The New Parent Experience Webinar: A Course for First Generation Students’ Parents

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&

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INSTITUTIONAL RESEARCH

BAYLOR UNIVERSITY, WACO, TX
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ACT ENROLLMENT MANAGEMENT SUMMIT
In the beginning…

Baylor Team

Fall 2015, SEM Conference
Presentation Outline

- Context and Background
- Purpose of the Study
- Methodology
  - Participants
  - Measures
  - Procedures
    - Overview of NPE Webinar
  - Analyses
- Results
- Discussion
- Limitations and Implications of Study
- Conclusion
Baylor University

- Baylor University
  - 17,217 students (82% undergraduate)
  - Christian University (Baptist tradition)
  - Location: Central Texas, Waco
  - What we’re known for:
    - Research and Teaching
    - Healthcare
    - School Spirit
    - Athletics: Baylor Bears and Lady Bears
## 9 Undergraduate Academic Units

<table>
<thead>
<tr>
<th>College of Arts &amp; Sciences</th>
<th>School of Education</th>
<th>School of Engineering &amp; Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hankamer School of Business</td>
<td>College of Health &amp; Human Sciences</td>
<td>Honors College</td>
</tr>
<tr>
<td>School of Music</td>
<td>School of Nursing</td>
<td>School of Social Work</td>
</tr>
</tbody>
</table>
Enrollment Metrics, Fall 2018

Fall 2018 Enrollment (n = 17,217)

- Freshmen: 3,366
- Transfers: 352
- Male %: 37.9
- Minority %: 36.5
- Out-of-State %: 38.6
- Pell recipients %: 18.0
- ACT mean: 28.5
- SAT mean: 1277
• Retention
  o University Fall 2017 – Fall 2018  88.8%
  o Non-First-generation College Students Fall 2017- 2018  90.1%
  o First-generation College Students Fall 2017- Fall 2018  83.2%

• Graduation Rate
  o 4 yr, Fall 2014  63.5%
  o 6 yr, Fall 2012  79.0%
So we designed a course...

Parents & Guardians

Join us for a new and exciting webinar series for select parents/guardians of incoming first generation students to the College of Arts & Sciences. Watch for an email coming your way on July 10th with more information!

Please visit our website:
www.baylor.edu/NPE
Purpose of the Study

- To:
  - Assess gains in parental knowledge over course of Webinar
  - Assess how the parent participation relates to student success, i.e., academic performance and retention
Research Questions

- Research Questions:
  - Did parents’ knowledge of college processes increase after participating in the webinar?
  - Did students—whose parents participated at least 50% in the webinar—have better educational outcomes as measured by GPA, and were they more likely to retain?

Note: We also surveyed to assess our assumption that students and parents communicated throughout the semester.
Methodology

- Participants
- Measures
- Procedures
  - Overview of NPE Webinar
- Analyses
### Participants: New Parent Experience

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017 A&amp;S First-Generation Freshmen</td>
<td>393</td>
</tr>
<tr>
<td>Promotional Mail Out</td>
<td>365</td>
</tr>
<tr>
<td>Parent Email Addresses from Admissions</td>
<td>467</td>
</tr>
<tr>
<td>Responses to Participate</td>
<td>106</td>
</tr>
<tr>
<td>Parents who took demographic survey</td>
<td>92</td>
</tr>
<tr>
<td>Parents who created a Canvas account</td>
<td>85</td>
</tr>
<tr>
<td>Parents who took the pre-test</td>
<td>69</td>
</tr>
<tr>
<td>Parents who attended 50% or more</td>
<td>32</td>
</tr>
<tr>
<td>Parents who attended Parents Weekend</td>
<td>12</td>
</tr>
<tr>
<td>Parents who took the post-test</td>
<td>22</td>
</tr>
<tr>
<td>Parents who took the post-survey</td>
<td>33</td>
</tr>
<tr>
<td>Parents who took both pre/post test</td>
<td>22</td>
</tr>
<tr>
<td>Students who took the post-survey</td>
<td>15</td>
</tr>
</tbody>
</table>


