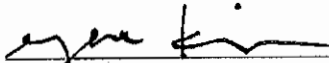
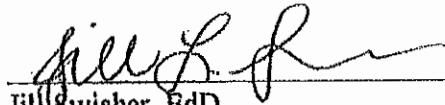


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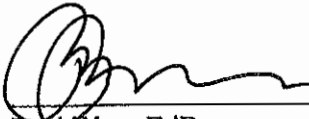
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DRIVING THROUGH THE COLLEGE CHOICE PROCESS: A MULTI-METHODS
APPROACH TO UNDERSTANDING PARENTAL INVOLVEMENT

by
Kortney Tambara-Leviste

A Dissertation

Presented in Partial Fulfillment of
Requirements for the
Degree of
Doctor of Education
in
Leadership
December 18, 2021

School of Education
Concordia University Irvine

ABSTRACT

This dissertation is focused on understanding the expectations, beliefs, and motivations of parental involvement during the college choice process. Many high school students are under a lot of stress and pressure influenced by a culture of achievement. This culture has created a competitive college choice process and has intensified the role of parents to help their child succeed, sometimes resulting in an unhealthy level of parental involvement.

The researcher used a multi-methods approach to survey parents of 12th grade students, going through the college choice process, and whose exposure and experience to college admissions was similar based on age-appropriateness. Following the survey, parents volunteered to participate in interviews to share their experiences and provide a deeper understanding of their expectations and beliefs. The information gleaned from this study provided insight into the expectations and beliefs of parents and why and how they are involved in the college choice process using Hoover-Dempsey and Sandler's theoretical model. One of the key findings from the study was how the college choice process highlights the inequities for parents whose lack of confidence may stem from their life context. Parents who are immigrants, non-native English speakers, less educated, and make less money feel less confident about their ability to support their child in the college choice process.

It is the hope of the researcher that the findings of the study can benefit schools by providing insight into how to better serve, educate, and understand parents and their involvement in the college choice process.

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CHAPTER 1: INTRODUCTION

Society has created a culture of achievement influenced by the idea that college is necessary for children to be successful in life (Smith & Sun, 2016). Falling admission rates at most, but not all, colleges in the United States (Horowitz & Graf, 2019) has bred a sense of increased competition amongst the elite colleges despite students having over 4,500 college options. This competitive culture has exposed the Varsity Blues college admissions scandal, where almost two dozen parents have pleaded guilty to bribery in exchange for their children's admission to college (Shamsian & McLaughlin, 2021).

As a school counselor working at one of the top-performing schools in California, I began to see the effects of this cultural impact on students. I remember a student huddled in a backroom, crying about a "B" on the latest exam and another student who was ok with earning an "F" in Calculus because he did not want to drop the course to reveal to others that he was in over his head and struggling in the class. Too often, I had difficult conversations with parents about the self-harm and suicidal ideation with which their children were struggling. There was a fear that overtook these young people—fear of failure, fear of disappointing parents, fear of not being good enough, fear of being a fraud. These students were some of the brightest in the district where they lived, and to be surrounded by others just like them only intensified the comparison and competition that existed.

Unfortunately, I believe that society created the conditions that fueled the fear of my students. As schools aimed to educate parents about college at an earlier age, expectations of going to college also were communicated much earlier. I began to hear more parents and students talking about participating in activities because it looked good on college applications. With more and more students matriculating to college, competition increased, and students'

colleges of acceptance were highlighted by schools in community newsletters, school newspapers, and school websites. Proud parents whose children were accepted to well-known colleges and universities would compare notes and exchange stories, which became recipes of success for others to follow. When a large part of parent-child conversations is about grades, or parents continuously talk about brand name colleges, or parents hire tutors or consultants to help them prepare for college, there is pressure, often unintentional, that students feel about the college choice process. This cycle continues as elite college acceptance rates decrease, and students apply to more schools in hopes of landing one of them (Hartocollis & Taylor, 2019). This year, a counselor reported that her student applied to 52 colleges! This pressure caused by the culture of achievement creates a high level of stress in our students.

Today, at a high performing high school in an Orange County suburb, I find that the number of students who struggle with the pressure to succeed has grown significantly according to this culture. I feel terrible for the students whose parents' definition of success is based on college admission. A parent of a ninth-grade student recently called to complain about their daughter's 92%. The point of the hour and twenty-minute conversation was that their daughter's grade needed to be *fixed* because if the daughter earned an "A-," the grade would end up on her transcript, and her life would be ruined because colleges will not accept her. This is only one of the many anecdotes I can share.

Moreover, with so much attention placed on academic achievement for the sake of college admission, the value of one's character is diminished. When students make poor decisions that may affect their chances of admission to their desired university, character comes into question as ethics and integrity are at odds. These decisions are often made to get ahead or stay afloat in their classes and come in the form of cheating and plagiarism. It is not always the

student's dubious character, but that of the parent who comes in to defend their child. Parents often question and refute the teacher's observations despite not being present to witness the incident. They deny any wrongdoing even after evidence of plagiarism from online software shows otherwise. Rather than using the incident as a learning opportunity, the parents fight to ensure that any record of a violation is hidden from admissions officers who may pass judgment. Delving deeper into the situation, children take shortcuts to help them get through their workload, which is a sign that they are succumbing to the academic pressure.

Somewhere along the way, the messaging that college affords one hope, opportunities, and possibilities was lost and replaced with one that promotes college as a definition of success, which is further measured by the college's name. The culture of achievement fervor has created a mindset that is not always becoming of our youth and their parents. It has created and worsened the pressure that students and parents feel to the extent that colleges and universities are seeing adverse effects and investing time and money into a counterattack to reverse the damage that has been done to our youth.

Two universities that rank in the top six schools in U.S. News and World Report's 2020 Best National Universities category admit that this high-pressure culture exists and is unhealthy. Both graduate schools of education at Harvard and Stanford universities have initiatives committed to helping students, parents, and schools rethink the over-emphasis on achievement. Stanford's Challenge Success program believes that child development is impacted as the website states,

We all want our kids to do well in school and to master certain skills and concepts, but our largely singular focus on academic achievement has resulted in a lack of attention to other components of a successful life—the ability to be independent, adaptable, ethical, and engaged critical thinkers" (Challenge Success, 2020).

Similarly, Weissbourd et al. (2019) of Harvard's Making Caring Common Project authored "Turning the Tide II: How Parents and High Schools Can Cultivate Ethical Character and Reduce Distress in the College Admissions Process" which argues that the intense focus on academic achievement overshadows the importance of ethical character in many high schools and families (Weissbourd et al., 2019).

Parent involvement continues to play a critical role in this high-pressure culture of achievement despite the messages that such prestigious colleges are trying to convey to primary and secondary school communities. College preparation begins when children are very young, and the college-going mindset is shaped at an early age. In a study by Chapman et al., (2018) about African American parents and their high achieving students, the researchers found that "parents talked to their children about college and visited college campuses well before their child was ready to apply to college" (p.36) with 32% of the survey participants planning for college as early as elementary or middle school (Chapman et al., 2018). Parents' influence and involvement in their children's education play an impactful role as Tierney and Auerbach (2006) ascertain that parental influence is one of the most powerful components during the college admissions process.

For many parents, this college preparation is more than just a mindset. There is a need to provide children with educational opportunities and social activities aimed at preparing them for adulthood (Sidebotham, 2001). Thoughts about what needs to happen to groom children to be the

most competitive applicants as possible begin to be a source of parental stress as club sports, private coaches, competitive dance teams, academic tutors, and the like become part of the extracurricular vernacular for children as early as elementary school.

Fast forward to high school, students are participating in Advanced Placement and honors classes, after-school activities, academic and college admissions testing tutoring, community service, and community college classes to demonstrate their uniqueness as a college applicant. Leonard et al. (2015) shared that schoolwork, grades, and college admissions, along with high parental expectations, constituted the most significant sources of student stress in high school and "parental expectations centered around their achieving high grades in order to have a stellar application to gain acceptance to a prestigious college" (p. 9).

Whether it is a testimony of their parenting (Hoover, 2008), a life-defining moment for their children, or a predictor of success (Smith & Sun, 2016), many parents believe the college admissions process is an essential endeavor that requires their attention. That attention manifests itself in different types of involvement. This engagement ranges from reminders to helping create a college list to forcing a child to apply to a particular school. On the other hand, parental involvement can also go as far as *doing* on behalf of the student. This includes completing the college application, asking all the questions during a college visit, signing up their child to take their college admissions test, or even hiring outside individuals to do tasks for the child.

Leonard et al. (2015) claim, "students, teachers, and expert panel members described that parental pressure for academic achievement is typically inextricably tied to gaining admission to a selective college or university (p.13)." Some also believe that parental expectations and rigorous school expectations send a message that high school's purpose is admission to a selective college or university (Leonard et al., 2015). The focus and intensity of parents have

translated to students feeling much stress because grades affect their eligibility and competitiveness. A Pew Research study authored by Horowitz and Graf (2019) found that 61% of teens say they feel a lot of pressure to get good grades and another 27% say they feel some pressure to do so. Additionally, 70% express some concern about getting into the college of their choice (Horowitz & Graf, 2019). Parental beliefs and attitudes have made them feel as if the college choice process needs outside assistance from adults.

I am saddened by the idea that there is a belief that children must specialize in an activity at an early age, losing out on their more carefree days. This idea of specialization has been observed around the country by the United States Youth Soccer Organization, where clubs or organizations are targeting children as young as seven years old by telling them that they need to specialize or they will be behind the curve. Club-level sports are an example of how children are engaged in more competitive activities at an earlier age but often result in burnout (DiFiori et al., 2014). With the belief that college is the most important thing for high school students, guilt and insecurity are at an all-time high. Students feel guilty for not performing well, not studying enough, and disappointing parents. They compare themselves to their peers, wondering why they cannot earn the same grades. In recent conversations with students, current juniors divulged that they feel it is acceptable to be stressed and unhappy until February of their senior year once college applications have been submitted (Student B, personal communication, April 2021), that a B will ruin any chance of getting into their top college (Student A, personal communication, April 2021) and that grades and extracurricular activities are all that matter to colleges (Student C, personal communication, April 2021). Whatever happened to being kind, trying one's best, pursuing your passions, and trying new things? Conversations with their parents have revealed that they have already decided their child's career path, or at least their college major, and

sometimes, good intentions, like hiring a college counselor, create more stress for the child who does not want to disappoint their parents.

Based on my research and perspective, there are four typologies of parental involvement at the secondary level, ranging from uninvolved to overinvolved. They are bystanders, passengers, backseat drivers, and drivers. On the uninvolved end of the spectrum, parents who are not involved in their children's education, or more specifically, their college choice process, are considered *bystanders* in the process. Bystanders are parents who are not involved in the process and, as an uninvolved parent, “demands almost nothing and gives almost nothing in return, except near-absolute freedom” (Rosenthal, 2009). Bystanders trust their child to make their own choices and do not appear interested in the college choice process at all (Participant E, personal communication, June 4, 2021).

The *passenger* parent allows their child to drive the process. One parent described this typology as “the parent who is kind of along for the ride and there to encourage, offer guidance along the way” (Participant C, personal communication, May 28, 2021). They participate when invited to school events or to meetings with their child to learn about college admissions. They support their child with words of encouragement and advice or help as needed when asked. Sometimes, they do not know what to do but feel that they should be involved and will talk to their child about the process and positively respond when invited to participate in the college choice process.

The *backseat driver* has a watchful eye and is deeply engaged in the process. This parent knows where the child is applying to college, knows the application deadlines, and follows up to ensure task completion (Participant J, personal communication, May 28, 2021). In this typology, the driver is focused on oversight but not necessarily on doing the tasks for their child. The

backseat parent has appropriate boundaries and, through conversation, helps their child through lots of opportunities (Participant D, personal communication, June 1, 2021). They intend to provide accountability and guidance to ensure their child arrives safely at their destination.

Lastly, the *driver* parent is the doer in the college choice process. One parent described this type of parent as one who is "driving the show, and the student is just kind of a passenger along for the ride, following along with what the parent thinks is best or wants them to do" (Participant C, personal communication, May 28, 2021). Failproof parenting described this super-involved typology as parents "who never let their kids grow up and make mistakes and try to do everything for them and engineer their success" (Participant E2, personal communication, May 28, 2021). Driver parents' involvement is on the high end of the spectrum because they complete tasks for their child or hire someone else.

Statement of the Problem

This research hopes to address an unhealthy level of parent involvement in the college admissions process. This extreme level of involvement has been shown to affect their child's emotional stability and satisfaction with life (Taub, 2008; Galindo, 2016). It also exacerbates the amount of stress that students feel during this time period (Leonard et al., 2015) and blurs ethical lines when considering who is applying to college: the student, the parent, or a paid consultant. Approximately 40% of parents say "it is extremely important to them that their child earn a college degree, and an additional 31% say this is very important to them" (Pew Research, 2015). In this culture of achievement where college degrees are important, it is finding a balance between parents encouraging their child to enroll in college and doing everything for their child. Pew Research (2015) found that approximately 40% of parents believe "too much parental involvement in a child's education can be a bad thing" yet 54% of American parents argue that

parents can never be too involved when it comes to their child's education (Pew Research, 2015).

The Varsity Blues scandal is an indication that parents will go to extreme lengths and break laws to ensure colleges/universities admit their children (Nadler, 2020). Such attitudes create an unhealthy and, possibly, unethical level of parent involvement in the process, as well as also impeding the child's development.

Purpose of the Study and Research Questions

The purpose of this mixed-methods phenomenological study is to examine the involvement of parents during the college choice process and understand how their expectations and beliefs influenced their involvement. At this stage in the research, the term "college choice" is generally defined as the process by which 12th-grade high school students prepare for and apply to four-year colleges. This research aims to gain a better understanding of parental involvement and the attitudes and beliefs that guide their behavior. What guided this research is summed up in Maxwell's (2013) statement, "The real interest is in how participants make sense of what has happened (itself a real phenomenon), and how this perspective informs their actions, rather than in determining precisely what happened or what they did" (p. 81). Therefore, my primary research question asks, "How do parents' expectations and beliefs influence their involvement in the college admissions process?" Subsequently, my sub-questions are:

- What factors motivate their behavior/practices?
- What types of involvement, and to what degree, do parents engage during the college choice process?
- What impact does parent involvement have on the perceived success of the college choice process?

As Maxwell (2013) emphasizes, the questions are intended to understand how things happen with a focus on "an open-ended, inductive approach, in order to discover what these meanings and influences are and how they are involved in these events and activities - an inherently processual orientation" (p. 83). I hope to find themes to understand parents' motivation for involvement and the impact their choices/behavior have on their feelings about their involvement.

Theoretical Framework - Conceptual Framework

Hoover-Dempsey and Sandler's theoretical model (see Figure 1. 1) of parental involvement addresses why families become involved in their child's education, what they do when they are involved, and how their involvement makes a difference in student outcomes. Green et al. (2007) propose three sources of motivation central to parents' decisions about their involvement in their children's education.

The first construct defines parents' beliefs about their role and their level of self-efficacy. In this case, parents' beliefs about child development and appropriate home support roles in their children's education influence how they are involved (Green et al., 2007). Green et al. (2007) also believe that parents make involvement decisions based on what they think will happen as a result of their involvement. The parents' role and sense of efficacy are socially constructed and influenced by the experiences of others, persuasion by others, and their own personal experiences. The second factor takes into consideration how parents perceive invitations to be involved, including those from the school, specific teachers, or their child. The third factor of motivation is the parents' perceived life context, which is the parents' perceptions of their personal skills and knowledge shape their ideas about the kinds of involvement activities they might undertake (Hoover-Dempsey et al., 2005).

Figure 1. 1*Hoover-Dempsey and Sandler's Theoretical Model of the Parental Involvement Process*

Level 5	Student Achievement						
Level 4	Proximal Student Outcomes, including:						
	Academic Self-efficacy		Intrinsic Motivation		Self-regulation		Self-efficacy for help-seeking
Level 3	Children's Perceptions of Parental Involvement						
	Encouragement		Modeling		Reinforcement		Instruction
Level 2	Mechanisms of parental involvement's influence on child's school outcomes						
	Encouragement		Modeling		Reinforcement		Instruction
Level 1.5	Parents' Involvement Forms						
	Family values, goals, aspirations, and expectations		Home-based activities		Parent-teacher communication		School-based activities
Level 1	Parents' Motivational Beliefs		Parents' Perceptions of Invitations for Involvement from Others			Parents' Perceived Life Context	
	Parental Role Construction	Parental Self-efficacy	Perceptions of General School Invitations	Perceptions of Specific Child Invitations	Perceptions of Specific Teacher Invitations	Self-perceived Time & Energy	Self-perceived Skills & Knowledge

Significance of the Study

At the secondary level, students report stress as a result of parental involvement, and yet, research supports the notion that parental involvement is a crucial contributor to positive school outcomes. However, less is known about the factors motivating parents' involvement practices (Green et al., 2007). I hope to deepen my understanding of parents' expectations and beliefs and the motivations behind their involvement in the college admissions process. I also aim to help schools recognize and address the factors of parental motivation to promote a healthy level of involvement. As an educator, I also have an opportunity to educate parents better to understand their role in perpetuating this culture of achievement. I hope that in doing so, it will help young people experience high school from a perspective of growth, risk-taking, and fun.

A more comprehensive understanding of this behavior can strengthen the partnership between the school and parent communities and possibly change how schools interact with and involve their parents in the process.

Operational Definition of Terms

Academic socialization: Academic socialization is an indirect form of parental involvement where parents convey their academic expectations and aspirations while providing autonomy. Examples of this strategy include communication between the parents and child about the child's future plans, the value of education, connecting curriculum with current events (Bhargava & Witherspoon, 2015; Hill & Tyson, 2009; Wang et al., 2014).

Asian American: Asian American refers to an individual born in the United States but whose ancestors originated in East Asia, South Asia, Southeast Asia, and Pacific Islander (Tran & Birman, 2010).

Asian: Asians refer to individuals residing in Asia or immigrated to the United States but

have not acculturated and whose primary language is not English (Mau, 1997).

Brand name colleges: The terms, “brand name colleges” refers to those colleges and universities who are ranked on the top 25 lists, including Ivy League schools (Hoover, 2008).

College choice process: The college choice process "incorporates students' college aspirations, their expectations of those aspirations becoming a reality, the beginning of their plans, and the steps taken to actualize those aspirations" (Bergerson, 2009, p. 47).

Home-based involvement: Home-based involvement refers to strategies implemented by parents that occur outside of school and include helping with homework, providing resources (Bhargava & Witherspoon, 2015).

Parental involvement: Parental involvement refers to a multi-dimensional construct that encompasses a broad range of parenting behaviors where parents interact with schools and with their children to benefit their children's educational success (Ceballo et al., 2014; Feuerstein, 2000; Hill et al., 2004; Wang & Sheikh-Khalil, 2014).

School-based involvement: School-based involvement strategies are those implemented by parents at school, such as attending school events (e.g., parent conferences, volunteering, communicating with school staff) (Hill & Tyson, 2009; Bhargava & Witherspoon, 2015).

Student achievement: Student achievement refers to the academic outcome often measured by a grade point average that is driven by a student's sense of self-efficacy, motivation, and self-regulation (Green et al., 2007; Wang & Sheikh-Khalil, 2014). In this study, this could also refer to standardized college admissions tests and college acceptances.

Summary

As a culture of achievement fuels the concerns surrounding student stress and parental involvement during the college choice process, this study aimed to understand the motivational

factors behind parental involvement during the college choice process. There is limited research available on this particular topic, however, Chapter 2 reviews the literature on different aspects of parental involvement. Chapter 3 introduces the research design and methodology while Chapter 4 discusses the findings of the study and Chapter 5 provides an interpretation of the data.

CHAPTER 2: REVIEW OF LITERATURE

College Choice Process

When planning for college, families undergo a process referred to in the literature as the college choice process: "the term student college choice has been used to describe a range of postsecondary educational decisions including (a) the decision of students to continue their education at the postsecondary level and (b) the decision to enroll in a specific postsecondary institution" (Hossler & Stage, 1992). Cabrera and La Nasa (2000) take it one step further by saying that "the literature on college choice depicts decisions to go to college as the by-product of a three-stage process, which begins as early as the seventh grade, if not earlier, and ends when the student enrolls in a postsecondary institution" (p. 17). The three-stage process is described in further detail below.

According to Hossler and Gallagher (1987), individual and organizational factors interact at each stage to produce outcomes, influencing the student college choice process. The three stages are the predisposition phase, the search phase, and the choice phase. The predisposition phase is the first step in the process and is a more developmental stage where students determine their postsecondary plans. This phase includes parental expectations and encouragement, college preparatory curriculum and extracurricular activities, and student ability (Chapman et al., 2018). Students who wish to further their education after high school then enter the search phase to research their options and see themselves at different schools. This phase entails students and parents collecting online information about programs, visiting campuses, and meeting with and securing materials from school counselors (Chapman et al., 2018). The third and final phase, choice, is the selection of their top college choices.

Several variables play a role in this process and, ultimately, the decision to attend college.

Parental encouragement, financial considerations, academic resources, aspirations, the student's abilities, and colleges' characteristics are all influential in the process (Cabrera & La Nasa, 2000). Parental encouragement is a consistent and impactful force throughout the process as parental expectations, knowledge, and aspirations all influence college choice decision-making and parents' involvement in helping their child succeed (Hayes, 2011). While parental encouragement is influential, it differs from household to household and even within households because their reasons for involvement are different.

Role of Parents

Hoover-Dempsey and Sandler's Model: Reasons why Parents Become Involved

With a focus on why parents become involved in the college choice process, the focus of this research will include the Hoover-Dempsey and Sandler model of parental involvement. The five-level model addresses why parents become involved in their child's education and how it influences student outcomes. The first level of the model looks at sources of motivation for involvement, level 1.5 addresses the forms of involvement, level two examines the mechanisms of parental involvement's influence on child's school outcomes, level three considers children's perceptions of parental involvement, level four looks at student outcomes and level five is the result of levels one through four: student achievement.

The proposed study focuses on level one of the model which looks at three significant sources of motivation for involvement. These include parental role construction and self-efficacy for helping the child succeed in school, parents' perceptions of teacher/school invitations to get involved, and third, personal life context variables that influence parents' perceptions of the forms, skills, knowledge, and timing of involvement to which they can commit (Green et al., 2007).

Parents' Motivational Beliefs: Role Construction and Self-Efficacy

Hoover-Dempsey et al. (2005) refer to role construction as "parents' beliefs about what they are supposed to do in relation to their children's education and the patterns of behavior that follow those beliefs" (p. 107). Social constructs shape these beliefs—interactions with others and experiences that influence involvement decisions (Hoover-Dempsey et al., 2005, p. 108). Social constructs include personal experiences with schooling, prior experience with involvement, and others who are part of the child's schooling. Over time, parents' role construction can change based on social conditions such as teacher recommendations, school programs, and school emphasis on collaborative relationships between school and parents.

According to Hoover-Dempsey and Sandler's model, self-efficacy is a second motivator that influences parental involvement and is socially constructed. Bandura et al. (1996) defines self-efficacy as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. Bandura et al. (1996) asserts that self-efficacy is a "significant factor in decisions about the goals one chooses to pursue as well as effort and persistence in working toward the accomplishment of those goals" (as cited by Hoover-Dempsey et al., 2005). In the case of parental involvement, parents who are more invested in their child's performance are highly motivated to protect their self-esteem by creating a positive outcome (Grolnick et al., 2002). Self-efficacy reflects confidence in the ability to exert control over one's motivation, behavior, and social environment and influences the goals for which people strive and the amount of energy expended toward achieving those goals (Carey & Forsyth, 2009). When parents have a strong sense of self-efficacy, they believe they can create a favorable outcome for their child.

The propensity to manage and intervene may be closely related to parents' sense of self-

efficacy because they are more likely to be involved in their child's education if their efforts will produce educational gains (Tierney et al., 2005, pp. 37–38). Self-efficacy theory suggests that parents make involvement decisions based in part on their thinking about the outcomes likely to follow their involvement activities (Hoover-Dempsey et al., 2005; Green et al., 2007). Grolnick et al. (2002) point out that:

There are a variety of instances in which people's feelings hinge not on their own performance but on the performance of another...In these examples, teachers and parents become ego-involved in children's performances, behavior, or outcomes, and this ego-involvement is likely to influence the way teachers and parents interact with children. (p. 144)

Therefore, one argument is that parents involve themselves in the college choice process because they believe they can influence the outcome and protect their own self-esteem.

Parent Invitations

Hoover-Dempsey et al. (2005) admit that not all parents need encouragement to be involved in their child's education. However, for those whose self-efficacy and role construction are weak or who may not feel parent involvement is necessary, there is also a strong influence from school, teacher, and student invitations. These invitations suggest that parent participation in the learning process is welcome, valuable, and expected (Hoover-Dempsey et al., 2005).

General invitations from the school suggest that parent involvement is valued (Hoover-Dempsey et al., 2005) and Park and Holloway (2013) believe that when the high school provides parents with information about preparing their children to obtain a college education, it increases parents' self-confidence and leads them to feel more responsible for guiding their children to higher education. Teachers' invitations may be specific to their child and encourage parents' actions to

affect learning while student invitations may prompt parents to respond to their child's request to support their learning needs and educational progress (Hoover-Dempsey et al., 2005). According to Hoover-Dempsey et al. (2005), regardless of whether the invitation is from the school, the teacher, or the student, these motivators can have a powerful effect on parental involvement.

Parents' Life Contexts

Unlike other research that includes socioeconomic status (SES) as a separate factor when considering parental involvement, Hoover-Dempsey et al, choose to use the term *life context*. Hoover-Dempsey et al. (2005) find that SES does not explain why parents are involved or “why parents in similar or identical SES categories often vary substantially in involvement practices or effectiveness” (p. 114). The model considers parents’ life contexts as the third motivator for parental involvement which focus on resources associated with SES. Life context encompasses parents’ knowledge, skills, time, energy, and culture.

As an example, the researchers focus on resources associated with SES including a parent's time and energy. For example, lower-SES parents' work schedules may not allow them to be involved in their child's education, and their knowledge and skills may be lower due to less schooling or professional support systems (Hoover-Dempsey et al., 2005). However, time and energy constraints can be real for parents in all SES groups, not just low SES, as parents may have different job demands, personal responsibilities, and family structures. These life context variables can influence their decisions and choices about involvement. The model also looks at family culture as another factor of parental involvement linked to SES, time, knowledge, and skills. The researchers argue that "schools must frame their efforts to support parents' personal motivations for involvement, their actions to invite involvement, and their responses to families' life-context issues within a broad understanding of family culture" (Hoover-Dempsey et al.,

2005, p. 116). Understanding family culture is especially true for first-generation college families whose resources are limited and might not understand the educational system's expectations and mainstream U.S. values.

Parents' Involvement Forms

The first level of Hoover-Dempsey and Sandler's model focused on parents' motivational beliefs, perceptions of invitations for involvement from others, and parents' perceived life context, which contributed to Level 1.5 parental involvement behaviors. Once parents decide to become involved, their participation can take on different forms. Hoover-Dempsey and Sandler believe their behaviors are differentiated as expressions of family values, goals, aspirations, and expectations for their child's learning and education; involvement in learning activities at home; parent-teacher/school communication, school-based activities (Hoover-Dempsey, 2010). These activities are "consistent with (a) family and student needs [and] interests and (b) student-school- or community-generated invitations and opportunities" (Hoover-Dempsey, 2010).

Learning Mechanisms of Parental Involvement

This second level of the model spotlights four primary ways parents influence their child's outcomes. These mechanisms are encouragement, modeling, reinforcement, and direct instruction. Encouragement is defined as parents' explicit support for their child's active engagement in school-related tasks and learning. Modeling refers to how "parents behave in ways that demonstrate that activities related to schooling are worthy of interest and time" (Hoover-Dempsey & Sandler, 1995, p. 320) and include goal setting, and learning strategies, that are explicitly demonstrated by the parent. Reinforcement refers to parents' interest, attention, praise, and rewards for learning behaviors and efforts (Hoover-Dempsey & Sandler, 1995). The hope is that with reinforcement, children will continue to engage in more of the rewarded

behaviors and, as a result, perform well in school. Instruction takes two primary forms – indirect and direct instruction, which can also be described as open-ended and closed-ended. Indirect instruction looks more like guiding a child through problem-solving or brainstorming, while direct instruction examples can include tutoring, practicing, or drilling activities. These indirect and direct actions influence their child's outcomes because they affect their perceptions of their involvement.

