

UNIVERSITY OF MINNESOTA

Parent Survey—Spring 2004

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Parent Survey Spring 2004

Executive Summary

A survey conducted in spring 2004 reveals that parents of University of Minnesota students are highly satisfied with the communications, programs, and services provided to them. Parents also indicate that they feel a strong connection to the University's campus community.

In this year's survey, 95.9 percent said they were satisfied or very satisfied with the University's communications for parents, and 96.6 percent said they were satisfied or very satisfied with programs and services provided to parents. When asked their level of agreement with the statement, "I feel that the University of Minnesota includes parents in the University community," 94.4 said they agree or strongly agree. These numbers reflect a continuation of improved satisfaction and connectedness rates based on surveys conducted in 1995, 1997, and 2002.

There are some strong correlations between satisfaction/connectedness rates and the communications, programs, and services provided for parents. Parents who attend Parent Orientation and Parents Weekend are much more likely to be satisfied or very satisfied with the University and to feel more connected to the campus community. Similarly, those who are aware of and make use of the Parents E-mail listserv (receiving biweekly e-mail messages from the University Parent Program) are among the most satisfied group.

The survey showed that parents' concerns change during their students' academic careers. From the freshman year, when parents' concerns focus on health and safety, finances, academic, and personal relationships, there is a significant increase in later years related to concerns about career planning. By the time students reach their senior year, half of all parents say that career planning is their No. 1 concern for their student.

Introduction

The University Parent Program has conducted surveys of parents four times since the *University Parent* newsletter was first established in 1993. The first survey, conducted in 1995, was intended as a readers' survey to ascertain the usefulness of the newsletter. At that time, the University's parent relations included a Parent Orientation program, managed by the New Student Orientation office, and the quarterly newsletter, produced by the Communications & Publications department of the Office for Student Affairs. Results from the readers' survey indicated that while parents were satisfied with the newsletter, there were more services and programs they desired from the University. Those survey findings and parent comments led to the development of additional parent services and the growth of the University Parent Program.

The program has grown from the initial newsletter, based on parent requests, to include a Parents Weekend, Move-In events for parents of first-year students at the beginning of the academic year, a parent contact person, Web site, e-mail listserv, and periodic special events. In recent years, we have organized volunteer opportunities for parents to help out with events on campus or in out-of-state locations. The program has continued to assess parent attitudes over the years, and we have seen a steady increase in satisfaction rates and in feelings of connectedness to the University.

During the past several years, Student Affairs staff at the University of Minnesota have noted increased parent involvement with their Millennial Generation students. The purpose of the spring 2004 survey was both to continue tracking parent attitude toward the University, as well as to assess the impact of increased parent involvement at the college level. New questions were included to determine:

- How parent services impact satisfaction and connectedness among the parents of our students
- What today's parents expect of their student
- What today's parents expect of the University of Minnesota
- What topics are of greatest concern for parents
- On what topics students ask for advice and assistance from their parents

Method

Previous surveys (1995, 1997, and 2002) were mailed to a random sampling of parent addresses, drawn from the newsletter mailing list. In an effort to conserve funds, and in an effort to increase the total number of responses, the spring 2004 survey was posted online. An article was printed in the spring 2004 issue of the *University Parent* newsletter, inviting parents to link to the survey. For those who preferred to fill out a paper copy of the survey, we printed a phone number, mailing address, and e-mail address, and asked them to contact us to receive the survey by mail. As an incentive, we said that respondents would be entered in a drawing for prizes (a dining gift certificate to a Minneapolis restaurant, bookstore gift certificates, or a copy of a book for parents of college students, authored by the Parent Program director). The newsletter was mailed to approximately 17,500 addresses.

The survey was designed to be simple and to take no more than 15 minutes to complete (see Appendix 1). Respondents self-selected from the entire population of parents receiving the newsletter. We received 645 responses online and seven paper surveys. All those who requested a paper survey filled them out and returned them. Past surveys have resulted in response rates of more than 50 percent, which this one did not. Total responses for past surveys, however, yielded little more than 250 total, compared to 652 in 2004.

Because respondents self-selected, we have not calculated statistical significance for the survey results. Parents who do not read the newsletter are not represented in the responses. Although there may be concerns that parents who do not have Internet access may be less likely to respond, we found in previous surveys that nearly all parents of University of Minnesota college students have access to Internet service either at home, at work, or both.¹ We also noted that there were no notable differences in parent responses between those who responded online and those who responded by paper.

It is important to point out that the newsletter is mailed primarily to parents of students who fall into the “traditional student” category—the students started at the University as full-time, new high school students, and they remain full-time students. Some parents of transfer students have requested to be added to the mailing list, but those numbers are relatively small.

¹ 2002 survey: 93 percent had Internet access. Previous surveys revealed that Internet access increased significantly each time we did a survey; in all cases, parents of our students were more likely than others in their demographic group to have access to and use e-mail and Web sites.

Results

Related to satisfaction and feelings of connection

Based on a four-point Lykert scale, parents of University students have continued to gain in satisfaction with the University's programming and communications throughout the past nine years.

Levels of Satisfaction

1995 Parent Survey	1997 Parent Survey	2002 Parent Survey	2004 Parent Survey
2.8165	3.0270	Programming: 3.0178 Communications: 2.9575	Programming: 3.4462 Communications: 3.5055

On each survey conducted since 1995, we have also asked parents to respond to a question about whether the University includes parents in the University community. Through the four surveys, there has been a continuing increase in parents' feelings of connection to the University.

Feelings of Connection

1995 Parent Survey	1997 Parent Survey	2002 Parent Survey	2004 Parent Survey
2.7934	2.9645	3.2174	3.2960

In the 2004 survey, much of the dissatisfaction with parent services and programming was described as "lack of access" to student information. FERPA (Family Educational Rights and Privacy Act) information is restricted unless students give their parents permission to have access to student records; some parents do not understand or do not accept data privacy restrictions related to their student's records.

There is a correlation between parents' involvement and their levels of satisfaction and connectedness with the University. Among parents who attended parent programs and events on campus, the satisfaction rates were higher. In addition, those who discuss with their students the topics presented in parent communications report that they feel more satisfaction and connectedness toward the University.

Attended Parent Orientation

Satisfaction with Programming
3.500

Satisfaction with Communications
3.5720

Feelings of Connectedness
3.3410

Attended Parents Weekend

Satisfaction with Programming
3.5640

Satisfaction with Communications
3.6010

Feelings of Connectedness
3.3750

Discuss with Student Topics Presented in Parent Newsletter

Satisfaction with Programming
3.5240

Satisfaction with Communications
3.5740

Feelings of Connectedness
3.3550

Aware of/Make Use of Parent E-mail Messages

Satisfaction with Programming
3.5820

Satisfaction with Communications
3.6650

Feelings of Connectedness
3.3820

Related to communications

Parents and students are talking to one another on a regular basis. When asked how often parents communicate with their student, about two-thirds (65.2 percent) said they communicate two or more times a week. Only 5.4 percent communicate less than once a week, and none said they communicate less than once a month. Two years ago, 9 percent communicated less than once a week.

Parent/student communication is instant: 79.2 percent of the parents said their student has a cell phone. Parents talk in person (28 percent said they frequently or very frequently communicate in person with their student), by phone (frequently or very frequently—87 percent) or e-mail (frequently or very frequently 65 percent). Regular mail is seldom used (none use regular mail very frequently; only 6 percent use it frequently). New technology is catching on fast: 22 percent say they use instant messaging frequently or very frequently. Two years ago, less than 5 percent mentioned instant messaging. Among parents of freshmen and sophomores, 26 percent use instant messaging frequently or very frequently; among parents of juniors and seniors, 17 percent and 16 percent respectively use instant messaging frequently or very frequently.)

Parents are coming to campus more than in the past. In 2002, 19 percent visited campus once a month or more. Now that number is 23.7 percent.

For the first time, we asked parents to assess their level of involvement and communication with their student compared to the involvement and communication their own parents might have exhibited. About 74 percent indicated they were more involved or much more involved than their parents had been. Nearly 10 percent said their involvement was about the same as what their parents had shown. Only 3.1 percent said they were less involved or much less involved. For 13.1 percent of the respondents, this question was not applicable (they did not attend college, or their parents were not around when they went to college).

Related to programs and services

Today's parents know more about the programs and services available to them through the University. The following table traces changes in parents' knowledge of the following services.

Table 1: Question—Please indicate whether you are aware of the following programs and services for parents. (Percentage indicates those who answered yes.)

Program/Service	Parent Survey 2002	Parent Survey 2004
Parent Orientation	88 percent	97 percent
Parents Weekend	76 percent	97 percent
University Parent Web site	48 percent	90 percent
Parent e-mail alert list	35 percent	76 percent
Parent Program director	27 percent	51 percent

The parents who answered this year's survey are more likely to have attended Parent Orientation than in the past. In 2002, 69 percent said they had attended Parent Orientation; this year, 83.7 percent said they attended. (This is higher than the percentage the Orientation & First-Year Experience office reports. OFYP numbers indicate that about half of all students have parents who attend Parent Orientation. This discrepancy probably is an indication that the survey was completed by more "involved" parents.)

Related to parent expectations

Parents' expectations are changing. Two years ago, we asked parents what percentage of their student's expenses they expected him or her to contribute. Just over half (51 percent) expected their student to contribute 0 to 25 percent of their expenses. Now that number is 57.9 percent. Whereas 24 percent said their student did not work in 2002, 35.6 percent say their student does not work today.

