THE INFLUENCE OF PARENTS, RADICAL HOSPITALITY, AND THE ADMISSIONS PROCESS
Alternate Title

THE CRITICAL ROLE OF PARENTS IN THE COLLEGE SELECTION PROCESS AND THEIR EXPECTATIONS OF CATHOLIC HIGHER EDUCATION
Overview

• Survey context
• Results
• How colleges are using the results
• Q & A
Presenters

**Gonzaga University**
Dr. Thayne McCulloh
Erin Hays

**Whiteboard Higher Education**
Dr. Sarah Parrott
Brennan McDevitt
National Catholic College Admission Association

• “To promote the value of Catholic higher education and to serve students in the transition to college”

• 133 member institutions

• Membership benefits
Purpose of the Project

• Collect data from parents of students admitted to Catholic Colleges and Universities in Spring 2016.

• Find out how involved parents are in the college recruitment process.

• Hear from parents about what institutional qualities are most important to them.

• Provide information to the National CCAA member institutions about how to better recruit parents alongside students.
THE NATIONAL PARENT SURVEY
Institutional Participation

• All National CCAA member institutions invited to participate.
• No cost to the institutions.
• Real-time results available to participants as responses were collected.
• Presentations of institution-specific results offered at no cost.
• February 2017 webinar to discuss application of results in college admission offices.
Survey Administration

• We received 305,615 parent emails from 51 colleges and universities.
• Over 210,000 unique parents were offered the online survey.
• One invitation and three reminders were sent.
• 20,569 parents started the survey and 17,849 completed it.
### 51 Participating Institutions

<table>
<thead>
<tr>
<th>Assumption College</th>
<th>Loyola University Chicago</th>
</tr>
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<tbody>
<tr>
<td>Bellarmine University</td>
<td>Loyola University Maryland</td>
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<tr>
<td>Boston College</td>
<td>Marian University</td>
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<td>Cabrini College</td>
<td>Marquette University</td>
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<td>Caldwell University</td>
<td>Marymount California University</td>
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<tr>
<td>College of Saint Scholastica</td>
<td>Merrimack College</td>
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<tr>
<td>Creighton University</td>
<td>Mount Aloysius College</td>
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<td>Elms College</td>
<td>Mount Mary University</td>
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<tr>
<td>Emmanuel College</td>
<td>Mount Saint Mary's University</td>
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<td>Fairfield University</td>
<td>Newman University</td>
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<td>Fordham University</td>
<td>Niagara University</td>
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<td>Gonzaga University</td>
<td>Providence College</td>
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<td>Holy Cross College</td>
<td>Regis University</td>
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<tr>
<td>Iona College</td>
<td>Saint Francis University</td>
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<tr>
<td>John Carroll University</td>
<td>Saint Joseph's College</td>
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<tr>
<td>Lourdes University</td>
<td>Saint Louis University</td>
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<tr>
<td>Loyola Marymount University</td>
<td>Saint Peter's University</td>
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<tr>
<td>Loyola University Chicago</td>
<td>Salve Regina University</td>
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<tr>
<td>Loyola University Maryland</td>
<td>Santa Clara University</td>
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<tr>
<td>Marian University</td>
<td>Siena College</td>
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<tr>
<td>Marquette University</td>
<td>St. Edward's University</td>
</tr>
<tr>
<td>Marymount California University</td>
<td>St. John Fisher College</td>
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<tr>
<td>Merrimack College</td>
<td>St. Mary's University</td>
</tr>
<tr>
<td>Mount Aloysius College</td>
<td>St. Mary's University of Minnesota</td>
</tr>
<tr>
<td>Mount Mary University</td>
<td>The Catholic University of America</td>
</tr>
<tr>
<td>Mount Saint Mary's University</td>
<td>The College of Saint Rose</td>
</tr>
<tr>
<td>Newman University</td>
<td>University of the Incarnate Word</td>
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<tr>
<td>Niagara University</td>
<td>University of Mary</td>
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<tr>
<td>Providence College</td>
<td>University of Notre Dame</td>
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<tr>
<td>Regis University</td>
<td>University of Portland</td>
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<tr>
<td>Saint Francis University</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>Saint Joseph's College</td>
<td>University of Scranton</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>University of St. Thomas</td>
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<tr>
<td>Saint Peter's University</td>
<td>Xavier University</td>
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</table>
### Parent Survey Advisory Group

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie Bennett</td>
<td>Marquette University</td>
</tr>
<tr>
<td>Stacy Ledermann</td>
<td>St. John Fisher</td>
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<tr>
<td>Kristen English</td>
<td>Newman University</td>
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<tr>
<td>Kelli Armstrong</td>
<td>Boston College</td>
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<tr>
<td>Sarah Richardson</td>
<td>Creighton University</td>
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<tr>
<td>Christina Berardi</td>
<td>Salve Regina University</td>
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<tr>
<td>Jennielle Strother</td>
<td>University of the Incarnate Word</td>
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<tr>
<td>Bob Lay</td>
<td>Boston College</td>
</tr>
<tr>
<td>Beth Myer</td>
<td>Boston College</td>
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</table>
8.4% Response Rate!
SURVEY RESPONDERS
Two of Three Responders Were Mothers
43% of Parents Used Mobile Devices

- Desktop: 57.01%
- Mobile: 36.26%
- Tablet: 6.73%
Socioeconomic Status

Using Whiteboard’s National Consumer File, additional information was appended to each record.