Student Perceptions of Parental Involvement

The third level of the model includes the students' perception of their parents' involvement based on their parents' behaviors in level two. How the student perceives their parents' behaviors and actions (encouragement, modeling, reinforcement, and instruction) plays an important role in mediating the influence of those events on the student's learning. If they are to influence learning, parents' behaviors, attitudes, and values must be experienced by the student (Hoover-Dempsey, 2010). They must also reflect an understanding of the student's accomplishments tasks and express their expectations, encouragement, and reinforcement about the learning outcomes to convey to their child the proximal learning outcomes.

Student Proximal Learning Outcomes

Proximal outcomes make up the fourth level and according to Hoover-Dempsey (2010) are “student characteristics and attributes that are notably subject for parental influence and also contribute clearly to what is going on with student learning and what students can use in their learning processes.” The four outcomes include academic self-efficacy, intrinsic motivation, self-regulation, and self-efficacy. Academic self-efficacy is the student’s belief that they can complete their work successfully. At the same time, intrinsic motivation is essential for students to take an interest in learning for the sake of learning. Self-regulation helps students regulate

their behaviors and interactions with others in ways that support learning. Self-efficacy refers to students believing that interacting and engaging with teachers and others who are knowledgeable can lead to positive learning outcomes (Hoover-Dempsey, 2010).

Student Achievement

Lastly, the fifth level of the model is the ultimate goal of parental involvement, student achievement. Student achievement is the academic outcome often measured by a grade point average that is driven by a student's sense of self-efficacy, motivation, and self-regulation (Green et al., 2007; Wang & Sheikh-Khalil, 2014). In this study, it could also refer to standardized college admissions tests and college acceptances.

Types of Involvement

In a study about parents' role in financing and enrollment in higher education, parents reportedly were very invested in the college choice process (Carney-Hall, 2008). Stringer, Cunningham, O'Brien, and Merisotis (1998) reported:

72 percent of parents helped complete admissions applications, 65 percent gave advice about schools, 57 percent spoke with an admissions counselor, 50 percent helped select the college or university, 83 percent helped complete financial aid forms, 80 percent obtained aid for their children, and 52 percent spoke with a financial aid counselor. (as cited in Carney-Hall, 2008, p. 6)

Parents have reportedly been overly involved in the process, going beyond giving advice.

According to Lareau and Weininger (2008), interventions by middle-class parents:

can take the form of speaking with high school counselors about course selection, complaining to school officials when AP [Advanced Placement] course schedules conflict, working closely with their children - sentence by sentence - on college essays,

planning (and funding) a large number of visits to potential colleges, and other actions.

(p. 141)

As described above, there are several ways parents can become involved in the college choice process, and for each parent, there are different motivations that influence their participation.

Specific Considerations for Parental Involvement

Parents' Background

Trusty and Lampe (1997) found parental involvement to be weakly and positively related to SES and to have little direct association with family demographics or significant family events (e.g., parents' employment, family composition, and divorce). Parental involvement was weakly related to gender, with female participants indicating slightly higher parental involvement (Pomerantz et al., 2007).

Parents' education is one of the primary sources of cultural capital, which relies on their knowledge derived from their personal experiences (Lange & Stone, 2001). Parents who have attended college increase the likelihood of their children attending college because the family values education, they are more familiar with the admissions process, and have a network consisting of others who share similar interests and values (Lange & Stone, 2001). Tierney et al. (2005) illuminate how college aspirations, decent grades, and determination are not enough for college admission as they state, "Not surprisingly, parents' college knowledge - a proxy for high-status cultural capital - figures prominently in how they become involved in college preparation" (p. 42). Instead, parents' informal knowledge of the system, including higher education, appears to be the key in the admissions process (Lareau & Weininger, 2008).

Parenting Style

Research has found that there are varying degrees to which parents are involved. The motivation behind parental involvement may result from parenting style, which can influence parents' actions in their daily lives. Parenting styles have been described as authoritarian, permissive, and authoritative (Baumrind, 1966). Authoritarian parents are demanding (exercising firm control) but not supportive (uninvolved); permissive parents are supportive but not demanding, and authoritative parents are both demanding and supportive (Trusty & Lampe, 1997).

Based on the description of each parenting style, it can be argued that a parent whose style was authoritarian would demonstrate heavy involvement in the college choice process based on characteristics of excessive control and being demanding. Wanting to control the college choice process to avoid any mistakes because they need to ensure that they have done everything possible is a common occurrence. This behavior is indicative of an authoritarian parenting style. What is already a stressful experience is exacerbated when controlling, authoritarian parents are overly involved in the college choice process, and unfortunately, over the years, this parenting style develops children who are afraid to make mistakes due to limited autonomy and as they mature, lack appropriate coping skills (Gong et al., 2015).

Comparatively, a permissive parent may express interest in their child's college plans but not insert themselves into the process. Rather, a permissive parent will be present as a resource but not as an “active agent responsible for shaping or altering his ongoing on future behavior” (Baumrind, 1966, p. 889). This particular style of parenting is more indulgent, allowing the child to self-regulate and be free of restraint (Baumrind, 1966). This parent is not as involved as an authoritarian parent would be in the process, but there is a lack of parental control.

According to Steinberg et al. (1992), an authoritative parent is one who is warm, firm, and democratic and defined by “the combination of high levels of parental responsiveness and high levels of demandingness” (p. 1267). In the college choice process, this parent is involved as one who engages in discussion with their child to offer advice, provides guidance about next steps, and allows for choice in creating a college list. Research shows positive outcomes from authoritative parenting compared to authoritarian and permissive parenting (Trusty & Lampe, 1997). Gong et al. (2015), report that students with authoritative parents in college

were less likely to use avoidant coping compared with those whose parents were authoritarian and provided limited autonomy. Students with authoritarian parents may have had little experience of gentle guidance in handling stressful situations as emerging adults with no parental direction, these students may simply avoid dealing with certain situations as one of the coping options (p. 265).

Parenting styles not only affect students during the college choice process, but have a lasting effect on their development. Wang et al. (2014) ascertain that differences in parenting practices and adolescent outcomes may vary depending on parents’ ethnic background or SES.

Ethnic Background

Research shows a consistent theme of parental involvement associated with academic achievement and a greater likelihood of aspiring to attend college and actually enrolling (Cabrera & La Nasa, 2000; Perna & Titus, 2005). However, the research is unclear about the role of parents' ethnic background when considering how it impacts the intensity of parental involvement in the college choice process. Instead, researchers demonstrate that the prevalence of different types of involvement varies amongst different ethnic groups (Perna & Titus, 2005;

Wang et al., 2014). African American, Latinx, Asian American, and European American parents participate in their children's education differently.

European or White American parents tend to be the most involved (Mau, 1997) and participate more than other ethnic groups in school-based activities compared to other ethnic groups (Li & Fischer, 2017; Wang et al., 2014) and other traditional practices such as homework help and attendance at school events (Auerbach, 2006). This participation could be because they are more comfortable and understood in the school system (Wang et al., 2014) and have beliefs and values aligned with middle- or upper-class values (Feuerstein, 2000) or Western ideas that are dominant in schools (Auerbach, 2006). Interestingly, Wei-Cheng Mau's (1997) study, which compared Asian immigrant, Asian American, and White students found that the more their parents participated in school events, meetings, or acted as a volunteer, the more likely White American students were to perform well. This type of participating involvement in their child's education does not have the same outcomes for all ethnic groups. Yet, school-based involvement such as attendance at school events and home-based involvement such as homework help are traditional forms of involvement that are often promoted by schools.

Research shows that African American parents are more involved at home (Hill et al., 2004; Wang et al., 2014). Chapman et al. (2018) found that African American parents whose children attended a University of California school in the fall of 2015 began their college choice process with their children at a very early age by talking to their children about college as a requirement and visiting campuses well before it was time to apply. For students with a positive construction of their academic identity, their parents were credited for supporting them, believing in them, and communicating positive messages (Howard, 2003). This ethnic group averaged higher than the other groups of parent-child discussions about education-related topics and

higher parent-school contact (Perna & Titus, 2005, p. 508). Jeynes (2016) found that parental involvement among African Americans was consistent from elementary school to secondary schools and was associated with higher levels of academic achievement.

Although the research did not show a strong relationship between race/ethnicity and the extent to which African American parents were involved in their child's college choice process, their activities and attention were driven by the realization of the multiple barriers associated with being African American without a bachelor's degree (Chapman et al., 2018). Some parents felt a need to help research colleges where their children would be supported as students of color (Chapman et al., 2018). Along with quality instruction, parents also indicated a strong desire for their children to be comfortable and supported in a higher education environment. College was viewed as a way to a better life and combat racism (Chapman et al., 2018). African American parents believed that more students of color on college campuses would challenge the stereotypes and stigmas about low-performing African American students. For this particular ethnic group of parents, race/ethnicity played a role in their motivation for getting involved. They were motivated to get involved in their student's college choice process because of their experiences and the racism they faced as African Americans.

Research has found Latinx parents' role in their children's pathway to college was indirect and largely invisible to the school, however, it was foundational to their children's success (Auerbach, 2006). Over time, however, there is a decline in school-based involvement and an increase in home-based involvement activities (Bhargava & Witherspoon, 2015; Walker et al., 2011). Latinxs may view academic instruction at home as inappropriate because education is seen as the teachers' role, and they are the motivators and encouragers (Auerbach, 2006; Lim, 2012). Hill and Tyson (2009) share that Latinx home-based involvement includes conveying

messages of the importance of school and sharing their own educational experiences. Latinx parents preferred home-based parental involvement, and Latinx students reported that discussions with their parents led to enrollment in advanced math classes and higher reading and math achievement (Ceballo et al., 2014). In an ethnographic case study at a Los Angeles area high school, parents were asked about the most important strategies for helping their children on the pathway to college. Their responses were in line with their role as motivators as "the parents chose moral and emotional support, stressing the importance of education, and talking to children about university and careers, as well as setting limits on behavior" (Auerbach, 2006, p. 280). Academic socialization proved to be one of the more commonly utilized strategies by Latinx parents. Academic socialization is an indirect strategy where parents convey their academic expectations and aspirations while providing autonomy. Examples of this strategy include communication between the parents and child about the child's future plans, the value of education, connecting curriculum with current events (Bhargava & Witherspoon, 2015; Hill & Tyson, 2009). This research claims that Latinx parents prioritize moral and emotional support due to cultural values and background. Because of the preferred home-based involvement and academic socialization, this parent group will not likely be involved at school events or communicate frequently with school staff. Their involvement during the college choice process will look different than other ethnic groups.

When considering the role of Asian American parents, Mau (1997) found that the more their parents participated in school events, meetings, or acted as a volunteer, the less likely Asian American students were to perform well. Mau (1997) warns that causal interpretations should not be made but offers the age of the students in the study as a potential factor in this finding since the students were in high school and this particular age group is often looking for independence.

A study by Chen (1995) and Stevenson showed that acculturation to U.S. culture has a strong positive effect on academic expectations while academic performance for Asian Americans was lower than Asians from the countries of Japan and Taiwan (as cited in Tran & Birman, 2010, p. 111). A study by Qin et al. (2012) examined conflicts and communication in high achieving Chinese American families and found that Chinese American students' parents were very involved at home. Their involvement consisted of often trying to "control their children and impose high academic standards and expectations on them" (Qin et al., 2012, p. 49).

Asian American parents and students hold high educational aspirations, but some literature suggests that, like African American parents, it is an attempt to overcome racism. Tran and Birman (2010) shared that studies they have reviewed "suggest that Asian American parents and students hold high educational aspirations in order to overcome the impact of racism in the U.S." Asian American parents used educational attainment" (p. 112). This research suggests that sociopolitical factors in the U.S. can also predict parents' motives and students' academic performance. The idea of high educational aspirations by African Americans and Asian Americans to overcome the impact of racism is an emerging theme as a motivator of parental involvement.

The idea that Asian American parents do all they can to ensure their child's success does not differ from the aspirations of Asian immigrant parents. Their involvement, or lack of, however, is different from other ethnic groups since research found that "any type of parental involvement either had no relationship or a negative relationship with students' academic performance for Asian students" (Mau, 1997, p. 275). It is possible that Asian norms dissuade the same type of involvement as White Americans and therefore, Asian immigrant parents find themselves offering academic encouragement and additional academic tutoring (Tran & Birman,

2010). Asian immigrant parents' involvement stems from Chinese and Korean practices to enhance their children's education (Park et al., 2011). The origin of the hiring of private tutors and related parental involvement exists in the prevalence of *hakwon*, private tutors in Korea, and other private tutoring in East Asian countries where university admissions are competitive, such as in Japan and Taiwan (Park et al., 2011). In China, "elite Chinese parents typically are not involved in high school children's schooling, intense competition and high levels of uncertainty in the process often prompt them to be involved in hopes of maximizing their children's chances of elite university admission" (Chiang, 2018, p. 507). For Asian students, home-based parental involvement in the form of academic socialization, or the communication of educational expectations, seemed to be significant predictors for Asian immigrant students.

A literature review suggests that ethnicity/race may play a role in parent involvement; however, it does not stand out as the dominant factor. In some research, understanding the higher education system is a critical factor during the college choice process (Lareau & Weininger, 2008). Researchers Park and Holloway (2013) believe the role of race/ethnicity in parent involvement "can be overestimated if mediating family factors, such as household income or parent education, are not taken into account" (p. 108). Froiland and Davison's (2014) emphasize the importance of a welcoming environment as a precursor to parental involvement. According to Froiland and Davison (2014), "parent expectations and parent-school relationships are promising aspects of parent involvement, even when controlling for family structure, family SES, race, ethnicity, and child gender" (p. 13).

When considering Hoover-Dempsey and Sandler's parent involvement model, researchers have found a positive connection between parents' self-efficacy in multiple ethnic groups (African American, Latino, Euro-American) and their involvement behaviors at home (Hoover-

Dempsey et al., 2005). Overall, the involvement of African, European, Latinx, and Asian American and Asian immigrant parents has been studied, but ethnic background does not emerge as a clear factor influencing parental involvement in the college choice process.

Social Class Considerations

Much literature suggests that middle-class parents are more involved in their child's education and preparation for college due to their social class (Lareau & Weininger, 2008). The literature identifies preparation for postsecondary education by middle-class families as *concerted cultivation*, which is described by Vincent and Maxwell (2016) as "a strategic response to many parents' perception of their responsibility to develop and 'make up' an individual, with a range of talents and skills. It is a search for distinction" (p. 278). Parents take an active and intentional role in their child's life through specific structured activities, language development, and intervention, and it is a way for the parent to cultivate, shape, or prune their child's development (Carolan & Wasserman, 2015; Smith & Sun, 2016; Wheeler, 2018). Concerning college admission, concerted cultivation is part of "parent-child discussions about future goals, parent-directed plans during high school for transitioning to college, and parent involvement in overseeing the entire college application process" (Carolan & Wasserman, 2015, p. 181) and the hiring of private college counselors or independent educational consultants (Smith & Sun, 2016).

Many economically privileged parents, who view their children as projects that require cultivation, consider the college that their children end up attending to be the ultimate testimony or "outcome" of their parenting. Maintaining their current socioeconomic status or positioning their child for future advancement can be motivation for some parents. Thus, many economically privileged parents try their utmost—and some even spin "out of control"—becoming intensely

involved in the course of preparing their children for the college admissions race (McDonough et al., 1997). Thompson (2011) believes that "The reality, of course, is that the variables that make or break a student's college experience cannot be predicted from the stature of the college" (p. 86). According to Thompson (2011), the variables that shape a college career for better or worse include living situations, friends, environment, extracurricular activities, and teaching arrangements which the stature of the institution cannot predict will be a fit for the student. Further exploration of whether attending a selective college predicts essential life outcomes has found no significant relationship between school selectivity and student learning, future job satisfaction, or well-being (Challenge Success, 2018).

This focus on college admission as an indication of parenting success leads families to prioritize their child's future through investment in time, energy, and resources. It has subsequently influenced the emergence of a culture of achievement, which appears to stress success over other aspects of youth development (Leonard et al., 2015). This culture has led many to believe that the selectivity of a college is a marker of success as high-ability students and their parents appear to view a high-quality college as a step to professional and graduate degrees and to associate high quality with extensive course offerings, advanced equipment and libraries, and a teaching faculty (Litten & Hall, 1989). Litten and Hall (1989) studied how high school students and their parents view quality in college and found that only among parents did most respondents select admission rates to top graduate and professional schools as an indicator of a top-quality school.

The middle class of parents tends to consider their child's college of attendance to be the ultimate testimony of their parenting. As a result, they become heavily involved in preparing their child(ren) for the college admissions race (Smith & Sun, 2016) and begin to "encourage

their children to think about and talk about what they would like to do from a young age" (Wheeler, 2018, p. 341).

The literature review demonstrates heavy parental involvement by the middle class in matters of their child's education and college choice process. Therefore, much of this review focuses on the middle class and above. However, it is understood that exploring parents' role from other social classes is necessary to provide contrast and comparison between them. Parental involvement for the working class and more impoverished families is not as great because families viewed this type of help as a school's responsibility (Lareau & Weininger, 2008).

Lareau and Weininger found that lesser involvement by working-class parents is a parenting style that is viewed as "natural growth" where children will develop on their own provided parents provide them with the essentials (food, clothes, safety, care). It is not that they value college any less than those of the middle or upper class. Parents' perceptions were different and, therefore, influenced how they raised their children: "the middle-class parents perceived that they had a significant influence over their children's lives while the poor working-class parents did not" (Wheeler, 2018, p. 335). As such, the parents believed the child and the child's school were responsible for their learning and achievement. Additionally, lower-income families do not have the same resources at their disposal or environmental influences compared to their middle-class counterparts to engage in more complex parental involvement and intervention (Kim & Schneider, 2005).

Environment

Societal Expectations. The emphasis placed on college heightened in the late 1990s, possibly due to the national focus on assessment and accountability that blossomed in the 1980s (Hossler, 2000). College rankings have become a way for the public and policymakers to assess

the quality of education, and for many families, college admission "remains the ultimate measure of family success and status. An ethnography by Thomas Cottle (1991) revealed a parent's perception of how college attendance determines status, prestige, and opportunity because he argued that if all the schools were identical, students would be accepted by lottery. Cottle summarized the importance of college admissions by stating, "Simply put, some families report the college admission letter to be the indelible benchmark of acceptance into America" (Cottle, 1991, p. 79). College acceptances have become the first step toward what others deem as a successful life.

College as a Success Indicator

As society has become obsessed with ranking colleges and universities, no longer is going to college enough, but going to a particular college is now more critical: "What makes students and families crazy during the postsecondary transition is their belief that the college admissions process is about finding the right college" (Thompson, 2011, p. 86). Many parents do not view this transition as a step into adulthood, but rather, a foreshadow of their child's future. The college choice process is filled with uncertainty and pressure because of the feeling that a child's/family's future is riding on this decision (Cottle, 1991). "Both parents and adolescents are looking for a way to predict the future, and an elite college seems like a guarantee of a great adult life" (Thompson, 2011, p. 85).

School-Family Relationships

The partnership between the school and the family plays an influential role in how parents support their child's learning. When schools welcome parents, and there are two-way channels of communication established, "parents can gain knowledge, practice, and confidence to help them provide effective supports for their children's learning" (Hampden-Thompson and

Galindo, 2017, p. 260). Researchers Li and Fischer (2017) found that parental networks have significant and positive effects on parental school involvement in elementary school, including participating in organizations such as Parent Teacher Associations, volunteering at school, or serving on a committee. Their study found that such networks have positive effects on disadvantaged school neighborhoods. Through their involvement, parents' interactions help overcome the adverse effects of living in a disadvantaged area (Li & Fischer, 2017). Furthermore, the level of parent involvement was also found to be related to socioeconomic status (SES), and minority composition as it was found that parents participated more when SES was higher and schools had larger minority populations (Kerbow & Bernhardt, 1996; Sui-Chu & Willms, 1996, as cited in Feuerstein, 2000, p.32).

Parent Peer Pressure

Although the college choice process begins in secondary school, college preparation begins much earlier. When their children are very young, parents have expressed a responsibility to provide children with educational opportunities and activities to prepare them for adulthood (Sidebotham, 2001). In addition to raising their children, there are feelings of constraint "to parent in particular ways and let their children do or not do things because of peer pressure in their social networks" (Wheeler, 2018, p. 334). These pressures have been so much that they have garnered admission officers' attention from elite universities who are urging families to lessen the structured programs that engulf students' free time in the summers (Fitzsimmons et al., 2011 as cited in Ciciolla et al., 2016). The idea that college is an indicator of success is propagated not only by colleges looking to lure families in with their rankings but also by the parents themselves through their social circles. As parents interact with one another and share thoughts, ideas, and experiences, they convey this message throughout their social networks.

Social Capital

Known as *social capital*, these social networks play a role in parent involvement during the college choice process, and "it exists in the relations among persons" (Coleman, 1988, pp. S100–S101). The relationship between the student's parents and the student's friends' parents is considered a form of social capital and can be measured by the number of the students' friends' parents with whom a parent talks (Perna & Titus, 2005). Social capital serves as another resource for parents to get support, ideas, and advice from one another. These networks are resources that may increase parent involvement at home and school (Sheldon, 2002). Research suggests that "parents who maintain ties with other parents use them as a source of information and advice and that network ties can affect parent involvement" (Sheldon, 2002, p. 304).

Through human interactions between individuals or groups of individuals, demonstrating social norms, exchanging information, and valuing relationships are examples of social capital. Social capital influences parent involvement in the college choice process because, "Parents usually think about the college application process long before their children do, primarily because of the social pressure they feel when interacting with other parents" (Smith & Sun, 2016, p. 168). Perna and Titus (2005) found that parents convey norms and standards in ways that promote college enrollment through interactions with the student, the school, and other parents. Perna and Titus (2005) also found that "parental involvement as a form of social capital is positively related to college enrollment regardless of the level of individual and school resources" (p. 511).

Contrary to this research, O'Connor et al. (2010) found that community relationships may offer limited college access information for Hispanic parents, which may not be advantageous to this particular ethnic minority group. Although parent-to-parent relationships in elementary

school could serve as a buffer against school neighborhood disadvantages (Li & Fischer, 2017), interactions and community information resources about college information are limited (O'Connor, 2010). If parents have limited information or incorrect information, sharing it with others through parent-to-parent interactions may not serve them well or be beneficial.

Regardless, parents are one of the primary conduits of information about college information (Hossler, 2009) who can provide a bridge to resources and information outside the family through their networks and resources (Kim & Schneider, 2005). In cases where parents have the means to employ outside help, some turn to private consultants to help them with the college choice process.

Private Consultant Industry

While parent-to-parent interactions provide parents with a reassurance of their knowledge about what is best for their child's future, it can also present a sense of competition amongst middle to upper-class students and their families. Smith and Sun (2016) claim the competition in affluent communities pushes families to enlist the help of private college counselors. Many families employ independent educational consultants, or IECs, to ensure they are doing everything possible to help their child. This service is prevalent amongst middle-and-upper middle-class parents who better understand the application process (Smith & Sun, 2016; Robinson & Roksa, 2016). The hiring of consultants or private college counselors is for the student's benefit as much as it is for the parent. There is reassurance that comes with personalized attention as well as a sense of security, and parents who hire IECs are "often more anxious about the college application process than their children" (Smith & Sun, 2016, p. 168). The uncertainty of the college choice process, coupled with the societal expectations surrounding college, have created an industry that perpetuates this competitive culture.

Parent-Child Relationship

Student Performance

Another possible motivation attributed to parental involvement is student performance. Parents may view involvement in school activities as particularly crucial to children's performance; thus, their involvement may be driven by their attempt to remedy children's poor performance or feel that their own self-worth is contingent on their child's performance (Pomerantz et al., 2007). The literature shows that many parents hold educational aspirations for their children and those with greater aspirations are more likely to engage in communications that revolve around learning and participate in school activities that help their children succeed (Hayes, 2011). Some parents may feel pressured to ensure that their children perform up to standards, so they exert heightened control over their children (Pomerantz et al., 2007). Parents whose children have lower grades may feel the need to push and control their children to succeed in school-like tasks (Grolnick et al., 2002).

Contrary to the belief that parental involvement was driven by poor student performance, Deslandes and Bertrand (2005), in their study of parent involvement motivation at the secondary level, concluded that adolescents with a high level of autonomy, and more precisely, those who are highly work-oriented and self-confident, are more likely than adolescents without these traits to invite parent involvement. A lack of involvement may also be attributed to parents' beliefs that their child was academically successful. Behrs and Galowich (2002), whose study indicated "almost one-third of parents who rated their sons' or daughters' skill at the highest levels also said they were never involved in their students' college choice process" (p. 72). In their study, Behrs and Galowich (2002) also found that some parents overestimate their students' academic skill

level compared to their placement test results, which may also play a role in their lack of involvement.

Attitude of Child

The child's attitude toward the parent and their schoolwork can play a role in parental involvement. Some parents may choose not to become positively involved when children find certain activities unpleasant (Pomerantz et al., 2007). Grolnick et al. (2002) argue that "Children display higher motivation and do better in school when parents allow give-and-take and involve children in decision making rather than pressuring and directing them and squelching open discussion" (p. 143).

Skaliotis (2010) highlights the relationship between mother and child and shows how a young person's attitude, behavior, and relationship with the mother are associated with a change in maternal involvement and strongly associated with change in paternal involvement. The research suggests that "initiatives targeting adolescents' attitudes and their parents' attitudes to schooling and how parents can help adolescents with their education may have more success at increasing maternal involvement" (Skaliotis, 2010, p. 993). Hoover-Dempsey and Sandler's (2007) model suggests that parental involvement is based on parent and student attitudes in which Skaliotis' study supported. Mothers who held a negative view of the school tended to want to be more involved in their child's education compared to those who were happy (Skaliotis, 2010). There are other variables that influence the mother's involvement, but it was suggested that a compensatory model explained changes in parental involvement—if a parent is happy, she is less likely to get involved than a mother who is unhappy wanting to increase involvement.

The literature does discuss mothers' involvement in their child's education and college choice process more than that of fathers which could be explained by multiple factors. In one

study, it was noted that while mothers were found to be more anxious than fathers about their child's application to college, it could have been because most of the parents who agreed to participate in the study were mothers (Smith & Sun, 2016). Another study found that mothers of children with more unsatisfactory grades reported higher levels of controlling behavior (Pomerantz & Eaton, 2001, as cited in Grolnick et al., 2015). Coleman (1988) found that the mother's expectation of the child going to college affected the child's attitude toward going to college. This was revealed in Coleman's (1988) study that showed sophomores 8.6% more likely to drop out if their mothers did not expect them to go to college. The literature suggests that mothers tend to take a more active or visible role in their child's education.

Age of Child

Research shows that parental involvement can be related to the age of the child. As children grow older, "instead of being static, parents may change their involvement in education over time in response to youth outcomes (Dotterer, Hoffman, Crouter, & McHale, 2008; Zhang, Haddad, Torres, & Chen, 2011) or changes in the school context" (Wang et al., 2014, pp. 2151–2152). Often, there is a decline in involvement across grades because parents do not feel that their knowledge base is sufficient to help their children with their more complex schoolwork or because their helping methods do not meet their expectations (Hoover-Dempsey et al., 2005). Some parents may not become involved due to a lack of confidence in their skills and knowledge for involvement (Levin et al., 1997; Pomerantz et al., 2007). Additionally, some research has shown that parental involvement decreases in high school for high status, college-preparatory students whose parents have a history of involvement yet show a decline in involvement as the years pass (Crosnoe, 2001). Overall, however, parental involvement has consistently been shown to decrease as children age (Green et al., 2007).

Concerns With Involvement

Much of the literature discussing parents' role in the college choice process discusses the pressure and influences parents exert on their children. Students reported that parental expectations centered around their academic achievement are one way in which parents are involved (Ciciolla et al., 2016; Hansell, 1982; Leonard et al., 2015). In particular, students whose parents evidence low and high extremes of school affairs involvement may experience the most stress over college applications. In contrast, students whose parents are moderately involved perceive this as a source of support and experience the least stress (Hansell, 1982).

Overparenting

The extreme cases of involvement are often referred to as *helicopter parenting*. This term describes a form of overparenting where parents apply overly involved and developmentally inappropriate tactics to their children who are capable of assuming adult responsibilities and autonomy. Segrin et al. (2012) believe, "These hyper-involved and risk-averse parents try to shield their children from any perceived obstacle and appear to take a high level of personal responsibility for their children's success and happiness - outcomes that they perhaps also experience vicariously" (p. 238). This excessive parental control is believed to serve the parent's needs rather than the child and is associated with adverse child outcomes (Segrin et al., 2012). Entitlement, negative social interactions, emotion regulation, and perfectionism are some of the adverse outcomes resulting from helicopter parenting. Furthermore, overparenting creates a relationship with lower quality parent-child communication that is counterproductive to parents' good intentions (Segrin et al., 2012).