Participants

- **Parent Groups**
  - One group was comprised of parents who completed both the pre- and post- tests, and had participated in at least 50% of the webinar series \((n = 22)\)
  - Second group was comprised of parents who participated in at least 50% of webinar sessions \((n = 32)\), but had not taken both pre- and post- tests

- **Student Groups**
  - Study Group – students \((n = 33)\) of parents \((n = 32)\) who participated in at least 50% of webinar
  - Matched Control Group – most similar to study group, \((n = 33)\)
  - Population Group – Fall 2017 First-generation college students with majors in College of Arts & Science (minus study group and students of parents who expressed interest initially but did not participate at least 50%) \((n = 250)\)
92 Parents completed demographic pre-survey:

- 87% ($n = 80$) were female
- 63.0% ($n = 58$) were between the ages 41 to 55
- 55.0% ($n = 51$) had some college experience but no degree
- Ethnicity
  - White (58.7%, $n = 54$)
  - Hispanic (24.0%, $n = 22$)
  - African American/Black (6.5%, $n = 6$).
- Most parents indicated that their students lived with them full time the year prior to the term this study was conducted (93.5%, $n = 86$).
## Student Participants: Demographics

<table>
<thead>
<tr>
<th></th>
<th>Study Group (n = 33)</th>
<th>Matched Control Group (n = 33)</th>
<th>Population (N = 250)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>33.3% (n = 11)</td>
<td>33.3% (n = 11)</td>
<td>31.6% (n = 79)</td>
</tr>
<tr>
<td>Female</td>
<td>66.7% (n = 22)</td>
<td>66.7% (n = 22)</td>
<td>68.4% (n = 171)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native/American Indian</td>
<td>0.0% (n = 0)</td>
<td>0.0% (n = 0)</td>
<td>0.4% (n = 1)</td>
</tr>
<tr>
<td>African American/Black</td>
<td>9.1% (n = 3)</td>
<td>12.1% (n = 4)</td>
<td>9.2% (n = 23)</td>
</tr>
<tr>
<td>Asian</td>
<td>3.0% (n = 1)</td>
<td>3.0% (n = 1)</td>
<td>16.8% (n = 42)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>42.4% (n = 14)</td>
<td>39.4% (n = 13)</td>
<td>36.4% (n = 91)</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.0% (n = 1)</td>
<td>0.0% (n = 0)</td>
<td>3.2% (n = 8)</td>
</tr>
<tr>
<td>White</td>
<td>42.4% (n = 14)</td>
<td>45.5% (n = 15)</td>
<td>34.0% (n = 85)</td>
</tr>
<tr>
<td><strong>Pell Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>36.4% (n = 12)</td>
<td>36.4% (n = 12)</td>
<td>58.9% (n = 146)</td>
</tr>
<tr>
<td>No</td>
<td>63.6% (n = 21)</td>
<td>63.6% (n = 21)</td>
<td>41.1% (n = 102)</td>
</tr>
</tbody>
</table>
Measures: 5 Items

- Pre-Post-Test on College Knowledge and Processes
  - 36-Item: Multiple choice
  - Topics covered: Syllabus
- Parent Demographic Questionnaire
- Academic Performance
  - Fall 2017 GPA
  - Spring 2018 GPA
- Retention
  - Fall to Spring Retention
  - Fall to Fall (First-year Retention)
- Student Communication Survey
First Year Experience…already existed for new students

