideas for improving communication with these populations of parents. The list of services also clarified the provision of non-advisory parent/family associations and advisory parent groups. For those with advisory groups, questions were asked about whether membership includes an expected donation from the parent and, if so, what the expected donation is. Dropped from the list of services was "webinars and chat rooms," which received few responses in past surveys.

3. Detailed information was requested relating to several programs and services, again due to questions from parent/family staff in recent years. Frequency of print and email newsletters was asked, and a question addressed about how many people receive those newsletters. A question was asked about how offices obtain parents' email addresses. We asked respondents to estimate an average number of emails and phone calls they receive from parents weekly. New questions about websites included who manages the program's website and how decisions are made about what is posted on the website. In-depth questions were asked about parent/family weekend, including number of attendees,

registration costs, activities included in the weekend schedule, parent staff's responsibility for planning and implementing the weekend, and offices that collaborate on planning and implementation.

4. Due to increased attention nationally to students who are themselves parents, we wanted to know if parent/family programs are being asked to provide services for these students. Two new questions addressed this issue: "Does your institution provide dedicated services for students who are parents themselves?" (answer options were "Yes, in my office," "Yes, in another office," "No," and "I'm not aware") and "Does your office provide communication and services for the children, spouses, or partners of these student-parents?"

5. To determine what professionals consider to be best practices in the work they do, we have asked in the past for respondents to identify the program or service they are most proud of. This year the wording was changed to ask what program or service they feel is "the most successful in meeting program goals."

6. Finally, we asked for details on programs' role in crisis management. A question was added asking if the parent program is represented on the institution's crisis response team, and we asked if the office distributes information to parents related to campus emergencies.

The survey report does not include tabulations for statistical significance.

Results

The purpose of this longitudinal survey has been to collect information on the changing scope and developing trends in services over time as parent/family programs have emerged on college and university campuses. The focus of this survey was:

- Organizational structure
- Program demographics
- Staffing parent/family program offices
- Services and programming
- Self-identified most/least successful services
- Program budget
- Advice and general comments from the professionals who are working with parents and family members

Organizational Structure

An ongoing question related to parent/family programs in higher education is where the program should be located within the institutional hierarchy. Since the survey has been conducted, the most common options have been an office for student affairs or an advancement, foundation, or alumni office. In 2015, slightly more than half (52.8 %) of programs responding were housed in student affairs, strikingly similar to the first survey's results when 52.3% of respondents said their office was in student affairs. In that initial survey, more than a third (37.8%) were part of advancement/foundation, alumni offices, and that percentage has decreased over time. In 2015, 29.2% of parent/family programs were in an advancement/foundation/ alumni office (Table 1).

Table 1: Placement of Parent/Family Services; 2003-2015

Office/Department	2003	2005	2007	2009	2011	2013	2015
Student affairs	52.4%	52.2%	54.7%	61.4%	58.3%	53.2%	52.8%
Advancement/foundation/ alumni	37.8%	31.5%	31.8%	17.8%	24.1%	26.3%	29.2%
Academic affairs	4.9%	2.2%	1.6%	7.3%	5.7%	6.5%	2.8%
Enrollment management	n/a	3.8%	4.7%	5.4%	4.3%	5.9%	5.1%
University/college relations	2.4%	5.4%	4.2%	1.5%	2.4%	3.8%	4.5%
Other	2.4%	4.9%	3.0%	6.6%	5.2%	4.3%	5.6%

Where a parent/family office was located within the institutional structure was impacted by the institution's classification as public or private. Student affairs offices have always been the most frequent reporting structure for parent/family programs at public institutions (Table 2).

Table 2: Placement of Parent/Family Services for Public Institutions: 2007- 2015

Office/Department	2007	2009	2011	2013	2015
Student affairs	73.6%	71.6%	74.1%	71.6%	78.7%
Advancement/foundation/alumni	15.4%	3.4%	8.1%	8.4%	8.0%
Academic affairs	2.2%	8.8%	6.3%	1.1%	2.7%
University/college relations	2.2%	0.7%	2.7%	8.4%	2.7%
Enrollment management	5.5%	6.8%	6.3%	1.1%	5.3%
Other	1.1%	5.4%	2.7%	4.2%	2.7%

For private institutions, placement was more commonly within advancement/foundation/alumni offices, followed by student affairs offices (Table 3).

Table 3: Placement of Parent/Family Services for Private Institutions; 2007-2015

Office/Department	2007	2009	2011	2013	2015
Student affairs	34.5%	46.8%	42.1%	34.8%	32.4%
Advancement/foundation/alumni	50.5%	35.1%	43.2%	37.1%	46.4%
Academic affairs	0.0%	3.2%	5.3%	6.7%	0.0%
University/college relations	6.9%	3.2%	1.1%	4.5%	8.5%
Enrollment management	3.5%	3.2%	1.1%	5.6%	7.0%
Other	4.6%	8.5%	7.4%	7.9%	5.6%

Respondents were asked if there had been any changes in the reporting structure for parent/family services at their institution in the past two years; 23.0% reported that there had been changes. These changes included where or to whom the parent/family office reports, as well as that the program itself was new, or additional staff had been hired to work with parents and families.

Program Demographics

Parent/family programs, as they are now structured, are relatively new to higher education. Few institutions among those responding to the 2015 survey (2.3%) reported having a parent/family program prior to 1970. Periods of most notable growth were in the 1990s (12.5%), between 2000-2009 (29.6%) and between 2010-2015 (23.3%; Table 4).

Table 4: When Schools Started Parent/Family Services

Year	Percent of Respondents
Before 1970	2.3%
1970-1979	7.4%
1980-1989	5.7%
1990-1999	12.5%
2000-2009	29.6%
2010-2015	23.3%

Slightly more programs represented public institutions (51.4%), compared to private institutions (48.6%). Most were from four-year institutions (69.2%), with 28.8% designated as graduate or professional institutions, and only 2.1% represented two-year institutions. When asked about the size of the institution, 30.8% of respondents indicated they were from a small school; 40.4% were from a mid-sized school, and 28.8% were from a large school. Self-described small schools were more likely to be private (91.1%) while mid-sized and large schools were more likely to be public (52.5% and 95.2%, respectively).

The survey asked respondents to report their state or province, and we assigned them to one of the seven regions designated by NASPA (Table 5). As in previous surveys, institutions were heavily weighted toward the eastern and middle portions of the nation, which include NASPA Regions II, III, and IV-E.

Table 5: Region

Region[2]	Percent
Region I	4.9%
Region II	16.8%
Region III	25.9%
Region IV-E	28.7%
Region IV-W	8.4%
Region V	6.3%
Region VI	9.1%

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[2] NASPA Regions: **Region I:** Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Quebec, New Brunswick, Newfoundland and Labrador, Nova Scotia, Prince Edward Island. **Region II:** Delaware, Maryland, New Jersey, New York, Pennsylvania, Washington, D.C., West Virginia, the Bahamas, Puerto Rico, the Virgin Islands. **Region III:** Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia. **Region IV-E:** Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin, Ontario. **Region IV-W:** Arkansas, Colorado, Kansas, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Wyoming, Manitoba, Saskatchewan. **Region V:** Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, Alberta, British Columbia. **Region VI:** Arizona, California, Hawaii.