They also expect their students to complete their undergraduate degree in a shorter time. Two years ago, 58 percent expected their student to graduate in four years or less. Today, 76.3 percent expect their student to graduate in four years or less. In 2002, nine percent expected their student to take more than five years to graduate; now that number is 1.4 percent.

When we asked how important it is for their student to graduate in four or five years, 69.4 percent of the respondents said it was very important; 21.3 percent said somewhat important; 8.4 percent said other factors were more important; and 1 percent said it was not at all important. (This question was not asked in 2002.) Their expectations probably do not reflect reality related to graduation, however. Nearly all parents believe their student will graduate in five years or less (less than four years 6.6 percent; four years 69.7 percent; five years 22.3 percent; only 1.4 percent said their student would take more than five years to graduate).

Parents whose students take longer than five years to graduate are considerably less satisfied with parent programs and services and feel less connected to the University community. The dissatisfied/very dissatisfied rate for parent communications jumps from an average of 4.1 percent among all parents to 25 percent for parents of students taking more than five years to graduate. Similarly, this population's dissatisfied/very dissatisfied rate for parent programs and services is 22.2 percent (compared to 3.3 percent). Asked if the University includes parents in the campus community, 25 percent of this group disagreed or strongly disagreed (compared to 5.6 percent).

About parent/student concerns

Two new questions were asked this year about topics of concern to parents. First, parents were asked, "This year, what has been your greatest concern regarding your student?" Second, they were asked, "This year, on what topic has your student most requested your assistance or advice?"

As might be expected, parents' concerns, as well as the topics their students ask about, change over the four years of college. Overall, parents' first concern is health and safety, followed closely by career planning, academics, and finances. The breakdown for all parents is noted below, in order of ranking, along with the breakdown for freshmen and seniors.

Table 2: Question—This year, what topic has most concerned you?

All Parents	Freshmen	Seniors
Health & Safety 19.7%	Health & Safety 25%	Career Planning 50%
Career Planning 19.2%	Academics 24.5%	Health & Safety 15.1%
Academics 18.6%	Finances 18.3%	Finances 10.5%
Finances 16.7%	Personal Relationships 9.6%	Academics 8.1%
None 6.8%	Involvement Opportunities 4.8%	None 4.7%
Personal Relationships 6.4%	None 4.8%	Personal Relationships 2.3%
Involvement Opportunities 2.7%	Career Planning 3.8%	Involvement Opportunities (none)
Other 9.9%	Other 9.1%	Other 9.3%

Health and Safety concerns drop a bit after the freshman year. Among parents of sophomores, health and safety are noted as the major concern among 18.6 percent of parents; during the junior and senior years, this area of concern is noted by about 15 percent of parents.

Academic concerns remain about the same from the freshman to the sophomore year, but parents become more comfortable regarding their students' academics during the junior and senior years. Parents of freshmen note academics as their major concern 24.5 percent of the time; this number remains at 23.9 percent among parents of sophomores. By the junior year, only 8.8 percent list academics as their major concern, which is comparable to parents of seniors (8.1 percent).

Parents also grow to trust their student's judgment in personal relationships as the years go by. While parents of freshmen list personal relationships as the major concern in 9.6 percent of families, the numbers drop gradually: sophomores 6.4 percent; juniors 4.4 percent; seniors 2.3 percent.

Concerns about finances seem to bounce from year to year. During the freshman year, parents say finances are the major concern in 18.3 percent of families; 14.4 percent of sophomores' parents say finances are the major concern; among parents of juniors, the number jumps to 21.9 percent; during the senior year, that number dives to 10.5 percent.

The most significant change is in concerns about career planning. For parents of first-year students, only 3.8 percent cite career planning as a major concern. A year later, the number has increased to 16 percent. By the junior year, career planning has taken over

the number one spot among concerns with 28.5 percent listing it as their top concern, and among parents of seniors, 50 percent say it is the major concern.

Although parents' concerns change over the years, there is a steady course in the topic on which students most often seek their parents' advice and assistance. Students turn to their parents for help with finances. Only for seniors does the topic of finances drop out of first place:

Table 3: Question—This year, on what topic has your student most requested your assistance or advice?

All Parents	Freshmen	Seniors
Finances 35.4%	Finances 38.5%	Career planning 32.9%
Career planning 18.9%	Academics 15.4%	Finances 30.6%
Academics 12.6%	Personal relationships 10.6%	None 12.9%
None 8.6%	None 10.6%	Academics 8.2%
Personal relationships 7.3%	Career planning 7.7%	Personal relationships 5.9%
Health and Safety 5.6%	Health & Safety 6.4%	Health & Safety 3.5%
Involvement opportunities 2.2%	Involvement opportunities 2.4%	Involvement (none)
Other 9.4%	Other 9.6%	Other 5.9%

Comparing this table to Table 2, we can see that although parents worry about health and safety issues, students are not asking their parents for advice or assistance related to health and safety.

Involvement opportunities were very low on the list of topics that students bring up with their parents. Involvement hit a high among parents of sophomores, when 4 percent said it was the topic about which their student most often asked for help.

Academics dropped as a source of conversation from the freshman/sophomore years (15.4 percent among freshmen, 13.8 percent among sophomores) to the junior/senior years (8.8 percent among juniors, 8.2 percent among seniors).

The most notable difference is in career planning. As indicated in the question about parents' concerns, career planning is not a major issue during the freshman year, when 7.7 percent are asking most frequently about career planning. By comparison, this topic takes a

leap forward during the sophomore year, when it is the most common topic for discussion from 18.6 percent of students. As juniors, the number jumps to 27 percent, and among seniors, career planning overtakes finances and reaches 32.9 percent.

In the category of “other,” the most common questions students were asking their parents were about off-campus housing and study abroad. They also asked for advice on transportation issues, which was likely associated with the city bus strike this year.

About college expectations

We asked parents about their expectations related to student development over the course of the college years. During the first year of college, parents are about evenly split as to the pace of change in their students. Most parents of freshmen consider that there will be slow and gradual development across all years (40.3 percent) or that most significant changes occur during the first year (39.8 percent). As parents of sophomores, 48.9 percent think there will be gradual development across all years, 28.5 percent think most changes occur during the first year; and 11.3 believe there will be more change closer to graduation. When their students are juniors, 47.4 percent think development occurs across all years; 26.3 percent think the first year sees most changes; and 18 percent see more change closer to graduation. Parents of seniors, who have seen the entire spectrum, may have the most realistic picture. At this stage, 35.3 percent say there’s slow and gradual development across all years; 32.9 percent say most changes occurred during the first year; and 28.2 percent say more changes occur closer to graduation.

We also asked parents to rank the reasons for their student to attend college. The numbers were fairly consistent across the four years of school, and they indicate that career preparation tops the “very important” rankings, not only as preparation for a specific job, but also to have a more satisfying career, and to develop specific talents and abilities. (See Appendix 3 for the report on reasons for students to attend college.)

About demographics

Parents from Wisconsin were by far the most satisfied with the University of Minnesota. Among all respondents, 55 percent indicated they were very satisfied with University communications for parents. Among Wisconsin residents, 69.1 percent said they were very satisfied. The overall dissatisfied/very dissatisfied rate related to University communications was 4.2 percent; among Wisconsin residents, 2.4 percent were dissatisfied or very dissatisfied. Similar comparisons show up for programs and services (Wisconsin, very satisfied 52.7 percent; among all survey respondents 48.3 percent) and with their agreement that the University includes parents in the campus community (Wisconsin, strongly agree 50 percent; overall 35.4 percent).

Minnesota parents tend to be less satisfied than the general population with the University. Related to communications, 43.4 percent of parents from Greater Minnesota are very satisfied, and 46.9 percent of Twin Cities parents are very satisfied (overall rate is 55 percent). In the question about programs and services, 33.8 percent of Greater Minnesota parents are very satisfied, and 41.7 percent of Twin Cities parents are very satisfied (overall rate is 48.3 percent). On the question about connection to the University, 24.8 percent of Greater Minnesota parents said they strongly agreed, and 28.1 percent of Twin Cities parents strongly agreed (overall rate is 35.4 percent).

We also see a difference in satisfaction rates based on whether the parent is a graduate of the University of Minnesota. Among alums, 46.7 percent said they were very satisfied with the University's communications (versus 55 percent overall); 40 percent were very satisfied with the programs and services (versus 48.3 percent); 23.3 percent strongly agreed the University includes parents in the campus community (versus 35.4 percent). Also notable is that U of M grads were less likely to have attended Parent Orientation (74.4 percent versus 81.6 percent).

A possible rationale for the "lesser praise" may be Minnesota reticence. The image of a typical Minnesotan is a person who doesn't use superlatives lightly, and it should be noted that the dissatisfied/very dissatisfied rates were not notably higher for Minnesotans than for the general population. Minnesotans may simply be most comfortable saying they are "satisfied."

Analysis

One of the most obvious correlations is that those who attended Parent Orientation were more satisfied with the University's communications, programs, and services than those who did not attend, and they were more likely to agree strongly that the University includes parents in the campus community. Certainly, parents who are most likely to *attend* Parent Orientation are those who are most involved with and concerned about their child's education. It is significant, though, that the comments these parents submitted about the orientation program are exceedingly positive, which would seem to indicate that as their student started at the University, the parents had a good experience. They were given a significant amount of helpful information (based on parent comments), and their first impression of the University community carried through during the student's entire academic career.