Behaviorally, these types of behaviors are "manifested in high levels of advice and other directive behaviors, protection of the child from negative outcomes, instrumental support, and a

preoccupation with the child's happiness" (Segrin et al., 2012, p. 238). Students' abilities to cope, self-direct, develop purpose, and learn personal responsibility are hindered when parents become overly involved in their child's life (Taub, 2008; Segrin et al., 2012).

Parent Stress

As parents cultivate their children and sign them up for extracurricular activities, parents may find themselves stressed due to overscheduling. Not only is there a demand for the children's time, but also on the parents' time through transportation and supervision (Sidebotham, 2001). "Intense activity participation challenges parents' ability to manage their children's activity schedule and related needs" (Mahoney & Vest, 2012, p. 416), causing stress, resentment, and straining relationships. Smith and Sun (2016) shared that parents can experience anxiety due to over-identifying with their children's application process, which may lead them to do things such as log into their email in search of one from a college, even referring to their involvement in the college choice process using the term "we" to include parent and child. In other cases, Lareau and Weininger (2008) share that "middle-class parental involvement often goes beyond providing advice to include, at times, directly interceding to ensure that their children's interests (as perceived) are well served" (p. 141). Parents view their involvement in the college choice process as a collective effort of both parent and child, owning it as if they are the ones applying to schools.

In general, parents experience stress from within their family, time pressures, financial pressures, and cultural expectations (Sidebotham, 2001), and during the college choice process, those factors are still at play, but parents also face pressure from outside of their family unit, too. Environmental factors, as described earlier, such as societal expectations, college as a success indicator, parent peer pressure, and social capital all play a role in the added stress that parents

feel during this college choice process. The comparisons between children, competitiveness in academic and extracurricular activities, and false beliefs that college is an indicator of success place much weight on the college choice process, leaving many parents to worry about doing everything possible to help their child. This worry manifests itself in a need to control, intervene, and pressure the child, which ultimately, creates student stress.

Student Stress

This infatuation or vicarious living experience of the parents does not go unnoticed by the children. High school students report that their stress is often not a matter of growing pains, but instead a result of pressure from schoolwork, extracurricular activities, their desire to achieve, the college admission process, and their parents' high expectations (Leonard et al., 2015). School is a source of stress, but parents contribute to the mounting achievement pressure on young adults by raising expectations and emphasizing academic excellence (Ciciolla et al., 2016). The literature has identified that parent pressure is one of the main factors driving the conditions that lead to high rates of chronic stress among high-achieving youth to gain admission to a prestigious school (Leonard et al., 2015). This stress is a result of pressure from upwardly mobile communities for children to "excel at multiple academic and extracurricular pursuits to maximize their long-term academic prospects" (Luthar, 2003, p. 1582).

Student Development

This involvement does not necessarily end after a child goes off to college. Armour (2007), Irvine (2006), and Shellenbarger (2006) share reports of parents who go beyond encouraging and supporting their children as they attend career fairs, contact potential employers, and negotiate salaries for their adult children (as cited in Taub, 2008). It is unhealthy for the adult child when parents intervene in their child's life by overstepping boundaries. A

history of intense involvement interferes with young adult's development, leading to a lack of competence, autonomy, purpose, and integrity (Taub, 2008). Parents want to know more about their children and feel that even after their children have graduated from high school, they should be informed of their children's performance in college (Bers & Galowich, 2002). With many parents paying for their son's or daughter's college education, they feel it is their right to be informed (Bers & Galowich, 2002).

When the children are younger, parents who are involved may be beneficial to the child; however, when applied to adult children, evidence shows that there can be deleterious effects to interpersonal relationships (Segrin et al., 2015) not only for the child but to the parent-child relationship, too.

Summary

This chapter first provides a review of the literature which defines the college choice process then, discusses the role of parents including the theoretical framework of Hoover-Dempsey and Sandler, reasons why parents become involved, types of parental involvement, and the motivation behind parental involvement. Lastly, the literature review discusses concerns with over-involvement of parents. In the next chapter, the methodology of the mixed-methods study will be presented.

CHAPTER 3: METHODOLOGY

As discussed in Chapter 1, the purpose of this study was to examine the involvement of parents during the college admissions process and understand how their attitudes and beliefs influenced their involvement. The following research sub-questions were addressed through quantitative and qualitative research methods:

1. What factors motivate their behavior/practices?
2. What types of involvement, and to what degree do parents engage during the process?
3. What impact does parent involvement have on family dynamics, student achievement, and child development?

A 59-question survey was created to collect qualitative and quantitative data and a semi-structured interview was used to collect qualitative data from ten parents.

Research Design and Rationale

A phenomenological study was chosen to understand parents' experiences surrounding the college admissions process. This approach was chosen because of the importance of understanding parent perspectives based on standard or shared experiences during the college choice process to use that data to inform a review or revision of practices and/or policies that affect the services provided by the school (Creswell & Poth, 2018). In this study, the one central concept being explored was the motivation and/or influences behind parental involvement during the college choice process. Because this focus was on a “phenomenon,” parental involvement, and not a single individual (narrative research), a process/action/interaction (grounded theory) or a case study, the phenomenological approach was selected. Based on Creswell and Poth’s (2018) table which compares the evaluation standards across five qualitative approaches, the only other

option considered was ethnography due to the fact that the research focused on parents of children in the twelfth grade who were culture-sharing in their quest for post-secondary education. I felt that the characteristics of the group were too broad for this particular study and therefore, settled on a phenomenological approach.

As part of the research process, quantitative and qualitative data was collected through an online survey with a follow-up semi-structured interview with parents who had undergone the process with their child and compiled the data describing their experiences and backgrounds. Through data analysis, "significant statements" were identified consisting of sentences or quotes that emerged as themes and described the "essence" of the participants' motivations, influences, and experiences during the college choice process (Creswell & Poth, 2018). This phenomenological approach keenly addressed what was experienced by the subjects and what factors influenced the experience, and why it was selected.

Setting and Participants

The research was conducted in a district located in a suburb of Orange County, California. The district serves students in Pre-K through Adult Education with an enrollment of approximately 35,000 students and a 95.7% graduation rate (*California School Dashboard*, 2019). The median income is \$93,823 and 68% of individuals residing in the city are college graduates (City of Irvine Demographics, 2020). In 2020, the ethnic and racial make-up of the district was 48.2% Asian, 26.2% White, 11.4% Hispanic, 8.7% two or more races, 2.8% Filipino, 1.9% African American, .2% American Indian, and .2% Pacific Islander (California School Dashboard, 2020). The district demographics in 2020 also included 8.8% students with disabilities, 18.7% socioeconomically disadvantaged, and 20% English learners (California School Dashboard, 2020).

The research sample consisted of parents whose children were in the 12th grade, going through the college choice process, and whose exposure and experience to college admissions was similarly based on age-appropriateness. Five high schools participated in the survey which accounted for approximately 2,500 twelfth grade students' parents. The district was an ideal target population due to a large middle class and high parental involvement levels that were observed in the college choice process. By surveying this group of parents, the research could be beneficial by providing insight into how to better serve, educate, and understand parents and their involvement in the college choice process.

Sampling Procedures

For this study, convenience sampling was utilized based on accessible or expedient subjects (McMillan & Schumacher, 2006). This decision to use nonprobability sampling was based on the convenience of "subjects who happen to be accessible or who may represent certain types of characteristics" (McMillan & Schumacher, 2006, p. 125). In this case, the researcher's district of employment granted approval for the study to be conducted. From a broader perspective, convenience sampling threatened the study's external validity. Generalizing the results was limited due to similar experiences based on district or site leadership and similar experiences based on environmental factors (location, demographics, community issues). It is understood that the "generalizability of the findings will be limited to the characteristics of the subjects" (McMillan & Schumacher, 2006, p. 125), and it is worth noting that the purpose of this research was not to generalize but to understand relationships that may exist (McMillan & Schumacher, 2006).

The goal for the sample size was 385 voluntary respondents within the district. With this goal in mind, the survey was sent to parents of 12th-grade students from five different high

schools within the same district in hopes of a 70% return. McMillan and Schumacher (2006) claim that a 70% or better return is considered successful. The study received responses from 210 respondents for the survey and of those respondents, ten individuals participated in a semi-structured interview.

The researcher sought approval from the district office through a formal application process. Once approved, an email was sent from the Research Committee to prospective principals informing them of their ability to voluntarily participate. The researcher then contacted each of the five comprehensive high school principals to seek their approval and agreement to participate. All five high schools agreed and were sent a template email with a survey link and Informed Consent language to send to their senior parents requesting their participation by completing an online survey. Based on guidance from McMillan and Schumacher (2006), the cover letter included:

the names and identifications of the investigators; the purpose and intention of the study without complete details; the importance of the study for the respondent and profession; the importance of the respondent for the study; the protection afforded the respondent by keeping the identities of the respondents confidential; a time limit for returning a written survey that is neither too long nor too short (usually a week or less); endorsements for the study by recognized institutions or groups; a brief description of the survey and procedure; mention of an opportunity to obtain results; a request for cooperation and honesty; and thanks to the respondent. (p. 235)

The survey was open for approximately four weeks from late March through mid-April. In exchange for their time, parents who participated were able to enter into a lottery for one of ten \$15 Amazon gift cards. Participants were selected at the close of the survey through a random

number generator and emailed a gift card.

Instrumentation and Measures

Based on the literature review, the researcher sought to capture information including demographic characteristics, parents' high school experiences; invitations for involvement; social influences; parents' time, skills, and knowledge; and parents' actual involvement in the college choice process. A lack of research on parental involvement in the college choice process led the researcher to develop the instrument by adapting some questions from pre-existing instruments and creating her own. The Parent Involvement Project (PIP) Parent Questionnaire (Hoover-Dempsey, 2005) was selected to test the theoretical framework by Hoover-Dempsey and Sandler, which was used for this study and identifies parents' motivations for involvement in their children's education. Some of the quantitative survey questions were adapted from the PIP Parent Questionnaire (Hoover-Dempsey, 2005) by taking a general question and making it more specific to parents' involvement during the college choice process. Some survey questions were developed based on assertions and questions that arose from the literature review as influences and motivations behind parental involvement. Additionally, other questions were explicitly created for the survey to understand the level of parental involvement and student outcomes.

After being reviewed by the researcher's district's application process, the committee approved the research with changes to two demographic questions including income and gender. The committee requested that in order for an approval to be granted, an option for gender (question #5) be added to include, "Prefer to self-describe" and an option for household income (question #6) be added to include "Prefer not to answer."

The survey was then piloted by seven parents whose children were high school seniors, middle school students, and elementary school students to get the perspective of parents. None

of the parents had children who attended schools in the district where the researcher worked. The parents who took the pilot survey provided feedback on the questions and themes of the proposed survey. Five individuals also agreed to participate in pre-interviews or pilot interviews before administering the study to clarify concepts and terminology and ensure the most appropriate questions were asked both in the qualitative and quantitative studies. After data and feedback were collected in the pilot round, the survey and interview questions were revised with additional feedback from the researcher's chairperson.

The final survey resulted in 59 questions, 43 of which measured interval level variables using a Likert scale from one to five with one indicating the parent completely disagreed with the statement, three indicating a neutral response, and a response of five indicating that the parent completely agreed with the statement.

The pilot survey revealed that there was a lack of participation from immigrant parents and may have been a result of not knowing how to be involved. This feedback surfaced from some pilot survey participants who said their parents cared about their futures but were not involved because they did not know how to be and they felt it was important to offer an opportunity to address this. A few questions were also rewritten to evoke a more concise response in cases where a Likert scale was not appropriate or where responses were all the same which indicated a lack of clarity based on the way the question was written.

Reliability

The threat to reliability was a concern and internal consistency was measured by piloting the survey. A threat to this type of reliability is that the number of questions for each section may not measure each trait or variable well enough. Reliability is found when some questions are asked more than once which lengthens the survey. With several questions, there is a greater

chance of reliability, however, a compromise was necessary to ensure that the survey's completion rate was high enough to meet best practices for reliability.

Validity

There were several threats posed to the validity of the study, one of which was the generalizability of the results. The threat involved population external validity because the study's participants were all members of the same school district. It could be argued that the participants were too similar and lacked the diversity to generalize the findings.

An internal validity threat to this study was history. This type of threat is explained by the authors, McMillan and Schumacher (2010) as "a category of threats to internal validity that refers to uncontrolled events or incidents that affect the dependent variable" (p. 109). The pandemic served as an unplanned event that could have impacted parents' decisions to be more or less involved in their child's college choice process. For example, parents may have felt that that distance learning affected their child's ability to show their true ability and therefore, felt it necessary to intervene or become more involved than they initially planned. The pandemic was something that could not be predicted or controlled and therefore, posed a threat because it may have impacted the outcome.

Selection was another threat to internal validity because of the instrumentation used. Due to the use of a survey, the initial thought was to use parents at the high school where the researcher worked. According to McMillan and Schumacher (2010), "Selection refers to the manner in which participants are selected for the sample. Selection threats are especially important because most measures of study outcomes are variables that are strongly affected by the characteristics of the participants" (p. 110). However, there were not enough respondents for the researcher to only use one school site and therefore, and therefore, the sample was diversified

more so with the addition of four other high schools. There were some similar characteristics amongst the sample which presented a group composition difference. One of the concerns about not having a diverse sample is that it presents a different degree of influence for the group.

McMillan and Schumacher indicate that “a common problem in research is using volunteers for the sample” (2010, p. 111) but in this study, there was not a way around the accessibility and use of volunteer participants within the same district.

The study also faced a threat to construct validity which refers to whether the operational definition of a variable reflects the true meaning of a concept. Construct validity “assesses whether the variable that you are testing for is addressed by the experiment” (Shuttleworth, 2009). There is a possibility that the survey did not address all of the possible reasons why parents were involved or the level to which they were involved, but there was a fear about participant fatigue based on the number of questions that were being asked in the survey. The follow-up interviews also posed a concern about the amount of time that would be required from participants and being able to keep them interested and engaged for the duration of the interview. As a result, survey questions were made as concise as possible and interview questions were focused on elaborating more on survey questions.

Four strategies used to strengthen validity and reliability included rich data, respondent validation, triangulation, and peer review to create a valid and reliable study. Through interviews, rich data was available to elaborate on and support qualitative findings. The interviews also afforded respondent validation where feedback was systematically solicited about data and conclusions to ensure that interpretation and perspectives were in line with the subjects' thinking (Maxwell, 2013). This process is referred to as member checks. This feedback provided a way to garner different perspectives or confirm interpretations.

Another strategy that was used for this study was triangulation. "Collecting information from a diverse range of individuals and settings, using a variety of methods" (Maxwell, 2013, p. 128) was more challenging but necessary when considering the number of parents needed for the study. In this case, looking at different individuals from different schools and utilizing an online survey and face-to-face interviews afforded the researcher a way to truly compare different groups and possibly lend the results to external validity through generalizability.

Lastly, a peer-reviewed or debriefed data and research process helped keep the researcher honest (Creswell & Poth, 2018). A colleague who was familiar with the research of the phenomenon being explored asked questions about methods, strategies, and interpretations (Creswell & Poth, 2018).

Throughout the qualitative portion of the study, Creswell and Poth (2018) recommend obtaining detailed field notes by employing good-quality recording devices and transcribing the digital files from interviews to enhance reliability. With technology such as Zoom available to record and transcribe sessions, multiple coders could focus on the words and not the work to obtain the words.

Data Collection

Once revised, the survey was sent out to the school site principals who agreed to participate. The planned launch date fell after the district's spring break in late March- early April and the hope was that the survey would remain open for a couple of weeks with the understanding that it may take longer. Knowing that surveys usually are answered close to the date of receipt, the researcher recognized a lack of participation toward the end of the first week that would result in a very small sample size if additional efforts were not taken to increase participation. A follow-up email was sent to the principals, requesting another email blast to the

target audience with an end date for the survey. Based on response surges, the data indicates that three of the five schools sent the survey out to their families at least two times. The survey collected 210 unique responses.

In the second phase of data collection, a two-prong approach was implemented with a select group of parents who were interested in sharing their experiences to provide a comprehensive picture of the parent perspective. The approach included semi-structured interviews to gather qualitative data with a few individuals to "identify themes, ideas, perspectives, and beliefs" (McMillan & Schumacher, 2010, p. 25). Interview data helped ensure that the study captured the right information and included terminology familiar to the respondents.

Before interviewing, a pre-interview was conducted with a proposed interview guide created to define terms, concepts, etc., and ensure a consistent understanding of the proposed questions. Maxwell (2013) recommends that one should pilot-test an "interview guide with people as much like your planned interviewees as possible, to determine if the questions work as intended and what revisions you may need to make" (p. 101). This trial run was necessary to tweak questions and solicit feedback before undergoing interviews with subjects. Additionally, an interview guide enabled consistency in data collection while allowing subjects to respond based on their experiences. This process allowed for questions to be revised/refined before rolling them out. The questions that were included in the interview guide were selected to provide a better understanding of the survey responses and understand the parents' background more than what was shared in the quantitative portion of the study.

Interview participants were recruited as part of the survey. Respondents were asked if they would be interested in participating in a 30-minute interview and if so, were asked to leave

their contact information. Thirty-two parents responded and 29 were contacted via email.

Twelve parents scheduled an interview and ten parents were interviewed. Modeled after a study by Leonard et al. (2015), a multi-method exploratory study of stress, coping, and substance use among high school youth in private schools, the researcher will ask subjects the piloted questions in addition to interpreting the quantitative survey results through a semi-structured interview.

An outside individual with knowledge of the education system and who currently works in the field, conducted all of the interviews. An interview guide was used for all interviews, and they were recorded with permission from the subject via Zoom. The recordings of the interviews enabled the interaction between the parent and the interviewer to be observed and helped with transcription. Otter.ai was used to transcribe the interviews while also reviewing the recordings to review accuracy and make revisions as needed.

Data Analysis

The survey included three open-ended questions which were reviewed but the variation in responses made it difficult to analyze and therefore, it was not used as initially intended. Nine interviews took place with a total of ten adults and the researcher reviewed the recordings and the transcripts to understand the context of the responses in the interview. The qualitative data were reviewed to determine emerging themes. Themes, or categories, were reviewed, and data were grouped and labeled based on major or minor ideas. The researcher prepared and organized the data, determined themes through a coding process, and then represented the data in writing (Creswell & Poth, 2018). To prepare for the amount of data gathered, a specific time was designated to organize the data and create a file naming system. Scanned documents and recordings were housed in a password protected drive to ensure secure file storage.

Once data was organized, a file naming system was implemented, and a spreadsheet was

used to keep track of information. Like the data analysis spiral described by Creswell and Poth (2018), data was organized into digital files with a consistent naming system, and the transcripts were read and reread with "notes or memos in the margins" (p. 187). It was recommended that the development of ideas was tracked through memoing, and those ideas were recorded throughout the process. The memoing was part of the cyclical analysis process from start to finish "as a way of tracking the evolution of codes and theme development" (Creswell & Poth, 2018, p.188). As the themes emerged and became more apparent, the researcher compared notes from the literature review, the quantitative data, and reviewed interview transcripts to find broader themes and interpret them. The data analysis spiral activities were not linear, and activities were explored and revisited as needed, with the result as a written report of the data.

Ethical Issues

To plan and conduct an ethical study, the researcher was mindful of and anticipated issues regarding respect and protection of research subjects. Regardless of the type of research, the confidentiality of the subjects was paramount. Creswell and Poth (2018) assert that "it is essential that researchers mask participant names as soon as possible to avoid inclusion of identifiable information in the analysis files" (p. 182). For this plan, subjects' names were replaced with aliases, and the purpose of the study was made clear from the beginning in the email invitations and on the first page of the online survey. Implied consent language was presented to parents in email invitations and on the first page of the survey. By participating in the survey and/or the interviews, parents were consenting to the study's arrangements.

An issue with this particular research was the recruitment of individuals based on the researcher's relationship as an administrator as a possible conflict of interest. An alternative that would not raise power issues would have been to use a different site or even district to conduct

the research. Throughout the research process, the researcher identified themselves as a researcher who attended Concordia University, Irvine and not as an administrator in the district. To avoid any biases or awkwardness during the interview process, an outside individual conducted interviews on behalf of the researcher.

No matter what issues were anticipated, an application was submitted to the researcher's district to request permission to conduct research and an application was submitted to Concordia's Institutional Review Board to ensure that the research was conducted with permission. Approval was obtained from both the researcher's institution, Concordia University, and individuals at the research site (Creswell & Poth, 2018).

All research data including survey responses, interview transcripts, and data analysis was stored and secured on a password protected computer with access limited to the researcher. The research will continue to be stored for at least three years.

Summary

In summary, this chapter outlined the methodology and instruments used to gather quantitative and qualitative data to understand the expectations and beliefs that influence parental involvement in the college choice process. Efforts were made to ensure the validity and reliability of the study was considered during the creation of the study and throughout the research process.

Chapter 4 will reveal the findings of the data and provide descriptive statistics of the study along with statistically significant findings. Chapter 5 will offer the researcher's perspective on how the data could be used to influence current practices, implications, and recommendations for future research.

CHAPTER 4: RESULTS

This study aimed to examine the factors that influence parents' involvement in the college choice process. Society's focus on a culture of achievement is influenced by the idea that college is necessary for success. This intense focus has created a high level of stress in our young people. The researcher aimed to understand parental involvement's motivation, attitudes, and behaviors in the college choice process to serve the school community. The study examined possible factors that influence their involvement using Hoover-Dempsey and Sandler's theoretical model. The primary research question that guided this study was, "How do parents' expectations and beliefs influence their involvement in the college choice process?" The sub-questions were as follows:

1. What factors motivate parents' behavior/practices?
2. What types of involvement and to what degree do parents engage during the college choice process?
3. What impact does parental involvement have on the perceived success of the college choice process?

The researcher conducted the mixed-methods study using an online survey to collect quantitative and qualitative data and followed up with interviews conducted via Zoom. A former colleague of the researcher familiar with public education and college preparation facilitated the discussions that were approximately 30 minutes in length.

The researcher ran a Pearson linear correlation on the sample ($N = 210$) to identify relationships between factors that might motivate parental involvement. Forty-three agreement statements comprised five different categories:

- Parents' beliefs/expectations
- Parents' own high school experience
- Invitations from the child, child's school, child's counselor
- Social influence
- Parents' time, skills, and knowledge

Additionally, analyses of one-way variance (ANOVAs) were conducted, but some of the subgroups were removed from data analysis due to their small size to avoid a sampling error.

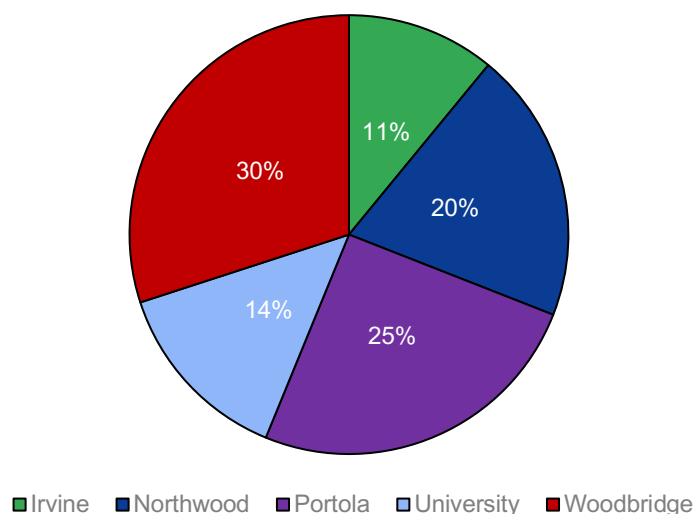
Therefore, any groups with less than 10 participants were removed when running an ANOVA.

Quantitative and Qualitative Data Analysis

The study was conducted between March and June 2021, with all five comprehensive high schools in the Irvine Unified School District participating. The sample population was twelfth-grade parents, and 210 parents participated in the study by responding to a survey. Each of the five high schools was represented, with Woodbridge High School parents ($n = 63$) being the largest and Irvine High School the smallest ($n = 23$). The demographic characteristics of the sample are described below.

Figure 2. 1

Pie Graph of the Distribution of Survey Sample Among the High Schools



Note. $N = 210$.

Despite all the schools belonging to the same district, differences exist amongst the schools. According to school profiles found on their websites, Irvine High School reported that 48% of their Class of 2020 graduates planned to attend a four-year university which was the lowest in the district compared to Northwood (69.6%), Portola (61.1%), University (64%), and Woodbridge (52%). In 2020, Irvine had the highest socioeconomically disadvantaged population in the district, as reported by the California School Dashboard, with 23.4% of their student population either eligible for free or reduced-priced meals or whose parents did not earn a high school diploma (California School Dashboard, 2017). In this study, the sample population from Irvine was also the lowest of the five schools at 23 participants.

Of the 210 participants, 75% were female, 24% were male, and 1% preferred to self-describe their gender. Participants reported the ethnicity with which they most closely identified and 46% identified as Asian, 39% identified as White, 6% identified as Latina/o/x, 5% identified

as Other, 3% identified as Pacific Islander/Filipino, .5% identified as Black/African American and .5% declined to state. Approximately half of the participants were born in the United States ($n = 104$), while the other half were immigrants ($n = 106$). The sample also reported a variety of languages spoken at home, but 68% reported the primary language spoken at home was English, 10% spoke Chinese, and 5% spoke Korean. In comparison, 17% of the sample spoke one of 16 other languages.

Table 1

Demographic Characteristics of Survey Sample

Characteristics	<i>n</i>	%
Gender		
Female	157	75%
Male	51	24%
Prefer to self-describe	2	1%
Ethnicity		
Asian	97	46%
Black/African American	1	.5%
Latina/o/x	12	6%
White	83	39%
Pacific Islander/Filipino	6	3%
Decline to State	1	.5%
Other	10	5%
Primary Home Language		
English	142	68%

Chinese	21	10%
Korean	11	5%
Other	36	17%

Note. $N = 210$.

With approximately half of the parents immigrating to the United States ($n = 106$), the survey results indicated that parents immigrated from 37 different countries. The researcher assigned each country to a geographic region based on the World Atlas. The majority of the parents who immigrated to the United States came from Asia ($n = 72$), and the two largest groups of parents came from Taiwan and India with 16 parents each followed by Korea ($n = 13$), then China ($n = 8$).

The Middle East comprised the second largest region from where parents immigrated, and of the 15 parents, over half ($n = 8$) were from Iran. For data analyses, the researcher reviewed the data to find common countries. Only three sample groups with a sample size of 10 or more respondents emerged, and they were Asia ($n = 72$), the Middle East ($n = 15$), and the United States ($n = 104$).

Table 2*Immigrant Status of Survey Sample*

Characteristics	<i>n</i>	%
Immigrant Status		
U.S. Born	104	49.5%
Immigrated to U.S.	106	50.5%
Immigrants' Home Country/Region		
Asia	72	67.9%
Australia/Oceania	2	1.9%
Canada	1	.9%
Europe	6	5.7%
Middle East	15	14.1%
Russia	2	1.9%
South Africa	3	2.8%
South America	5	4.7%

Note. $N = 210$.

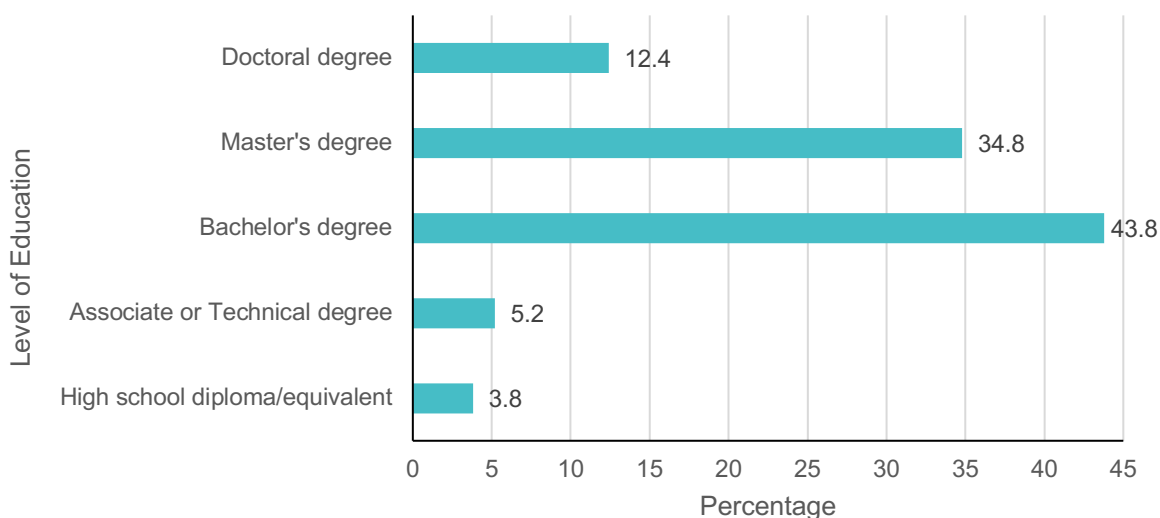
As mentioned in Chapter 3, the city's demographics include a median income of \$93,823, and 68% of the residents are college graduates (City of Irvine Demographics, 2020). Of the 210 participants, 18% reported a household income of less than \$100,000. In contrast, 66% of the participants indicated a household income of \$100,000 or more ($n = 140$), and of those parents, 30% of them reported a household income of \$200,000 or more ($n = 63$).