Staffing Parent/Family Offices

We asked respondents if they were the primary contact person responsible for managing parent/family services at their institution. Most respondents (84.7%) indicated that they were the primary contact; this number was significantly lower than in the previous survey, when 94.0% said they were the primary contact for families.

The percentage of respondents who worked full-time in parent/family services has increased to 38.2% in 2015. While this is not a major increase since the 2013 survey when 36.3% indicated they worked full-time, it does show steady and significant increase over the years. The percent of full-time parent/family staff was 30.3% in 2011 and 22.9% in 2009. The number of respondents who worked half-time or less on parent/family services has been decreasing steadily over that same timeframe. In 2015, 41.6% of respondents worked half-time or less on parent/family services, compared with 44.5% in 2013, 53.1% in 2011, and 61.8% in 2009. The percentage of respondents working more than half-time but less than full-time on parent/family services has remained fairly consistent at 20.3%.

The person responsible for parent/family services was addressed by a variety of titles. The most common was director (42.7%) followed by associate or assistant director (20.2%), and coordinator (11.2%). Other titles included senior or executive director; parent liaison; and vice president or assistant vice president. A relatively new designation, program manager, has begun to show up.

As the field of parent/family services gains ground, longevity is becoming a factor among professionals. Only 16.6% of respondents reported working in the field for less than one year; 38.6% for 1-5 years; 26.9% for 6-10 years, and 17.9% for more than 11 years.

The educational level of respondents has not changed dramatically over the past several years. In 2015, 34.5% had a bachelor's degree or less, while 65.6% had an advanced degree (Table 6).

Table 6: Educational Background

Highest Degree Earned	2003	2005	2007	2009	2011	2013	2015
High school	0.0%	3.6%	1.7%	1.2%	1.4%	1.6%	1.4%
Associate	0.0%	0.6%	1.7%	1.7%	0.0%	3.2%	0.7%
Bachelor's	31.3%	37.1%	36.6%	24.0%	32.5%	28.7%	32.4%
Master's	60.0%	49.1%	52.0%	59.5%	56.5%	55.3%	56.6%
Doctorate or equivalent	8.8%	9.6%	8.0%	13.6%	9.6%	11.2%	9.0%

We asked participants to describe their career goals for the next five years. Nearly half (43.0%) had no definite plans, which was a large increase from previous surveys. The remaining respondents planned to retire from their position (16.2%), move to a different position in the same institution (12.0%), move to a different position at a different institution (7.7%), leave higher education (4.2%), or move to a similar position at a different institution (2.8%). Other responses included staying in their current position and growing the program or working towards a higher degree.

In 2015, the salaries of parent/family program staff ranged from less than $30,000 to $100,000 or more, with 70% earning between $40,000 and $79,000. Only 2.9% earned less than $30,000, and 5.0% earned $100,000 or more. Overall, salaries increased slightly since 2013 (Table 7).

Table 7: Parent/Family Program Staff Salaries

Salary Range	2005	2007	2009	2011	2013	2015
Less than $30,000	9.9%	5.2%	3.4%	3.4%	2.2%	2.9%
$30,000-$39,000	21.2%	16.3%	13.6%	20.0%	15.6%	7.9%
$40,000-$49,000	19.3%	24.4%	26.8%	23.9%	28.3%	19.3%
$50,000-$59,000	22.4%	21.5%	17.4%	13.7%	18.9%	18.6%
$60,000-$69,000	11.2%	12.2%	9.4%	12.7%	11.7%	20.0%
$70,000-$79,000	5.0%	9.3%	10.2%	9.8%	8.9%	12.1%
$80,000-$89,000	5.0%	7.6%	7.2%	7.8%	3.9%	8.6%
$90,000-$99,000	2.5%	1.7%	3.4%	4.9%	2.2%	5.7%
$100,000 or more	3.7%	1.7%	8.5%	3.9%	8.3%	5.0%

In 2015, the median income for respondents with a bachelor's degree was $60,000-$69,000; those with a master's degree, however, reported a salary of $50,000-$59,000. Respondents with a doctorate or equivalent degree earned more, with a median income of $70,000-$79,000. As Table 8 notes, the median for holders of a master's degree has not shown improvement over time, and those with doctorates have lost ground in the past few years.

A possible reason for the discrepancy in salary may be reporting structure. Staff in student affairs offices had higher levels of education, but generally had lower salaries than staff working in advancement and fundraising. Significantly more respondents had a master's degree or higher if they reported to a student affairs office (80.2%), compared to those that reported to an advancement/foundation office (42.4%). Respondents from a student affairs office reported a median salary of $50,000-$59,000, while those from an advancement/foundation office reported a median salary of $60,000-$69,000.

Table 8: Median Salary by Educational Level

Highest Degree Earned	2007	2009	2011	2013	2015
Bachelor's	$40,000-$49,000	$40,000-$49,000	$40,000-$59,000	$50,000-$59,000	$60,000-$69,000
Master's	$50,000-$59,000	$50,000-$59,000	$40,000-$49,000	$50,000-$59,000	$50,000-$59,000
Doctorate or equivalent	$60,000-$69,000	$80,000-$89,000	$80,000-$99,000	$70,000-$79,000	$70,000-$79,000

A professional's title reflected differences in salary as well. The median salary for a director was $60,000-$69,000. Those whose title was assistant or associate director had a median salary of $40,000-$49,000, and a coordinator or program manager reported a median salary of $40,000-$49,000.

Of those who specified their major at the bachelor's degree level, most reported degrees in the fields of communication, languages, psychology and other social sciences, and business/marketing. At the master's level, most respondents who specified a major named a degree in higher education administration or student affairs, education, or counseling. Nearly all who specified a major at the doctorate/professional level named a degree in higher education administration.

Services and Programming

Colleges and universities offered a variety of services for parents and family members. The most common services in 2015 included parent website (100%); email response to parent questions (100%); phone response to parent questions (98.3%); parent/family orientation (98.2%); parent/family weekend (94.7%); email newsletter (94.7%); and social media, primarily through Facebook (88.1%). Respondents were asked to indicate which parent services were provided solely by the parent/family office, solely by another office on campus, or in collaboration with the parent/family office and another office. This breakdown creates a clearer picture of the complexity regarding how institutions provided parent/family services (Table 9).

Table 9: Services Provided by Parent/Family Office, Another Office, or in Collaboration

Service Provided	Solely Parent/Family Office	Collaboration	Solely Another Office
Parent/family weekend	49.1%	39.1%	6.5%
Parent/family orientation	21.8%	55.9%	20.6%
Sibling weekends	3.0%	3.0%	11.5%
Move-in reception	27.3%	35.8%	8.5%
Other events	43.0%	24.4%	3.5%
Parent/family website	76.9%	21.9%	1.2%
Print newsletter	18.2%	5.5%	0.0%
Email newsletter	71.6%	20.7%	2.4%
Communications for non-English speakers/international parents	10.4%	12.8%	12.8%
Facebook	70.2%	10.7%	7.1%
Twitter	34.5%	7.9%	6.7%
Pinterest	11.0%	2.5%	6.1%
Other social networking sites	21.1%	0.9%	4.4%
Phone response to questions	67.3%	29.2%	1.8%
Email response to questions	75.0%	23.8%	1.2%
Text response to questions	21.6%	9.6%	1.2%
Parent handbook	48.2%	22.2%	7.2%
Parent/family association/ organization (non-advisory)	47.0%	10.7%	4.2%
Parent advisory board or council	51.8%	9.6%	5.4%
Fundraising	25.0%	31.7%	26.2%
Gift/care packages; birthday cake or other deliveries for students	13.7%	17.9%	42.3%
Parent/family calendar	43.7%	19.8%	3.6%

Along with the services listed above, respondents identified several additional services that were provided by their office. These included events (summer send offs; regional events), social networking sites (LinkedIn; Instagram), and parent involvement (ambassador programs; volunteering).