Already exists

New idea
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>&quot;The First Few Weeks of College&quot;</td>
</tr>
<tr>
<td>2</td>
<td>August 29</td>
<td>&quot;Engage and Thrive – The Essential Guide for Both You and Your Students&quot;</td>
</tr>
<tr>
<td>3</td>
<td>September 5</td>
<td>&quot;Today’s Choices Shaping Tomorrow’s Future&quot;</td>
</tr>
<tr>
<td>4</td>
<td>September 12</td>
<td>&quot;Bear’ing in Mind and Soul: Psychological, Spiritual and Communal Health&quot;</td>
</tr>
<tr>
<td>5</td>
<td>September 19</td>
<td>&quot;Academic Advising at Baylor&quot;</td>
</tr>
<tr>
<td>6</td>
<td>September 26</td>
<td>&quot;Back ing Your Success&quot;</td>
</tr>
<tr>
<td>7</td>
<td>October 3</td>
<td>&quot;Going Further with Financial Aid&quot;</td>
</tr>
<tr>
<td>8</td>
<td>October 10</td>
<td>&quot;Understanding the Baylor Community and Traditions&quot;</td>
</tr>
<tr>
<td>9</td>
<td>October 17</td>
<td>&quot;Career &amp; Professional Development: Helping Students Find Career Success&quot;</td>
</tr>
<tr>
<td>10</td>
<td>October 24</td>
<td>&quot;Helping Your Student Be Well&quot;</td>
</tr>
<tr>
<td>11</td>
<td>November 7</td>
<td>&quot;Why Go To College Anyway&quot;</td>
</tr>
<tr>
<td>12</td>
<td>November 14</td>
<td>&quot;Final Week in two Parts: (1) Healthcare interests &amp; (2) Life after the Webinar&quot;</td>
</tr>
</tbody>
</table>
Analyses

- Propensity Score Matching
  - To address the lack of random assignment, the propensity score matching technique was used to create a control group.
  - The propensity score was defined by Rosenbaum and Rubin (1983, p. 47) as the probability of assignment to treatment conditional on a set of observed baseline covariates.
  - Propensity score analysis minimizes the effects of confounding and provides some of the advantages of a randomized study.
  - The basis for propensity score methods is the causal effect model introduced by Rubin (1974).
  - Specifically this technique matches each treated unit with one or more control units that have a similar value of the propensity score.
  - In a subsequent analysis, the treatment effect can be estimated by comparing outcomes between treated and control subjects in the matched sample (Stuart, 2010).
  - For the purposes of this study, the strategy that was used to match groups was the Greedy nearest neighbor matching which selects the control unit nearest to each treated unit. Greedy nearest neighbor matching is done sequentially for treated units and without replacement.
  - The variables that were used in the propensity score matching model included gender, ethnicity, Pell status and SAT scores.

- Paired Samples t-test
- Independent samples t-test
- Logistic Regression
Res. Question 1:

- Did the parents’ knowledge of college processes increase after participating in the webinar?

- Parental knowledge about college processes increased between pre- and post-test. Mean difference between the scores was statistically significant, \( t(21) = 5.67, p = <.001 \).

- Pre-test score: \( m = 25.73 \) (\( SD = 3.34 \))

- Post-test score: \( m = 29.32 \) (\( SD = 2.77 \))
Results: Res. Question 2:

- Did the students—whose parents participated at least 50% in the webinar—have better educational outcomes as measured by GPA, and were they more likely to retain?
Results: Fall GPA

- Fall 2017 GPA: The study group had higher Fall term GPAs than the population, \( t(54) = 2.83, p = 0.01 \), and appeared higher than the matched control (note: not at statistical significance).