The Parent Program sends an e-mail message through the Parents Listserv about every two weeks during the academic year. The messages include information about campus events, news items, and opportunities for students, such as career fairs, student workshops, free lunches, and parking lottery announcements. Parents who subscribe to the Parents Listserv are more likely to be satisfied or very satisfied with the University—more so than those who do not receive the e-mail messages. It is notable, too, that those who attend Parent Orientation are more likely to sign up for the e-mail messages than those who don't attend. Once more, those who sign up are more likely to be the most involved with and concerned about their child's education. It cannot be discounted, though, that parents hear about the listserv during Parent Orientation and are more likely than those who don't attend to know that they *can* sign up for it.

In Parent Orientation sessions and in other communications during the past few years, the University has been telling students and parents that we expect students to graduate in four years. The University is getting its message across: 90.7 percent say it is very important or somewhat important that their student graduates in four or five years. The population that answered the survey may be more likely to be those who are highly involved in their student's education, but the feeling is very strong that it is important for students to graduate in four or five years.

Although the numbers of dissatisfied parents are small, there are some factors that seem to stand out related to this population:

- This group is much less likely to have attended Parent Orientation or Parents Weekend. For example, of those who were dissatisfied with parent communications, only 53.8 percent attended Parents Orientation, compared to 83.7 percent of respondents overall. In this group, 11.5% attended Parents Weekend, compared to 22.9 percent of all respondents.
- Dissatisfied parents are more likely to be from Minnesota. While the survey respondents overall included 51.7 percent from Minnesota (30.9 percent from the Twin Cities and 20.8 percent from Greater Minnesota), among dissatisfied parents, 61.6 percent were Minnesotans (38.5 percent from the Twin Cities and 23.1 percent from Greater Minnesota).

- This group is also more likely to be U of M graduates. In the overall survey, 14.5 percent said they were graduates of the University of Minnesota. Among the dissatisfied group, 26.9 percent are.
- These parents are much less likely to have signed up for the parents e-mail listserv. Among this group, 52 percent said that parent e-mails were unimportant or not a source for information about the University. Among all respondents, only 21 percent said the e-mails were unimportant or not a source.
- These parents are less likely to talk with their student about the information we pass along in newsletters. Only 50 percent of dissatisfied parents said they talk with their student about these topics, compared to 77.7 percent of all respondents.

Implications

As mentioned earlier, student affairs staff have noted an increase in parent involvement in recent years. In the comments section of the survey, there are strong indications that parents are looking for specific involvement opportunities (programming beyond Parents Weekend and Move-In events, dining options allowing parents to eat with their students and with staff members, methods for communicating with other college parents) as well as more information from the University about how processes and procedures work, where students can find the resources they need, and how students change during this period of their lives. While student affairs staff are rightly concerned about promoting students' personal and academic development during the college years, the expectation for more parent communications, programs, and services can be met with more and better information on the developmental stages of young adults, including suggestions for ways that parents can be *appropriately* involved during the college years.

The survey shows that students are turning to their parents for assistance and advice on such topics as career development, academic planning, and finances. Certainly, in the areas of career development and academics, University staff members have the resources and expect to serve as advice-givers to our undergraduates. Parent services and communications can help parents understand the resources we provide and encourage parents to refer their students to campus experts on these topics.

In planning for future parent programs and services, the survey indicates that we would benefit by encouraging greater participation in Parent Orientation sessions, and we should continue to promote the e-mail listserv to parents during Orientation. We also should make greater efforts to promote the listserv to parents who do not attend Parent Orientation.

Since dissatisfaction rates are strongly tied to FERPA regulations (especially financial records and grade reports), and there is little we can do about FERPA, we can focus on better explaining FERPA to parents. We also can promote the concept that students can provide protected information to their parents and explain how students can obtain and distribute that information. It may be beneficial to suggest ways that parents can talk with their students about protected information.

Limitations

As mentioned previously, this survey was not generally promoted to parents of transfer students nor to parents of students who may have started out as part-time students or who became part-time students at some point in their academic career. The newsletter that invited parent participation is sent to parents of students who begin at the University of Minnesota as full-time, new freshmen or first-year students. A few transfer parents are on the mailing list because they have asked to be included; therefore parents of transfer students who responded to the survey are likely to be among the “most involved” parents.

The geographic origin of respondents does not reflect what we know about our students. Of the respondents to this survey, 30.9 percent were from the Twin Cities (compared to 52.6 percent of all undergraduates); 20.8 percent were from Greater Minnesota (compared to 17.8 percent of all undergraduates); 33.3 percent were from Wisconsin (compared to 17 percent of all undergraduates); 5.8 percent were from the Dakotas (compared to 3.6 percent of all undergraduates); and 9.1 percent were from other states or countries (compared to 9 percent)².

Only 4.8 percent of the respondents said their student is currently living at home. More than half (51.6 percent) said their student is living on campus; 5.4 percent are in sorority or fraternity houses; 35.5 percent live in an apartment or house near campus. This does not indicate what we know about students, since we do not have campus housing for half our students. Parents often consider the large apartment buildings adjacent to campus as campus housing, however.

A disproportionate number of parents of younger students responded to the survey. Whereas 33.2 percent of the respondents said their student was a freshman, the freshman class for spring 2004 only made up 17.1 percent of the student body. Similarly the survey included 30 percent who said they were parents of sophomores (21.3 percent of all spring 2004 students were sophomores); 21.9 percent of survey respondents said they were parents of juniors (34.6 percent of all students are juniors); and 13.7 percent of respondents said their students were seniors (36.9 percent of all students are seniors).³ There are two potential reasons for these discrepancies: First, parents who have more than one student at the University were asked to respond based on their youngest child.

² Spring 2004 Registration Statistics provided by University of Minnesota Institutional Research and Reporting, “Campus and Unit Enrollment by Level and Geographic Origin.”

³ Spring 2004 Registration Statistics provided by University of Minnesota Institutional Research and Reporting, “Campus and Unit Enrollment by Level and Class.”

Second, parents are likely to be more engaged with their students during the first years of college, and therefore are more likely to read the parent newsletter and respond to a survey.

No parents indicated they had less than a high school diploma. According to the 2003 Cooperative Institutional Research Program (CIRP) survey, 4.2 percent of that year's freshmen said their mother had less than a high school diploma, and 3.8 percent said their father had less than a high school diploma.

Appendix 1

Survey Questions

UNIVERSITY OF MINNESOTA

Parent Survey Questions

We need your help as we review the University of Minnesota's services for parents of undergraduate students. Please answer the following questions. The information you provide will help us assess and improve our services to parents as they support their students through the college years. If you have more than one student at the U of M, please answer student-specific questions based on your youngest child.

1. The University of Minnesota-Twin Cities publishes a newsletter, *University Parent*, for parents and guardians of undergraduate students. Do you read it...
☐ Online
☐ The print version
☐ Not aware of it

2. Do you read
☐ All or most of it
☐ Some of it
☐ Little or none of it

3. Have you discussed with your student any of the topics covered in University Parent?
☐ Yes ☐ No
If yes, please list any topics you recall discussing with your student.

4. Please rank the following as your sources of information about the University.

Sources	Essential	Important	Unimportant	Not a Source
Your student				
Newspaper				
Radio/TV				
Univ. Parent newsletter				
<i>Univ. Parent</i> Web site				
Univ. of Minn. Web site				
Parent e-mail listserv				

5. How often do you typically communicate with your student?

- ☐ More than once a day
- ☐ Daily
- ☐ Two or three times a week
- ☐ About weekly
- ☐ Two or three times a month
- ☐ About once a month
- ☐ Less than once a month

6. How do you most often communicate with your student?

Frequency	Most Frequent	Frequently	Less Frequently	Rarely	Don't use this method
In person					
Phone					
E-mail					
Regular mail					
Instant messaging					

7. Does your student have a cell phone?

- ☐ Yes
- ☐ No
- ☐ Don't know

8. Please indicate your level of satisfaction with the University's communications for parents and guardians of University students.

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

9. How often do you visit campus?

- ☐ Rarely or not at all
- ☐ Once or twice a semester
- ☐ About once a month
- ☐ More than once a month
- ☐ More than once a week

10. Did you attend Parent Orientation when your student first enrolled at the University?

- ☐ Yes
- ☐ No

11. If you answered yes to the last question, what was the most useful? What was missing? If you answered no, why did you decide not to attend?
12. Have you ever attended Parents Weekend celebrations during Homecoming?
☐ Yes
☐ No
13. If you answered yes to the last question, were you satisfied with the activities for parents at the event? Was there anything missing? If you answered no, why did you decide not to attend?
14. Please indicate whether you are aware of the following programs and services for parents.
- | | | |
|--|------------------------------|-----------------------------|
| Parent orientation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Homecoming/Parent Weekend events | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| University Parent Web site | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parent e-mail listserv | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parent Program Director to answer your questions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
15. Please indicate your level of satisfaction with the University's programs and services for parents and guardians of University students.
☐ Very satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very dissatisfied
16. What other services would you like to see for parents?
17. Please indicate your level of agreement with the following statement: "I feel that the University of Minnesota includes parents in the University community."
☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

18. What year is your student now?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate student
- ☐ Unsure

19. This year, what has been your greatest concern regarding your student?

- ☐ Health and safety
- ☐ Finances
- ☐ Academics
- ☐ Campus or community involvement opportunities
- ☐ Career planning
- ☐ Personal relationships
- ☐ None
- ☐ Other _____