Table 3*Household Income of Survey Sample*

Characteristics	<i>n</i>	%
Household Income		
\$15,000 – 24,999	4	2%
\$25,000 – 34,999	3	1%
\$35,000 – 49,999	6	3%
\$50,000 – 74,999	11	5%
\$75,000 – 99,999	14	7%
\$100,000 – 149,999	42	20%
\$150,000 – 199,999	35	17%
\$200,000 or more	63	30%
Prefer not to answer	32	15%

Note. $N = 210$.

Participants also reported their highest level of education. Figure 4. 1 shows the participants' level of education, and approximately 91% of the 210 participants hold at least a bachelor's degree ($n = 191$).

Figure 3. 1*Bar Graph of Parents' Education Levels in the Sample*

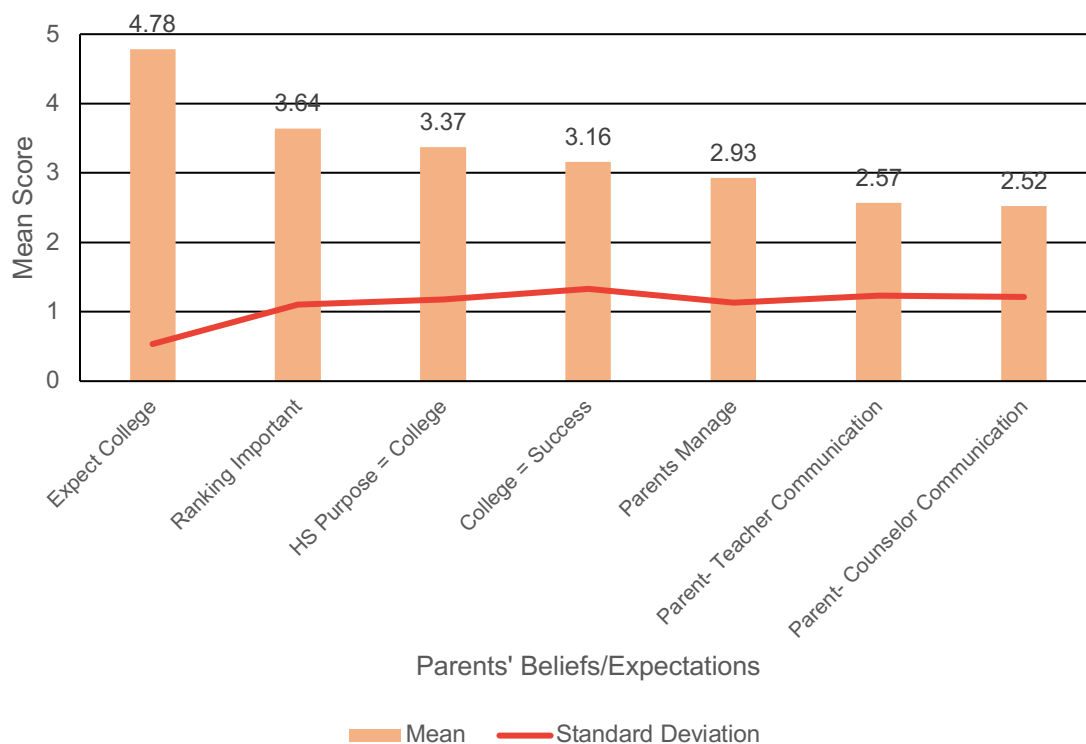
Note. $N = 210$.

As discussed in Chapter 3, the survey asked 59 questions, and 43 of them measured interval level variables on a Likert scale. The survey asked questions in six sections:

- Parents' beliefs and expectations
- Their high school experiences
- Invitations from their child, school, and high school counselor
- Social influence
- Parents' time, skills, and knowledge
- Their involvement in the college choice process

Parents responded on a scale of one to five. A score of one indicated that parents "Completely Disagree" with the statement, a score of three indicated a "Neutral" response, and a score of five indicated that the parents "Completely Agree" with the statement.

In the first section, "Beliefs and Expectations," parents' rating of the very first statement, "I expect my child to earn a college degree," returned the highest average of the entire data set and the least amount of variance as indicated by a standard deviation of .53. From the responses ($N = 210$), the mean score was 4.78 which implied that most parents agreed with that statement, and the variance was minimal compared to other scores. Conversely, Figure 5. 1 illustrates that in the same thematic category of parents' beliefs and expectations, the average score was 2.52 ($SD = 1.22$) when asked to rate the statement, "I believe it is the parent's responsibility to communicate with their child's high school counselor regularly." The rating represented a score between "Neutral" and "Completely Disagree" and was one of the three lowest scores of the entire data set.

Figure 4. 1*Bar Graph of Parents' Beliefs and Expectations*

Note. $N = 210$.

Parents rated their personal experiences, specifically in high school. Participants reported that their high school experiences, on average, were positive, with a mean score of 4.13 ($SD = .91$). This statement had the highest score in the High School Experience section. The lowest score in the section was in response to the statement, "My parents were involved in my high school education through meetings with my high school counselor to discuss my academic progress." Parents' mean score was 2.29 ($SD = 1.36$).

When considering parental involvement because of invitations from their child's school, school counselor, or their child, parents reported a mean score of 4.3 ($SD = .85$) for the statement, "I feel that my child's school did a good job informing parents about meetings and

special school events." The other responses in that section with the highest mean scores were, "My child included me in their college choice process" ($M = 4.23$, $SD = 1.03$) and "As a parent, I felt welcome at my child's high school" ($M = 4.15$, $SD = .88$).

Parents also rated statements about the social influences of parental involvement. Their response to the statement, "Speaking to other parents about the college admissions process sometimes made me wonder if I was doing enough to help my child," resulted in a mean score of 3.18 ($SD = 1.33$), which was close to a "Neutral" rating. That score was lower than the mean 3.9 ($SD = 1.26$) attributed to the statement, "Compared to other parents, I feel that I was intentional in preparing my child to be a strong applicant." This score was between "Neutral" and "Completely Agree."

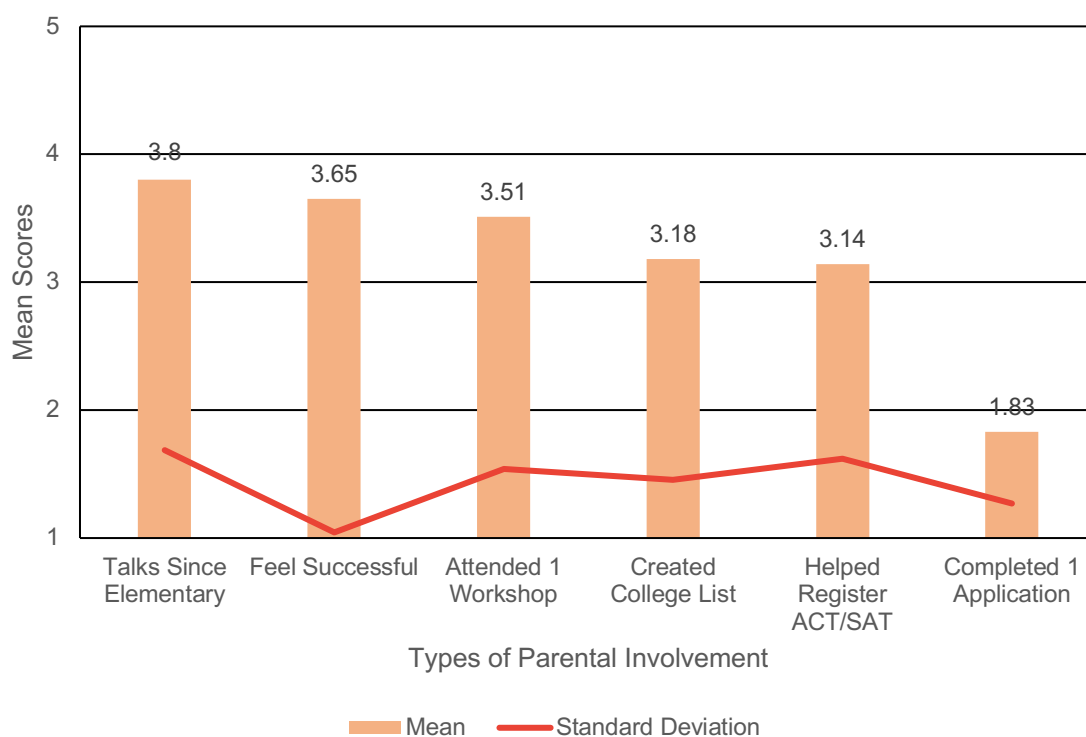
Parents' time and energy were considered a motivating factor in involvement during the college choice process. Many parents reported that they had time and energy to communicate effectively with their child about the school day ($M = 4.25$, $SD = .95$) and had time and energy to attend their child's extracurricular activities ($M = 4.24$, $SD = .86$). Concerning involvement in the college admissions process, several parents ($M = 4.02$, $SD = 1.13$) reported that they did have time and energy to help their child complete their college applications.

In the last section of the survey, Types of Parental Involvement, there were the most ratings with the most significant deviation for the section and all sections. The average score for parents frequently talking to their child about the importance of going to college since elementary school had an average score of 3.80 with the most variance ($SD = 1.69$). The standard deviation was the largest of the entire data set, followed by parents' responses to the statement, "I helped my child register (or sign up) for the SAT or ACT ($SD = 1.62$). Overall, this section had the most variance with each of the variables, as presented in Figure 6. 1, which indicates that

parents' responses were not all closely clustered around the average score. For this section, further analysis would determine if the standard deviation is statistically significant or expected.

Figure 5. 1

Bar Graph of Types of Parental Involvement



Note. N = 210.

Motivating Factors for Involvement

The researcher examined the following as a way to understand different factors that may motivate parents' behavior and involvement in the college choice process:

- Parents' beliefs and expectations
- Their high school experiences
- Invitations from their child, school, and high school counselor

- Social influence
- Parents' time, skills, and knowledge

The variables in the study were gender, high school (Irvine, Northwood, Portola, University, and Woodbridge), household income, primary language spoken at home, ethnicity, respondent's education, birthplace, immigrant status, and when the parent immigrated (before 2000 or after 2000). The following discussion highlights significant findings from further analysis, including correlations and ANOVAs.

Parents' Expectations/Beliefs

To understand parents' expectations and beliefs, the researcher first asked if their child was expected to earn a college degree. Immigrant status had an impact on parents' expectations, $F(1, 208) = 34.07, p < .05$ as immigrant parents ($M = 4.8, SD = .39$) expected their child to earn a college degree more so than parents who were born in the United States, ($M = 4.69, SD = .64$), and more specifically, parents' country of origin had a significant effect on their college expectations, $F(2, 188) = 4.16, p < .05$. Parents born in Asia had a higher expectation ($M = 4.89, SD = .40$) compared to those born in the United States ($M = 4.69, SD = .64$). And, despite belonging to the same district, parents' expectations were significantly different by high school when it came to earning a college degree, $F(4, 205) = 2.80, p < .05$. Parents from Irvine ($M = 4.52, SD = .73$) expected their child to earn a college degree, but not as strongly as those from Northwood ($M = 4.85, SD = .42$) or Portola ($M = 4.90, SD = .35$).

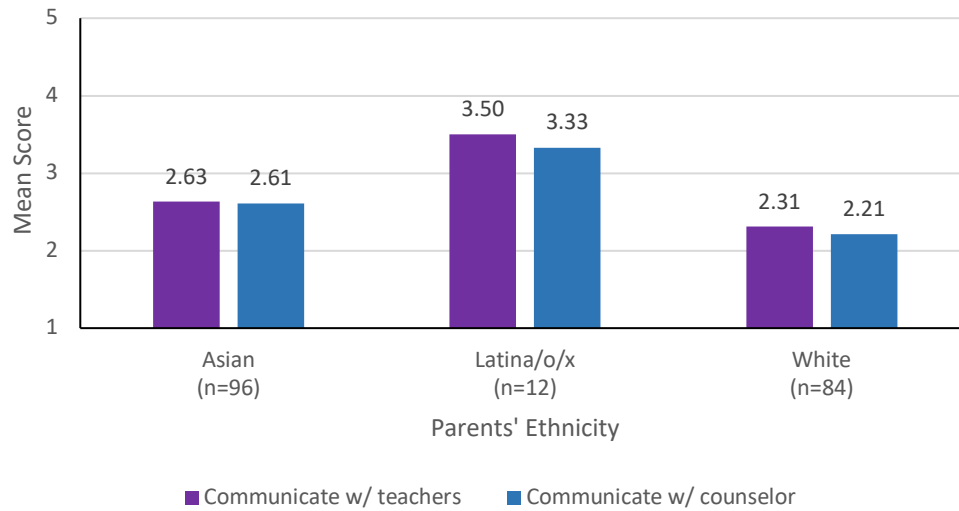
Expectations about the importance placed on the type of college their child attended was also measured. Males ($M = 3.98, SD = .88$) felt it was more important than females ($M = 3.50, SD = 1.14$) that their child attend a well-known, highly ranked college/university, $F(1, 206) = 7.26, p < .05$. This was confirmed by a one-way ANOVA as was immigrant status impacting

parents' expectations to attend a well-known school, $F(2, 188) = 17.87, p < .05$. Immigrant parents who were born in Asia ($M = 4.06, SD = .93$) and the Middle East ($M = 4.33, SD = .98$) felt it was more important that their child attend a well-known school than U.S.-born parents ($M = 3.22, SD = 1.10$). Regardless of where the parents were born, ethnicity, in general, had a significant effect $F(2, 189) = 9.26, p < .05$. Asian parents ($M = 3.97, SD = .99$) felt more strongly about prestige than White parents ($M = 3.32, SD = 1.12$). The importance of attending a high-ranking college was also distinctly different by high school, $F(4, 205) = 3.96, p < .05$. Irvine parents ($M = 2.96, SD = 1.46$) found it less important compared to those from Northwood ($M = 3.60, SD = 1.13$), Portola ($M = 3.91, SD = .97$) or University ($M = 3.97, SD = .98$).

ANOVAs also revealed significant findings of parents' beliefs about communication. Parents did not strongly believe it was their responsibility to communicate regularly with teachers and counselors. However, there were differences exposed after running a one-way ANOVA that ethnicity had a significant effect on parent-teacher communication, $F(2, 189) = 5.67, p < .05$, and parent-counselor communication, $F(2, 189) = 5.97, p < .05$. As shown below in Figure 6. 1, White parents disagreed that it was their responsibility to communicate regularly.

Figure 6. 1

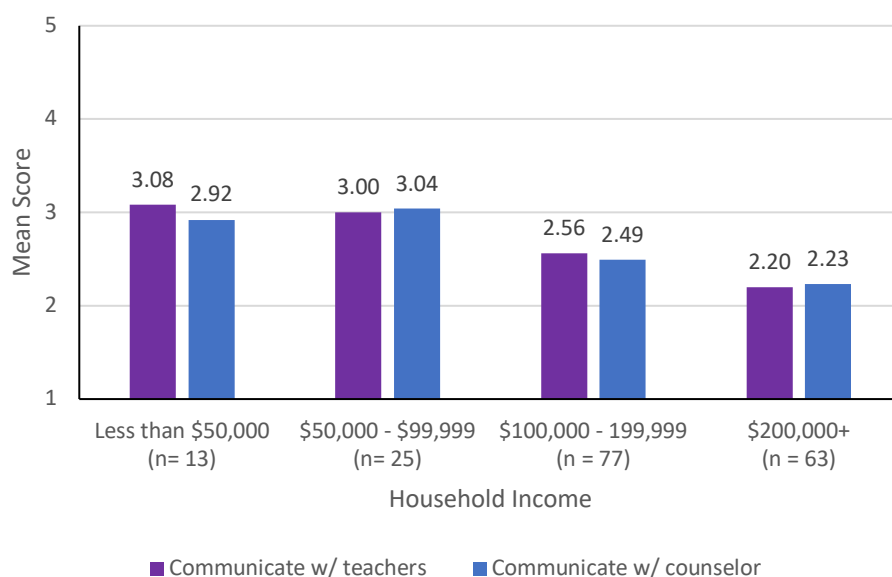
Mean Scores by Ethnicity of Parents' Responsibility to Communicate with Staff



Similarly, a one-way ANOVA showed household income had a significant effect on communicating with teachers, $F(3, 174) = 3.85, p < .05$, and communicating with counselors, $F(3, 174) = 3.33, p < .05$. Parents who made more than \$200,000 disagreed that it was their responsibility to communicate with teachers and counselors more than parents who made \$100,000 or less.

Figure 7. 1

Mean Scores by Household Income of Parents' Responsibility to Communicate Regularly with Staff



Ethnicity impacted parents' response to the statement, "I believe the purpose of high school is to help students get into a good college," $F(2, 189) = 7.54, p < .05$. There was a significant difference between Asian ($M = 3.64, SD = 1.18$) and Latina/o/x ($M = 3.58, SD = 1.08$) parents compared to White parents ($M = 2.98, SD = 1.09$). Annual household income also had an impact on parents' beliefs about the purpose of high school, $F(3, 174) = 3.14, p < .05$. Parents who make more than \$200,000 ($M = 3.13, SD = 1.17$) were not as agreeable that the purpose of high school was to help students get into a good college compared to those who make less than \$50,000 ($M = 4.15, SD = .99$).

Parent's Own High School Experience

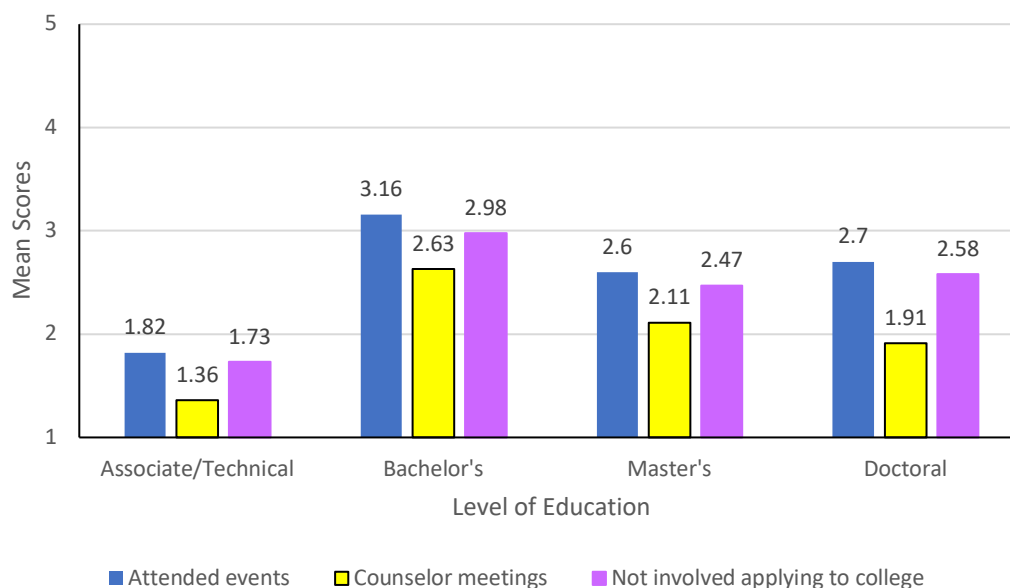
Immigrant status impacted participants' parental involvement through attendance at school events, $F(1, 205) = 4.65, p < .05$. There was a significant difference showing

immigrants' parents ($M = 2.60$, $SD = 1.40$) attending school events less than U.S. born participants' parents ($M = 3.02$, $SD = 1.44$). Furthermore, participants who immigrated to the U.S. before 2000 ($M = 2.36$, $SD = 1.29$) had less parent involvement than participants who immigrated in 2000 and later ($M = 3.0$, $SD = 1.46$). Involvement through school events also differed based on the participants' primary home language, $F(2, 168) = 4.11$, $p < .05$. Post hoc tests revealed that if Chinese ($M = 1.89$, $SD = 1.37$) was the participants' primary home language, their parents attended high school events less than those whose primary language is English ($M = 2.85$, $SD = 1.41$).

Participants rated their parents' involvement in their education through meetings with their high school counselor. The purpose of this question was to examine if past experiences influenced their current behaviors. Significant findings arose based on when participants immigrated to the U.S., $F(1, 94) = 6.53$, $p < .05$, and their level of education, $F(3, 195) = 4.80$, $p < .05$. Participants' parents did not attend meetings with their high school counselor; however, parents who immigrated to the U.S. in 2000 or later ($M = 2.84$, $SD = 1.53$) had a higher score than those who immigrated before 2000 ($M = 2.11$, $SD = 1.25$). Responses about their parents' involvement through counselor meetings varied based on participants' level of education. Overall, responses showed low parent involvement with significant differences between groups, $F(3, 195) = 4.80$, $p < .05$. Participants with bachelor's degrees answered more favorably that their parents were involved in their education through attendance at school events, counselor meetings, and helping them apply to college than those with any other degree type.

Figure 8. 1

Mean Scores by Education Level and Participants' Parental Involvement



The pilot study indicated a need to address the fact that some participants' parents were not involved in their children's high school education because they did not know how to be involved. The survey uncovered significant findings that showed that parents of participants who immigrated to the U.S. did not know how to be involved compared to those who were U.S.-born, $F(1, 205) = 13.30, p < .05$. The time frame of when participants immigrated to the U.S. also impacted their parents' participation, $F(1, 94) = 6.05, p < .05$. Participants who immigrated to the U.S. before 2000 ($M = 3.42, SD = 1.51$) agreed their parents did not know how to be involved in their education more than those who arrived in 2000 or later ($M = 2.67, SD = 1.41$). Primary language also unearthed significant differences between participants' parents' involvement, $F(2, 168) = 3.26, p < .05$. Participants whose primary language is Chinese ($M = 3.58, SD = 1.43$) also agreed that their parents did not know how to be involved during their high school years more than participants whose primary language is English ($M = 2.64, SD = 1.57$).

Participants' home countries also impacted their parents' high school involvement, $F(2, 185) = 10.58, p < .05$.

Parents who were born in the Middle East ($M = 4.07, SD = 1.10$) agreed strongly that their parents did not know how to be involved compared to participants who were born in Asia ($M = 2.94, SD = 1.47$) or the U.S. ($M = 2.35, SD = 1.49$),

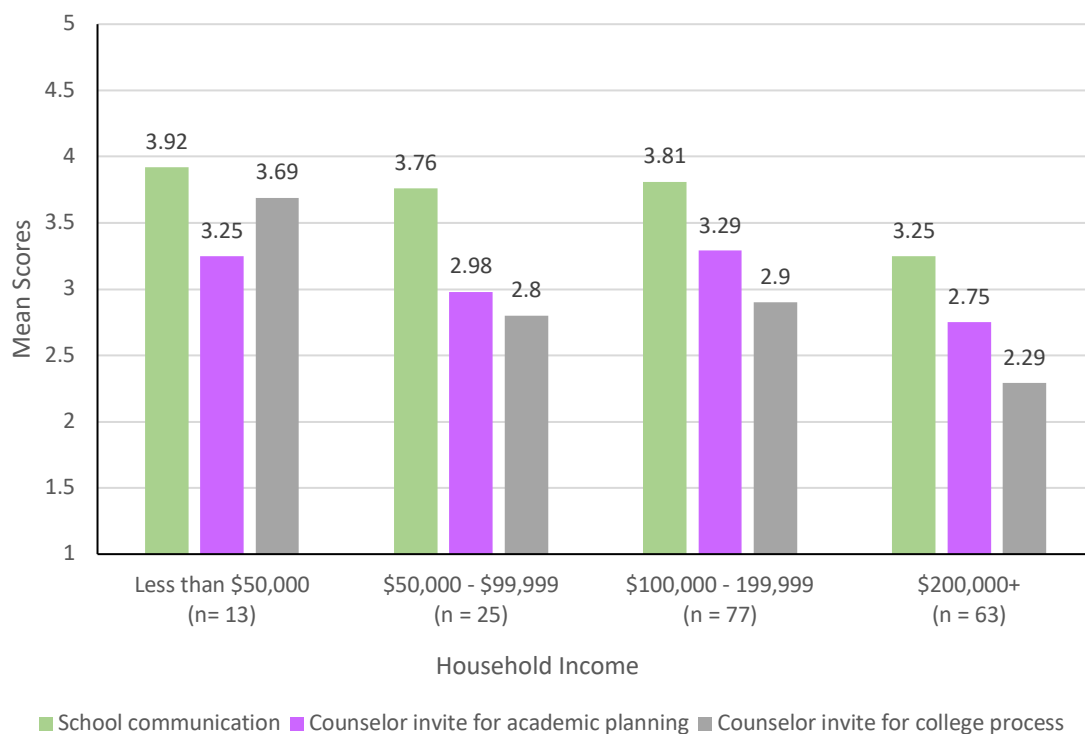
An analysis of variance also revealed the relationship between participants and their high school counselor was significant $F(2, 186) = 9.47, p < .05$. Asian ($M = 3.23, SD = 1.12$) and White ($M = 3.06, SD = 1.37$) participants reported "Neutral" scores in response to having a good relationship with their counselor, but they were much higher than Latina/o/x participants ($M = 1.58, SD = 1.0$).

Invitations from Child, Child's School, Child's Counselor

Invitations for parental involvement revealed that parents' feelings about being invited to participate in academic and college planning differed based on household income. Parents who made less than \$50,000 ($n = 13$) responded more favorably about the role of the school in inviting them to participate than all other income groups. The study revealed significant findings between parents who made \$100,000-\$199,999 and those who made more than \$200,000 ($n = 63$) for three areas, as noted below in Figure 9. 1.

Figure 9. 1

Mean Scores by Household Income for School and Counselor Invitations for Involvement



Parents who made more than \$200,000 did not agree that their child's counselor wanted to include them in academic planning conferences compared to parents who made less than \$50,000 and \$100,000 - \$199,999, $F(3, 174) = 6.49, p < .05$. Additionally, Fisher post hoc tests showed the most significant differences between household income when parents rated their level of agreement to being invited by their child's counselor to be involved in the college choice process. There were significant differences between parents who made less than \$50,000 and parents who made \$100,000 or more, $F(3, 174) = 6.49, p < .05$.

Parents responded differently based on ethnicity when asked if they felt that their child's school communicated information that helped their child during the college choice process. White parents ($M = 3.90, SD = .99$) agreed with that idea more than Asian parents ($M = 3.61, SD$

= 1.07) and Latina/o/x parents ($M = 3.08$, $SD = 1.44$) and post hoc tests found a significant difference between White and Latina/o/x parents, $F(2, 189) = 3.89$, $p < .05$. When it came to their child's school doing a good job of informing parents about meetings and special school events, parents' level of education had a significant impact on their satisfaction or beliefs that the school did a good job, $F(3, 198) = 3.14$, $p < .05$. Parents' with an associate/technical degree ($M = 4.64$, $SD = .67$) and bachelor's degree ($M = 4.42$, $SD = .77$) felt that the schools did a good job informing them of events and meetings compared to parents with a doctoral degree ($M = 3.92$, $SD = .89$).

More specifically and significantly, parents who immigrated to the U.S. before 2000 did not feel that their child's counselor involved them in the college choice process as much as parents who arrived in the U.S. after 2000, $F(1, 96) = 6.01$, $p < .05$. Significant differences surfaced with primary language and degree types. Parents making less than \$50,000 reported significantly less inclusion than all other income levels, $F(3, 198) = 2.72$, $p < .05$ and those whose primary language is English reported significantly more inclusion than those who speak Chinese and Korean at home, $F(2, 170) = 5.92$, $p < .05$.