Overall, the number of services that programs offer continues to be high, but there have been decreases in several areas since 2013 (Table 10). It should be noted, though, that in the 2013 survey respondents reported very large increases in nearly all services; portfolios are generally remaining steady after a surge of new programming between 2011 and 2013.

Table 10: Differences in Parent/Family Services; 2013-2015

Service Provided	2013-2015 differences
Parent/family weekend	-2.6%
Parent/family orientation	-0.2%
Parent website	+1.0%
Print newsletter	-1.6%
Email newsletter	-0.9%
Facebook	+13.8%
Phone response to parent questions	-2.4%
Email response to parent questions	-0.7%
Parent handbook	+2.0%
Parent advisory board or council	-4.7%
Parent/family association/ organization (non-advisory)	-11.5%
Fundraising	+0.5%

Looking longitudinally across the past 12 years, the number of programs offering specific services has generally been on the rise or fluctuated slightly. The only significant decrease since 2003 has been in the number of institutions that offer a print newsletter. Facebook continued to climb as a common service for parents, as did Twitter (Table 11).

Table 11: Parent/Family Services: 2003-2015 (at institution; not specifically in parent office)

Service Provided	2003	2005	2007	2009	2011	2013	2015
Parent/family weekend	74.4%	96.0%	94.9%	89.8%	91.4%	97.3%	94.7%
Parent/family orientation	61.0%	97.0%	95.2%	97.1%	96.2%	98.4%	98.2%
Parent website	8.5%	89.0%	95.8%	94.3%	95.2%	99.0%	100%
Print newsletter	54.9%	56.0%	54.3%	41.1%	35.6%	25.2%	23.6%
Email newsletter	--	65.0%	73.0%	78.2%	90.3%	95.6%	94.7%
Facebook	--	--	--	--	56.6%	74.3%	88.1%
Twitter	--	--	--	--	--	35.7%	42.4%
Parent handbook	12.2%	75.0%	78.6%	76.1%	76.0%	75.8%	77.8%
Parent/family association/ organization (non-advisory)	--	--	--	57.7%	62.1%	69.2%	57.7%
Parent advisory board or council	36.6%	60.0%	65.4%	52.5%	62.4%	66.1%	61.4%
Fundraising	43.9%	84.0%	85.2%	74.8%	82.5%	82.4%	82.9%

When an institution develops a new parent/family program, the advice is to start with a limited number of services, evaluate, and gradually add to the program's portfolio. Therefore, the expectation may logically be that long-term programs would be providing more services because they have had time to establish comprehensive portfolios. That is not necessarily the case. In some institutions, a parent/family office evolves out of services provided by other offices. For example, parent/family orientation may be provided by a first-year programs office, and the need for serving families beyond the first year later results in development of a full-fledged parent/family program. Parent/family orientation, though, will likely stay with the first-year program office. In time, more services may be developed by the new office or transferred in from other units, or as demands on the new parent/family office become more clear, some services might be transferred out for efficiency purposes or dropped altogether. To see how programs are evolving, we compared services offered by the timeframe when the program was initiated (Table 12).

Table 12: Services by When Parent/Family Programs Were Established

Service Provided	1990s	2000s	2010-2015
Parent/family weekend	84.6%	96.9%	76.2%
Parent/family orientation	76.9%	87.5%	85.7%
Sibling weekend	7.7%	6.7%	11.1%
Move-in reception	53.8%	56.3%	57.9%
Other events	87.5%	40.0%	70.0%
Parent/family website	100%	100%	95.2%
Print newsletter	38.5%	12.5%	26.3%
Email newsletter	92.3%	93.8%	90.5%
Communications for non-English speakers/international parents	23.1%	34.4%	26.3%
Facebook	92.3%	84.4%	85.0%
Twitter	53.8%	53.1%	31.6%
Pinterest	30.8%	9.4%	27.8%
Other social networking sites	27.3%	20.7%	13.3%
Phone response to questions	100%	96.9%	90.5%
Email response to questions	100%	100%	95.2%
Text response to questions	23.1%	40.6%	14.3%
Parent handbook	92.3%	77.4%	71.4%
Parent/family association/organization (non-advisory)	84.6%	59.4%	47.6%
Parent advisory board or council	38.5%	64.5%	61.9%
Fundraising	53.8%	51.6%	45.0%
Gift/care packages; birthday cake or other deliveries for students	30.8%	31.3%	23.8%
Parent/family calendar	69.2%	59.4%	71.4%

While some of the differences in services offered were likely to be related to how long the program has been in existence and growth over time, there also may be some services that were surviving among older programs because of tradition or custom. A parent handbook, for example, is much more likely to be produced (either online or in print) by a program that developed in the 1990s. Similarly a non-advisory parent association is much more likely to be found in a long-established program. Newer programs are likely to start up with services that draw on the skills of the professional staff, and a young professional might have more experience and expertise in web design and social media, making those a natural first step in programming. It can't be said, though, that older programs are not continuing to evolve. They are routinely using technology in the form of email responses to parent questions and social networking.

The 2015 survey included more detailed questions than past surveys and yielded more in-depth insights about parent/family services:

Parent newsletters and websites. Respondents who reported communicating by print and email newsletters were asked how often these publications were sent and how many parents received them. Nearly one-quarter (23.5%) reported sending a print newsletter more than once a semester, while 38.2% sent the print newsletter once a semester and an equal number sent the print newsletter once a year. The number of households that received the print newsletter ranged from less than 50 to 40,000, with an average of about 9,000 households.

While a few respondents sent an email newsletter daily or weekly (2.7%), most sent it out biweekly (12.4%), monthly (57.5%), or 2-3 times a semester (13.7%). Few sent it out just once a semester (6.5%), 2-3 times a year (5.9%), or once a year (1.3%). The number of parents who received the email newsletter ranged from 50 to 46,000, with an average of about 9,600 parents. Institutions collected parent email addresses in a variety of ways. One-third (33.3%) received addresses from an admissions office, 15.0% from an orientation office, 9.2% from a foundation/fundraising office, and 28.1% have an opt-in system. Other collection methods included during orientation and through a combination of offices.

Nearly three-fourths of survey respondents indicated that their institutions had a link for parents on the front page of the college or university website (72.6%). While this number has increased from some of our earlier surveys, it has been consistent since 2013. Of those who had a website for parents, 87.8% said that the parent/family program office managed the website. Respondents developed content for their parent/family website in collaboration with offices and departments from across campus, as well as determining content themselves. Additionally, respondents developed website content based on parent questions and feedback, as well as by looking at other parent/family programs content and best practices in the field.