20. This year, on what topic has your student most requested your assistance or advice?

- ☐ Health and safety
- ☐ Finances
- ☐ Academics
- ☐ Campus or community involvement opportunities
- ☐ Career planning
- ☐ Personal relationships
- ☐ None
- ☐ Other _____

21. What percentage of your student's college expenses do you expect him/her to contribute?

- ☐ 0 to 10 percent
- ☐ 11 to 25 percent
- ☐ 26 to 50 percent
- ☐ 51 to 75 percent
- ☐ 76 percent or more

22. How many hours per week does your student work?

- ☐ 0 to 8 hours per week
- ☐ 9 to 12 hours per week
- ☐ 13 to 19 hours per week
- ☐ 20 to 30 hours per week
- ☐ 31 to 40 hours per week
- ☐ More than 40 hours per week

23. Where does your student work?

- ☐ On campus
- ☐ Off campus
- ☐ Both on and off campus
- ☐ Does not work

24. How many credit hours is your student currently taking?

- ☐ 8 or fewer
- ☐ 9 to 12
- ☐ 13 to 16
- ☐ 17 or more

25. What is your student's grade point average? _____

26. How much time will it take/is it taking for your student to receive an undergraduate degree?

- ☐ Less than four years
- ☐ four years
- ☐ five years
- ☐ six years
- ☐ seven or more

27. How important is it to you that your student graduate in four or five years?

- ☐ Very important
- ☐ Somewhat important
- ☐ Other factors are more important
- ☐ Not at all important

28. Did your student start at the University as

- ☐ A freshman with no college credits
- ☐ A first-year college student but with some college credits (i.e. PSEO or AP credits)
- ☐ As a transfer student from another college or university

29. Please indicate where you live.

- ☐ Twin Cities area
- ☐ Greater Minnesota
- ☐ Wisconsin
- ☐ North or South Dakota
- ☐ Other (specify) _____

30. Where does your student live?

- ☐ At home
- ☐ On campus
- ☐ Sorority/Fraternity
- ☐ Apartment/house near campus (non-University housing)
- ☐ Other

31. What is your highest level of education?

- ☐ Less than high school diploma
- ☐ High school graduate
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Ph.D.
- ☐ Other

32. If you attended college, how would you compare the level of your involvement/communication with your student to the involvement/communication your parents had with you during college?

- ☐ Much more involved
- ☐ More involved
- ☐ About the same
- ☐ Less involved
- ☐ Much less involved
- ☐ Not applicable

33. Are you a graduate of the University of Minnesota?

☐ Yes ☐ No

34. Do you have access to e-mail or the Internet?

☐ Yes, at work

☐ Yes, at home

☐ Yes, at home and at work

☐ No

☐ Other _____

35. Which of the following statements best describes how you think students change/develop while in college?

☐ Slow and gradual development across all years

☐ Most significant changes occur during the first year

☐ Little or moderate change during first year but increasingly significant changes closer to graduation.

☐ Other/comments

36. From your perspective, how would you rank the following reasons for your student to attend college?

Ranking	Very important	Important	Neither important or unimportant	Somewhat unimportant	Not at all important
To prepare for a specific job					
To have a more satisfying career					
To develop talents and abilities to the fullest					
To learn more about things of interest					
To become a well-rounded, more interesting person					
To become a thoughtful, responsible citizen					
To clarify values and beliefs					
To meet and marry a successful person					
To have a few more years of fun					
To continue to be with friends					
To become a well-known and respected person					

The above are adapted from Ernest Boyer's survey on Reasons for Going to College (Boyer, Ernest L, (1987). College: The Undergraduate Experience in America, New York, Harper & Rowe.

37. If you would like to be entered in the drawing for University Bookstore gift certificates, a dinner gift certificate for Nic's on Nicollet, or a copy of *You're on Your Own (But I'm Here if You Need Me)* by Marjorie Savage, please include your mailing address or phone number_____.
38. We welcome your comments on any of the questions you've answered, or on other issues related to the University of Minnesota. If you would like a response or an answer to a question, please include your name and phone number or e-mail address along with your comments.

Appendix 2

Comparing First-Year College Parents Who Attended Parent Orientation with First-Year Parents Who Did Not Attend

Comparing first-year college parents who attended Parent Orientation with first-year parents who did not.

	Attended Parent Orientation	Did Not Attend Parent Orientation
Have you discussed with your student topics covered in University Parent?	Yes 77.1 %	Yes 66.7 %
Satisfaction with U communications	Very satisfied 63.3 %	Very satisfied 40.5 %
Have you attended Parents Weekend?	Yes 20.1 %	Yes 11.9 %
Are you aware of the Parents E-mail Listserv	Yes 80 %	Yes 48 %
Satisfaction with parent programs/services	Very satisfied 55.2 %	Very satisfied 33.3 %
Feel U includes parents in campus community	Strongly agree 42.2 % Disagree 1.8 %	Strongly agree 29.3 % Disagree 17.1 %
Greatest concern regarding student this year	Health & Safety 22.9 % Finances 19.9 % Academics 26.5 % Involvement opportunities 4.8 % Career planning 3.6 % Personal relationships 7.8 % None 5.4% Other 9%	Health & Safety 33.3 % Finances 11.9 % Academics 16.7 % Involvement opportunities 4.8 % Career planning 4.8% Personal relationships 16.7% None 2.4% Other 9.5%
Topic for which has student most requested help this year	Health & safety 6.6% Finances 37.3% Academics 17.5% Involvement opportunities 3% Career planning 7.8% Personal relationships 10.2% None 10.2% Other 7.2%	Health & safety 2.4% Finances 42.9% Academics 7.1% Involvement opportunities 0.0% Career planning 7.1% Personal relationships 11.9% None 11.9% Other 16.7%
Length of time expected to graduate	Four years or less 86.6%	Four years or less 94.2%

	Attended Parent Orientation	Did Not Attend Parent Orientation
Importance of graduating in four or five years	Very important 72.4%	Very important 58.5%
Family residence	Twin Cities 25.5% Greater Minnesota 23% Wisconsin 37.6% North/South Dakota 6.1% Other 7.9%	Twin Cities 47.6% Greater Minnesota 31% Wisconsin 14.3% North/South Dakota 2.4% Other 4.8%
Student residence	Home 0.6% On campus 95.2% Sorority/fraternity 1.8% Apartment/house near campus 1.8%	Home 11.9% On campus 83.3% Sorority/fraternity 0.0% Apartment/house near campus 4.8%
Level of involvement (compared to own parents)	Much more 50%	Much more 40.5%
Grad of U of M	Yes 11.5%	Yes 26.8%
Expectations on how students change over college years	Slow/gradual across all years 42.4% Most change during the first year 38.2% More change closer to graduation 7.9% Other 11.5%	Slow/gradual across all years 31.7% Most change during first year 46.3% More change closer to graduation 9.8% Other 12.2%

Appendix 3

Reasons for Attending College

Question: From your perspective, how would you rank the following reasons for your student to attend college?

	Very important	Important	Neither important or unimportant	Somewhat unimportant	Not important at all
To prepare for a specific job	63% (392)	29% (179)	7% (46)	0% (1)	0% (2)
To have a satisfying career	65% (406)	32% (197)	3% (18)	0% (0)	0% (1)
To develop talents and abilities	64% (396)	34% (210)	2% (14)	0% (0)	0% (0)
To learn things of interest	43% (268)	50% (310)	6% (36)	1% (4)	0% (2)
To become well-rounded and interesting	52% (320)	41% (251)	7% (41)	1% (5)	0% (2)
To become a more thoughtful, more responsible citizen	45% (277)	41% (256)	12% (73)	1% (8)	1% (5)
To clarify values, beliefs	38% (235)	41% (251)	17% (106)	2% (15)	2% (10)
To meet, marry a successful person	2% (15)	7% (41)	43% (263)	9% (58)	39% (241)
To have more years of fun	2% (14)	17% (106)	37% (226)	19% (116)	25% (155)
To continue to be with friends	4% (27)	21% (130)	34% (213)	13% (83)	27% (165)
To be well-known, respected	13% (79)	24% (146)	39% (243)	10% (64)	14% (87)

The above are adapted from Ernest Boyer's survey on Reasons for Going to College (Boyer, Ernest L, (1987). College: The Undergraduate Experience in America, New York, Harper & Rowe.

Appendix 4

Parent Comments

Student Affairs

Parent Program

Career Services/Major Selection

Academic Affairs

Job Services

Study Abroad

Orientation

Parent Comments Related to Student Affairs

From Parent Survey 2004

Campus Atmosphere

- An easier place to pick up student after class. Currently there is a very unwelcome feeling when picking up the student after class. No real place to wait for student to come out of class. Cops and university helpers seem to enjoy harassing parents picking up students.
- Some sort of parking system so you don't have to pay to pick up your student, or to briefly visit-say a 20 minute limit- We pay enough in tuition etc.already!!!
- Parking is an issue especially with the strike. What is the city thinking when it tows cars because of street cleaning and the kids are trying to juggle all that they do. A notice of twenty-four hours would seem appropriate rather than the short notice my daughter recently was given. Because of schedule, she didn't even check the car until it had been towed.
- Stats on campus safety. If it was in print, we missed it. Still concerned about security on campus! We have been told that the campus police force is ample yet, we have heard stories from other U of M students that when they called for an escort (especially at night) it took quite some time, or an escort never showed. As far as we're concerned, this should be a priority, especially with the campus being located in a major urban area.
- The only concern I have is safety on campus. It scares me to have my daughter walk across campus and across the bridge at night. I know there are busses and escorts, but young girls think that nothing will ever happen to them. I don't know what the U can do to alert the girls to potential dangers, yet not scare them, but I would appreciate it if you would try to do something.
- My son lived in the dorm freshman year and is living at home this (sophomore) year to save money. He has commented that it is harder to feel connected to his peers when living off campus. Many groups/clubs meet at night, which would necessitate staying around several extra hours or making the 50-mile round trip commute twice in one day.