Overall, immigrant parents agreed that their child included them in their college choice process although there was a significant difference, $F(1, 208) = 5.28$, $p < .05$) between immigrant ($M = 4.07$, $SD = 1.10$) and non-immigrant ($M = 4.40$, $SD = .93$) parents. The study found that primary home language had an impact on invitations from their child to take an active role in the college choice process, $F(2, 170) = 4.95$, $p < .05$. English-speaking parents ($M = 3.71$, $SD = 1.43$) felt their children invited them to take an active role more than Chinese-speaking parents ($M = 2.71$, $SD = 1.42$). Parents' level of education also impacted invitations from their children, $F(3, 198) = 3.88$, $p < .05$. Parents who had an associate/technical degree (M

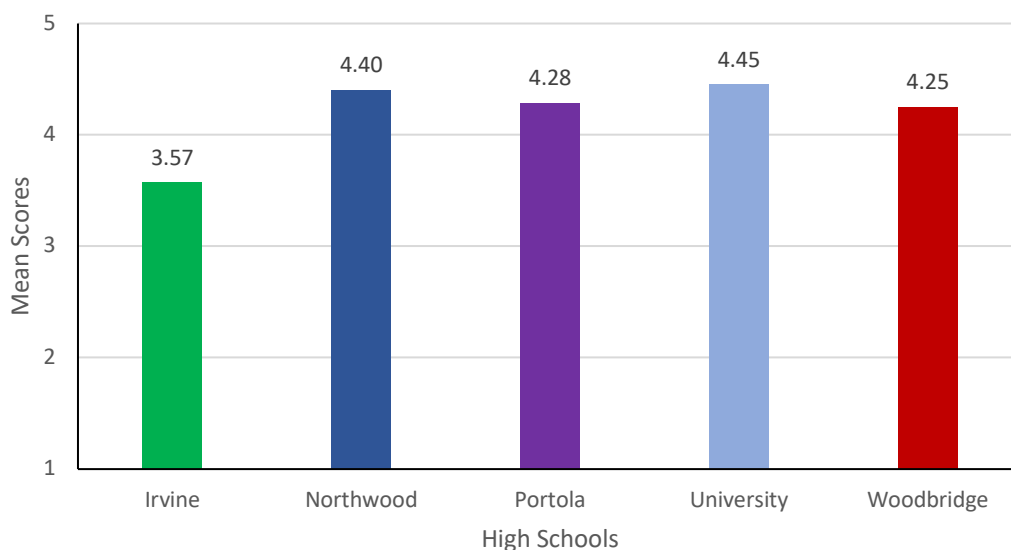
= 2.27, $SD = 1.27$) reported that their child did not invite them to take an active role compared to all other degree types – Bachelor's ($M = 3.78$, $SD = 1.35$), Master's ($M = 3.24$, $SD = 1.44$), and Doctoral ($M = 3.69$, $SD = 1.46$).

Social Influence

The study examined if social influence played a role in parental involvement in the college admissions process. Parents rated their child's friends' plans to attend a four-year college right after high school. Responses about their child's friends' plans varied significantly by ethnicity, $F(2, 189) = 4.42$, $p < .05$, and by school, $F(4, 205) = 3.55$, $p < .05$. Overall, parents agreed that their child's friends were planning to attend college right after high school; however, White parents ($M = 4.08$) scored lower than both Asian ($M = 4.42$) and Latina/o/x ($M = 4.75$) parents. When reviewing responses by school, there was a significant finding showing Irvine parents responded with a lower score ($M = 3.57$, $SD = 1.20$) than all other high schools – Northwood ($M = 4.40$, $SD = .91$), Portola ($M = 4.28$, $SD = .92$), University ($M = 4.44$, $SD = 1.02$), Woodbridge ($M = 4.25$, $SD = .88$).

Figure 10. 1

Mean Scores About Their Child's Friends' College Plans by High School



When speaking to other parents about the college choice process, parents responded if they sometimes wondered if they were doing enough to help their child. There were several significant findings based on ethnicity, $F(2, 189) = 6.17, p < .05$; education level, $F(3, 198) = 2.83, p < .05$, primary language, $F(2, 170) = 4.88, p < .05$; immigrant status, $F(1, 208) = 12.60, p < .05$; and home country, $F(2, 188) = 7.27, p < .05$. Asian parents ($M = 3.49, SD = 1.24$) wondered more than White parents ($M = 2.81, SD = 1.39$); parents with bachelor's degrees ($M = 3.43, SD = 1.35$) wondered more than those with master's degrees ($M = 3.88, SD = 1.38$); Chinese ($M = 3.57, SD = 1.08$) and Korean-speaking parents ($M = 3.82, SD = .87$) wondered more than English-speaking parents ($M = 2.89, SD = 1.32$); Immigrants ($M = 3.49, SD = 1.21$) wondered more than non-immigrants ($M = 2.86, SD = 1.38$); parents born in Asia ($M = 3.57, SD = 1.07$) wondered more than parents born in the U.S. ($M = 2.86, SD = 1.38$).

There were few significant findings of the intentionality of parents' efforts to prepare their child to be a strong college applicant. Primary language did significantly impact this

particular belief, $F(2, 170) = 3.71, p < .05$. A one-way ANOVA revealed that Chinese-speaking parents ($M = 2.90, SD = 1.26$) did not feel that they were as intentional compared to English-speaking parents ($M = 3.54, SD = 1.03$).

The study also revealed that parents' feelings about their child's college acceptance chances were influenced by immigrant status, $F(1, 208) = 4.94, p < .05$, and ethnicity, $F(2, 189) = 5.77, p < .05$. U.S.-born parents' scores ($M = 2.67, SD = 1.24$) indicated they would not be as disappointed if their child was not accepted to a selective college compared to those who immigrated to the U.S. ($M = 3.07, SD = 1.32$). Latina/o/x parents ($M = 1.92, SD = 1.31$) scored lower than both Asian ($M = 3.13, SD = 1.28$) and White parents ($M = 2.79, SD = 1.16$). On the contrary, Asian parents ($M = 3.19, SD = 1.26$) indicated that they would be more disappointed if their child did not get into their top choice college compared to Latina/o/x parents ($M = 2.33, SD = 1.50$). A Fisher post hoc test confirmed ethnicity impacted parents' feelings about college acceptances, $F(2, 189) = 3.87, p < .05$. Parents' education levels also demonstrated that education levels significantly impacted parents' feelings of disappointment about their child's college acceptances, $F(3, 198) = 2.83, p < .05$. Parents with doctoral degrees ($M = 4.65, SD = .69$) would feel the most disappointed if their child did not get into their top choice college compared to those with associate/technical degrees ($M = 3.55, SD = .82$) and bachelor's degrees ($M = 3.96, SD = 1.32$).

Through interviews, parents revealed that social influence played a role in offering insight into how their peers influenced them. Participant E shared, "It seems like college was the goal at elementary school. It was not like what my child wants to do. It was all framed in 'How is it going to help my child get into college?'" Participant V shared that she felt "really good. Having observed other families putting a lot of pressure on their kids to go to a specific school,

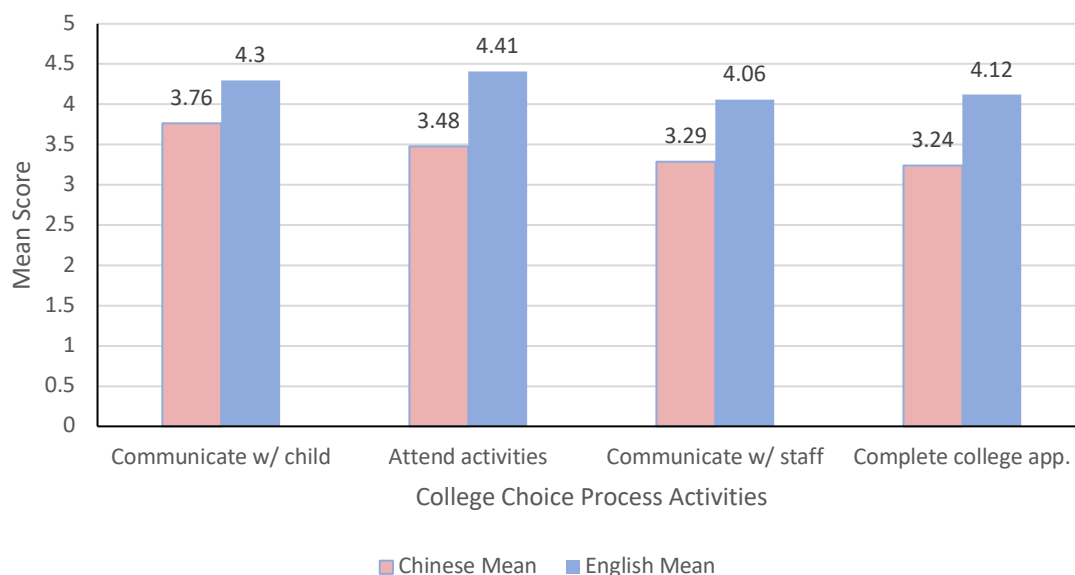
I'm really glad that we weren't motivated in that way." Participant D shared that culture and peers influence perceptions. In Chinese culture, "The Chinese people really care about other neighbors' thoughts...it's called peer pressure, parents [are] parents. We compare, but we have good [intentions]." Parent T also talked about how she values information she gets from others when judging different schools for fit. "If I feel like a trusted source is saying, 'Oh my god, we had a harrowing experience,' that would make me want to steer away from a school like that."

Time, Skills, Knowledge

The study also examined if parents' time, skills, and knowledge influenced parental involvement. Primary language significantly impacted parents' beliefs about their time and energy, specifically with Chinese-speaking parents. This group of parents reported less time and energy to engage with their children's education. There were significant differences between the time and energy of Chinese-speaking parents compared to English-speaking parents. Chinese-speaking parents had less time and energy to communicate with their child about the school day, $F(2, 170) = 3.57, p < .05$, and to attend their child's extracurricular activities, $F(2, 170) = 10.78, p < .05$. They also had less time to communicate concerns/questions with their child's teachers and counselor, $F(2, 170) = 6.17, p < .05$, and to help them complete their college application, $F(2, 170) = 6.19, p < .05$.

Figure 11. 1

Mean Scores by Primary Language and the Time and Energy They Had to Help Their Child with the College Choice Process, $p < .05$



Immigrant parents also reported less time and energy than U.S.-born parents to attend their children's extracurricular activities, $F(1, 208) = 13.64, p < .05$. An ANOVA indicated that the home country where immigrant parents were born impacts time and energy; however, it is unclear where the significant effect occurs, $F(2, 188) = 3.21, p < .05$.

Gender and education played a significant role in the amount of time and energy available parents had to help their children complete their college application. A one-way analysis found that gender impacted the time and energy parents had to help their children, $F(1, 206) = 5.21, p < .05$. Females ($M = 3.96, SD = 1.13$) had less time and energy to help their child complete their college application than their male counterparts ($M = 4.35, SD = .91$) as did parents with associate/technical degrees ($M = 3.36, SD = 1.12$) in comparison to parents with bachelor's degrees ($M = 4.22, SD = 1.03$). Post hoc tests confirmed that parents with

associate/technical degrees had significantly less time to help with college applications, $F(3,198) = 2.78, p < .05$. They also felt less knowledgeable about academic requirements for college admission eligibility than all other education levels, $F(3, 198) = 6.06, p < .05$.

The study also indicated that ethnicity impacts one's time and energy, and knowledge about the college choice process, specifically helping their child complete their college application, $F(2, 189) = 3.52, p < .05$, and feeling knowledgeable about college admissions requirements. White parents ($M = 4.21, SD = .99$) had more time and energy to help their child complete their college application than did Asian parents ($M = 3.59, SD = 1.18$) and White parents ($M = 4.08, SD = 1.08$) also felt more knowledgeable about the academic requirements for college admission eligibility than both Asian ($M = 3.66, SD = 1.19$) and Latina/o/x parents ($M = 4.08, SD = 1.08$). A one-way ANOVA confirmed this finding, $F(2,189) = 6.01, p < .05$.

Parents' knowledge about college admission requirements were also significantly influenced by immigrant status, $F(1, 208) = 7.47, p < .05$; language, $F(2, 170) = 8.41, p < .05$; and household income $F(3, 174) = 3.43, p < .05$. U.S.-born parents ($M = 3.99, SD = 1.13$) felt more knowledgeable about the academic requirements for college admission eligibility than immigrant parents ($M = 3.54, SD = 1.27$). English-speaking parents ($M = 3.99, SD = 1.13$) felt more knowledgeable about requirements than Chinese-speaking parents ($M = 2.90, SD = 1.34$). Findings indicated parents who made \$200,000 or more ($M = 4.05, SD = 1.25$) also felt more knowledgeable than parents who made \$100,000 - \$199,999 ($M = 3.44, SD = 1.25$).

Parents were surveyed about doing extensive research and their confidence level with helping their child apply to college/university. Gender had a significant effect, $F(1, 206) = 5.03, p < .05$, as did primary language, $F(2,170) = 12.21, p < .05$, as confirmed by a one-way ANOVA. Males ($M = 3.88, SD = 1.14$) had done extensive research and felt confident helping

their child apply to college/university compared to females ($M = 3.43$, $SD = 1.27$). English-speaking parents ($M = 3.79$, $SD = 1.15$) also did more research and felt more confident than Chinese-speaking parents ($M = 2.43$, $SD = 1.36$).

College expenses and financial aid factors played a role in parental involvement. Parents who made \$200,000 or more were the least concerned than all other income levels, $F(3, 174) = 4.52$, $p < .05$. The highest income bracket ($M = 3.57$, $SD = 1.21$) scored significantly lower than all other income levels - \$100,000-\$199,99 ($M = 4.12$, $SD = 1.04$), \$50,000 - \$99,999 ($M = 4.20$, $SD = 1.00$), and less than \$50,000 ($M = 4.46$, $SD = .88$) when asked if college expenses were a concern for their family. Educational level also played a role with significant differences, $F(3, 198) = 4.63$, $p < .05$, between associate/technical degree holders being more concerned ($M = 4.27$, $SD = 1.01$) than doctoral degree holders ($M = 3.35$, $SD = 1.35$) and bachelor's degree holders ($M = 4.17$, $SD = 1.02$) being more concerned than both master's ($M = 3.77$, $SD = 1.17$) and doctoral degree holders. Immigrant parents ($M = 4.11$, $SD = 1.10$) were more concerned than U.S.-born parents ($M = 3.71$, $SD = 1.19$) about college expenses, $F(1, 208) = 6.48$, $p < .05$. The study also revealed that gender has an impact on parents' concerns about college expenses, $F(1, 206) = 4.98$, $p < .05$ and females ($M = 4.02$, $SD = 1.11$) reported being more concerned than males ($M = 3.61$, $SD = 1.25$).

Conversations about college were less frequent since elementary school between parent and child for parents whose household income was less than \$50,000, compared to other income groups, $F(3, 174) = 5.30$, $p < .05$. Fisher post hoc tests revealed significant differences ($p < .05$) between parents whose household income was less than \$50,000 ($M = 2.08$, $SD = 1.89$) and the other three income groups including \$50,000 – \$99,999 ($M = 4.28$, $SD = 1.17$), \$100,000 - \$199,999 ($M = 3.86$, $SD = 1.58$), and \$200,000 or more ($M = 3.68$, $SD = 1.89$). A one-way

ANOVA confirmed that immigrant status also had a significant effect on childhood conversations about college, $F(1, 208) = 7.19, p < .05$. These conversations were less frequent with immigrant parents ($M = 3.50, SD = 1.79$) compared to non-immigrant parents ($M = 4.12, SD = 1.52$) and more specifically, less frequent with parents born in the Middle East ($M = 3.07, SD = 2.05$) compared to U.S.-born parents ($M = 4.12, SD = 1.52$).

Attendance at school workshops related to the college choice process revealed significant results based on ethnicity, $F(2, 189) = 3.31, p < .05$; home country, $F(2, 188) = 5.92, p < .05$ and, by school, $F(4, 205) = 2.77, p < .05$. Asian parents ($M = 3.83$) attended school workshops more than White parents ($M = 3.26$). Additionally, parents born in Asia ($M = 3.72, SD = 1.40$) and the U.S. ($M = 3.47, SD = 1.55$) reported attending a workshop at their child's school more than parents born in the Middle East ($M = 2.27, SD = 1.49$). Parents at Woodbridge High School also attended college workshops more than parents from Northwood ($M = 3.31, SD = 1.62$) and University ($M = 3.03, SD = 1.64$).

The study found that parents' immigrant status affected helping their child sign up for the ACT/SAT, $F(1, 208) = 4.587, p < .05$. U.S.-born parents ($M = 3.38, SD = 1.58$) helped their child sign up for the ACT/SAT more than immigrant parents ($M = 2.90, SD = 1.62$) and more specifically, parents born in the Middle East ($M = 2.20, SD = 1.61$) helped their child less than parents born in the U.S. ($M = 3.38, SD = 1.58$). Another significant difference existed with primary language and signing up their child for college entrance tests, $F(2, 170) = 5.73, p < .05$ since Chinese-speaking parents ($M = 2.05, SD = 1.36$) helped their child sign up for the ACT/SAT less than English-speaking parents ($M = 3.30, SD = 1.62$).

Helping their child create a college list revealed significant findings based on gender, $F(1, 206) = 5.01, p < .05$; primary language, $F(2, 170) = 3.67, p < .05$; and education level, $F(3,$

198) = 3.64, $p < .05$. Males ($M = 3.57$, $SD = 1.36$) reported more involvement when helping their child create a college application list than females ($M = 3.05$, $SD = 3.05$). English-speaking parents ($M = 3.31$, $SD = 1.45$) participated more than Chinese-speaking parents ($M = 2.43$, $SD = 1.29$) in helping their child create a college list and parents with doctoral degrees ($M = 3.92$, $SD = 1.20$) were more involved than parents with bachelor's degrees ($M = 2.93$, $SD = 1.43$).

Parents were asked to rate the level of success they felt about their overall efforts throughout the process. Significant findings arose based on education level, $F(3, 198) = 2.83$, $p < .05$, and primary language, $F(2, 170) = 3.91$, $p < .05$. Parents with bachelor's degrees ($M = 3.43$, $SD = 1.13$) felt less successful than parents with master's degrees ($M = 3.89$, $SD = .91$), and parents whose primary language is Chinese ($M = 3.14$, $SD = .85$) felt less successful than parents whose primary language is English ($M = 3.79$, $SD = 1.04$).

Using Pearson's Linear Correlation, the researcher assessed the correlation between parents' beliefs and expectations with their involvement in the college choice process. Figure 12.1 below depicts statistically significant results. The study found a weak, positive relationship between parents who helped create a college list and parents who believed: that the purpose of high school is to prepare students for college, $r(210) = .20$, $p < .05$; it is the parents' responsibility to communicate regularly with the counselor, $r(210) = .18$, $p < .05$, and communicate with the teachers, $r(210) = .21$, $p < .05$; and attending a well-known, highly ranked college/university is important, $r(210) = .25$, $p < .05$. A weak, positive correlation was also found between parents who helped create a college list and parents who expected their child to earn a college degree, $r(210) = .14$, $p < .05$. A moderate relationship was found between parents' who believed that it was their responsibility to manage the college choice process and those who helped their child create their college application list, $r(210) = .33$, $p < .05$.

There was a weak, positive correlation between parents who helped their child register for the SAT/ACT and parents who believed that it was their responsibility to manage the college choice process, $r(210) = .24, p < .05$. There was also a weak, positive correlation between parents who helped their child register for the SAT/ACT and parents who believed it was their responsibility to communicate with teachers regularly, $r(210) = .16, p < .05$.

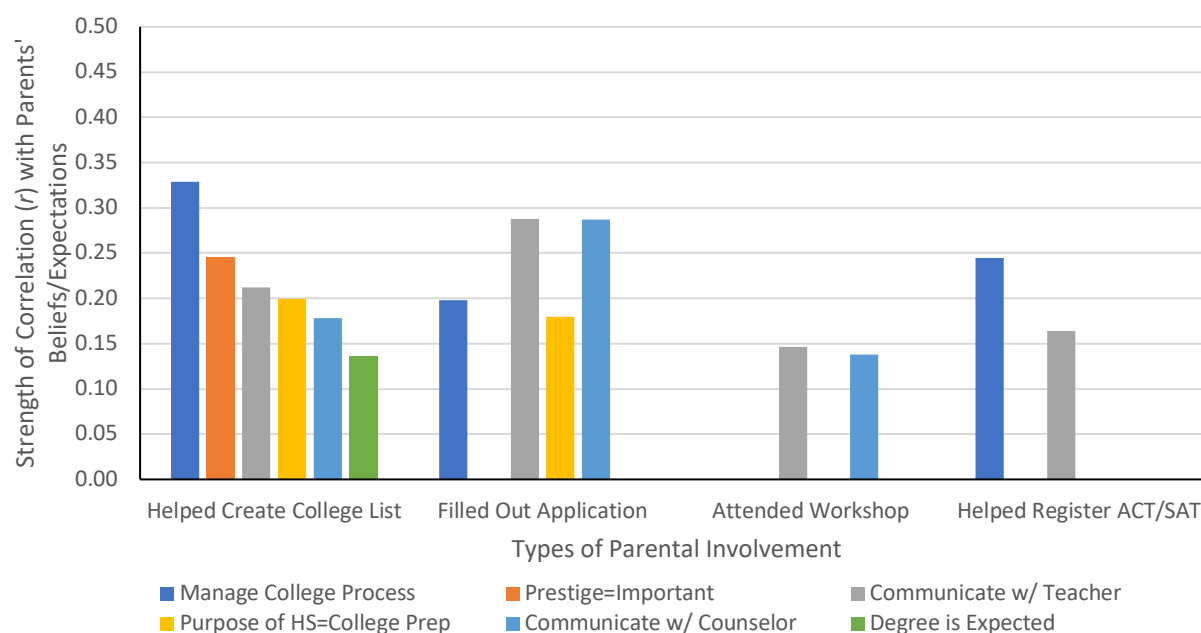
Weak, positive relationships existed between parents who completed at least one of their child's college applications and parents who believed it was their responsibility to manage the college choice process, $r(210) = .20, p < .05$. A relationship existed between parents who applied for their child and those who believed it was their responsibility to communicate with the counselor regularly, $r(210) = .29, p < .05$ and communicate with teachers, $r(210) = .29, p < .05$. Furthermore, relationships emerged between parents who applied for their child and parents who believed the purpose of high school is to prepare students for college, $r(210) = .18, p < .05$.

A weak, positive correlation emerged between parents who attended a college choice-related workshop at their child's school and parents who believed that it was their responsibility to communicate regularly with their child's counselor, $r(210) = .15, p < .05$ and teachers, $r(210) = .14, p < .05$.

Figure 12. 1

Strength of Correlation (r) Between Parents' Beliefs/Expectations and Types of Parental

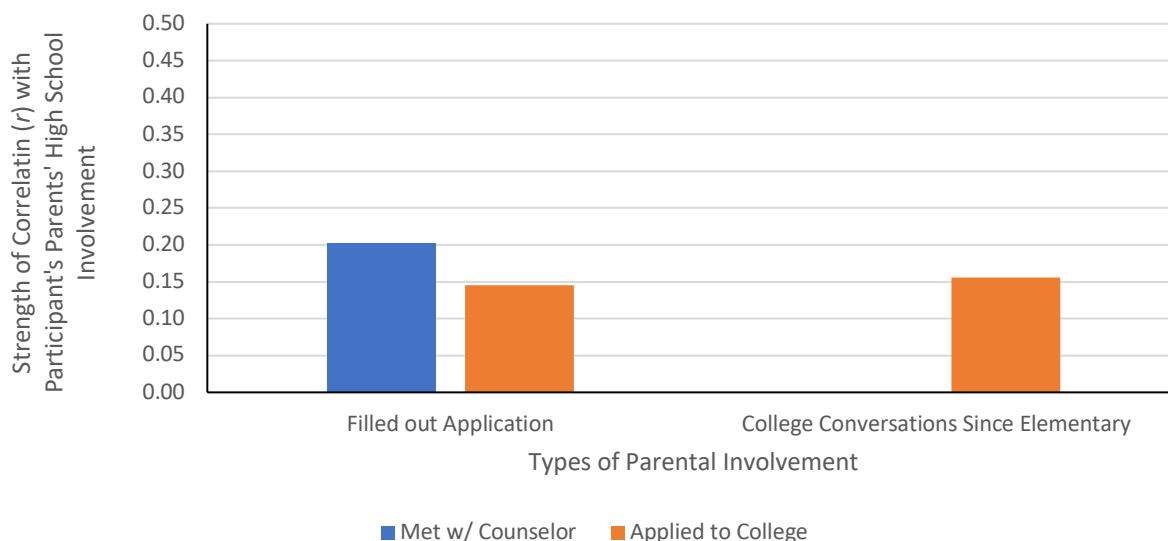
Involvement, $p < .05$



The study found that a few of the participants' personal high school experiences were statistically significant and positively correlated with their involvement in their child's college choice process. In Figure 13. 1, there was a weak correlation between participants whose parents helped them apply to college and the participants having conversations with their child about college since elementary school, $r(207) = .16, p < .05$. There was also a weak correlation between participants whose parents helped them apply to college in high school and participants filling out their child's college application, $r(207) = .15, p < .05$. A weak, positive relationship was found between participants whose parents met with their counselor to discuss academic progress in high school and participants filling out a college application for their child $r(207) = .20, p < .05$.

Figure 13. 1

Strength of Correlation (r) Between Participants' Parents' High School Involvement and Types of Participants' Parental Involvement, $p < .05$

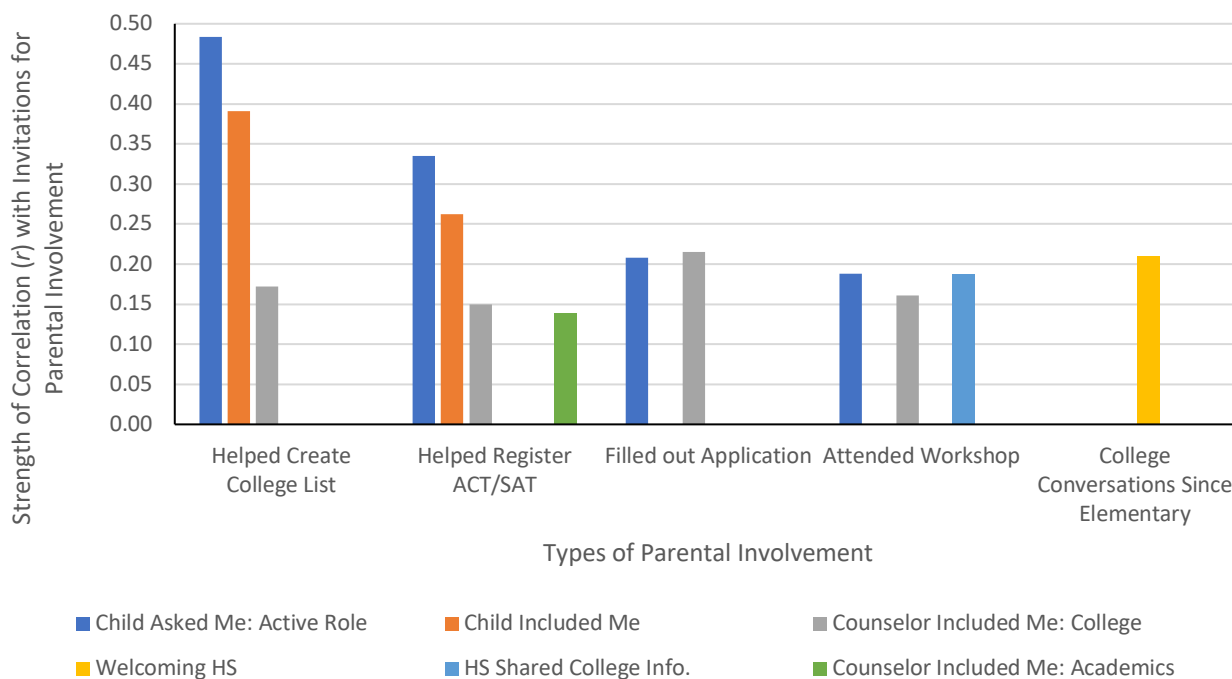


Invitations for parental involvement from participants' children had a notable but weak, positive correlation between certain types of parental involvement. The strongest relationships existed when children included their parents in the college choice process, as shown below in Figure 14. 1.

When children invited their parents to take an active role in their college process, a moderate, positive relationship existed between invited parents and parents who helped create a college list, $r(210) = .39, p < .05$. The same relationship is true for invited parents and parents who helped their child register for the ACT/SAT, $r(210) = .34, p < .05$. When children included their parents in the college choice process, a moderate correlation was made to parents helping their child create a college list, $r(210) = .48, p < .05$.