The front page of parent websites included a variety of information, the most frequently cited being a welcome message; a mission statement; contact information; a calendar and event information; links to campus resources and social media sites; articles, news stories, or timely issues; involvement and giving opportunities; and emergency information.

Parent/family weekend. Parent/family weekends included a variety of events: sporting event (65.7%); campus tours (48.9%); educational workshops (44.9%); cultural event (43.3%); faculty/staff meet and greet (41.6%); art event (37.6%); featured speaker (24.7%); community tours (16.3%); and service project (14.6%). Other events included 5k races, sibling events, concerts, and tailgating parties.

Attendance at parent/family weekend events ranged from 50 individuals to more than 9,000, although respondents reported that numbers were difficult to estimate. Institutions charged for parent/family weekends in several ways. While some institutions developed a "menu" of options and expenses for participants to choose from, others charged one overall fee, and some provided a weekend that is free of charge. Of those who required a registration fee, charges were as low as $10/family and as high as $130/individual.

Respondents were asked which offices they collaborated with in the planning and execution of parent/family weekend (see Appendix 2). Most named multiple offices across campus. The most commonly cited collaborators were student activities/organizations (including Greek Life and ROTC); academic offices (including career planning, advising, and learning abroad); athletics; and residential life (including housing, dining, and catering).

The majority of respondents said they were the primary coordinators of all parent/family weekend events. Others were the lead coordinator but had the help of others. Some parent/family program professionals did not lead the planning, but were part of a committee or had a supporting role in the event, while others were only responsible for specific events during the weekend.

Communications for non-English speakers/international parents. Of the 36% of respondents who reported providing materials for non-English speakers/international parents, 47.2% offered translated information. Materials were translated by faculty and staff from the institution's language departments, or translation was done under the guidance of the parent/family office by students or by professional translators. Materials were primarily translated into Spanish and Chinese.

Parent advisory boards. As noted above, 61.4% of respondents reported having a parent advisory board or council. Of these, slightly more than half (51.6%) replied that there was a required or expected donation for membership to the council. The majority of those with an

expected fee did not request a specific amount (27.7%). The others ranged in fee amount: under $500 (19.1%); $1000-$1500 (21.3%); $2500 (14.9%); and $5000 or more (17.0%).

Student-parents. Few respondents (7.7%) provided services for students who are parents themselves directly from their office. Another 30.3% reported that these services were provided by another office, while 37.4% reported that these services were not provided and 24.5% were unaware of such services. Only three programs that offered services for students who are parents provided communications to spouses or partners of these students.

Emergencies. While fewer than half of the respondents said that their parent/family program was represented on their institution's emergency response team (45.9%), more than half reported that their office distributed information related to campus emergencies (57.3%). Of those who distributed information, most indicated using an electronic format, such as email (84.8%), a social networking site (62.8%), or website updates (60.5%). Other respondents reported using phone calls (12.8%) or text messaging (32.5%)

Resources and tracking. Respondents were asked what resources they used to guide their work with parents. The top resources in 2015 were a mission statement (51.7%), assessments or surveys of parents/families (42.1%), and input from a parent board/council (42.1%; Table 13). The use of assessments and surveys has decreased significantly from 60.7% in 2013.

Table 13: Methods Used to Guide Work with Parents/Families

Guide	'Yes' responses
Assessments or survey of parents/families	42.1%
Mission statement	51.7%
Input from parent board or council	42.1%
Parent development/learning outcomes	21.3%
Student development/learning outcomes	21.9%
Vision statement	19.1%
Input from students	16.3%

In addition to what respondents were using to guide work with parents, we asked what kinds of tracking, assessments, evaluations, or surveys were routinely conducted by the respondent. The most commonly used was a participant survey following specific events (56.7%). Other methods included website analytics (38.8%), surveys measuring satisfaction with communication and programming (38.2%), logs of email and phone questions (35.4%), assessments determining how parents use information (25.3%), and assessments to determine positive impacts of parental involvement (11.2%).

Self-Identified Most/Least Successful Services

In previous surveys, parent/family program professionals were asked what service they were most proud of and which service was the weakest. The wording was altered in 2015 to reflect the wording of *most and least successful service in meeting program goals*. The greatest number of respondents said their most successful service was parent/family orientation (34.7%), followed by email newsletter (19.3%) and parent/family weekend (10.0%). When asked why they chose a response as their most successful service, most respondents said it was because the service provided pertinent information or introduced parents to campus resources. Further, respondents felt services were successful because they reached the highest number of parents, encouraged parental involvement, and provided interactions with other parents, staff, and faculty.

The services that respondents chose as their least successful were more dispersed among all categories than the services that were chosen as the most successful. While the most successful services were clear, with 64% of all responses falling into the three services mentioned above, and nine services not selected by any respondents, the least successful services were spread out across all options, with only 37% of responses falling into three services. The greatest number of respondents said their least successful service was Twitter (15.2%), followed by a parent website (10.9%), and Facebook (10.9%). When asked why they chose a response as the least successful service, most respondents said it was because there was a low attendance or following by parents. Further, respondents felt services were not as successful because they were not utilized well, they were too difficult to maintain, and they were not impactful or relevant to program goals (Table 14).

Table 14: Comparison of Most Successful/Least Successful Practices 2015

Service Provided	Most Successful	Least Successful
Parent/family weekend	10.0%	6.5%
Parent/family orientation	34.7%	2.2%
Sibling weekend	0.0%	0.7%
Move-in reception	2.7%	5.1%
Other events	6.7%	2.2%
Parent/family website	3.3%	10.9%
Print newsletter	0.7%	3.6%
Email newsletter	19.3%	2.9%
Communications for non-English speakers/international parents	0.0%	2.2%
Facebook	0.7%	10.9%
Twitter	0.0%	15.2%
Pinterest	0.0%	3.6%
Other social networking sites	0.0%	2.2%
Phone response to questions	3.3%	0.0%
Email response to questions	2.0%	0.0%
Text response to questions	0.0%	2.2%
Parent handbook	0.0%	2.9%
Parent/family association/organization (non-advisory)	0.0%	5.1%
Parent advisory board or council	6.0%	2.9%
Fundraising	4.0%	2.2%
Gift/care packages; birthday cake or other deliveries for students	0.0%	6.5%
Parent/family calendar	2.0%	2.9%
Other	4.7%	7.2%

It is reasonable to consider that what is deemed successful might depend on the priorities of the office to which a parent/family program reports. What is most valued in a student affairs reporting structure (the most common reporting office for parent/family programs in public institutions) may not be the same as what is most important to an advancement office (the most significant reporting structure for parent/family programs in private institutions). A breakdown of data shows that parent/family orientation was much more likely to be considered highly successful in public institutions; email newsletters were also more highly ranked in public colleges and universities. Among private institutions, the most successful programs were identified as "other events," which included summer send-offs and regional events; advisory boards and councils; and fundraising activities (Tables 15 and 16).