Health Issues and Boynton Health Service

- When student fills form out that gives parents permission to view your child's records, it should also include the ability to view or inquire about medical issues too.
- Input into the overall environment of the University. Very dissatisfied with the University taking such an anti-Christian approach to issues of sexuality. Instead of promoting abstinence, the University promotes sex outside of marriage by actively distributing condoms and packages for students through Boynton "Health" services in public areas. There is no pro-life position articulated by promoting abortion in situations of crisis pregnancies as well. The University needs to be sensitive and open to it's conservative

parent and student population and see how incredibly offensive these things are to some of the people it's serving and it's tax dollars are supporting. There is absolutely no balance in regards to these issues at the University and no input from the student and parent population is sought outside this survey that may or may not ever change these areas.

- Our son had mono last semester. We wanted him to pursue getting a refund of his tuition because he dropped his classes the last week of the semester. Was there someplace we could have gone to get info on how to handle this situation?
- It would be helpful to have an explanation of how our health insurance coordinates with the health insurance required as part of University Fees. Often my daughter is told that the fees should cover a service and then we get a bill for it! Furthermore, since she is an adult, solving billing issues can sometimes require a long distance conference call during my working hours, which doesn't endear me to my employer. Furthermore, because insurance companies keep down expenses by making it hard to talk to anyone, it means we have to be ready at the drop of a hat to get the conference call reconstituted. At that point, I may be in a meeting, my daughter in class...well, you get the idea.
- We are not copied on health services bills until it is too late to get insurance involved (referrals required). Then the whole amount is out of pocket. This could have been avoided.
- We have some frustration in dealing with Boynton Health Services on a couple issues but I think have finally got those worked out.
- Thank you for this opportunity to express something that has bothered me since Parents Weekend at Homecoming. While viewing the Homecoming parade, my husband and I were VERY disappointed to see that Boynton Health Center was passing out condoms along the parade route. We felt it was in poor taste to do this at such a public and popular event. It promoted the idea of casual sex and flaunted the ever popular viewpoint that everybody is "doing it" so come on . . . Here's your protection . . . go ahead. We were irate that our money was supporting such a tasteless display of behavior. I have another concern I would like to voice and that pertains to the skit that was performed at the Parent Orientation. My daughter has commented as well, that a huge issue is made about the gay lifestyle. She feels it is rammed down her throat!! The skit was about accepting the homosexual lifestyle. I believe parents were given the "abbreviated" version, which mentioned it, however my daughter said the student version of the skit went into much detail. Why is this so promoted on this campus?? Must it be such an overemphasized issue that it is drilled into the students? What other issue receives as much attention???? Certainly not issues like stopping abortion or promoting abstinence. Are there skits about that? Do they get equal time with the gay agenda? I'm not saying to eliminate those items, just give EQUAL time to all issues that affect a young person's life. Thank you for letting me express my opinions.
- I'm very concerned regarding the lack of tolerance and offensive anti-Christian environment that the University portrays. This has been observed with the open and aggressive condom and packages distributed on campus by Boynton. Is the University unaware of it's conservative Christian population of students and parents? Is the University not concerned about being offensive to the conservative Christian students going about the campus on a daily basis? There seems to be no balance. There is no promotion of

abstinence, ever. There is only and exclusively promotion openly of sex outside of marriage. Also, Boynton needs to provide pro-life perspectives instead of exclusively abortion options in crisis pregnancies. Abstinence until marriage has been proven to be the most effective and healthy lifestyle in preventing pregnancy outside of marriage and diseases like HIV and AIDS etc., and yet this is never once promoted by Boynton or the University in all of its programming. This is not only unfair and unwise, it's also intolerant of the Christian perspective.

- My son is studying in Austria this semester. A few weeks ago he e-mailed that he needed to send the UofM health insurance information. If they didn't receive it in a week they would charge him for the U insurance. I called the U, student insurance dept., with the information because he is on our insurance. They would not take it from me saying it had to come from him. They started quoting HIPA to me, who I am familiar with because I work in health care. Now I was not asking them for information I was trying to give them information they had asked for. My son has limited computer and phone access in Austria and for him to get the information and then get it to them in such a short amount of time is not that easy. I do not understand why they could not take information from me when they asked for it and it is my personal information! They did not seem understanding or caring of the situation at all.

Counseling issues

- I realize the size of the University student body, but in my daughter's freshman year (she is now a junior), she was having a few problems (anorexia, drinking, etc) and it was difficult to see the little concern that the management and head of the University had for this problem. He basically said they'd be in touch if there were any problems but that they couldn't keep an eye on her because of the student population.
- Living five hours away, I would have liked in the beginning to be able to contact a counselor regarding homesickness. Also, I would like to see services for parents and students to meet with counselors. Not so much on a one to one basis but rather in general. Perhaps a follow-up to the first year orientation - now that the basic requirements are completed. And definitely, if problems arise with off campus housing what city officials to contact.

Tuition/Cost

- I'd like to see some communication with my student's school of study, not just the U. We have a LOT of frustrations right now in this regard. There is also a lot of fog about tuition and increases. It costs as much to go to the U as it does a private school at this point. I find myself asking if it was a mistake to send my student there. Frankly, I'm glad she's a senior.

Diversity

- One important reason for sending our son/daughter to U of M is to experience diversity of nationalities, religion and color in the hopes that this understanding will build a better world through education. To us, this is very important and was not part of the list.
- It has been somewhat difficult for my daughter her freshman year in part I believe because there are very few programs for Black Students with very few sororities/frat. Why is there not more diversity at the U?

Housing/Dining Services

- I would like to see each dorm put together an information booklet that shows room layouts and what is provided with each room, services the dorm offers, what their eating facilities are like, any food products and other necessities that are sold in the dorm, what student lounge areas are like, where students can go for assistance if they need it, advice on using laundry facilities, etc.
- Last year I asked about what could be done with my daughter's roommate who had her boyfriend living in the dorm with her. The University was more interested in protecting the rights of the roommate and her boyfriend than my daughter's rights to have a sex-free environment.
- Good alternatives for housing that may not be student housing
- Information on housing around the campus.
- More communication about off-campus housing and alternative parking means
- Thank you for asking for parent opinions. Attending the UMN is a huge step for most students. While I, again, encourage "helping" draw out the shy students, I'm not exactly sure how that is accomplished. Perhaps CA's in the dorm could be used for that purpose. My son had little involvement with his CA or his "floor." Also, it might be nice to include more information regarding the UMN bus transportation and/or do "rides" from A to B during orientation so there is some familiarity with it. Ibid. the Gopher Way. I do not require any response, my thoughts are simply a FYI.
- My daughter would like to thank you for the adviser she has. She used her a lot. She would have liked a more quiet area in her building in which to study. it was way too noisy in her building. Too many distractions. 4 girls in one room is way too many. Loved going to the U though. learned a lot
- I was hesitant to send our child to such a large school but my friend reassured us that the U has a terrific freshman program. Not to worry. My daughter ended up in a room by herself which was alright thinking that there would be CA's to hold floor meetings, to insure meeting new people, etc. Sadly for us this has not happened. My daughter, somewhat reserved, knows no one on her floor. She did seek to have a roommate next year, but somehow this will not work out for her and again will be living alone. This is disappointing. I believe one's education is not only in the classroom. We are quite disappointed and we are trying to come up with some solutions for next year. Any help you can give us would be greatly appreciated.

- My son lived in the dorm freshman year and is living at home this (sophomore) year to save money. He has commented that it is harder to feel connected to his peers when living off campus. Many groups/clubs meet at night, which would necessitate staying around several extra hours or making the 50-mile round trip commute twice in one day.
- Middlebrook housed all 3 of my children for their first 2 years.... they then transitioned to Seven Corner's Apts. Where 2 are currently living...I have been moving kids in and out each semester since 1997. I have been most satisfied with both of these housing situations.
- My son had some very serious issues come up with his roommate his first year in the dorm, I wish the University would make more of an attempt to screen individuals so that problems such as he incurred would possibly not happen. Although we had outside mediation with dorm supervisor, etc. it was a very unpleasant experience for him, resulting in a very difficult first year. A time when one makes many new and independent choices in life, he had this to deal with too.
- Regarding living on campus, I'm concerned about a lack of moral values, including some talk about allowing boyfriend/girlfriend roommates or gay couples. I'm also concerned about drinking on campus in the dorms.
- We have been fairly dissatisfied with the lack of opportunity for our daughter to be involved in activities in her dorm. In fact, there has been very few "floor" activities and no connection developed with her CA. Not what we had expected for her, given that she lives on campus. She is in the process of transferring to another school next year.
- Our daughter missed the housing application by 3 days and has been told she will be put on a waiting list for a dorm and we will not know anything until July. Is there nothing that can be done to reserve the room now?? Just thought I would double check and try to get this resolved now so we don't have to worry about it. This was an oversight on the deadline date on our part. I found the check in my checkbook!
- The only issue has been UDS at Centennial...in the grand scheme of a college education, not a huge issue - but - according to some, there has been a steady decline in quality while other dorms are better...as a captive audience, and remaining in Centennial again next year as a sophomore, will we expect to get the same (poor) value?
- The off campus housing issue is about as scary a thing for parents as there is. The sophomore year is a bit more difficult for the student and the parent. We made it through but I wish we had been more knowledgeable at the time. We did not attend any seminars until after the fact. I would do it differently next time.
- One area I would like to see reviewed is in the meal plan options. Our experience with students in other university systems has taught us the preferred plan is more of debit type program. One in which you can start with an amount and add if needed. Any dollar amount not used at the end of school year is nonrefundable.
- We have not been satisfied with the dining hall food. With what you charge it should be much better. If have eaten your cold, dull, tasteless food many times. Have you?