Figure 14. 1

Strength of Correlation (r) Between Invitations for Parental Involvement and Types of Parental Involvement, $p < .05$

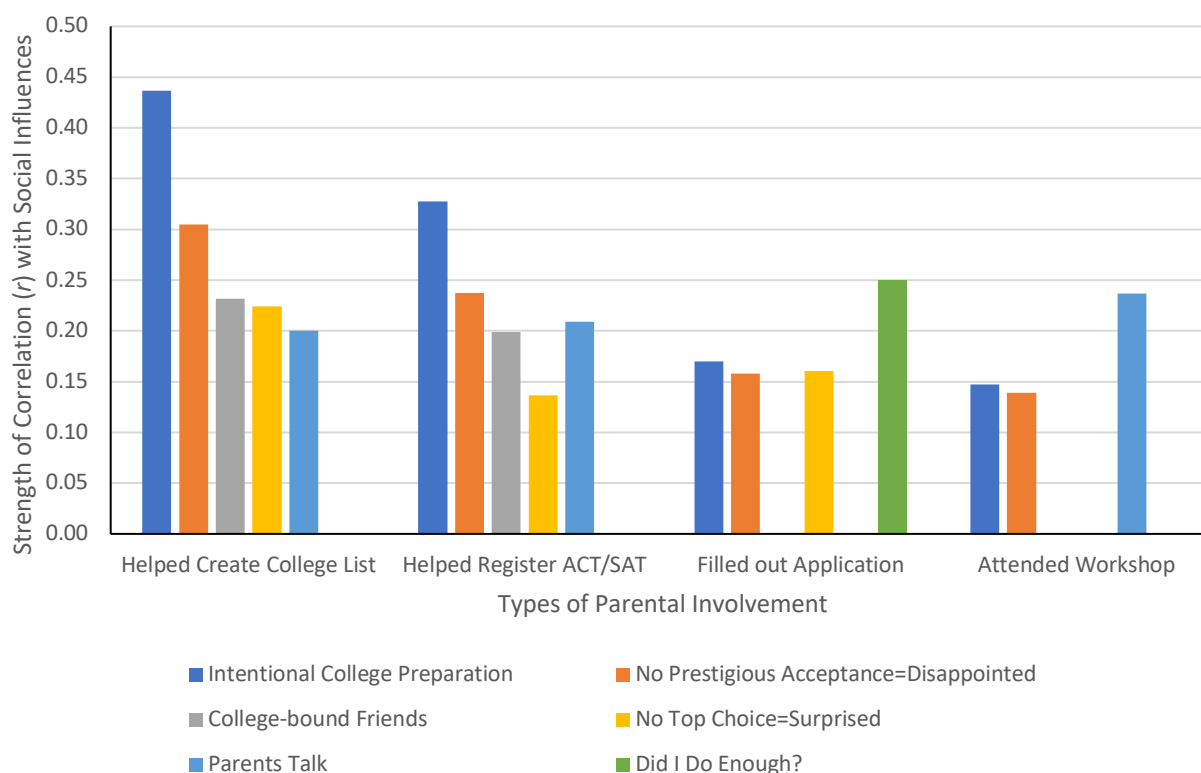


The study examined relationships between social influence and parental involvement, and there were several positive, weak relationships found as depicted in Figure 15. 1. below. Despite a weak correlation, there was a meaningful relationship between parents who wondered if they did enough to help their child when speaking to other parents about college admission and parents who filled out an application for their child, $r(210) = .25, p < .05$. The strongest relationships in this section were moderate in strength. One of the top three strongest correlations existed between parents who helped their child create a college list and feelings of disappointment if their child did not gain acceptance to a prestigious college, $r(210) = .30, p < .05$. The study also found the strongest correlations in this section between parents who intentionally prepared their child to be a strong college applicant and parents who helped their

child register for the ACT/SAT, $r(210) = .33, p < .05$. The other strongest correlation was between intentional parents and parents who helped create a college list, $r(210) = .44, p < .05$.

Figure 15. 1

Strength of Correlation (r) Between Social Influences and Types of Parental Involvement, $p < .05$



The study aimed to identify if a relationship existed between parental involvement and parents' time, knowledge, and skills. There were statistically significant relationships between parental involvement activities and parents who had time and energy to help their child in the process. The one consistent and statistically significant variable in this section that had a relationship with all types of parental involvement was with parents who had time and energy to help their child complete their college application, as shown in Figure 16. 1 below. Not surprisingly, a moderate relationship existed between parents who had time and energy to attend college-related events and parents who attended a college choice workshop on campus, $r(210) =$

.39, $p < .05$.

Figure 16. 1

Strength of Correlation (r) Between Parents' Time and Energy and Types of Parental Involvement, $p < .05$

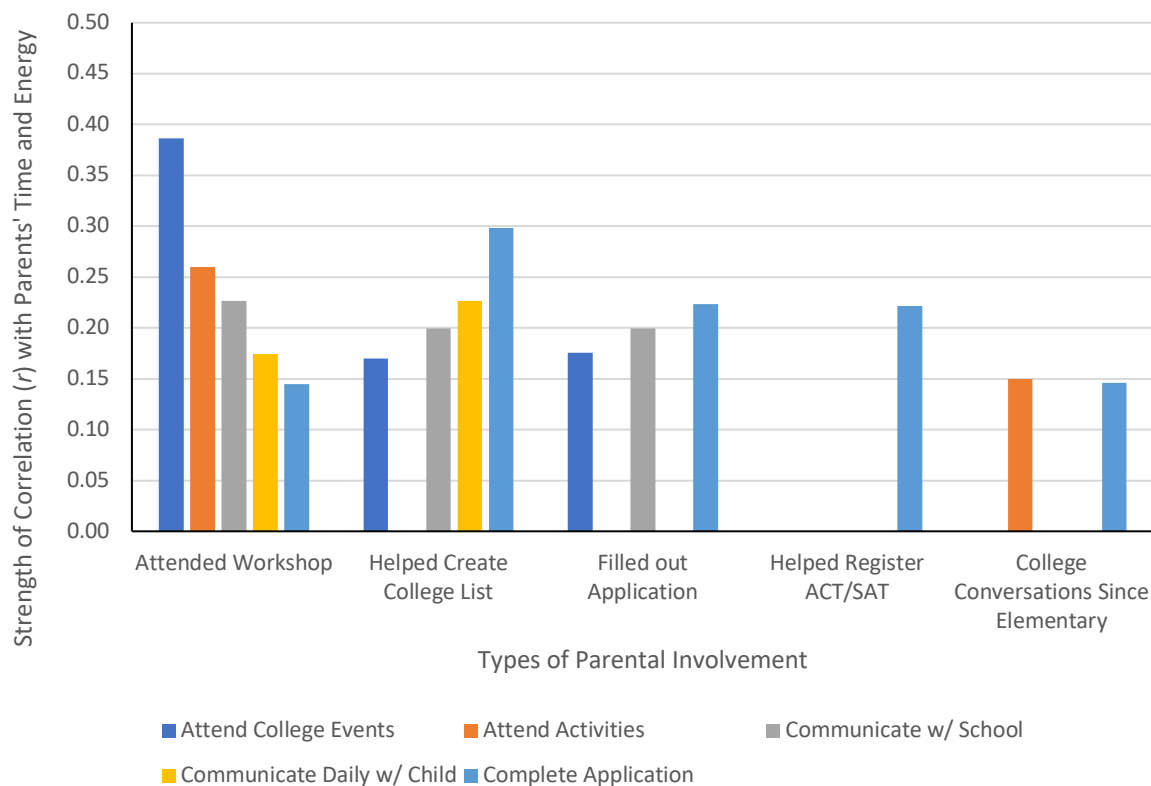
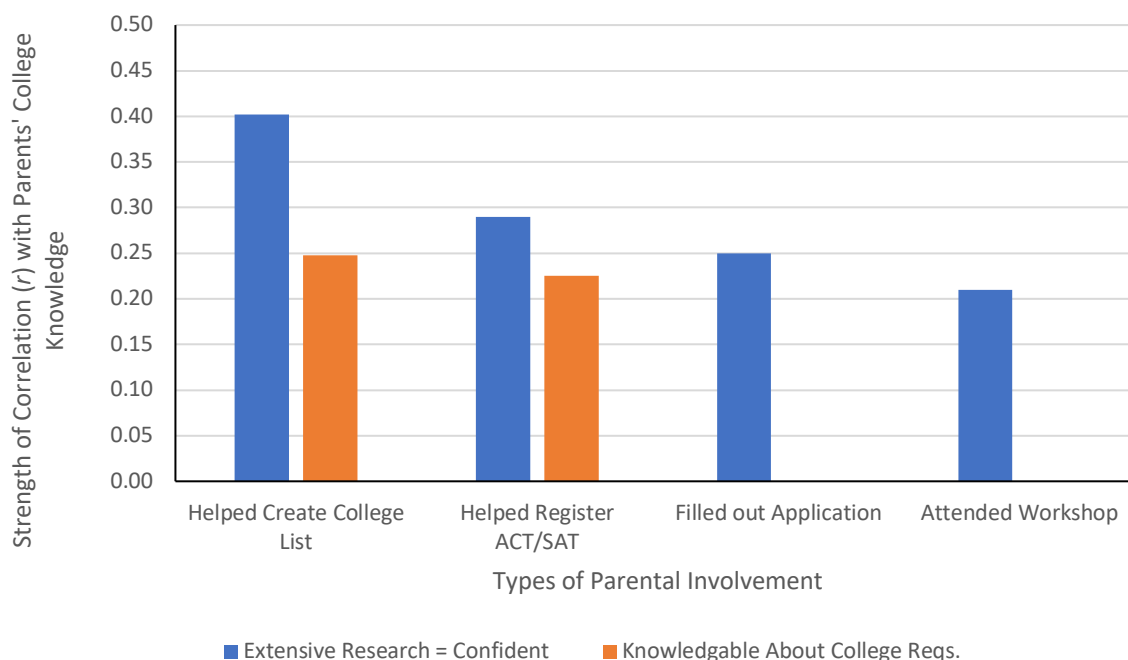


Figure 17. 1 shows the correlations of statistical significance between parents' college knowledge and the types of parental involvement. Weak positive relationships existed between parents who did extensive research and specific involvement activities. Such activities include those who helped their child register for the ACT/SAT, $r(210) = .29, p < .05$; filled out a college application for their child, $r(210) = .25, p < .05$; and who attended a workshop related to the college choice process, $r(210) = .21, p < .05$. A positive, moderate relationship emerged between parents who did extensive research and parents who helped create a college list, $r(210)$

$= .40, p < .05$. Weak relationships also existed between parents who felt very knowledgeable about the academic requirements for college admission and parents who helped their child register for the ACT/SAT, $r(210) = .23, p < .05$. Additionally, weak relationships emerged between knowledgeable parents and parents who helped create a college list with their child, $r(210) = .25, p < .05$.

Figure 17. 1

Strength of Correlation (r) Between Parents' College Knowledge and Types of Parental Involvement, $p < .05$

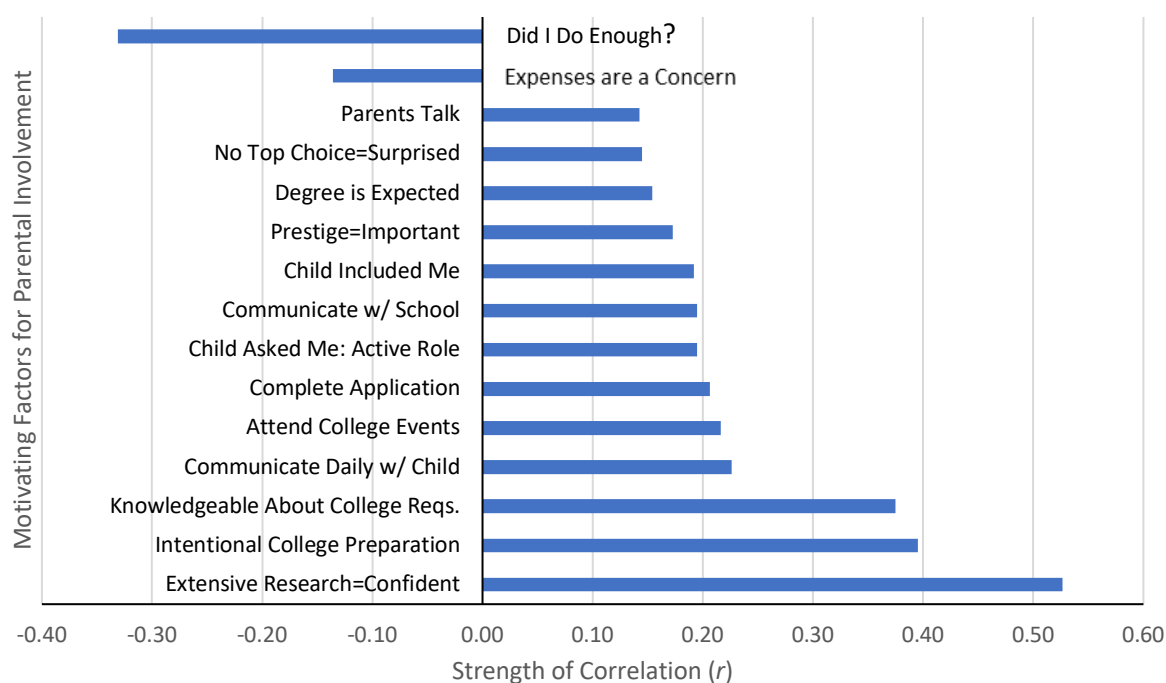


As part of the study, parents were asked, "Compared to other parents, I feel successful about my overall efforts throughout the college choice process." The researcher examined their scores with each of the motivating factors for parental involvement, uncovering several statistically significant relationships, most of which were positive, weak correlations. However, Figure 18. 1 highlights the statistically significant factors which had moderate relationships with

parents' feelings of success. Of all 15 factors, there were four that showed a moderate relationship. Parents who felt knowledgeable about academic admission requirements correlated with parents who felt successful about their efforts, $r(210) = .38, p < .05$. Parents who felt they were intentional in preparing their child to be a strong college applicant correlated with parents feeling successful, $r(210) = .40, p < .05$. Understandably, parents who wondered if they did enough to help their child had a negative, moderate relationship with parents' feelings of success, $r(210) = -.33, p < .05$. Lastly, a moderate relationship between parents who conducted extensive research and parents who felt successful about their efforts, $r(210) = .53, p < .05$, had the strongest correlation of the 15 factors.

Figure 18. 1

Strength of Correlation (r) Between Parents' Motivating Factors for Involvement and Feeling Successful About Their Overall Efforts Throughout the College Choice Process, $p < .05$



Impact of parental involvement on perceived success of the college choice process

During interviews, parents defined success in terms of their child's choice process. Parents' definitions revealed different attitudes that ran the spectrum from completing college applications to gaining admittance to a particular school. The following table shows their responses.

Table 4

Parents' Definitions of Success in Relation to Child's College Choice Process

	Gender	Involvement Score	Comment
Participant C	Female	1	Completion. He made all the college application stuff on his own. We are happy that he decided to go to college and apply for colleges.
Participant M	Female	1.5	She got into 100% of the colleges she applied to which is one. She filled the application out herself.
Participant J	Female	Didn't score.	I would define success as getting it in on time. I think just completing it without going completely bonkers is successful.
Participant E2	Male	3.5	Success for me is that they were able to apply to the schools that

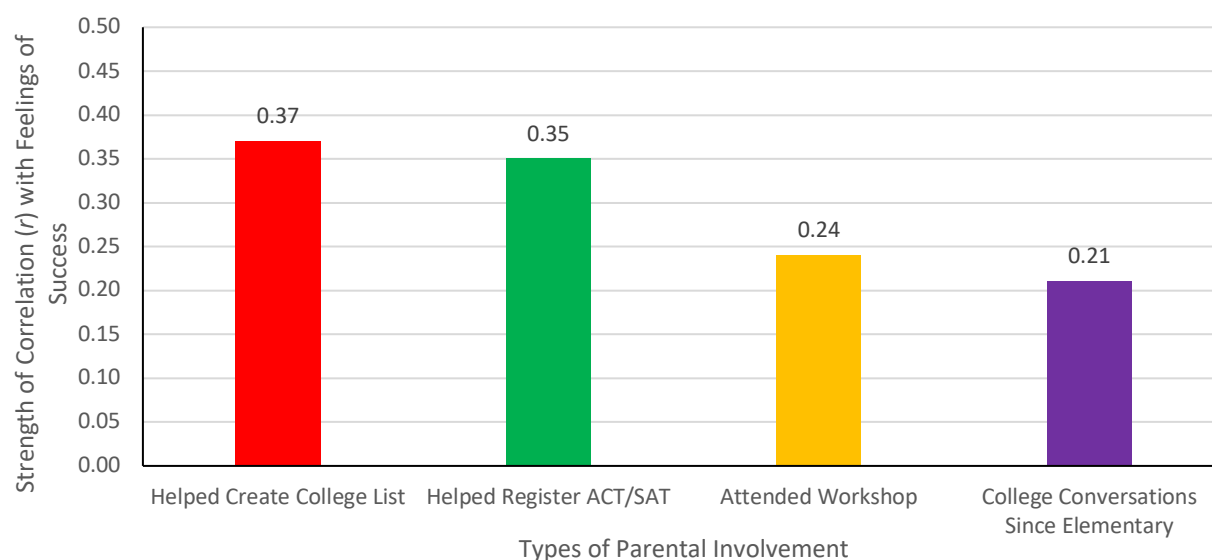
			interest them and that they felt that they did the best that they could.
Participant D	Female	5	Successful to me if she can go to UC, any UC.
Participant E	Female	5	I think the fact that she got in, that's success.

The researcher used Pearson's Linear Correlation to determine if there was a relationship between parents who felt successful about their overall efforts throughout the college choice process and the types of parental involvement. Of the five types of involvement surveyed in the study, a statistically significant relationship was found between parents feeling successful and four types of involvement as illustrated in Figure 19. 1 below. Interestingly, no relationship existed between parents who applied to college for their child and parents who felt successful with their overall efforts.

Figure 19. 1

Relationship Between Parents' Feeling Successful About Their Efforts During the College

Choice Process and Types of Parental Involvement, $p < .05$



Additional Findings of Qualitative Research

Location

The study included interviews with ten individuals who volunteered to provide more information about their experiences, beliefs, and attitudes toward the college choice process. One theme that emerged during interviews was how different Irvine was compared to other areas regarding competition and the peer pressure between parents. Parents who moved to Irvine from northern California and from out of state commented on the differences. Participant E commented, "...as soon as we got to California, it just seemed very different than Ohio...it just seemed like parents were just crazy. I was just surprised by the amount of involvement of the parents...But Irvine is just those crazy moms that I've only heard about. And just people started talking about college, right? In elementary school, which was very crazy." Participant D also

commented, "And then, we moved to Irvine. And it's a very, very different feeling...And, here was just so much more competitive. And, everybody was good at everything." Even Participant V, who grew up in California, but in a different county, acknowledged that things may differ in Irvine because she has not seen parents who are not involved with their child's college choice process. She said, "I don't know if that's just the nature of where we live where you've got a lot of super-involved parents...I think it's a competitive environment. And so, there's a lot of pushing together, pushing your kids to apply certain places." Participant C added that in Irvine, her family lives "in an area that focuses highly on not only education and college, but the type or brand name of college that you go to." The community of Irvine was highlighted as a possible anomaly in parental involvement and a source of social influence that fosters high expectations.

Hiring College Counselors

Qualitative data collected revealed that of those interviewed (nine families), 44% of them chose to hire a college counselor. Participant E2 felt that using a college counselor helped to keep him on track for the application process and get feedback for the essays. He said, "I think [it] helps a lot because it relieves the parent-child nagging... it's good to have a third party to kind of alleviate that tension." Parent V shared that using a college counselor was helpful because "[they] kind of get it out of our hands in a way. If mom and dad were too actively involved in it, we might be influencing him one way or the other." Participant J also hired a counselor and explained the decision, "I don't want to get into fights with them. So, I'm just going to hire someone else to be their accountability." She added, "There's just not enough counselors to be able to individually help each student the way that they need to be helped."

Parents who did not hire college counselors considered hiring outside help to be a defining characteristic of the "super involved parent." One parent described, "In IUSD, they'll

pay outside for a private person to have that role where they are on the kids and doing this, going over the personal statement because that is the expertise of that individual." Another parent, Participant E2, talked about a super-involved parent having their child tutored for a standardized test if they can afford it. Participant C shared that a super involved parent is one who, "maybe they hire a college counselor for them...." In the study, hiring a tutor or counselor did not significantly impact parental involvement or parents' feelings of success about the process.

Cultural Component

One parent who grew up in China shared a glimpse of her perspective of how culture, specifically Chinese culture, influences parental involvement in the college choice process. She shared, "The Chinese people really care about other neighbors' thoughts. We compare, we always compare, our daughters against our neighbors' daughters. It's called peer pressure." She also shared that there are a lot of "tiger moms" who are super involved and want their kids to go to Ivy League schools. She confided that success is measured by admission to one of five particular universities, and if your child is accepted, you gain acceptance to an exclusive WeChat group for parents.

Summary

The research presented included quantitative and qualitative results from an online survey and through parent interviews. Analysis of One-Way Variance and Pearson's Linear Correlations were analyzed to determine significant findings of which there were many. In Chapter 5, a summary of significant findings is presented along with implications for practice and recommendations for future research.

CHAPTER 5: DISCUSSION

Summary of the Study

The objective of this mixed-methods study was to understand how parents' expectations and beliefs influence their involvement in the college admissions process. By identifying factors that motivate parents' involvement and examining the types of involvement and to what degree they engage in the process, the research included the parents of the class of 2021 at the end of their college choice process.

With permission from the school district, 210 parents from five high schools in Irvine Unified School District participated in an online survey. Ten parents volunteered to participate in an interview following the survey, which produced additional qualitative data to glean in-depth perspectives.

In the spring of 2021, the researcher conducted the survey and set out to answer the following questions:

1. How do parents' expectations and beliefs influence their involvement in the college choice process?
2. What factors motivate parents' behavior/practices related to the college choice process?
3. What types of involvement and to what degree do parents engage during the college choice process?
4. What impact does parent involvement have on the perceived success of the college choice process?

Research Question One

The first research question was, “How do parents’ expectations and beliefs influence their involvement in the college admissions process?”

This research found several relationships between parents’ expectations and beliefs and their involvement in the college choice process. There was a moderate relationship between parents who believed that it was their responsibility to manage the college choice process to ensure that it was done correctly and creating a college list as a type of involvement. There were weak yet positive relationships between parents who helped their child create a college list and parents who believed it was their responsibility to communicate with school staff, expected their child to earn a college degree and attend a prestigious school, and that the purpose of high school was to help students get into a good college.

The strongest indicators of involvement were from social influence. There was a positive, moderate correlation between parents who believed that they were intentional in preparing their child to be a strong applicant when comparing themselves to others and parents involved by helping their child register for the SAT/ACT and creating a college list. There was also a moderate relationship between parents who would be disappointed if a selective college did not admit their child and parents who helped their child create a college list. The disappointment of their child not being accepted to a selective college also had a weaker, positive relationship with parents who attended a workshop, applied to a college and helped their child register for the ACT/SAT.

Research Question Two

The second research question aimed to answer, “What factors motivate parents’ behavior/practices?”

Using Hoover-Dempsey and Sandler’s model for parental involvement, the findings confirmed that parents’ motivational beliefs, perceptions of invitations for involvement from others, and parents’ perceived life context each played a role in the college choice process.

Parents’ Motivational Beliefs

Hoover-Dempsey and Sandler believe that one of the reasons for involvement is based on parents’ motivational beliefs, which include role construction and a sense of efficacy for helping their child. Parental role construction includes a sense of personal or shared responsibility in their child's education and how they should engage or act. Role construction is shaped by personal experiences related to and membership in a family, the workplace, and school. Within the same category is parents' efficacy: "the belief that personal actions will help the child learn" (Hoover-Dempsey et al., 2005, p. 107). Like parental role construction, self-efficacy is socially constructed and influenced by parents' beliefs and expectations to influence their child's educational outcome(s).

The study confirmed that parents’ motivation for involvement is influenced by role construction and self-efficacy, but not before first providing data that seemingly debunks the ideas. In one of the first sections of the survey, an overwhelming response ($M = 4.78$, $SD = .54$) exposed that parents expected their child to earn a college degree. Their answers following that statement, however, were puzzling. Parents shared a close-to-neutral score ($M = 3.16$, $SD = 1.33$) that they believe that students who do not earn a college degree are not as successful in life as those who earn a degree. They also posted a less-than-neutral score ($M = 2.93$, $SD = 1.14$) that

they disagreed that it was the parents' responsibility to manage the college choice process to make sure it is correctly executed. These are interesting responses because, despite such high expectations of their children, parents believe strongly in success due to going to college and wanting to have more control over the college choice process to influence the outcomes (efficacy). It is highly possible that these responses reflect parental role construction. Parental role construction shapes how parents should engage or act in the process and is a societal construct. Messaging surrounding college has declared that it is not the right path for everyone, and many well-to-do individuals did not go to college and are still successful. In recent years, the Varsity Blues scandal highlighted parents taking the college choice process into their own hands, sometimes unbeknownst to their child. If parents responded favorably to the statement, "I believe it is the parents' responsibility to manage the college choice process to make sure it is done correctly," then it goes against societal expectations that the child should be responsible for this process since they are the ones affected by the outcomes.

Later in the survey, parents' responses to their involvement with their child confirmed that role construction and efficacy were, in fact, strong indicators of involvement. There was a moderate correlation between parents who believed it was their responsibility to manage the college choice process and helping their child create a college application list. Relationships also existed between the belief that it was the parents' responsibility to manage the college choice process and parents completing at least one of their child's college applications and helping their child register for the SAT/ACT.

Invitations for Involvement

Income impacted parents' perceptions on whether their child's high school counselor involved them in their child's college choice process. Parents who made \$200,000 or more felt

that counselors did not include them in academic planning or their child's college choice process. Low scores for counselor invitations to participate in their child's process were also given by parents who immigrated before 2000, those who make less than \$50,000, and Chinese- and Korean-speaking parents. These results for counselor invitations as a means for motivation for parental involvement serve as an impetus for implications of practice.

Hoover-Dempsey and Sandler claim that specific invitations for involvement, especially from their child in coordination with the school, are the most impactful. This study confirmed that when children included their parents in the college choice process, a moderate correlation existed to parents helping their child create a college list. Another moderate correlation is evident when children invited their parents to take an active role in the process by asking parents to read their college application essay or review their application. Unfortunately, immigrant, Chinese-speaking parents and parents who held associate/technical degrees were not invited by their children compared to their counterparts.

Perceived Life Context

Social influence played a role in how confident parents felt about their efforts when speaking to other parents or comparing themselves to others. There were several significant statistical findings; however, the qualitative data was rich and evident in all of the parents' interviews, offering insight into how their peers influence them. One participant mentioned that the comparison to others started in elementary school while another mentioned the influence that the Chinese culture has on parental expectations. Many parents referred to knowing parents whose level of involvement with their child was more extreme than their own. Competition, fear, and uncertainty were reasons the parents gave to explain the extreme behavior.

Time, skills, and knowledge were also assessed since Hoover-Dempsey and Sandler

believe that parents' involvement is dictated by the amount of time they have to help their child and, therefore, feel confident and possess the skills and knowledge to help. The findings were aligned with the idea that income and education offer more support and resources, which equates to more help with and knowledge about the college choice process.

Parents' income levels surfaced as an interesting finding, but not necessarily a surprising one. Parents who made \$200,000 or more responded that they were knowledgeable about the academic requirements for college admission eligibility. Parents' education levels also revealed that parents who held an associate/technical degree had less time and energy to help their child complete their college applications. They also did not feel knowledgeable about the academic requirements for college admissions eligibility. As a result, their children did not invite them to take an active role in the college choice process by reviewing their applications or reading their essays.

On the other hand, parents who held a doctoral degree helped their child create a college application list but did not attend workshops related to the college choice process at their child's high school. They felt confident with their child's application process to say that they would be surprised if their child did not get into any of the colleges to which they applied. In contrast, those with a technical/associate degree were neutral in their response.

On a separate note, males indicated more time and energy to help their child complete their college education, did extensive research, and felt confident helping their child apply, more so than their female counterparts. Having done extensive research, these fathers also indicated that they helped their child create a college application list more than mothers.

The Disadvantaged

What surfaced as most significant was how the college choice process highlights the

inequities for parents whose lack of confidence may stem from their life context. Parents who immigrated to the United States, whose primary language is not English, hold associate/technical degrees and make less money feel less confident about their knowledge and ability to help their children. These parents have high expectations but a lack of knowledge and confidence, which could perhaps be improved by invitations from the school and child to help guide home-based involvement at the very least. Pearson linear correlations show that parents who conducted extensive research felt more confident with the process, and therefore, more successful with their efforts.