Table 15: Most Successful Services 2015 for Public and Private Institutions

Service Provided	Public	Private
Parent/family weekend	9.3%	11.3%
Parent/family orientation	44.0%	25.4%
Sibling weekend	0.0%	0.0%
Move-in reception	0.0%	5.6%
Other events	4.0%	9.9%
Parent/family website	4.0%	2.8%
Print newsletter	1.3%	0.0%
Email newsletter	21.3%	16.9%
Communications for non-English speakers/international parents	0.0%	0.0%
Facebook	0.0%	1.4%
Twitter	0.0%	0.0%
Pinterest	0.0%	0.0%
Other social networking sites	0.0%	0.0%
Phone response to questions	1.3%	5.6%
Email response to questions	2.7%	1.4%
Text response to questions	0.0%	0.0%
Parent handbook	0.0%	0.0%
Parent/family association/organization (non-advisory)	0.0%	0.0%
Parent advisory board or council	1.3%	9.9%
Fundraising	1.3%	5.6%
Gift/care packages; birthday cake or other deliveries for students	0.0%	0.0%
Parent/family calendar	1.3%	2.8%
Other	8.0%	1.4%

Table 16: Least Successful Services 2015 for Public and Private Institutions

Service Provided	Public	Private
Parent/family weekend	5.7%	7.7%
Parent/family orientation	1.4%	1.5%
Sibling weekend	0.0%	1.5%
Move-in reception	8.6%	1.5%
Other events	2.9%	1.5%
Parent/family website	4.3%	18.5%
Print newsletter	1.4%	6.2%
Email newsletter	4.3%	1.5%
Communications for non-English speakers/international parents	1.4%	3.1%
Facebook	8.6%	13.8%
Twitter	15.7%	13.8%
Pinterest	4.3%	3.1%
Other social networking sites	2.9%	1.5%
Phone response to questions	0.0%	0.0%
Email response to questions	0.0%	0.0%
Text response to questions	2.9%	1.5%
Parent handbook	1.4%	4.6%
Parent/family association/organization (non-advisory)	5.7%	4.6%
Parent advisory board or council	2.9%	3.1%
Fundraising	2.9%	1.5%
Gift/care packages; birthday cake or other deliveries for students	8.6%	4.6%
Parent/family calendar	4.3%	1.5%
Other	10.0%	3.1%

Program Budget

When asked about their annual budget, excluding salary and benefits, the most common response from parent/family program professionals was that their program had no formal budget (27.1%). Parent/family program budgets have shifted in 2015. Programs with a budget under $25,000 decreased from 34.1% in 2013 to 23.6% in 2015. On the other hand, programs with a budget between $25,001-$100,000 increased from 16.5% in 2013 to 43.3% in 2015. Programs with a budget of more than $100,001 decreased from 21.2% in 2013 to 12.5% in 2015 (Table 17). As may be expected, the majority of schools with big budgets (more than $100,000) are designated as large universities, which tend to be public institutions.

Table 17: 2015 Annual Budget

Budget	Percentage
No formal budget	27.1%
Less than $10,000	11.1%
$10,001-$25,000	12.5%
$25,001-$50,000	17.4%
$50,001-$100,000	19.4%
$100,001-$250,000	8.3%
More than $250,000	4.2%

Just under three-fourths (62.9%) of respondents reported that their funding came from college/university allocation. Other funding sources included funds from events (21.9%), donations and gifts (17.4%), and parent/family memberships (11.8%). Institutions with a bigger budget (more than $100,000) used additional sources of funding at a higher frequency, while institutions with a lower budget tended to rely on college/university allocation.

Fewer than 15% of respondents reported that the parent/family program at their institution required a membership fee from parents; 11.3% required a fee for some services, while 3.3% required a fee for all services. This fee varied greatly by institution. Some charged a one-time fee, which ranged from $55 to $150, while others charged an annual fee that ranged from $20 to $200.

Professional Advice and General Comments

When asked why they chose the parent/family field as their profession, several respondents said they enjoy working with families of college students and see the value in parental involvement. Several others said that it was not their choice, and the field "found them" or that working with parents was part of their larger job description. Yet others work in the field because it was the next logical step in their career or they saw it as an opportunity to advance and learn a new part of higher education.

When asked what professional organizations they belonged to, 38.2% of the respondents named AHEPPP. Another 24.7% named NASPA. CASE was named by 15.2% of the respondents and NODA was named by 11.2%.

Responses to a question about which professional conferences respondents attended were similar to the above: AHEPPP (31.5%); NASPA (15.2%); CASE (10.1%); and NODA (9.6%); with an additional 5.1% naming the Parent Fundraising Conference.

To learn more about professional organization membership and conference attendance, we asked what factors influenced the decision to join an organization and attend a conference. The most important factor to join a professional organization was access to professional conferences or other educational opportunities (48.9%), followed by opportunities for involvement or professional development (41.0%), institutional support of organization (40.4%), cost of membership (39.9%), access to other professionals or listservs of professionals (37.6%), ongoing communication (32.6%), resources available to members (32.0%), and access to a professional journal (12.9%).

The most important factor to respondents when choosing to attend a conference was cost (55.1%), followed by timing of the conference (51.7%), details about program sessions (51.1%), location (46.1%), and the keynote speaker (11.2).

Discussion

Colleges and universities are continuing to develop parent/family offices and expand programs and services for parents and family members. Just as the environment of higher education has changed in recent years, the portfolio of services for parents and families is also changing. Technology has influenced the methods and frequency of parent/family communication, with more reliance on online media and a decrease in print. At the same time, in-person contact for family members has increased as parent/family orientation, parent/family weekend, and other events have become popular.

With a growing reliance on technology, the use of social media and online communication for parents has blossomed. When the survey was conducted in 2007, Facebook group pages had not yet been introduced. At that time, Facebook was strictly for individuals, and it was overwhelmingly a youth-oriented media. Since 2009, the number of institutions hosting social media sites for parents and families has grown from about half to more than 80%.

Parent/family pages on institutional websites have become widespread. This year, 100% of respondents said that their college or university hosts parent information websites, and in growing numbers, the responsibility for parent sites are falling to the parent/family program.

Technology, however, remains a significant challenge for the staff running parent/family programs. Technology-based services ranked least successful among respondents, including parent websites, Facebook, and Twitter. Respondents said that websites can be difficult to update, Twitter appears not to be appealing to parents, and Facebook creates online communities that can become problematic. It is notable that a handful of respondents mentioned difficulties with having a Facebook group, as opposed to a Facebook page. Facebook defines a page as a public presence, similar to an individual profile, that is visible to the public and should be the official representation of the business or organization that is using the page. A group, on the other hand, is a place for small groups of people to share common interests and opinions, specifically around a common cause, an activity, or an issue. Concerns with Facebook groups include being unable to control the content, parents using the space to complain, and parents violating FERPA and student privacy through postings. In future surveys, we will look more deeply into the differences between the benefits and challenges of Facebook pages and groups.