- Household income
- Estimated net worth
- Household education level
- Estimated home value
- Purchasing power/credit
Respondents have relatively high incomes

- Median income distribution
- Respondents' incomes compared to total population

Income ranges:
- Less than $15,000
- $15,000 - $19,999
- $20,000 - $29,999
- $30,000 - $39,999
- $40,000 - $49,999
- $50,000 - $74,999
- $75,000 - $99,999
- $100,000 - $124,999
- $125,000 - $149,999
- $150,000 - $174,999
- $175,000 - $199,999
- $200,000 - $249,999
- $250,000 or more

Responders have relatively high incomes compared to the total population.
One in four households has a net worth over $1M
Parents have high levels of education

Q5: What is the highest level of formal education obtained by XX’s parents/guardians?
### Purchasing Power (Credit Score Ranges)

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
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<tbody>
<tr>
<td><strong>A. HIGH</strong></td>
<td>780-850</td>
</tr>
<tr>
<td>A1</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td></td>
</tr>
<tr>
<td><strong>B. ABOVE AVERAGE</strong></td>
<td>660-780</td>
</tr>
<tr>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td></td>
</tr>
<tr>
<td><strong>C. AVERAGE</strong></td>
<td>600-660</td>
</tr>
<tr>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
<tr>
<td><strong>D. BELOW AVERAGE</strong></td>
<td>500-600</td>
</tr>
<tr>
<td>D1</td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td></td>
</tr>
<tr>
<td><strong>E. LOW</strong></td>
<td>&lt;500</td>
</tr>
<tr>
<td>E1</td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td></td>
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</table>
Admitted families have strong credit
Loan qualification is likely not an issue for families that need to borrow
A third of students attend Catholic high schools

Q3: From what type of high school will XX graduate?
Over half of parents attended a Catholic school or college at some point in their life.

Q4: Did either of XX’s parents attend a Catholic:
SURVEY RESULTS
Parents are highly involved in the recruitment of their child

Q6-8: How often were/are you involved in XX’s college application and decision process?

- Accompanying your child on college visits/tours: 4.49
- Reviewing financial aid packages: 4.18
- Researching colleges for your child: 4.12
- Completing the FAFSA for your child: 3.89
- Choosing colleges to visit: 3.70
- Reminding your child about college deadlines: 3.66
- Using parent email for college emails and communications: 3.66
- Reading/reviewing your child's college mail: 3.56
- Offering recommendations about where your child should attend college: 3.51
- Reviewing your child's college emails: 3.44
- Creating your child's application short list: 3.42
- Sorting your child's college mail: 2.96
- Helping your child choose a major: 2.65
- Communicating with admissions representatives by email/phone: 2.54
- Deleting/sorting your child's college emails: 2.32
- Completing college applications for your child: 1.92
Students applied to over 8 institutions (Catholic and non-Catholic)
Students applied to just under three Catholic institutions
Students were accepted to 6+ institutions

Q12: How many college acceptances did XX receive?
Students received over four merit award offers

Q13: How many scholarship or merit-based financial aid award offers did XX receive?
Parents say their students have high interest in attending Catholic institutions

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Interest</th>
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<tbody>
<tr>
<td>Public 4-year</td>
<td>24%</td>
</tr>
<tr>
<td>Public 2-year</td>
<td>0.4%</td>
</tr>
<tr>
<td>Nonsectarian private 4-year</td>
<td>15%</td>
</tr>
<tr>
<td>Catholic private 4-year</td>
<td>52%</td>
</tr>
<tr>
<td>Other religious private 4-year</td>
<td>4%</td>
</tr>
<tr>
<td>Another type of institution</td>
<td>5%</td>
</tr>
</tbody>
</table>

Q16: What type of institution is XX most interested in attending at this time?
Strong financial aid, quality education and outcome measures correlate strongly with “good value for the money”
Time to degree and alumni connections also resonate with parents. These are strong value drivers.

Q18: Please give your opinion about the differences between Catholic versus non-Catholic intuitions related to “Outcomes.”

1-Non Catholic Colleges Better, 3-About the Same, 5-Catholic Colleges Better
What is the impact of Socioeconomic Status?