While there were many significant statistical findings, a common theme emerged from the research that the researcher did not expect. The findings uncovered significant differences between parents who immigrated to the U.S. versus those who were U.S.-born as well as English speakers and non-native English speakers.

The results often showed that White, English-speaking, U.S.-born parents were more involved in the process, had more time and energy, and felt more knowledgeable and confident to help their children create a college list and register for the ACT/SAT. These parents have been talking about college with their children since they were in elementary school.

Immigrant parents' responses painted a picture of having high expectations but perhaps not having the confidence or the time/energy to research to be confident about helping their child. One of the most significant differences that the study revealed was the importance to immigrant parents that their child attends a well-known, highly ranked college/university. They also shared that they would be more disappointed than U.S.-born parents if a selective college did not admit their child. This emphasis on prestige could be attributed to the cultural aspect that Participant D shared during her interview, alluding to the social pressure from "tiger moms" who

measure success by Ivy League acceptances.

However, rather than these parents being more involved in their child's college choice process, immigrant parents and Chinese-speaking parents did not demonstrate characteristics of an involved parent group. Chinese-speaking parents did not feel that they were as intentional in preparing their child to be a strong applicant.

Time, Skills, and Knowledge. Immigrant Parents Scored Themselves Lower than U.S.-born Parents in the Following Areas:

- Knowledge about college admissions requirements
- Time and energy to attend children's extracurricular activities

Chinese-speaking parents scored lower than their English-speaking counterparts in the following areas:

- Time and energy to communicate with their child about the school day and attend their child's extracurricular activities
- Time to communicate concerns/questions with their child's teachers and counselor
- Conducted extensive research and felt confident helping their child apply to college/university
- Knowledge about college admissions requirements

Involvement. When looking at involvement, immigrants scored lower than their U.S.-born, English-speaking counterparts in the following areas:

- Frequent college conversations at an early age
- Helped child sign-up for ACT/SAT exams
- Helped child create a college application list

Overall, many research participants indicated that they did not have strong parental

involvement from their own parents in their personal high school experiences. However, immigrant parents indicated their parents were less involved at school events and agreed that their parents did not know how to be involved compared to U.S.-born parents. Unlike their U.S.-born counterparts, this could explain why they did not talk to their children about the importance of going to college since elementary school. It was, perhaps, not something they thought to do because it was not modeled for them. Both immigrant and Chinese-speaking parents demonstrated a lack of confidence, as insinuated in their agreement with the statement that they often wondered if they were doing enough to help their child when speaking to other parents about the college admissions process. At the end of the process, Chinese-speaking parents felt less successful than English-speaking parents about their efforts.

Research Question Three

The third research question asked, “What types of involvement and to what degree do parents engage during the process?”

For this research, the study asked parents specifically about the following types of involvement:

- Frequent college conversations since elementary school
- Attendance at a workshop at their child’s high school
- Filling out at least one college application
- Helping their child register for the SAT or ACT
- Helping their child create their college application list
- Hiring a college counselor or SAT/ACT tutor

The study showed that parents mostly were involved in their child’s college choice process through frequent talks with their child about college since elementary school ($M = 3.8$, $SD = 1.69$), followed by attendance at one workshop at school, then creating a college list and helping

their child register for the ACT/SAT. The lowest score was for parents completing their child's college application ($M = 1.83$, $SD = 1.27$). These scores were not as high as I expected. However, given the potential language barriers and lack of confidence portrayed by the data from immigrant and Chinese-speaking parents, it makes sense.

Through interviews, parents shared that they also hired college counselors to help their children. While some may feel that this meant they were less involved since the private counselor took on a more active role, so the parent did not have to engage as much, others defined super-involved parents as those who hired college counselors. With that in mind, two parents who hired a college counselor rated themselves a "3.5," while parents who admittedly did a lot for their child rated themselves with a score of five. In all cases where parents scored themselves lower than a five, or most involved, parents described other's involvement in the process as more extreme than their own.

During interviews, parents described their more-involved peers putting together spreadsheets with deadlines, sharing their strong opinions about where they'd like their children to go to school, sending in their kids' applications and keeping track of what's going on, hiring college counselors, and engineering their child's success by doing everything for them. These responses provide a broad spectrum of engagement levels and a perspective of their perception of some extreme levels of involvement.

Research Question Four

The last question of the study was, "What impact does parent involvement have on the perceived success of the college choice process?"

Parents involved in the "planning" parts of the college choice process had moderate, positive relationships with feeling successful about their overall efforts. These self-proclaimed

successful parents felt they were intentional in preparing their child to be a strong college applicant, were knowledgeable about academic admission requirements, and did extensive research to feel confident enough to help their child apply. The results suggest that parents involved in these particular activities feel more successful than parents who are not involved.

Interestingly, parents who completed at least one of their child's college applications did not feel successful in the application process. Hoover-Dempsey and Sandler's model discusses self-efficacy as one of the motivators for parental involvement, and parents are involved because they believe their efforts will produce positive outcomes (Tierney, et al., 2005; Hoover-Dempsey et al., 2005). This direct level of involvement, completing their child's college application, however, may have overstepped the boundaries of role construction. Hoover-Dempsey et al. (2005) define role construction as "parents' beliefs about what they are supposed to do in relation to their children's education and the patterns of parental behavior that follow those beliefs" (p. 107). Their self-efficacy was strong in believing that they could influence their child's outcome(s), but perhaps there was guilt for pushing their role construction to the max?

Limitations

The study presented limitations which include the size of the sample and the survey. With over 2000 students in the district, the sample population is at least 2000 parents if only one parent was counted per student. Unfortunately, the sample was only 8.8% of the minimum number of available parents. It could be argued that the sample was not representative of a general population of parents, and therefore, lacked generalizability. Furthermore, convenience sampling threatened the external validity of this study. However, according to McMillan and Schumacher (2010), "the primary purpose of the research may not be to generalize but to understand relationships that may exist" (p. 137). The researcher believed the sample was

representative of where she worked and wanted to know more about the community.

The validity of the survey also had limitations because it was adapted from Hoover-Dempsey & Sandler's Parent Involvement Project (PIP) Parent Questionnaire (2005), and additional questions were added to address the research questions. The PIP identifies parents' motivations for involvement in their children's education. Some of the quantitative survey questions were adapted from the PIP Parent Questionnaire by taking a general question and making it more specific to parents' involvement during the college choice process. Some survey questions were developed based on assertions and questions that arose from the literature review as influences and motivations behind parental involvement. Additionally, other questions were explicitly created for the survey to understand the level of parental involvement and student outcomes.

Delimitations

Because of the researcher's position as an Assistant Principal in the district, a conflict of interest was possible. The principals of each high school sent out the email request for participation. Direct communication from the researcher was limited to participants who shared their personal contact information to participate in interviews. The researcher did not mention her affiliation with the district but was aware that it could raise power issues for those familiar with her name. Fortunately, a colleague conducted the interviews to alleviate any sense of awkwardness during face-to-face contact due to the researcher's position and affiliation with a high school in the district.

Implications for Practice

The college choice process is unpredictable and ambiguous, leaving parents to feel helpless, crazed, and even stressed. One parent referred to the college choice process as an

“arms race” as he described that “it’s how much can you cram into every waking moment just so you offer a comparison to someone else” (Participant E2, personal communication, May 28, 2021). Another parent shared, “It seems like getting into college is itself, like a sport” (Participant E, personal communication, June 4, 2021).

An underlying theme of fear of not meeting societal expectations emerged from parents interviewed about the college choice process. A parent with training in the college choice process explained that "you really have to be on your game 24/7 [because] these kids are, they're kids. And they don't know it all and they'll miss something...it can do great harm to them if they just miss one email...The schools are too big, and they're looking for ways to, you know, if you don't follow directions, you lose your admission" (Participant J2, May 28, 2021).

To help allay these fears, schools can help parents feel more in control by sharing general information about the college choice process and how they can use the information and participate in the process with their child in the parents’ primary language. Moreover, instead of just pushing out information, a partnership can be encouraged and strengthened between the school, the parents, and the child. The focus is often on the almost-adult child taking an active role and leading the process since it is their future. However, if schools take a more open stance on helping parents navigate this process and include healthy ways to participate, it may help all stakeholders, children, parents, and school staff. If parents feel more equipped with the knowledge, they may also fear less and feel less inclined to hire a college counselor, feel more confident to participate in the process with their children, and ultimately, feel more successful about their efforts. Some examples that come to mind include a parent newsletter/email in the parents’ primary language focused on what students may be experiencing emotionally during the year, how parents can help, questions to ask their child or their counselor, activities to consider,

deadlines their child is facing. If the information is provided to all parents, and not just those who ask, more parents have an opportunity to actively engage in home-based involvement, which for some, may be more productive than school-based involvement.

Additionally, the results revealed that parents did not feel that their counselor invited them into the process, nor did they believe it was their responsibility to communicate with the counselor regularly. However, this presents an opportunity for counselors to reach out to families in a different way. This process invites parents to participate with their children, perhaps in a more comfortable environment – their home, and provides them with tips and ideas on how to participate. With many parents opting to hire a college counselor to lead them through the process, parents could feel more confident to take the process into their own hands if provided the tools and resources to do so.

School districts are encouraged to consider their current practices and how they contribute to the culture of achievement in elementary and middle schools. GATE and application-process programs for cohorting students to participate in an advanced curriculum with their like-minded peers have created an environment (and attitude) of elitism and self-imposed pressure. The environment was not the intention of the programs but is a byproduct with long lasting effects. Surrounded by high performing peers, students are faced with comparison of and competition between one another. The expectations and pressure that accompany such programs fuel students' need to do more and be perfect to maintain the gifted label that they acquired at an early age.

College admission offices play a role in perpetuating the culture of achievement as well. The messaging surrounding standardized tests and grades, has led to a focus on academic achievement and less on the soft skills that are critical to success. Admissions offices are

encouraged to join initiatives like Challenge Success and Making Caring Common in an effort to focus on developing students' empathy and well-being.

School counseling programs who are training future counselors can make counselors aware of the culture of achievement and the stress, anxiety, and pressure that students are facing at an earlier age. These programs could focus on educating their counselors-in-training on the culture of achievement, how it impacts mental health beginning at an early age, and how to partner with parents to educate them about their messaging and focus early on.

Recommendations for Further Research

There are several recommendations for further research, which include sampling, survey questions, and further research. This study was conducted in one high-performing Southern California district with a demographic that is different from many surrounding communities. It is recommended to expand the sample to include other districts or at least one other district with a different demographic. It would be interesting to compare parental involvement between districts to see if it differs with different populations. Although the survey could not be required, it would be beneficial if more parents completed it to get feedback from different parents. It could be inferred that parents who participated in the study are more involved in their child's education because they responded to an invitation to participate from their child's school.

Recommendations for additions to survey questions include first-generation college graduates, counselors, college counselors, parents' perceived level of involvement, and child's college/university outcomes. One of the most important factors is that the survey is available in parents' primary languages.

One of the factors not considered was whether parents were first-generation college graduates, which may affect their involvement or beliefs about their involvement. The study

asked some questions about teachers and counselors. However, questions should be asked about counselors separately in the future because they are often involved or are more involved in the college choice process than teachers. It is recommended that parents share what they perceive to be their level of involvement in the college choice process. Also, the survey should include a separate question about whether or not parents hired a college counselor to help with the college choice process rather than include the hiring of ACT/SAT tutors. While hiring outside individuals to help their child indicates an involved parent, it would help to distinguish how involved parents are with the college choice process if the two were separate. Lastly, the survey should ask whether or not their child was accepted to their number one school and the name of the school. There may be a correlation between parents feeling successful and their child's outcome.

Additional research could also include a study primarily focused on an immigrant population. With such high expectations, immigrant parents value education; however, the low levels of support they demonstrated present new questions about how their attitudes and beliefs influence their involvement in the college choice process. Furthermore, the current study revealed differences between immigrants who arrived in the U.S. before 2000 and those who arrived in 2000 and later. This disadvantaged group presents more and different questions to answer regarding parental involvement or lack of involvement. It would be interesting and essential to better understand what factors influence this group's beliefs and behaviors, considering they comprised half of the survey's sample.

Conclusions

I set out to conduct this study to understand the intense and sometimes extreme parental behaviors I witnessed in my role as an educator at a high-performing Orange County high school

concerning the college choice process. Until recently, I believed that parents had specific beliefs and engaged at a much higher level in the college choice process than what the survey revealed. I recognize that the survey only accounted for a small percentage of the parent population however, I expected more parents to complete college applications, conduct extensive research, hire college counselors, and find the time and energy to be involved in all aspects of their children's academic and college choice processes, regardless of their background. Naively, I thought this was a phenomenon where perhaps inequities were less prominent in parents' efforts to do anything and everything for their child to be accepted to a four-year college/university.

The research confirmed that most parents in the community where I work expect their child to go to college/university. However, their involvement behaviors were not as extreme as I imagined, at least for this particular sample. Understandably, parents want the best for their child and I recognize that as such, expectations and behaviors can sometime push the limits of healthy behaviors and attitudes. Regardless, I was pleasantly surprised and relieved to know that parents who were interviewed had a strong sense of the importance of college fit and what it means, especially in the context of their child. They also recognized that some parents may need to participate more in the process because children are all different and some may need more support than others. As competitive as they acknowledged the process to be, their child's well-being and happiness was most important.

I was extremely fortunate to have an unbiased colleague assist me with the parent interviews. At one point, she shared that she felt one of the themes that emerged from the different parents was a lack of support from counselors in the process. After reviewing the recordings and the transcripts, I found that the parents did not lament about a lack of support, but rather on multiple occasions, expressed that the counselors carried large caseloads. They

believed there was no way they could provide enough individualized attention to their child or all the children in the graduating class. Some of these parents turned to private college counselors, others did the research themselves, and some children did it independently. The interview participants did not have negative comments about counselors. However, from the study, we know that overall, parents did not feel included by the counselor in their child's college choice process. As individuals whose primary job is to help students and their families with the college choice process, this is an area of growth for counselors.

As a former counselor, I know a lot of time and effort are expended to provide information to students and families to help them navigate the college choice process. Keeping abreast of the latest requirements, application tools, and trends while also finding engaging ways to share the vast amounts of information with their students is only a part of their job. I also acknowledge that much of the effort is focused on helping the child, not necessarily the parent. With counselors being the primary source of support in high schools to help families with the college choice process, it seems that this is an opportunity to refocus counselors' energy and efforts by tweaking their approach with parents to maximize the return, hopefully. Hoover-Dempsey and Sandler have proven that invitations from the school, teachers, and child are motivators for parental involvement. I am excited at the prospect of what changes could occur if schools spent time educating their parents about the process, especially those at a disadvantage, and helping parents find ways to be involved.

When we think about the culture of achievement prevalent in our society today, we know that parents are significant influences on how this culture permeates the home. Experience and the literature review for this study tell us that parents play an essential role in this culture and the pressure that our students feel to land a prestigious college. These same prestigious colleges and

universities also recognize that this high-pressure culture exists and is unhealthy. Both Harvard and Stanford universities have initiatives aimed at helping us rethink the over-emphasis on achievement and reframe our focus on what success really means. These initiatives are powerful, but their focus on character and soft skills does not replace the apprehension that parents will continue to have about a college choice process that is ambiguous.

As we continue to redefine success in the schools, I believe that we can also do a better job of simultaneously educating our parents, especially our immigrant and non-native English-speaking parents, about the process and how they can participate. If they feel more confident and knowledgeable, perhaps, their expectations and beliefs will change to better support their child. By targeting this group of parents and providing them with information on how to participate in the process, I feel that schools and counselors can help all parents by giving them the resources and knowledge to gain confidence that will better support their child and feel more included in the process.

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APPENDICES

Appendix A: IRB Approval

[Ticket #5859] EDD - IRB Application - Exempt - Tambara Inbox x

Office of Institutional Research <oir@cui.edu>

to me ▾

 [Concordia University Irvine - Office of Institutional Research](#)Hello kortney.tambara-leviste@eagles.cui.edu,

This message is from the
Concordia University Irvine
Office of Institutional Research.

TICKET ID: #5859

Date: Feb 09, 2021 @ 09:51 pm

Creator: kortney.tambara-leviste@eagles.cui.eduSummary: EDD - IRB Application - Exempt -
Tambara

If you have any additional information regarding this
case respond to this email. Please remember to keep
"[Ticket #5859]" in email topic.

On Feb 19, 2021 @ 10:59 am IRB Reviewer wrote:

Ticket closed: Thanks for making the adjustments. This is approved.


On Feb 19, 2021 @ 10:59 am your ticket was marked as closed,

This means your request was considered resolved. If it has not been resolved to your satisfaction,
simply reply to this message to automatically reopen your ticket.

Please do not reply to this email unless your issue has not been resolved to your satisfaction. Any
reply to this message will automatically reopen your ticket.

Thank you,

Concordia University Office of Institutional Research

Email: OIR@cui.edu Phone: (949)214-3433 [Facebook](#) [Twitter](#) [YouTube](#) [Vimeo](#) [CUI.edu](#)[CUI.edu](#)

Appendix B: CITI IRB Training Certificate for Researcher



Completion Date 09-Aug-2020
 Expiration Date 09-Aug-2023
 Record ID 37379610

This is to certify that:

Kortney Tambara-Leviste

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research (Course Learner Group)
1 - Basic Course (Stage)

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).

Under requirements set by:

Concordia University Irvine

CITI
 Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w00ba2777-631f-46ec-9a6e-8ac14064ef6f-37379610

Appendix C: CITI IRB Training Certificate for Researcher's Chairperson

		Completion Date 02-Oct-2018 Expiration Date 01-Oct-2021 Record ID 28919492
This is to certify that:		
Eugene Kim		
Has completed the following CITI Program course:		
Social & Behavioral Research - Basic/Refresher (Curriculum Group) Social & Behavioral Research (Course Learner Group) 1 - Basic Course (Stage)		
Under requirements set by:		
Concordia University Irvine		
 Collaborative Institutional Training Initiative		
Verify at www.citiprogram.org/verify/?w4d4ed875-4b93-44c7-ab96-e1fe83de1bfd-28919492		

Appendix D: IUSD Research Approval



Lindsay Weiss
5050 Barranca Parkway
Irvine, CA 92604
January 28, 2021

Kortney Tambara
Principal Investigator
Concordia University, Irvine

Dear Kortney Tambara:

We are pleased to inform you that your proposal to pursue research in Irvine Unified School District titled *A Mixed-Methods Approach to Understanding Parental Involvement During the College Choice Process* has been accepted on the conditions that you: add a 'prefer not to answer' option for the household income question on the parent survey, update the gender question to include a 'Prefer to self-describe' or similar option, use Google Forms to administer the survey or contact the Research Committee to verify any other tool meets data privacy requirements, and obtain IRB approval from your university. All research activities must be conducted outside your role as an IUSD employee, including sending any e-mails or communication regarding the study from a non-IUSD address. Only information outlined in the research application may be used in your study, and no other information that you are able to access through your role in IUSD may be used.

This letter in no way obligates any staff member, student, or parent to participate in your study. This letter does give you permission to contact the appropriate administrator(s) to recruit possible volunteers for your research. Please present this letter upon contacting any district administrator. Each administrator has the authority to respectfully decline participation based on the unique interests of their department or site. Your research must adhere to the regulations set forth by federal regulations, relevant District Board Policy, and the requirements described within the Application to Conduct Research in Irvine Unified School District. Every researcher acts independently regardless of school district affiliation.

Irvine Unified School District recognizes the value of high-quality research in advancing the field of educational practice. This project aligns with district priorities, and we look forward to reviewing your findings once complete. Please submit a final report detailing your research findings to Lindsay Weiss at the Irvine Unified District Office upon completion.

Sincerely,

Lindsay Weiss
Chair, IUSD Research Committee

BOARD OF EDUCATION

PAUL BOKOTA / LAUREN BROOKS / IRA GLASKY / SHARON WALLIN / CYRIL YU

TERRY L. WALKER, Superintendent of Schools

JOHN FOGARTY, Assistant Superintendent, Business Services / BRIANNE FORD, Chief Technology Officer

EAMONN O'DONOVAN, Assistant Superintendent, Human Resources / CASSIE PARHAM, Assistant Superintendent, Education Services

IUSD ... providing the highest quality educational experience we can envision.

Appendix E: Informed Consent



IRVINE UNIFIED SCHOOL DISTRICT

5050 Barranca Parkway, Irvine, California 92604-4652 • 949/936-5000 • FAX 949/936-5259 • www.iusd.org

IRVINE UNIFIED SCHOOL DISTRICT ADULT IMPLIED CONSENT FOR SPECIFIC ACTIVITIES

Page 1 of 1

Irvine Unified School District (IUSD) recognizes the value of high-quality research in advancing the field of education. In our partnerships with educational researchers, we maintain our primary responsibility to the students, parents and staff whom we serve within IUSD. This letter accompanies an educational research study in which you have been invited to participate. As an adult, any voluntary participation in this study and the related activities implies your consent to participate. If you have any questions regarding this study, please contact the principal investigator or your site administrator.

Date: April 5, 2021 – April, 2022

Grade(s): 12th Grade Parents and 12th Grade Students (at least 18 years of age)

Activity: Online Survey and Interviews

Principal Investigator: Kortney Tambara

Principal Investigator Contact Information: kortney.tambara-leviste@eagles.cui.edu

Summary:

The purpose of this study is to examine the involvement of parents during the college choice process and understand how their attitudes and beliefs influenced parents' involvement. This research aims to gain a better understanding of parental involvement and the attitudes and beliefs that guide their behavior. Participants can voluntarily participate in an online survey that quantitatively and qualitatively asks about parents' motivations for involvement and if interested and selected, can participate in semi-structured interviews aimed at exploring different levels of involvement. The information obtained from this research would contribute to IUSD's guiding principle of inviting parents to be our partners in improving student achievement. It can also provide insight into how to better serve, partner, educate, and understand parents to promote a healthy involvement in the college choice process.

If you have any questions regarding this study, please contact the principal investigator or your site administrator.

BOARD OF EDUCATION

PAUL BOKOTA / LAUREN BROOKS / BETTY CARROLL / IRA GLASKY / SHARON WALLIN

TERRY L. WALKER, Superintendent of Schools

JOHN FOGARTY, Assistant Superintendent, Business Services / BRIANNE FORD, Chief Technology Officer

EAMONN O'DONOVAN, Assistant Superintendent, Human Resources / CASSIE PARHAM, Assistant Superintendent, Education Services

IUSD ... providing the highest quality educational experience we can envision.

Appendix F: Parent Survey

Research Survey

RESEARCH TITLE: A Mixed-Methods Approach to Understanding Parental Involvement During the College Choice Process.

INTRODUCTION: This doctoral study aims to examine the involvement of parents during the college admissions process and understand how parents' attitudes and beliefs influence their involvement. The study has been read and approved by the Institutional Review Board at Concordia University in Irvine and has been approved for administration in IUSD (<http://bit.ly/IUSDInformedConsent>).

PURPOSE: This research aims to gain a better understanding of parental involvement and the attitudes and beliefs that guide their behavior. The information obtained from this research would contribute to IUSD's guiding principle of inviting parents to be partners in improving student achievement. It can also provide insight into how to better serve, partner, educate, and understand parents to promote a healthy involvement in the college admissions process.

PARTICIPATION: All 12th grade parents are welcome to participate. The survey's estimated time of completion is approximately 10-15 minutes. Participants can voluntarily participate in an online survey that quantitatively and qualitatively asks about parents' motivations for involvement and if interested and selected, can participate in semi-structured interviews aimed at exploring different levels of involvement. The survey responses are anonymous unless you wish to participate in a follow-up interview by providing your information for future contact. Aliases will be used in the study and any subsequent presentations or publications to protect anonymity. The data will be stored in a password protected file and kept confidential.

You are under no obligation to participate in this study and you are free to withdraw your consent to participate at any time by closing out of the survey. Participation in this study poses no risks greater than those encountered in your day-to-day life. Should you experience any discomfort, you may contact the researcher's supervisor, Dr. Eugene P. Kim, Concordia University Irvine at eugene.kim@cui.edu.

After your participation in this study, you can elect to be entered to win one of 10 \$15 Amazon electronic gift cards. If you have any questions, please contact kortney.tambara-leviste@eagles.cui.edu.

* Required

8/15/2021

Research Survey

1. What school does your child attend? (IVA families should select their home school) *

Mark only one oval.

- ☐ Irvine High School
- ☐ Northwood High School
- ☐ Portola High School
- ☐ University High School
- ☐ Woodbridge High School
- ☐ Other: _____

2. Is your child in the 12th grade? *

Mark only one oval.

- ☐ Yes
- ☐ No

Background Information

3. 1. In what country were you born? *

Mark only one oval.

- ☐ U.S. (United States of America)
- ☐ Other: _____

4. 2. If you were not born in the U.S., in what year did you immigrate to the U.S.?
(Please leave blank if you were born in the U.S.)

8/15/2021

Research Survey

5. 3. What is the primary language spoken at home? *

Mark only one oval.

- ☐ English
- ☐ Arabic
- ☐ Chinese (Mandarin, Cantonese, etc.)
- ☐ Farsi
- ☐ Japanese
- ☐ Korean
- ☐ Spanish
- ☐ Other: _____

6. 4. Please identify the ethnicity to which you most closely identify based on the options below: *

Mark only one oval.

- ☐ Black/African American
- ☐ Asian
- ☐ Latina/o/x
- ☐ White
- ☐ Other: _____

7. 5. Please indicate your gender: *

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Prefer to self-describe

8/15/2021

Research Survey

8. 6. What is your total annual household income? *

Mark only one oval.

- ☐ \$0 - \$14,999
- ☐ \$15,000 - \$24,999
- ☐ \$25,000 - \$34,999
- ☐ \$35,000 - \$49,999
- ☐ \$50,000 - \$74,999
- ☐ \$75,000 - \$99,999
- ☐ \$100,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 or more
- ☐ Prefer not to answer

9. 7. Please indicate your highest level of education: *

Mark only one oval.

- ☐ No high school diploma
- ☐ High school diploma or GED
- ☐ Associate or Technical degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree

8/15/2021

Research Survey

10. 8. Please indicate the second parent's highest level of education: (this would be the other parent of your 12th grade child)

Mark only one oval.

- ☐ No high school diploma
- ☐ High school diploma or GED
- ☐ Associate or Technical degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree

Section 2: Your Beliefs/Expectations

This section is asking you, as the parent of a 12th grade student, about your beliefs and expectations. Please note that the "college choice process" is synonymous with "college application process" or "college admissions process."

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

8/15/2021

Research Survey

11. Your Beliefs/Expectations *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
9. I expect my child to earn a college degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. It is important to me that my child attend a well-known, highly ranked college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I believe that students who do not earn a college degree are not as successful in life as those who earn a degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I believe it is the parent's responsibility to manage the college choice process to make sure it is done correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I believe it is the parent's responsibility to communicate with their child's teacher(s) regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I believe it is the parent's responsibility to communicate with their child's high school counselor regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I believe that the purpose of high school is to help students get into a good college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Research Survey

12. 16. Did you attend high school? *

Mark only one oval.☐ Yes☐ No *Skip to question 14*

Section 3: Your High School Experience

Section 3 is asking for YOUR experience in high school.

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

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Research Survey

13. Your High School Experience *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
17. My overall high school experience was positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My parents were involved in my high school education through attendance at school events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My parents were involved in my high school education through meetings with my high school counselor to discuss my academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My parents were involved in planning for my future by helping me to apply to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My parents were not involved in my high school education because they did not know how to be involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I had a good relationship with my high school counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Invitations to Participate

INVITATIONS: The following section is asking about your child, your child's high school, and your child's high school counselor inviting you to participate in school-related activities.

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

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Research Survey

14. INVITATIONS: The following section is asking about your child, your child's high school, and your child's high school counselor inviting you to participate in school-related activities. *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
23. As a parent, I felt welcome at my child's high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I feel that my child's school accommodated parents' schedules by scheduling parent activities at times when I could attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I feel that my child's school did a good job informing parents about meetings and special school events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I feel that my child's school communicated information that helped my child during the college choice process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel that my child's counselor wanted to include me in academic planning conferences with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I feel that my child's counselor involved me in my child's college choice process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My child included me in their college choice process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My child wanted me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://docs.google.com/forms/d/1cj0uED0TevfPX1t3bqjSAhtPrGBwi_7iOjkqGt2MNA/edit

9/17

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Research Survey

take an active role in the college choice process and asked me to read their college application essay or review their application.