Parent Program/Parent Services

- I would like to hear Marjorie Savage speak to incoming freshman parents about the U of M at the orientation...perhaps highlights from her book. She is a wealth of wisdom resource for parents.
- Something more pertinent to those of us who live far away. Some person who could be a link between us and our child. It is hard for us to direct our child to the help she needs from so far away when we are unfamiliar exactly how things may work. It is hard for our child when she's feeling down to negotiate her way through a system to get help and questions answered all by herself. How about a liaison person for those of us who live far away, someone student and parent could meet personally at orientation?
- Can parents attend some mini classes or class orientation for parents during parent's weekend? I did this at our other daughter's university and loved meeting with actual professors.
- I think that if it is not too difficult, I would love to see quotes, commentaries from parents about the positive experience they have had with the Parent Programs, especially the support that the Director Super Marj provides for parents.
- A way to help direct my child to services available to them. Students are very busy with school, working, studying, trying to adjust to college life, making a living, etc. etc. If there was a site (& perhaps there is already) such as 'Frequently Asked Questions from Students'. An Example: Where do I go to find out about work-study programs? An active parent can help to direct and mentor through some of the questions they may have, and to help them research options during the college adjustment.
- There should be parent committees formed for New Parent Orientation, Homecoming Weekend, Summer Tours, Big Ten Games, etc. Parents that have been "in the system" for at least two years seem to know the in and outs of the school and those parents could, in turn, help the new comer parents to feel apart of the university atmosphere.
- Perhaps an on-line chat group to see how or what other parents think about things could be set up.
- How about something in the spring, like a picnic on Northrop mall?
- I would like to see a monthly or quarterly luncheon or open house hour after work for parents to attend not necessarily with their students. You could pick a topic of interest, such as "Why did you pick that major?", Safety on campus, how to manage your college debt, etc. Students could attend, but not necessarily. I would love to be more involved or at least say that I feel at home at the University.
- A weekend meal with students - cafeteria? - Once per semester?
- More involvement of parents at university level.
- Some type of Internet "chat room" or site to communicate with or ask questions of other U of M parents directly.
- Inform the time ahead of couple weeks when students need to start register their courses for next semester.
- Perhaps a gathering of parents of juniors who are on track to graduate the following year, to meet and/or get further updates as to what to expect for the senior year--senior "thesis" papers, expectations of meeting with advisor(s), timeline for those graduating with their class in either December or June; ordering caps, gowns, etc. Information ahead of the game is usually helpful.

- Everything at the University of Minnesota has been great and done very well. We were impressed with the orientation, communication, admissions office, advisors, etc. The parent newsletters have been great and a good communication tool. All of these things have made a large University seem smaller to us and to our student. It helps me as a parent not worry as much with him being at a large University and in a Metro area. I have shared this feeling with other parents who are worried about their son or daughter wanting to attend the U of M. I have also shared with other parents what a good job the U of M does with orientation, communicating with parents, etc.
- The emails by Marjorie Savage are tops. We really appreciate hearing from her. I always print and put them on the kitchen table for my wife to look over. They're informal, but helpful. Everyone's so busy these days--my wife & I both work full-time--that a simple email is the easiest to read, and the most current, probably. We think they're swell. Keep them coming.
- I really appreciate the University of Minnesota Parent and the e-mail alerts. I have another son at St. Cloud State and they do not have any of this parent information available that I am aware of. It's been a great way to keep up with what's going on. Thanks!!
- I think Marj Savage does an incredible job of keeping us informed. I really appreciate it.
- As parents who live far away from their daughter's college, we appreciate the good use of e-mail for newsletter info, emergency info, etc. It's hard to be part of the campus activities as much as we'd like but we feel like we are there thanks to your good communications. Thanks!
- We have appreciated the electronic version of the Parent Newsletter. It has been an informative vehicle all 4 years that our daughter has been at UMN. Since we live in Nebraska the lines of communication are very important. We have enjoyed the information in this newsletter very much. We have just concluded 10 years of college with our daughters and we will miss all the activities with which we have been associated.
- We have been very pleased with the level of communication between the university and parents. In particular, I appreciated very much a personal and detailed response I received from Ms. Savage regarding the University's preparedness for a terrorist attack, following 9/11. Keep up the good work!

Career Services

- Career counseling support for parents of students whom cannot decide on a major course of study.
- Something about when a major has been declared and when and how long it would take to complete a degree. Especially a forum for parents with student athletes.
- My student has felt lost in her attempts to narrow down her career/college choice. She started out in the College of Natural Resources but very soon realized that wasn't where she should be. She didn't know how to get into CLA, and it took a long time to complete that transition. I would have liked to know where to call or e-mail someone at the U to help my daughter with changing colleges and/or advisor.

- I would like to see some information from the Placement offices for potential jobs after graduation. It is hard to answer the frustrations of the student without any facts. Reports of sessions with advisors. Just an e-mail" met with your son today to discuss his major and ..."
- An awareness of the opportunities for summer internships for the students before graduation and job placement opportunities after graduation
- My wife and I are extremely concerned about the lack of support my daughter is getting for her French-Italian major. She is very close to finishing, but classes in this major have been continually not offered at all, or offered and then cancelled. She just received a reply to an inquiry to a professor saying it will be VERY difficult for her to do an independent study this summer because professors don't like to supervise it and the department head doesn't like to approve it. WHY, when the department is not offering the classes she needs during the school year? She is an honor student who has very diligently tried to fulfill all requirements. She is trying to make plans for her life after school and this is making it difficult for her to make any commitments.
- I would like to see more done at the University of helping students with career planning. The size of the University makes this task more difficult for the students with the vast numbers of opportunities.
- Class registration has been a major struggle in the first 2 semesters. Current counselor offers little assistance in career planning and coursework necessary to achieve early graduation.
- The overall college experience was great until the very end when we realized that her counselor had not done a very good job in regards to grad school - due to timing, she will be unable to attend grad school until 2005-2006 which is really a shame when you have a student who is so willing and anxious to continue their learning experience

Academic Progress/FERPA/Grades

- A resource for helping the student with academic progress and reports
- I think the University has gone way OVERBOARD in promoting a CULTURE which promotes students keeping their academic lives and performance private from their parents -- I understand the privacy laws but other universities do NOT promote student privacy to the extent the U of M does. I also feel parents find out too late about performance problems because of this -- again it's the culture at the U of M -- a parent can not even help their student with housing choices due to privacy concerns
- For new students a follow up services department. Or at least someone to point us in the right direction.
- More information on when and how much tutoring is available
- Grades sent home.
- This is more of a legal issue, but as the people, who are paying the bills, we find it ludicrous that we get no information about our student. Most notably: his academic probation, his academic suspension (of course, even different aspects of his suspension were slow in being put together, like the fact that he was suspended in February, but wasn't notified in writing until late March; and the

dorm didn't notify him until April!). We did sign the release of information at the orientation, but we should still have more immediate access to and notification of his status.

- We some times struggle with the student privacy level regarding grades and other activities. I am not opposed to student privacy but when the parents are financially responsible they should have more input.
- Parents should have access to class schedules and grades. I can't tell you how many times we've been assured everything is "ok" to find out classes have been dropped failed etc. Since our kids have been at the U on and off for 10 years, this has been a real problem.
- Some type of communication with the parents to advise them of any academic difficulties that our student is having during their freshman year.
- Notification by mid-term if there is an academic problem.
- Perhaps a gathering of parents of juniors who are on track to graduate the following year, to meet and/or get further updates as to what to expect for the senior year--senior "thesis" papers, expectations of meeting with advisor(s), timeline for those graduating with their class in either December or June; ordering caps, gowns, etc. Information ahead of the game is usually helpful.
- I don't remember if there was an earlier question that related to this, but my biggest frustration is that I have no idea how my child is doing academically. She has dropped classes and I have had no way to know that she did so. I also have no idea what her overall GPS is. I would like to know what her grades are, but at least at a minimum would like to know what her overall GPA is and how many credits she has right now. When parents pay tuition, they ought to at least be entitled to some minimum academic information.
- We have been very unhappy with the U of M and our 2 10-year students at it. One has managed to find a patchwork degree program, which has required minimal coursework. The U has not held her accountable for the coursework - let alone encouraged her to excellence. She has failed classes, taken incompletes, been years late with assignments - and yet the U has continued to grant her credits. She even went through graduation 4 years ago - even though she had more than a year worth of courses to complete! Now she tells us she has completed her degree - but has nothing in writing to show us. Our other student had a terrible start, finding he could not handle the drinking, drugs, and partying which were overly prevalent. HE has struggled to put together a degree plan, and talks about completing his engineering degree all the time, but has actually been a student for 2 years. Where is the follow-up for someone to work with him? The U of M parent communications has been terrible for most of these past 10 years. The Parent newsletter is an improvement, but the parents - or whoever- is paying needs to have direct access to the course registration, grades, career plans etc. The current U policies just play to the student desire to party - vs actually working with the parents to help their children who are now students. All that would be needed is a release form, which the students would sign. This could be used for grades, classes registered, and even the class plan toward graduation. The current U degree system is a joke. There are so many 'students' there who barely attend class.