Another area of concern relates to how parent/family programs are assessing their work. A large decline in the use of surveys and assessments was noted this year. In the 2013 report, just slightly more than 60% of respondents indicated they used surveys and assessments to guide their program; this year, only 42% said they are using these methods. At a higher education institution decisions about budgets and priorities are often based on data, and parent/family programs should be prepared to show evidence of how their programs are used and how not only parents

but students benefit from the services provided. Tracking parent questions and comments allows staff to identify topics of major concern and respond to changing trends. For example, while previous data may have indicated that the top issue for families two years ago was career preparation, this year's parents might be more focused on campus safety. By maintaining updated assessment strategies, staff can adjust to the current needs of families, proactively communicate on trending topics, and use resources most effectively.

Moreover, assessment allows parent/family programs to focus on those programs and services that are used most effectively. As an example, a program may decide to communicate through a Twitter account because other offices on campus are having success with it, but parents may not have or use Twitter accounts.

As the field of parent/family relations matures, we continue to look for indications of predictability on where parent/family programs are housed within higher education institutions. To date, that has not happened. The split continues between student affairs and fundraising/advancement reporting structures, with programs also being assigned to enrollment management, academic affairs, and other offices.

We note that a pattern may be developing indicating that parent/family programs and services are increasingly assigned to multiple offices at the same institution. This year's survey seems to show that responsibility for parents and families is either shared among offices through collaboration, or specific services for parents and families are handled by separate units.

We used somewhat different language in the 2013 and 2015 surveys that complicates the interpretation of these results. In 2013, the question was worded as "What parent services do your office/does your institution provide for parents?" followed by a list of parent/family services and events, and possible responses for each item on the list indicating "by my office," "by another office," or "not provided." Respondents to the 2013 survey indicated that the choices offered meant they were unable to note that some services were provided *in collaboration with* other offices on campus. In 2015, the question remained "What parent/family services does your office/your institution provide?" with possible responses being that the services were offered "solely my office," "in collaboration," and "another office."

Collaboration emerged as a major factor in provision of services and events. As an example, 2013, 74.7% said parent/family weekend was provided by their office and 22.6% said it was provided by another office. In this year's survey, however, 49.1% said parent/family weekend was solely the responsibility of their office, and 39.1% said it was a collaboration, with 6.5% saying it was provided solely by another office. This will warrant further examination in future surveys to determine whether responsibilities are shifting to or away from the parent/family program, or if collaboration increases.

Further Research/Additional Questions

With recent attention being given to job classification and job family studies in higher education, it appears that job titles and reporting lines of parent/family staff are changing. In future surveys, it will be necessary to include "program manager" as a position title to reflect the tendency, and more detailed questions might be added to explore reporting structures and responsibilities more deeply.

In response to questions from parent/family professionals, we asked for detailed information on parent/family weekend planning and implementation. The same level of detail can be sought regarding parent/family orientation programming, which appears to draw upon significant collaboration with offices other than parent/family programs.

It will be important to look more closely at the use of Facebook, as the most commonly used form of social media, and explore the differences between the types of pages used by parent/family programs. As programs create online communities, are they taking responsibility for how those communities function?

The question on assessment requires more specific inquiry on how programs are assessing their work. Without data, how do programs determine what programming and services to provide? What might make it easier for parent/family staff to conduct and use assessment?

In our past surveys, we have asked what programming and services are provided. Questions could be included to seek information on what respondents see as needs or wishes. What would they like to provide, but can't? What restricts them from turning new ideas into action?

Appendix 1: Survey Questions

1. Are you the primary contact person who most closely manages parent/family services at your college/university?

      Yes

      No

2. What is your title?

      Director

      Associate director

      Assistant director

      Coordinator

      Program manager

      Dean

      Associate dean

      Assistant dean

      Other (open)

3. What percentage of a 40-hour work week are you dedicated specifically to parent/family services?

      Half-time or less

      More than half-time but less than three-fourths

      More than three-fourths but less than full-time

      Full-time

4. If your position includes duties besides parent/family services, what other responsibilities do you have? (open)

5. What area or department do you report to at your institution?

      Student affairs/student life or equivalent

      Foundation/advancement/fund development

      Alumni association

      Academic affairs

      University/college relations

      Enrollment management

      Other [please specify]

6a. Has the reporting structure for parent/family services changed within the past two years?
      Yes
      No
      Unaware

6b. [if6a=yes] How has the reporting structure changed? (open)

7. Please indicate the number of full-time, part-time, and student staff working on parent/family services in your office, including yourself (matrix)

8. When was your parent/family program established? Some institutions had a parent/family program historically, but discontinued it for a period of time. Please answer based on your current parent/family program.
      Before 1970
      1970-1979
      1980-1989
      1990-1995
      1995-1999
      2000-2005
      2006-2010
      2011
      2012
      2013
      2014
      2015
      Don't know

9. What parent/family services does your office/your institution provide? (indicate whether each service is offered solely by the parent/family office, a collaboration between the parent/family office and another office on campus, solely by another office on campus, or is not provided)
      Parent/family orientation
      Parent/family weekend
      Sibling weekend
      Move-in reception
      Other events (list below)
      Website for parents/families
      Print newsletter
      Email newsletter
      Communications with non-English speakers/international parents
      Facebook

Twitter
Pinterest
Phone response to parent/family questions
Email response to parent/family questions
Texting response to parent/family questions
Parent/family handbook or parent guide
Parent/family association/organization (non-advisory)
Parent advisory board or council
Fundraising from parents
Gift/care packages; birthday cake or other deliveries for students
Parent/family calendar

10. Are there any other parent/family services or events offered by your office? (open)

11a. [if print newsletter was selected in 9] Approximately how often do you send out your PRINT newsletter?
More than once a semester
Once a semester
Once a year

11b. [if print newsletter was selected in 9] Approximately how many parents receive your PRINT newsletter? (open)

12a. [if email newsletter was selected in 9] Approximately how often do you send out your EMAIL newsletter?
Daily
Weekly
Biweekly
Monthly
2-3 times a semester
Once a semester
2-3 times a year
Once a year

12b. [if email newsletter was selected in 9] Approximately how many parents receive your EMAIL newsletter? (open)

12c. [if email newsletter was selected in 9] How do you obtain parent email addresses?
From the admissions office
From the orientation office

From the foundation/fundraising office
Parents must opt in and send me their email addresses
Other

13a. [if website was selected in 9] Does your parent/family program office manage the parent website?
Yes
No
Unaware

13b. [if 13a=yes] How do you choose/obtain content for your website? (open?)