The higher the level of purchasing power/credit, the more involved parents are in the college decision making process.
The more affluent the family, the more involved parents are in deciding which schools their child will visit.

<table>
<thead>
<tr>
<th>Credit Level</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Poor</td>
<td>3.49</td>
</tr>
<tr>
<td>C</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>3.66</td>
</tr>
<tr>
<td>A</td>
<td>3.69</td>
</tr>
<tr>
<td>Excellent</td>
<td>3.75</td>
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</table>

1= Never 5= Always
Generally, more affluent parents are more likely to attend college tours with students
RECOMMENDATIONS
1. Collect parent names and emails as early as possible

• Well before the application.

• Reach out to prospective students and ask them to share their parents’ information. Your best prospects will respond!
2. Communicate with parents much earlier in the recruitment cycle

- Parents want to hear from your institution in their child’s junior year of high school, or earlier.
- You are recruiting parents, too!
- Parents decide on the application short list.
- Parents decide which colleges to visit.

“I don't recall receiving but one or two emails from the university. Most were directed to the student. More parent related information earlier in the process would be nice.”

--Mother
2b. When you communicate with the student, your message will likely be read by a parent.

“My daughter used my e-mail for all correspondence. I reviewed everything - she told me where she wanted to apply, we discussed it and made the short list together. I read all e-mails that came to my e-mail account and shared them with her. I independently e-mailed college admissions representatives when I had questions.”

--Mother
3. Make critical information easy to find.

• Provide answers to parents’ top questions in one place on your website.
  – Majors
  – Deadlines
  – Cost
  – Scholarships
  – Visit information
  – Contact information
“College websites are overloaded with information and it can be confusing and hard to navigate.”
--Mother

“I found some of the application and financial aid processes to be daunting. Clear and concise instructions concerning processes would help.”
--Mother
4. Win the visit.

- Visits are as much for parents as for students.
- Higher SES parents more likely to visit your campus.
- Personally invite parents to visit (not just the student).
- Make the visit more than just a real estate tour.

“We as a family struggled with the option of early decision or regular decision. We weighed options regarding programs, internships, study abroad opportunities and overall feel of the campus when visiting.”

--Mother
5. Financial aid is a family process.

• Start financial conversations with parents earlier. With the arrival of PPY FAFSA, this is easier than ever.

• Given the high SES of many prospective families, communicating value up front is critically important.
  – Is your institution communicating value in terms that are meaningful to parents?
  – They have ability to pay. It’s up to you to make them willing to pay.
6. Value = Cost + Outcomes

• Despite a population with strong ability to pay, scholarships and financial aid continue to be key value drivers.

• Outcomes: Jobs, internships and on time graduation are all important to families when they consider their college options.
EXAMPLES
THE VALUE AND VALUES OF A SCRANTON EDUCATION

We know how important your future is to you. It’s important to us, too.

SUCCESSFUL GRADUATES

You will succeed.

More than 95% of the Class of 2015 were employed, continuing their education or engaged in service within one year of graduating.

Learn more

SUPERIOR SALARIES

Your education will pay off, but don’t just take our word for it.

- An October 2015 report by The Economist ranks The University of Scranton No. 22 in the nation (top 2% of four-year colleges) for the impact a Scranton education has on the earnings of its graduates.
- A recent report by the Brookings Metropolitan Policy Program places Scranton among the top 100 schools in the nation for economic value of its education.
- According to PayScale’s most recent Salary Report we’re in the top 23% of universities listed by the median salaries of their alumni.

AFFORDABILITY

BEST VALUE

A GREAT REPUTATION

People value Scranton grads, year after year.

GRADUATE SCHOOLS

We work together to get you where you want to be.

Four in 10 Scranton students choose grad school, with much success.

WE PREPARE YOU FOR THE REAL WORLD

In the past two years, Scranton students have completed internships for credit at 439 organizations in 12 different states, plus Washington, D.C.

Learn more

HIGH DEMAND SKILLS

Here, you’ll study broadly, reason analytically, think critically and grow personally.

Graduates with undergraduate degrees in the liberal arts make more money in their “peak” earning years than those with degrees in professional and pre-professional programs per a recent report.

LIBERAL ARTS KNOWLEDGE

80%

Learn more about the benefits of a liberal arts education.
Application of Results at Gonzaga University

- Communication of **Value and Outcomes**
- Invitations to parents to visit campus
  - Radical hospitality
- Communication plan for parents of accepted students
- Website page for parents
Presidential Reflections

• Dr. Thayne McCulloh, Gonzaga University

  – Noted trends
  – University-wide initiatives to address parent involvement
DISCUSSION
How to Receive More Information

• Webinar to National CCAA member schools Feb 15.
• Whiteboard on-campus presentations.
• Institutional data shared with participating schools.
• Overall data shared with National CCAA membership. Can be shared with new members.
Thank you!

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