Academic Advising

- Parents having the ability to communicate with the student's advisor at least in the first semester or two to be sure that the student is off to a great start.
- One of the areas we have been very disappointed at the U is their advising departments. Had our daughter not have been so forceful and insistence, she would not be graduating on time, even though she had fulfilled all the requirements in her degree. This inability to get straight answers from her degree department has been her greatest source of stress in her three years at the U. There should be a better advising staff and maybe a parent connection to help students in this area.
- The counselors are so critical in planning my child's future that it would be great to touch base with them somehow
- The only problem I have with the U, is the advisors seem so disinterested in helping my student. She feels she is completely on her own in planning her classes and future career. Also finances cause a lot of stress, due to the cost of attending this Univ. and little help in financial aid or availability of scholarships.
- My student fell into great academic difficulty in her freshman year and part of that was due to the very poor advice she got from a peer counselor on the courses she should register for. Looking back, it was poor judgement to allow a current student help select and direct the course load as she recommended my student take several difficult courses in the same semester. Certainly, my student had responsibility here as well, but I believe a freshman would trust another student to advise them to the best possible advantage. Now she is suffering the consequences of poor judgement.
- My son would like to go into the School of Architecture but his advisor told him not to apply because he failed a class. He was talking to another student that did the same thing but applied and got in. What can my son do now to get in to the School of Architecture? He is already a sophomore and needs to finish in 4 years as he is an out-of-state student and this is costing me a fortune.
- Never felt she had a counselor that worked with her on her academic ideas - floundered for the first year totally!!!
- Have been frustrated with the fact that my daughter's advisor has changed 3 or 4 times and she has had little help from her advisor. She is presently in the school of nursing and at the present time things seem better.

Faculty/TAs

- Teachers allowed to be responsive to the people who pay for their services
- I do have significant frustration with some of the required coursework. I understand the desire to be well rounded and so, you take a wide variety of courses, but it seems to me that some of the instructors take delight in making those courses even more painful than they have to be. Why not try to ignite a student's interest, rather than prove to them they aren't cut out for the coursework?
- In some English classes students are not given clear instructions and when questions are asked to the TA, the answers are not clear. Even though they are college students, some experiences in English have never been covered and there is no website to direct

students for clear writing techniques that the English department supports. Especially in the entry-level English classes, different writing styles should be discussed instead of assignment only with negative comments. Especially if the majority of the class is doing poorly on the task.

- When we went to the parent orientation one thing we liked was hearing that our student would get the help in class when she needed it. But our student didn't get the help she needed and as a result had to drop her major. Now once again this year the professors said they didn't do that type of thing (helping certain students that were having trouble in their class) and when consulting a tutoring place she didn't get the help she needed there either. I am just wondering why some professors won't help out the students so they can understand classes better and get good grades...isn't that their job and isn't that what we are paying so much money for...so our student can get the education they need? How can they get the education they need to further their careers if the professors won't help them when they don't understand what is being taught? Maybe you can help me understand why we were told that the professors would help our students but then when our student needs help the professors aren't there for them and the sad thing is our students pay for this in tuition and grades
- Our main concern is that our sons tell us about professors that are never seen and that TA's are not as helpful as they would like... NOT all but they have told us some instances that should have been reported and of course they did not. Also, Professors that are HARD to understand their speaking/English. Thank You
- I believe they do a good job of sharing information with parents, but I have been less than satisfied with the education that my daughter has received. Many of the professors are very knowledgeable, but are NOT good teachers. My daughter has had to do much on her own (self-taught) with little or no help from professors. Some professors or TA's cannot even be understood. They are poor communicators, which means poor teachers. My daughter is extremely bright which has been a lucky thing for her as the education has been less than what it should have been.
- My son is over all very satisfied with his experience at the U of M. Like I said he all of a sudden is having serious issues with his Spanish instructor...or lack of instruction. His third year, of Spanish which is crucial and have this situation happen. I don't think allowing a student to teach a class such as this, is very productive to the students. Its a costly experience for all of us if the student has to retake the class to keep their GPA up, It also prolongs the graduation process.
- Both my kids are ending up with professors at the U. of M. who can hardly speak English. This has been a severe stumbling block for both of them. My son, a junior, has had to go so far as to hire tutors because of not understanding the professor(s). Also their TA's sometimes cannot speak English well either. Other students also have complained to my kids about "they can't learn anything from this professor because they can't understand what he/she is saying". I think you need a committee to review this crucial issue and reconsider who you hire as they are to "teach" the students -- how can this be done if the kids can't understand what they are saying?

- The biggest complaints I have are the enormous class sizes in introductory classes, and classes taught by instructors who speak English poorly. I think quality of teaching needs more respect. We talk about what a great research institution we have here and place great importance on research and scholarship. Teaching needs to be equally valued.

Colleges/Departments

- Now that my daughter has declared a major, it would be nice to meet with someone from that department, Journalism, as a planned event, to learn about that college.
- I'd like to see some communication with my student's school of study, not just the U. We have a LOT of frustrations right now in this regard. There is also a lot of fog about tuition and increases. It costs as much to go to the U as it does a private school at this point. I find myself asking if it was a mistake to send my student there. Frankly, I'm glad she's a senior.
- I have few comments about the U in general. But I really wonder if it is worth the extra money that we have paid over going to some other college. My son went to NDSU and then UW, both of which were high quality and much more affordable. My main concerns, and disappointments, regard the specific department my daughter is in. The school of music seems to be drifting without leadership right now and with my daughter being a senior, this is extremely frustrating. She isn't getting any career counseling at all, nor has she gotten quality academic counseling since she was a freshman. There are also instructors in that department who apparently have huge resentments toward certain students to the extent that, at one point, I really wanted to get involved and probably should have. However, there seems no avenue to voice my concerns. So, I have to ask... would I recommend to my friends to send their students to the U to study music? No. It has been disappointing in terms of academics and especially in performance opportunities, but the latter she expected going into it and chose to go anyway because of a specific music teacher she wanted to study with. I would ask her if it was worth the sacrifice.
- The music department does such a wonderful job, the students are instilled with this pride as they've traveled to the Music City Bowl and Sun Bowl. You can be proud of what an outstanding job Professors Luckhardt, Diem, Skeeter Burroughs, etc...are doing with the students with professional expectations from each student.....I am so pleased with hearing also from the Martin Luther King program that my son is doing so well, those letters are important to us as parents.
- During parent weekend have available printed material on undergraduate research, internships and scholarship opportunities.
- The U of M continues to be such a wonderful experience for my son. We generally keep in touch via the telephone twice a week. During our last conversation my son relayed to me that college has taught him "how to think", specifically "how to figure things out, using the resources available". We send our sons and daughters to the U of M at 18, while they are actually still maturing into the adults they will become. So much of their lives are shaped by the tremendous diversity of the U of M.
- IT division offers programs for parents, but usually during the week - difficult for out-of-state parents.

Job Services

- Our student was promised a job and it didn't happen. I would like to know why when we were told every student is guaranteed a job.
- My student has been very disappointed with the job opportunities on campus. Before attending U of M, we were under the impression that work study would be available. My student has complained of lack of information especially on eligibility. Is it only available for Minnesota students?

Study Abroad

- My son is doing a foreign exchange this year in Spain. I would say that the information for us as parents was lacking and when I did call because expenses are always upper most, I was told that the information would come through my son. I think it would be nice to have a parent place for foreign exchange because there were things financially I didn't think of such as the dollar Euro exchange which added to the cost. He has had a good time this year but I'm also not confident that he will get the credit that we were counting on which will also add to the expense and would have been good to know.
- I am not sure what the U's involvement is regarding exchange programs like the one our son is in, but the rooming arrangements and screening for compatibility would be an area of concern for future students in this program.
- There is only one area I feel needs to be strengthened. I have been quite disappointed in the lack of parent involvement/connection with the CAPA office for the Study Abroad program. This could be strengthened. The course work has also been disappointing to our student, although the internship was excellent. The orientation and preparedness was somewhat off the mark as to what actually transpired and what was reality once he got there. Some better orientation and better quality of classes could make this experience even better. I know he plans to give some feedback once he returns, but as a parent who helped pay for the credits, and he feels he didn't learn much from his coursework, it is disappointing. He had one instructor who is "the worst he has ever had".
- I am very frustrated with CAPA Pgm - son is studying in London and CAPA provided absolutely inaccurate info to us/him, he pays ! yes ! for internet access and he is a student at UMN and must register on line, use email. The most non-professional group on campus.

Parent Orientation/General comments

- The entire orientation was useful. I recall a breakaway session that involved a candid discussion between parents and a representative from Counseling and Consulting Services. Simply having an opportunity to communicate with other parents was extremely useful.
- Being from out of state, and our son coming from a graduating class of 97 students; it really helped us feel secure with his decision to attend the U. We came away feeling a true sense of security for our son's safety. Although the U is huge you have maintained a

"Family" feel. The staff and students worked so well together and there was a genuine respect shown and given by/to both parties. College students are classified as "adults", but we weren't sending him off and having the door slammed in our face. We felt everyone did an excellent job. The skits really brought home the point in a fun yet informative manner. We had adequate time to ask questions one on one without being rushed. I do not have any suggestions, as this is our first child attending college. From what I've heard from other parents; you have a very unique thing going here. I have not found one parent in a Wisconsin college who has even been to a Parent Orientation. Thank you for the extra effort!