<table>
<thead>
<tr>
<th></th>
<th>Study Group</th>
<th>Matched Control Group</th>
<th>Population Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>33</td>
<td>33</td>
<td>250</td>
</tr>
<tr>
<td>Mean</td>
<td>3.23</td>
<td>3.14</td>
<td>2.88</td>
</tr>
<tr>
<td>SD</td>
<td>0.61</td>
<td>0.73</td>
<td>0.93</td>
</tr>
</tbody>
</table>


### Results: Spring GPA

<table>
<thead>
<tr>
<th></th>
<th>Study Group</th>
<th>Control Group</th>
<th>Population Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>32</td>
<td>31</td>
<td>230</td>
</tr>
<tr>
<td>Mean</td>
<td>3.21</td>
<td>3.11</td>
<td>3.01</td>
</tr>
<tr>
<td>SD</td>
<td>0.54</td>
<td>0.65</td>
<td>0.70</td>
</tr>
</tbody>
</table>

- **Spring 2018 GPA:** The study group tended to have higher Spring 2018 GPAs than the matched and population groups (note: these differences are not statistically significant).
Results: Retention F - S

- Fall to Spring Retention
- Results revealed that students in the study group were 2.0 times more likely to return in Spring when compared to students in the control group and 2.78 times more likely to return when compared to the population group.
Results: Retention F - F

- Fall to Fall Retention
- Results revealed that students in the study group were 3 times more likely to return for their second year when compared to students in the control group and 7 times more likely to return when compared to the population group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number in Study</th>
<th>Number Retained</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>33</td>
<td>32</td>
<td>97.0%</td>
</tr>
<tr>
<td>Matched Control</td>
<td>33</td>
<td>30</td>
<td>91.0%</td>
</tr>
<tr>
<td>Population</td>
<td>250</td>
<td>205</td>
<td>82.0%</td>
</tr>
</tbody>
</table>
10 of the 33 participants in the study group participated in a communication survey.

- When asked:
  - “Thinking back to Fall 2017 semester, my parent(s)/guardian(s) provided helpful information on how to navigate my freshman year of college
    - 6 Strongly Agreed, 4 Agreed
  - “Thinking back to Fall 2017 semester, I communicated (in person, by phone, email or text) with my parent(s)/guardian(s) regularly (at least weekly).
    - 9 Strongly Agreed, 1 Agreed
Discussion: What we’ve learned

- Retention benefits, between 3-7 times more likely to retain, Fall-to-Fall
- Engaging Parents
  - “What a life saver this has been for me!”
  - “It was nice to reach out tonight and ask my daughter about the writing center and tutoring.”
- Engaging Faculty/Staff
  - “This was one of the most rewarding experiences in my [thirty-year] career. I look forward to honing the information and presenting again.”
- Parents, Faculty and Staff
  - “Make Webinar more widely available.”
Limitations & Implications of the Study

Limitations
- Small Sample size (study group)
- Indirect relationship
- Lack of experimental approach

Implications of the Study
- Replicable
- Consider ways to engage parents to effect student success
- Supports the importance for including parents
Conclusion

- The need for this type of program at the undergraduate level was supported by the number of parents who signed up for the webinar. (About 25% said yes to semester long course)

- Parents play a role in the lives of their college students and there is need for research to examine parents’ contributions and how these contributions impact the way in which students perform in college academically as well as students’ likelihood to remain in college.

- Given that 87% of our parent/guardians were females, research on the role of the mothers in student success is suggested.
Parents Network (example)

August 1, 2018
The do’s and don’ts of sending them to college: Jim Marsh

- 15:47 video of Gail Offringa (Dir. Parents Network) and Jim Marsh (Executive Director of Counseling Services)
  - Estimated Reach: 2,149
  - Unique Viewers: 1,256
  - Post Engagement: 58
  - Post Clicks: 662
  - Average Watch Time: 0:43
Baylor Parents Network

- website [https://www.baylor.edu/alumni/parentsnetwork/index.php?id=950386](https://www.baylor.edu/alumni/parentsnetwork/index.php?id=950386)
- YouTube [https://www.youtube.com/channel/UCjZg1p11tofmo-kN_0BPDSw](https://www.youtube.com/channel/UCjZg1p11tofmo-kN_0BPDSw)
- Facebook [https://www.facebook.com/pg/BaylorParentsNetwork/videos/?ref=page_internal](https://www.facebook.com/pg/BaylorParentsNetwork/videos/?ref=page_internal)
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