13c. [if website was selected in 9] What types of information do you have on the FRONT PAGE of your parent website? (open)

13d. [if website was selected in 9] On the front page of your institution's website, is there a link designated for parents/families?
Yes
No

14a. [if parent/family weekend (collaboration) was selected in 9] What offices do you collaborate with on parent/family weekend? (open)

14b. [if parent/family weekend was selected in 9] What is your role in the planning and execution of parent/family weekend? (open)

14c. [if parent/family weekend was selected in 9] Which of the following events did you have at your most recent parent/family weekend (select all that apply):
Educational workshops/courses
Art event
Cultural event
Sporting event
Campus tours
Community tours
Service projects
Featured speaker(s)
Faculty/staff meet and greet
Other (open)

14d. [if parent/family weekend was selected in 9] Approximately how many individuals attended your most recent parent/family weekend? (open)

14e. [if parent/family weekend was selected in 9] How much did you charge for your last parent/family weekend (please indicate cost per family or participant; open)

15a. [if Communications with non-English speakers/international parents was selected in 9] Do you translate materials for non-English speakers?
> Yes
> No

15b [if 15a was yes] How do you translate materials? (who helps you translate materials?) (open)

15c [if 15a was yes] Into what language(s) do you translate materials? (open)

16a. [if parent advisory board was selected in 9] Is there a required or expected donation for membership in your parent advisory board?
> Yes
> No
> Unaware

16b. [if yes was selected in 16a] How much is the required or expected donation? (open)

17a. Does your institution provide dedicated services for students who are parents themselves?
> Yes, in my office
> Yes, in another office
> No
> Unaware

17b [if 17a=yes] Does your office provide communication and services for the children, spouses, or partners of these student-parents?
> Yes
> No
> Unaware

18. Of the services your institution provides to parents/families, what service is the MOST successful in meeting your program goals?
> Parent/family orientation
> Parent/family weekend
> Sibling weekend

   Move-in reception
   Other events (list below)
   Website for parents/families
   Print newsletter
   Email newsletter
   Communications with non-English speakers/international parents
   Facebook
   Twitter
   Pinterest
   Phone response to parent/family questions
   Email response to parent/family questions
   Texting response to parent/family questions
   Parent/family handbook or parent guide
   Parent/family association/organization (non-advisory)
   Parent advisory board or council
   Fundraising from parents
   Gift/care packages; birthday cake or other deliveries for students
   Parent/family calendar

19. Why is this service the most successful? (open)

20. Of the services your institution provides to parents/families, what service do you feel is the LEAST successful in meeting your program goals?
   Parent/family orientation
   Parent/family weekend
   Sibling weekend
   Move-in reception
   Other events (list below)
   Website for parents/families
   Print newsletter
   Email newsletter
   Communications with non-English speakers/international parents
   Facebook
   Twitter
   Pinterest
   Phone response to parent/family questions
   Email response to parent/family questions
   Texting response to parent/family questions
   Parent/family handbook or parent guide
   Parent/family association/organization (non-advisory)

Parent advisory board or council
Fundraising from parents
Gift/care packages; birthday cake or other deliveries for students
Parent/family calendar

21. Why is this service the least successful? (open)

22a. Does your parent program require a membership fee from parents?
No, all services are free
Yes, for some services
Yes, for all services

22b. [if 20=yes] What is the fee? (please indicate if this is an annual or one-time fee; open)

23. On average, how many phone calls or emails do you receive from parents each week? (open)

24. Is the parent/family program represented on your institution's crisis response team?
Yes
No

25a. Does your office distribute information related to campus emergencies?
Yes
No

25b. [if 25a is yes] How do you distribute campus emergency information? [check all that apply]
Email
Website
Social networking sites (Facebook; Twitter; Pinterest)
Text messaging
Phone calls
Other_____

26. What kinds of tracking, assessments, evaluations, or surveys do you routinely conduct?
(check all that apply)
Logs of email and phone questions
Participant surveys following a specific event
Satisfaction surveys, measuring parent/family satisfaction with communications, events, and activities
Assessments to determine how parents/families use information provided through communications, events, and activities

Assessments to determine effect of parental/family involvement on student success, retention, graduation

Website analytics to track which pages get the most traffic

Other (please describe)

27. Do you routinely guide your work with parents/families using (check all that apply)

A vision statement for parent/family services

A mission statement for parent/family services

Student development or learning outcomes

Development or learning outcomes specific to parents/families

Assessments or surveys of parents and family members

Input from a parent board or council

Input from students

Other (please describe)

28. For what type of institution do you work?

Public college/university

Private college/university

29. What is the scope of your institution?

Two-year

Four-year

Graduate- or professional-degree granting

30. How does your institution describe itself related to size?

Small school

Mid-sized school

Large school

31. In what state or province are you located? (open)

32. Excluding salary and benefits, what is your annual budget for providing parent/family services?

No formal budget

Less than $10,000

$10,001-$25,000

$25,000-$50,000

$50,001-$100,000

$100,000-$250,000

Over $250,000

33. Where does your funding come from? (Check all that apply)
    College/university allocation
    Generate funds from donations and gifts
    Generate funds from parent/family memberships
    Generate funds from events
    Other

34. How long have you worked with parent/family services?
    Fewer than six months
    Six months to one year
    One year
    Two years
    Three years
    Four years
    Five years
    Six to ten years
    Eleven to 20 years
    21 or more years

35. What is your educational background - highest degree received?
    High school
    Associate degree
    Bachelor's degree
    Master's degree
    Doctorate or equivalent

36. What was your educational major? (open-ended question; respondents are asked to indicate major at the associate, bachelor, master, and doctorate/professional levels)

37. What is your salary range? (Notation about anonymity)
    Less than $30,000
    $30,000 to $39,000
    $40,000 to $49,000
    $50,000 to $59,000
    $60,000 to $69,000
    $70,000 to $79,000
    $80,000 to $89,000
    $90,000 to $99,000
    $100,000 or above
38. Why did you choose to work in parent/family services? (open)

39. Please describe your career goals for the next five years.
> I plan to move to a different position at my current institution
> I plan to move to a similar position at another institution
> I plan to move to a different position at a different institution
> I plan to leave higher education
> I plan to retire from my position
> No definite plans
> Other [open-ended]

40. What professional organizations do you belong to, and what conferences/workshops do you attend? (open)

41. What factors influence your decision to join a professional organization? (Check all that apply)
> Cost of membership
> Institutional support of organization
> Access to journal(s)
> Access to professional conferences or other educational opportunities
> Opportunities for involvement or professional development
> Ongoing communication (e.g., e-newsletter)
> Access to other professionals or listservs of professionals
> Resources available to members (survey reports; support for research; scholarships or grants)
> Other

42. What factors influence your decision to attend a professional development conference? (Check all that apply)
> Location
> Keynote speaker
> Cost
> Details about program sessions
> Timing of conference
> Other

43. Please include any other comments you may have. (open)

Appendix 2: Parent/Family Weekend Collaborators

- Most schools/colleges and departments on campus.
- First Year Experience, Student Activities, Alumni (our parent weekend and alumni weekend are the same weekend so we work together)
- Academy
- Events
- About 40 other offices across campus
- Residence Life, Student Life, Athletics, Alumni, Advising, Off Campus Student Services
- Music Department; Food Service; Academics; Athletics
- Athletics, Music, Faculty, Dining Services, President's Office, Slater International, Museum, Religious Life, career center
- Alumni Relations
- It is a university event - we collaborate with the Moms and Dads Associations, which are not part of the university
- Student Life
- All academic units, residential life, student services, student life, etc.
- Student Diversity and Inclusion, Dean of Students Office, Residence Life, Academic Affairs, Campus Life, Study Abroad, Athletics - additionally we have an interdepartmental planning team including Auxiliary Services and Campus Safety
- University Events, Union programming
- Office of Student Activities, Athletic (But they are all Student Affairs)
- Career Center, Alumni Association, Campus Recreation, ROTC, Library, Housing, Dining, Campus Ministries, Public Affairs, Athletics
- Schools & colleges, libraries, museums, student organizations, athletics
- Catering, academic affairs, student activities programming board, Chancellor's Office, Alumni Office, Advancement Office
- Orientation, Arts & Sciences, Multicultural Affairs, Student Leadership & Involvement, Disability Resources for Students, Residence Life, First Scholars, Alumni, Athletics
- Housing, Union, Alumni Association, Business Improvement District, University Relations, University Bookstore, Schools and Colleges
- Student Involvement
- Student organization office, Alumni Relations, Athletics, Catering
- Arkansas Alumni Association, Advising within colleges, Athletics, Arkansas Union, Admissions, Center for Community Engagement, Campus Dining, Associated Student Government
- Academic affairs
- Division of Student Affairs lead initiative involving most of the Division for Academic Departments as well as University Administration., and Athletics