- Pros: Nice Orientation! Being able to sit down with professors during lunch, talking to current students at the U, the students wearing 'Gopher wear' and holding signs... very easy to spot some one to ask for directions, information about the campus. Cons: Wish there had been a wider range of the types of orientation classes offered. We attended a 'Physics lecture'; student was going in to Sociology Studies. When we toured in 2002 (son), the new cafeteria was not completed. The food at the orientation was very average. We've been to the new cafeteria and it is wonderful! It would be nice if parents were given the opportunity to sample food from the cafeteria at this next orientation... much better presentation of food... better impression! :) Our daughter will also be attending the U of M pursuing a career in Mass Communications; PR. Hope there will be an orientation class that we can attend in this area. Not a lot of information on campus security... concerned about this... especially with a freshmen daughter this fall!
- Meal plan info, resident housing info, banking info, assistance provided to students with papers, math, other tutoring services, info on intl. studies abroad program. Would have liked more info in general about different programs, for example, my student is now interested in taking some Interior Design courses, but has just learned from her advisor that you need to decide you want to go into Interior Design when you arrive as a freshman as the course study is planned out for 4 years. She had no idea at that time so that may have hurt her. Also, she wanted to do a build your own major but wanted to take only some marketing, entrepreneurial studies classes through Carlson but has learned that you have a whole regiment of courses you must take e.g. accounting, stat, calc, etc. before you can do this.
- All the sessions were informative. I think the skits with the students could be cut down a bit. Missing would be some Q & A sessions with parents of to be sophomores. Senior students leading the workshops does not always present the current situation for incoming freshman - they are three years past that stage.
- Most useful was not necessarily any one thing, but seeing other parents ask the questions you wanted answers to
- This was our first so everything was useful. It was very informative and we are still using our packets as a guideline to help our son through his first year at the U of M.
 - Attempting to aid understanding of all the new realities of a student's life. The ins and outs of academia, the culture and laundry and groceries!
 - Since that was 3 years ago and it was our second child to attend the U, it was basically for refreshment on our part. However, because they were enrolled in different colleges, the college specific information was very much appreciated.

- Since enrolling as a freshman is an overwhelming experience for both the student and parents, the parent orientation was very helpful and reassuring. It touched on safety, housing, food service, tours of the campus and dorms, resources for both students and parents. Since we live 3 hours away from the campus it was very reassuring to have the sessions handled so well and by so many caring individuals working to make the parents feel comfortable as well as the student.
- The whole orientation was excellent. It was very informative. It helped ease my concerns.
- The people involved in the orientation made us feel very comfortable. They also made us feel as though our student was an important member of the student body
- I think just seeing the campus, learning about the security and classes. I felt the orientation was helpful esp. to an out of town parent.
- The group question and answer session was most useful. Also, I appreciated Marge Savage introducing herself one-to-one as we waited for a session to start (2001). I felt I had already known her through the parent newsletter from my first daughter (1999) and then got to meet her in-person. Both years, I really enjoyed the trolley tour.
- Financial Aid. Missing was help finding a work study position.
- Wish there was more information on financial aid for incoming freshmen i.e. when & how to apply.
- Missing Info - I feel more information should have been given on the exact procedure for paying the bills! We had to keep asking our son if he had heard anything and finally, he had to print out the bill and send to us this past semester. Since we are paying the bills, more communication directly with us would ensure prompt payment. It would have also been nice to be able to see a room in the dorm our child was going to be staying in so that we would know what to provide.
- The most useful part was listening to the student representatives tell about their experiences. I also thought the information on campus safety and security was valuable and reassuring. And I liked the "play" that the students put on. I would have liked more information on what the individual dorms were like. For example, we didn't know that the dorms would provide the adhesive putty to put up posters, that buses would be provided to take the students to Target to buy supplies at the beginning of the semester, what the monthly fees would be for cable (and that they would go up after a month of the student introductory rate), what kinds of supplies (and food) are sold in the dorms, etc. I also would have liked more specific information on buying textbooks. We ordered my daughter's textbooks online, then she had a problem because UPS took so long to deliver them to the dorm, and the dorm took a day to sort through the deliveries and get the books to her. She didn't get to do her first day's homework assignments because she didn't have her books. I would have liked to have known that it is better to buy the books in person so you can have the option of looking through the used books you need to see what kind of condition they are in. My daughter was told by whoever led her orientation session that she probably shouldn't buy her books until the end of the first week of classes, which would not have worked.

- The student presentations appeared to be honest from their perspective, which is what a parent really wants. We already know an adult perspective.
- We are out-of-state parents and we found the tours, housing sessions, and student lead sessions very beneficial. We also really enjoyed as well as found very informative the sessions where parents were introduced to the student advisors in their area of study. It gave us a face to identify with.

Parent Orientation/Didn't hear about it/ didn't attend

- We have two older daughters and attended parent orientation at their colleges for them. Looking over the offerings for parent orientation at UMN, we didn't feel that we needed to attend.
- We are both graduates of the University and felt we had been informed enough via publications etc. about the U of M.
- Somehow missed the announcement. Also, my son transferred to the school as a sophomore.
- Frankly, I didn't go because I thought it was absurd that parents had to pay to attend. We spend so much money for our kids to attend college that the information for Parent Orientation should be free. I figured I could get the information I needed by making phone calls and getting questions answered via the website. And that is precisely what I have done. However, I LOVE the monthly email for parents.
- My son is an adult. He is the one going to the University.
- Timing did not work. Would very much liked to have attended.
- We are both graduates of the University and felt we had been informed enough via publications etc. about the U of M.
- had already attended two with previous children
- I wish I had attended. We lived in Minneapolis at the time, and the meetings looked like they covered things I already knew.
- WE did not hear about Student Orientation in 1994 when our students began to attend. All the info went to them, and it has been very difficult to impossible to get information from them!!
- Wasn't available - my daughter transferred to the U at the beginning of second semester in her freshman year. As far as I could tell, there was no parent orientation for mid year transfers. I wish there had been one; I'm sure the information I would have received would have been very useful. I found the parent orientation for the school she did attend at the beginning of her freshman year very, very helpful.
- We are both U of M alumni. I accompanied my son on his tour. He is an extremely independent and mature young man and sought out numerous college experiences his first sem. including U of M Scholars, has gotten to know most his professors personally, and has arranged a summer internship. I didn't feel I needed to hear about concerns of parents sending their child off to school or needed orientation to the campus or city. We've all done well and are delighted that he chose U of M IT. We also live 5 hours away making visits difficult with an involved teenager at home.

Parent Orientation/College information

- Most Useful - Meeting with the Carlson School Representative, General Meeting after lunch. Most useful to calming our concerns was a Shakespeare class taught by one of the professors during orientation. His knowledge and passion for the subject and his engaging approach got our daughter so jazzed that from the moment we walked out of that classroom we both knew that UM was going to be a great experience for her.

Parent Orientation/Suggestions

- If possible, break the group up into even smaller groups. A small group panel type session with U of M parents would be great. The large group setting can intimidate people.
- Discussion of privacy act and recognizing that parents receive no personal info on students -i.e. grades
- Most useful was meetings for parents and then for new students - staying in the dorm - learning more about the university - missing was the banking situation - the directions were unclear and I got confused - which did not happen with the older children at their colleges (one in Iowa and one in Wisconsin) otherwise the orientation was the best I've attended - all explained in greater detail in the survey after the orientation when the details were fresher in my memory - but the confusion we had with the banking and checking we set up I do remember –
- More structured sessions WITH students would have been nice; also, FAR MORE emphasis on non-dorm students is needed, so that commuters don't feel second-rate
- All the information I could get was very useful. Missing was the little things like how small the rooms really are. like how to get the u card when at campus
- It has been three years ago so... I remember that the U-card use was very confusing because they were talking about it at the same time as being used as a banking card? ?
- It was a very informative day. What was missing? I would have liked more information for study options or plans. That has been the hardest transition for my student. Where can a student get good help setting up a study program. We have tried a few options and do not feel anyone really cares to help.
- Hearing about all available services on campus (although I was overwhelmed by the amount of information & could not absorb all), seeing the campus so I could picture my daughter there. Missing was addressing specific needs & concerns of those of us who are very, very far from home. Not everyone is from MN or WI, can visit campus or have their child come home during the semester.
- I would have liked to have met his advisor and had the opportunity to get information and ask questions about the process and counseling services, etc. I do not feel he has had a very strong/helpful advisor.

- I would have liked to talk more with advisors of students.
- All the classes he needed were almost filled by the time we had orientation. the advisor wasn't much help in what else he could take.

Parent Orientation/Criticisms

- It was very fluffy, with no substance. would not recommend it to another parent
- Didn't think it was necessary
- Daughter was a transfer student, at the time, no information/programs for parents or students. Hope it's better now.
- Wasn't available - my daughter transferred to the U at the beginning of second semester in her freshman year. As far as I could tell, there was no parent orientation for mid year transfers. I wish there had been one; I'm sure the information I would have received would have been very useful. I found the parent orientation for the school she did attend at the beginning of her freshman year very, very helpful.
- Most useful were the speakers and visiting with the faculty members. The speakers impressed us. They forgot to mention that most of the students were unhappy with the food served in the dorms. We are now convinced, as most of the kids that we know are unhappy with the food being served. Kids are not using all their food points and we are paying extra to our kid as he is forced to eat outside.