- Office of Alumni Relations (we combine with Homecoming)
- Several: Career development, athletics, academic units, student performers, catering, student programming council
- Dean of Students, Career Planning
- Student programming board
- All in Student Affairs (they volunteer to help with check-in) and orientation
- Orientation, Admissions
- N/A
- We lead the planning, but Alumni Relations holds Reunion Weekend at the same time, so we have developed a collaborative event along with our Student Life Office.
- Recreation services, university housing, academic affairs, rotc, athletics
- Provost, First Year Experience, Residence Life, Alumni Association, Community Tourism Board
- Alumni Relations (we have Homecoming & Family Weekend) and Campus Events
- Academic departments, theater, student life, career development, actually all departments. We put out a general call, and see who responds.
- Student Activities, Provost Office, Athletics
- Academic departments, campus recreation, campus dining, mail center, libraries, multicultural, fraternity and sorority life- 51 different campus partners
- Student activities, athletics, president's office, admission, residence life
- Varies
- Many provide components of it such as: Academic Colleges, Dean of Students Office, Library, Academic Success Center, Recreation, Visitors Center, PNC Bank, Dining, Career Center, Redfern Health Center, LGBTQ Office, Athletics, Connections (undergraduate mentoring group), Fraternity and Sorority Life
- College offices for receptions, music department, student organizations, activities office, medical clinic, off-campus vendors
- (This is an evening, not a weekend) President, Career Services, Advising, Deans/Schools
- Office of campus life, office of development, dean of students, housing and dining, career services departments
- 2 or 3
- SGA, Res life, student groups
- Student Life
- About everyone...Academic Departments, President's Office, Athletics, many offices in Student Life, First Year Experience, etc., etc.
- the six colleges and international office
- The Office of Student Activities & Greek Life
- Educational outreach and student services office

- Catering/Dining, University Recreation, Academic Colleges, Libraries, Campus Life/Programming, Student Union, Facility Services
- President's Office, Communications Office, Conferences & Events
- Athletics, Facilities, Business Affairs, Catering, any resources/staff featured that week for informational purposes
- Unsure
- Any who want to participate
- President (Office of Resources), Dean, Athletics, Art, Science, etc.
- Student Leadership, Programming Board, Treo, Gear Up programs
- All Dean of Students and other student services offices
- We get volunteers from Orientation team leaders and other departments in Student Affairs. Officers that parents want to visit are open on Friday
- Individual events are sponsored by colleges, Student Activities, etc. Campus resource offices participate in a resource fair at check-in.
- University events, career services, student life, student union
- Student life and our fine arts center
- Alumni Relations, our other Parents and Family Relations Office
- Athletics, Student Union & Activities
- We collaborate across the institution with Academic Affairs, Athletics, Student Life, Student Rec Center, Arts & Entertainment,
- Parent fundraising, dining services, facilities, campus safety, colleagues within the Dean's Office
- Alumni, Student Activities, Greek Life
- Academic & Student Services Department
- Family Weekend is a Division-wide priority, so lots of people from student affairs assist. We also collaborate with academic affairs.
- Conference services, athletics, international education, career services, student union, student recreation center, advancement, academic affairs, chancellor's office, student affairs, parking and transportation services
- We extend an invitation for collaboration to all programs campus wide both academic and student development, we also work closely with campus partners to provide as many options to parents as possible. Our strongest relationships are with Athletics, the Women's Center, ARTS NC STATE, First Year College and University Housing.
- Division of Student Affairs and Academic Affairs
- Student Union Programming Board, Dining & Catering
- Special events, student affairs, alumni/ae affairs
- Events and summer programs
- None
- Dean of Students

- Student orientation, academic affairs, parking and traffic, University bookstore, Chancellor's cabinet, community service office, local town offices, restaurants and businesses, food services, Library, SGA
- Dining, Athletics, Student Center, Residential Colleges
- Athletics, Parking Services, University Bookstore, Fine Arts, our local chamber for a Wine Walk in the city
- Athletics
- Residence life and our office.
- Academics, Rec Sports, Student Organizations
- Alumni Relations - we do Homecoming and Family Weekend as a joint event
- Alumni, academic offices, student government
- Major programs and events office, community service office, athletics, local museum
- All! Athletics, Music & Fine Arts, Student Activities, Career Development, Res Life, President's Office, Workshop, Admissions, Campus Store, Ministry...
- Student Activities
- Primarily student life and alumni/advancement, but also with many other offices who provide either events/programming or support services.
- Alumni relations, advancement, student life, student affairs, athletics -- we coincide with homecoming
- Athletics, theatre, faculty, student services departments
- Multicultural Center, Greek Life, Student Organizations, Residence Life, Student Volunteerism, Wellness Center, Athletics
- Student Government events
- Student Life, Dining Services, Music, Athletics, Health and Wellness, Residence Life
- Development and Alumni Relations
- Campus Recreation, Student Activities, Alumni, Academic Colleges
- Student Involvement and Leadership, New Student Orientation & Support Programs, Dean of Student Affairs, Transportation, Campus Dining, Athletics, Alumni Relations, Student Communications
- University Relations, Student Leadership and Activities, Alumni/Development
- Financial Aid, Outreach, Housing
- Alumni Office, Parent Giving Office
- Advising, colleges, career centers, learning abroad, health service, athletics, dining services, concerts and events
- Student Affairs, University Ministry and Service, University Events
- Student Orientation, Food Services, Academic Affairs, Parking & traffic, Arts & Cultural programs, Chancellor's office, Athletics
- Facilities, student activities, athletics, President's office
- Student Affairs

- New Student office
- Campus event services, admissions, enrollment services
- None - all events are planned independently
- Athletics, music, catering, admissions, student life, student activities council, and any others that request
- All student affairs.
- New Student and Family Services
- Dining Services, Facilities Services, Media Services, Marketing, Development, University Press, University Post Office, Music Department
- Academic, deans, athletics, student activities, dining services, development, career services, security...ALL
- Student Life
- Student Affairs and College Events
- Student Activities, University Ministry, and Athletics
- Outdoor Rec, Student Services, Admissions, Advancement, Athletics
- Alumni Relations
- Recruitment Office and Resident Enrollment staff
- Student Life
- Student Life, Housing, Admissions
- A student organization called Student Foundation
- All across campus
- All of campus- family weekend is also homecoming
- Institutional Advancement and Student Activities
- Special Events & Protocol
- Student Activities