Section Five:
Social
Influence

SOCIAL INFLUENCE: It also is asking about the influence that speaking to other parents may have on you.

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

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Research Survey

15. SOCIAL INFLUENCE: This section is asking about the influence that speaking to other parents may have on you. *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
31. I frequently talked to other parents about school-related matters, including the college admissions process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. My child's friends are planning to attend a four-year college right after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Speaking to other parents about the college admissions process sometimes made me wonder if I was doing enough to help my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Compared to other parents, I feel that I was intentional in preparing my child to be a strong college applicant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. If my child was not accepted to a selective college, I would be disappointed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I would be surprised if my child did not get into any of the colleges they applied to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I would be disappointed if my child did not get into their top choice college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Research Survey

Section
Six: Time,
Skills, &
Knowledge

TIME, SKILLS, & KNOWLEDGE: This section is asking questions about how much time and energy you had to help your child, your skills, and your knowledge with regard to the college choice process (college application/admissions process).

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

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Research Survey

16. **TIME, SKILLS, & KNOWLEDGE:** This section is asking questions about how much time and energy you had to help your child, your skills, and your knowledge with regard to the college choice process (college application/admissions process). *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
38. I had time and energy to communicate effectively with my child about the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I had time and energy to attend my child's extracurricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. When I had concerns and/or questions about my child, I had time and energy to communicate effectively with my child's teachers and counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I had time and energy to attend college-related events/workshops at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I had time and energy to help my child complete their college application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I am very knowledgeable about the academic requirements for college admission eligibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I have done extensive research and feel confident helping my child apply to college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. College expenses and financial aid are a concern for my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Research Survey

Section
Seven: Your
Involvement

YOUR INVOLVEMENT: This section is asking about your level of involvement as a parent in the college choice process (college application/admissions process).

For the following questions, please select a rating score between 1 - 5. One represents completely DISAGREE and five represents completely AGREE.

17. YOUR INVOLVEMENT: This section is asking about your level of involvement as a parent in the college choice process (college application/admissions process). *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree	Not Applicable
46. Since they were in elementary school, I talked with my child frequently about the importance of going to college. (If you have never talked about it with your child, select n/a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Research Survey

18. YOUR INVOLVEMENT: This section is asking about your level of involvement as a parent in the college choice process (college application/admissions process). *

Mark only one oval per row.

	1 - Completely Disagree	2	3 - Neutral	4	5 - Completely Agree
47. I attended a workshop at my child's high school related to the college choice process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I filled out at least one of my child's college applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I helped my child register (or sign up) for the SAT or ACT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I helped my child create their college application list.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I hired an independent college counselor or an SAT/ACT tutor to help my child. (#1 = No and #5 = Yes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Compared to other parents, I feel successful about my overall efforts throughout the college choice process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. 53. My child applied to at least one four-year college/university. *

Mark only one oval.

☐ Yes

☐ No

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Research Survey

Optional - Write in

20. 54. In the case your child did not apply to a four-year college, please provide background for this decision.

21. 55. To what colleges did your child apply?

22. 56. To what college(s) was your child accepted?

Thank
you!

Thank you so much for your time in completing this survey. Please consider entering a drawing for an Amazon gift card. If you would be interested in participating in sharing more information, please share your contact information below. Thank you again!

8/15/2021

Research Survey

23. Thank you so much for your time! Would you like to enter into a drawing to win an electronic Amazon gift card? If so, please enter your email address.

24. Would you be interested in participating in a 30 minute virtual interview? If so, please enter the following information: your name, email address or phone number. Sharing your contact information indicates your interest to be contacted for a follow-up interview.

This content is neither created nor endorsed by Google.

Google Forms

Appendix G: Parent Interview Informed Consent

INTERVIEW INFORMED CONSENT

RESEARCH TITLE: A Mixed-Methods Approach to Understanding Parental Involvement During the College Choice Process.

INTRODUCTION: This doctoral study aims to examine the involvement of parents during the college admissions process and understand how parents' attitudes and beliefs influence their involvement. The study has been read and approved by the Institutional Review Board at Concordia University in Irvine and has been approved for administration in IUSD (<http://bit.ly/IUSDInformedConsent>).

PURPOSE: This research aims to gain a better understanding of parental involvement and the attitudes and beliefs that guide their behavior. The information obtained from this research would contribute to IUSD's guiding principle of inviting parents to be partners in improving student achievement. It can also provide insight into how to better serve, partner, educate, and understand parents to promote a healthy involvement in the college admissions process.

PARTICIPATION: Selected respondents to the survey who volunteered to participate were invited to interview. The interview will take approximately 30 minutes and is aimed at exploring different levels of involvement in the college admissions process. Interviews will be recorded for transcription and aliases will be used in the study and any subsequent presentations or publications to protect anonymity. The data will be stored in a password protected file and kept confidential.

Participants can choose not to respond to questions or end the interview at any time. You are under no obligation to participate in this study and you are free to withdraw your consent to participate at any time by ending the interview. Participation in this study poses no risks greater than those encountered in your day-to-day life. Should you experience any discomfort, you may contact the researcher's supervisor, Dr. Eugene P. Kim, Concordia University Irvine at eugene.kim@cui.edu.

By scheduling an interview, you consent to the conditions of participation. After your participation in this study, you will receive a \$15 Amazon electronic gift card. If you have any questions, please contact kortney.tambara-leviste@eagles.cui.edu.

Appendix H: Parent Interview Script/Questions

Phase Two: Interview Questions

1. Record Zoom Session - thank you!

- 2. Purpose of Study:** Thank you so much for your time today. Before we begin, I want to remind you that this meeting will be recorded for transcription purposes and will not be shared with others or used for any means other than to transcribe the interview for research. Aliases will also be used to protect anonymity.

A month ago, you responded to a survey about parental involvement in the college admissions process. And, based on your responses, you volunteered to participate in this interview to better understand your involvement in your child's college admissions process. The research you are taking part of is part of a doctoral dissertation focusing on Parent engagement in the college application process.

Interview Questions for Parent

1. What is your name? What high school does your child attend?
2. Please describe your educational background starting with elementary school.
 - a. How were your parents in your education and college choice process?
 - b. How has the college choice process changed since you were in school?
3. Success
 - a. How would you define success in relation to your child's college application process?
 - b. What university is your top choice for your child? What colleges/universities did your child apply to? Where did they get in?
 - c. Define the term *college fit*.
 - i. In thinking about a good *college fit* for your child, what characteristics come to mind?
 - ii. What is one college that you felt was a good fit for your child?
4. Involvement
 - a. Talk about what it looks like to be a super involved parent in helping their child prepare for the college choice process.
 - b. Describe someone who is not involved in helping their child prepare for the college choice process.
 - c. Describe your involvement in helping your child prepare for the college choice process.
 - i. How were you involved in the process in regards to curricular (e.g., school courses), co-curricular (e.g., tutoring), and extracurricular (e.g., sports) activities?
 - ii. On a scale of 1-5, with 1 being "least involved" and 5 being "most involved," how would you compare your level of involvement to those of other parents at your child's school?
 - iii. Please explain your score.
 - iv. In what ways did your child invite you to participate in the process?
 - v. In what ways did the school/counselor invite you to participate in the process?

Will you please type in your email address to the chat so that Kortney can send you a gift card?

Participant M 17:59

My whole family's out there and they'll be within 20-30 minutes.

Interviewer - JM 18:03

Okay.

Participant M 18:04

Yeah, it doesn't feel like away. It feels like she's at home and I'm not.

Interviewer - JM 18:07

Okay. Oh, there you go. Okay. That's a good way of looking at it. Right.

Participant D 18:11

When I went to college, I went 14 hours away by car. From Kansas to Indiana, which doesn't seem like much, but it's from here to Santa Fe or Albuquerque. No, it's Yeah.

Interviewer - JM 18:25

Yeah. Yeah, that's a long ways. Okay, so how would you define college fit? Like, how do you think of it?

Participant M 18:40

I think it depends on the personality of the students. Some students have a need for a community where they feel like they really belong and that nurtures them. And shapes them. And some do not. So our next child, is a straight A honors student taking all the AP classes, sports, music, everything, getting awards. And again, we didn't push him. That's just him. He's just, that's just, he's just that way. And he's looking at he wants to go to either UCI or maybe Washington University in St. Louis, and pursue like medical research. You know what, he'll probably he wants to work in a lab, maybe get a doctorate? I don't know. And but he likes the idea of going to a big school, he can be anonymous and just hide and be an introvert and get access to, you know, tier one research lab equipment and all that kind of stuff. Yeah, he was he doesn't have the same social needs. Whereas our daughter is like, she's very social, and it is more about the community and she wanted to go to a Christian school after all. Once we backed off, she decided that is what she wanted after all.

Interviewer - JM 19:59

Yeah, the more, the more you push in a certain direction, the more they'll push back sometimes. And what grade is your son in, your younger son?

Participant M 20:07

He is two years behind. So he's just finishing his sophomore year, sophomore year.

Interviewer - JM 20:11

10

Okay. All right. And so what do you. I want to talk about parent involvement? How do you? How would you define a super involved parent, helping their child prepare for college choice? What does that look like? You say, super involved? What do you mean? Well, tell me when I say that term. What does that mean to you? What do you think that means?

Participant M 20:37

I think of helicopter parents that never let their kids grow up and make mistakes and try to do everything for them and engineer their success. I've seen that not go well, for a lot of people.

Participant D 20:49

Snow plow parents who move everything out of the way. So yeah, so I mean, I can I can take super involved in two ways I can take it as in overly involved. Right, this is where you're going? I'm filling out the application for you. Oh, gee, your essay isn't good enough. I'll write the essay. Dysfunctionally involved. Yes. And, yeah. I can also imagine a student a parent with appropriate boundaries, is still super involved as in deeply engaged in the conversation helping students sort through lots of opportunities. Yeah, yeah.

Interviewer - JM 21:28

More like a guide or a mentor on the side. But not, I like what you said engineering their success. Okay. Now, conversely, what does it look like when a parent is not involved? What would How would you define that?

Participant D 21:44

That would be my dad. Oh, yeah. When you turn 18, you can do what you want. Yeah.

Participant M 21:52

Which worked for you. And yeah, brothers, because you're all pretty much self starters.

Participant D 21:56

I think. So it was kind of finished. Oh, yeah. So it was do what you want. And you know that private college will cost a lot. Right? Then I showed him the financial aid package.

Interviewer - JM 22:11

Look what I did with your tax returns? Yeah, yeah.

Participant D 22:16

Yeah, I mean, that to me. the only the only way you could be less involved is to be like, literally not present as a parent.

Interviewer - JM 22:26

Okay, so just kind of hands off to do whatever you want. Okay. So what was your involvement like, in helping your child helping your daughter prepare for the college choice process? Did you help pick courses? Were you involved in extracurricular activities that she chose sports or anything?

Participant M 22:48

Those were all her choices. The only thing? She struggled with math, and ended up taking math two, three times. She failed twice. And then she went ahead and took business math, so she could get that. The credit requirement? Yeah, yeah. And then she she voluntarily signed up for a solid block math 2 class her senior year, to try to get that she finally did pass that first semester that she needed.

Yeah.

I think she kind of gave up towards the end of this semester. She maybe could have passed, but I think she just got tired. And she's like, I'm graduating. I don't care. I don't need it. And I'm like, What can I possibly due to change your attitude about that? I don't care either. But I do care. But like, it doesn't matter. Yeah.

Participant D 23:44

Sometimes. Sometimes we would actually try to reduce her anxiety a little bit like, you know, you need to pass but you don't have to have all the best classes. You don't have to have the best college right. Get the A through G requirements done something. Yeah. reflect back certain things to her. Also, sometimes more sort of process oriented, like so, you know, if you put more time into this, you can pass it or, but not really caught not in terms of choice of

Interviewer - JM 24:30

I like that she chose in her last year that she was going to do the the full block of math. I mean, that's perseverance. So yeah. Without being told,

Participant M 24:40

Right. Yeah. Right. Yeah. That's that's the kind of personality traits that I'm like, regardless of whether you pass or fail this class. The fact that you signed up your senior year and tried it again. I'm so proud of you.

Interviewer - JM 24:55

Yeah. Yeah. Hey, I did the same thing except back in the day I was I couldn't get past precalc. And you know, I tried a couple times, and then I needed the credit. So I went back and took algebra, which I had already taken in eighth grade, but I needed that math credit. I'm like, I'm done. I don't care. Okay, so on a scale of one to five, one being low, five being most involved, how would you compare your level of involvement in comparison to other parents at your child's school?

Participant D 25:31

Oh, one or two?

Participant M 25:34

12

But what about your peer group? Well, how involved was Sierra's mom in her decision? Well, she would be about where we are. I put us at a two or three if I had to say. There definitely some hyper involved parents, and I suspect there are some uninvolved,

yeah, I'm also thinking about other parents and other school districts, I know who, well, I have a few friends who would be like a seven. Their kids are kind of going through some rough patches, and really trying to establish their independence. And it's actually been really sad to watch it. Because there have even been times when I've had to pick up the pieces for the kid emotionally because the parents are so controlling

Participant D 26:29
parent

Participant M 26:29
parent, right? one parent, not the other. In one case, and in fact, my daughter has been the friend of choice for this person whenever she's having a rough time. So yeah, there is a there is a sense in which I am reacting to what I see around me by doing because I hate what I'm seeing. Right. Right. Under fine. Your 22 year old, are you still doing his laundry? You need to stop?

Interviewer - JM 27:05
Oh, wow. Yeah, that kind of, there's a difference between enabling and empowering for sure. Yeah. So it just out of curiosity, you know, many of the folks that I've been interviewing, they've hired college counselors. Did you guys consider that? Was that something?

Participant M 27:24
No. Friends, we have friends who either have done that or have considered it. You don't when you have four kids, that really changes the game financially. When you have an older child, I can understand we might do it.

Participant D 27:40
Right. So it was pretty clear that our daughter was not going to be in that top tier of college schools. It just was not at all necessary. I don't see what the other one either. But yeah, there's just not. Yeah.

Yeah. Gotcha. Yeah. I know enough about the process

Participant M 28:02
to be skeptical.

Participant D 28:04
I don't need that much guidance.

Interviewer - JM 28:09

13

Right. I mean, you absolutely just your awareness of the the system and you know, the language and the lexicon of it. And I mean, you're you definitely have an advantage that way to help your children. In what ways did your daughter invite you to participate in the process? Did you find her like, asking questions, or

Participant M 28:29

She definitely wanted to go visit college. We weren't able to do because of COVID. Right. She had been to the campus several years ago. Like as a child, because we have connections. I think we took a telescope up there because they had a good place for looking at stars. She's been to the campus. But yeah, that was the thing that she was like, when can we go out there and look, and we planned a couple different trips that fell through for various reasons, but we are going to go next week. So

Interviewer - JM 29:08

Oh, awesome.

Participant M 29:10

Yeah, we're really excited about she's really excited about it. Okay.

Participant D 29:15

She she's not the kind of student who are prisoner to child who invites you indirectly. It's not sort of like, oh, will you help me with x, but she will initiate conversations in her own unique way? Well, I'm going to x or I'm thinking about x, okay. Invited feedback in her own unique way.

Right. It might be like, Can you help me navigate this website? I can't figure out how to apply that sort of thing. Okay. Now we would, yeah, yeah. Okay.

Interviewer - JM 29:44

So similarly, I'm wondering what, how, or in what ways did the school counselor invite you to participate in the college selection process.

Participant M 29:57

zero

Participant D 29:57

days since they announced big school, right? Irvine highs 2000 students over I know that at some point they sent information about something called naviance. We did not sign up for or use.

Participant M 30:13

She uses it though does she use it? Or she knows how to navigate it.

Participant D 30:16

14

Okay. I really don't. I suppose it's the equivalent of the career tests we took way back when I write it does have that element. Okay.

Participant M 30:26

You know, I, when I see zero,

Participant D 30:29

otherwise, they advertised webinars.

Interviewer - JM 30:31

Okay. Well, yeah, I mean, in COVID, it's been so different. I mean, they couldn't hold in person sessions, either.

Participant D 30:40

I mean, they, they advertise workshops and or webinars. So those are equivalent. But

Participant M 30:48

They do they do things like they have, like, college fairs

Participant D 30:53

true.

Participant M 30:53

They have like little, like college fairs where like, today at lunch, these three colleges will have representatives. So it's more it's not so much personally that they helped her but there were, they made it. It was the invitation to you and me not to her. Well, no, I think she got them to.

Participant D 31:12

The question is Where did the counselor invite you and i into the process? Oh, right.

Participant M 31:17

Yeah. Give us more just general these, these these? Yeah, these things are available to you. Encourage your students know, okay. I'm not sure I even know who my who her counselor is. I've probably met her because we had a meeting at some point, but I'm quitting. Yeah, but I can't even remember what she looks like. So that tells you how well I know her.

Interviewer - JM 31:41

Gotcha.

Participant M 31:42

And then they also have advisors and they have advisement, like once or twice a week

Interviewer - JM 31:48

15

with teachers or other staff members, but not necessarily the counselor. Right. Okay. Gotcha. All right. Well, those are all the formal questions I have. Is there anything else that you'd like to share, that might be valuable for parents who are navigating this process?

Participant M 32:07

I will share it with you. So one thing that we did for her that we were very involved in is that she has suffered from anxiety. And so, we found her a therapist, and eventually a psychiatrist. So she had been on medication for two years, a year and a half, I can't remember exactly. And it was mostly, she had such a really good attitude about life. Like she didn't worry about things in particular, she just got overwhelmed easily and had a lot of physiological symptoms, shaking and nervousness and difficulty sleeping and that sort of thing. And the medication has helped her a lot. She also has really enjoyed meeting with her therapist who's encouraged her to do a lot of just creative hobby-type things that she can enjoy. And I've seen her doing a lot more of that this year.

Interviewer - JM 33:06

Great.

Participant M 33:08

So I think we were very involved in making sure I had to really push to find the care that she needed. The doctors were like, oh, we'll just do this and this and this. And I'm like, you don't get her, you don't understand what's going on. And I'd have to find somebody else. Right. So in terms of that, we were very involved. And I think what is far more important to her success than any academic type of involvement would have been I mean, everybody's different. You have to do what's right for your child, and you have to know your child and we have four very different children.

Interviewer - JM 33:49

Hey, isn't that the truth? They're all they're also different and they don't come with manuals. But you know, Maslow before Bloom, we've got to meet the security needs before we can start adding on the academics. I mean, it's not going to do any good. So I'm really happy to hear that that's been successful for her. I know student anxiety is huge. It's a big thing now. It's real. Right? Right. We

Participant D 34:17

If I were giving four or five pieces of advice. It would be a) relax.

Interviewer - JM 34:22

Okay.

Participant D 34:24

So that your child doesn't get anxious, but yes, relax. Yeah. b) I don't know if this is part of what you're looking for or not, but sticker price is not pay is not the price you pay. Right. And people just don't know that even professionals. It's stunning. The sticker price of the university is

completely irrelevant to whether you should apply or not. Totally irrelevant. Can I say that one more time. Here if it's \$200,000 a year, it doesn't matter.

Interviewer - JM 34:58

You're saying So I understand the amount that you pay does not equate to a better education or a better outcome.

Participant D 35:07

No, no, the posted tuition, okay? Is what they say you're gonna pay is not not. Right. So if Harvard said they're going to charge \$200,000 a year and your child is Harvard material, you should still apply, because they will charge you \$200,000 a year or they will not, they might charge you ten. Right. If you're an academically able student from a low socio economic background. Okay, you may go to Harvard for 10 grand, or maybe five. So sticker price like it's like buying a car, c), relax, you don't want to get a good job. And then I would also push far too many people, including my wife. Imagine that majors and jobs line up one to one. That's only true with specific professions, engineering, teaching, nursing, accounting, finance, right? Everything else a degree is a degree. You can get a corporate job with an English degree because you know how to communicate

Participant M 36:15

or a theology degree.

So relax,

Participant D 36:21

right?

Interviewer - JM 36:22

Yeah. Right. When in doubt, relax.

Participant M 36:26

And also, yeah, I think that was I gonna say the.. really encourage your child to take their personal needs into account. Yeah. Because the the best and biggest school academically, may swallow them whole. And they may get lost. They may get depressed, they may drop out, they you know, the best fit is going to be the one that meets their emotional needs, if they have those needs. Now, again, wait,

Participant D 37:05

well, they all do.

Participant M 37:06

But like, they're different. They're different. Even Jonathan has emotional needs. Yes, he wants to roll. That's what he wants. And so I think, you know, knowing also, is that a bird? Is my phone alerting me? Yeah.

Yeah. And then taking your values into them. Because, you know, if you have conservative values, but you also value an Ivy League education, those might be at odds, or maybe, not necessarily, I know, become conservative Christians at universities like that. Yeah, no, you never know. But just taking that into account. Sure. And letting your child know that academics aren't the only thing in life that matters.

Interviewer - JM 38:04

Okay. You know, as you were sharing about taking care of, like mental health needs or emotional needs, I was reminded of Naomi Osaka, who, you know, the number two tennis player who just dropped out of the French Open because of depression and her emotional needs. So it's really relevant what you're sharing. Yeah, yeah. Yeah. Well,

Participant M 38:29

I had emotional issues in college. So that's what I think it's really.

Interviewer - JM 38:35

I did too. I had to take a leave of absence. I was I was so depressed. So. Yeah.

Participant M 38:40

Yeah. Maybe like a minute. 30. Yeah. And you got to teach them how to make grits. What we're doing right now. Well, there you go. Microwave the Water for two minutes and then pour it into the grids, and then microwave. That's okay. There's many different ways to do it. I'm so sorry,

Unknown Speaker 39:00

No, that's okay. I just I want to thank you both for your time for your insight. Congratulations on a job well done. Congratulations on your daughter, you know, heading off to college. And it's a very exciting time. It sounds like you guys just really have done a great job with helping her to prioritize life. And that's like you were saying it's just more important than the degree or that achievement. It's like, what kind of human being are you? Yeah,

Participant M 39:31

yeah. Oh, the other thing is, you have to trust your child to take risks and make mistakes so that they can learn to trust themselves. That's the other big, big, big thing.

Yeah, absolutely. You know, if you do it with the little stuff, then by the time you get to the big stuff, they already have a sense of how they feel about their decisions.

Interviewer - JM 39:52

Sounds like you guys could write a book

Participant D 39:57

It would be called disappoint me.

18

Participant M 40:01

Cuz if kids can learn to do to live a disappointment young bet that goes a long way with older.
Yes,

Interviewer - JM 40:08

it does. It absolutely does. Well, as part of a thank you for sharing your time and your insight, Courtney, we'd love to send you a \$15 amazon gift card. So if you could put in the chat your email address, and she'll be able to send that directly to you.

Participant M 40:23

Sure, I can do that.

Interviewer - JM 40:25

All right. And who doesn't love Amazon?

Participant M 40:35

Okay, there we go.

Interviewer - JM 40:37

Perfect. All right. That's wonderful. Well, thank you both. So much. Congratulations, and best of luck. Take care.

Participant M 40:49

Thank you.

Interviewer - JM 40:49

Thank you. Bye bye.

Transcribed by <https://otter.ai>

Appendix J: Parent Interview – Participant E2

1

Participant E2

Interviewer - JM 0:09

Participant E2 0:13
Hello.

Interviewer - JM 0:18
Hi, good afternoon.

Participant E2 0:21
Good afternoon.

Interviewer - JM 0:21
How are you doing today?

Participant E2 0:24
I'm doing well. Yourself?

Unknown Speaker 0:24
I'm doing great. Thank you. Hey, it's Friday, three day weekend, does it get any better? Hey, my name my name is Jamie. And I'm so thankful that you're able to make this interview and make time. I'm helping Kortney out with some research as you know? So just wanted to give you a heads up I'm recording but it's for the purposes of creating that transcript. So this video is not going to be seen by anybody. And then we will be using aliases you know, to protect anonymity. So just to give you that awareness. So, I love it. Can you pronounce your last name for me, please? It's X.

Participant E2 1:04
Irvine High School.

Interviewer - JM 1:05
Okay, very good. X,. Can you tell me what High School your child attends?

Participant E2 1:11
Irvine High School.

Interviewer - JM 1:13
Okay, great. And I'd love to start off by asking for you to describe your educational background, starting back in elementary school. Okay. Always catches people like whoa. Elementary School.

Participant E2 1:32

So I first started in kindergarten at a local public school. Then, first through sixth grade, I attended a Catholic Elementary School. Seventh through ninth was a public junior high. 10th through 12th was at a public high school. After I graduated, I went to MIT. I have a Bachelor of Science in chemical engineering. Then was in the Navy for a while I worked for a while and then 2008 what for my MBA at the Kelley School of Business, university, Indiana. That's the extent of my education. All right. I mean, there's industry related pieces of education. But I think you want the school right

Interviewer - JM 2:39

For the formal institutions. Yes. Thank you. for that clarification. I'm wondering what were your parents? What was your parent involvement, your parents involvement during the college choice process as you were going through that?

Participant E2 2:54

And not a whole lot. You know, back then it was a lot more manual and written, you know, it wasn't online as it is today. Sorry. No, most of it was just working with my high school guidance counselor. I think that was my like, more of the adults interaction with me with my applications. I mean, of course, when I went through the application, and they helped arrange school visits, so I did visit the schools to which I was accepted to help make my ultimate decision.

Interviewer - JM 3:37

Are you from California and then you went to visit the schools.

Participant E2 3:40

I grew up in New Jersey, outside New York City. All right. I didn't apply to too many schools. And the ones I did I did get accepted. So I was just MIT, Penn State, Ohio State, and then I had an appointment to the Naval Academy.

Interviewer - JM 4:07

Wow. Very impressive. So you, you already mentioned one change, but I'm wondering, how is the college choice process changed since you were in school?

Participant E2 4:21

Well, I try not to be too cynical, but it's not a process that I appreciate too much. I think these days, it's hard for kids to be kids. They, they you know, the college application. You know, I haven't seen it. I really do want to say it, you know, race to the bottom. Because it's an arms race. It's how much can you cram into, you know, you every waking moment. Just so you offer a comparison to someone else. Not too high on the on the current process.

Interviewer - JM 5:13

Yeah, it's very competitive. I went to Georgetown, and there's no way I would have gotten in. If I was applying now it's like, really tough. So, tell me, how would you define your child? And I'm sorry, is it the son, the daughter,

Participant E2 5:31

I have both a son and a daughter, so they're just one year apart? So my daughter just finished her first year at college, and my son's graduating this year. So, you know, back to back years of going through the process.

Interviewer - JM 5:47

Well, and hey, can we just say, the craziest years? He's been so unconventional? And so that's really helpful to have that background? How do you? How do you define success in relation to your children's college application process?

Participant E2 6:06

You know, again, it's really setting them up. And yeah, we did it a little differently than ever, we use an outside service to help with, I guess, keeping me on track for the application process, you know, and getting feedback on their essays, which I think helps a lot because it relieves the parent- child you know, let's say nagging, you know, that they track? Yes, it's good to have a third party to kind of alleviate that tension. There's enough going on there senior year. Oh, my goodness. Ready? Yeah.

Interviewer - JM 6:53

Yes.

Participant E2 6:55

So we, you know, success for me is that, you know, they were able to apply it to the schools that interest them. And you know, that they felt that they did the best that they could.

Interviewer - JM 7:08

Awesome. What schools did your and you know, you can feel free to tell me about both since they're so close in age. What schools did they apply to? And where did they get accepted?

Participant E2 7:20

Well, maybe start with my son, because that's the other thing. They applied to a lot more schools than I did. So he applied to within California, UC Berkeley, and UC Irvine, then Minnesota, Ohio State. Stevens Institute of Technology. Baylor. I know I'm missing one. Oh, Indiana University.

Interviewer - JM 8:02

So all over the country. So it's not like he said, geographically. I'm sticking here. What was his top choice?

Participant E2 8:11

You know, it varied during the time and, you know, ultimately, it wasn't decided until he was able to visit the last school, which was Stevens Institute of Technology. And they had their campus closed for a moment up until the last weekend. And I guess maybe they they were probably getting some feedback from prospective students saying, you know, I don't think we're going to

pick you because we haven't had the opportunity. Yeah. Really, May 1 was the decision day and it was probably a week and a half prior to that, that they decided to open the campus to people outside the region, because they're only allowing Jersey, New York, Connecticut and Pennsylvania residents to the campus.

Interviewer - JM 9:09

Okay,

Participant E2 9:10

We went that last weekend to visit it, and at that point, that became his first choice. Prior to that. Yeah, UCI and Balor were kind of maybe a little bit with UCI head. Okay? So he added the school that I listed. Stephens, Balor, Indiana, and UCI were the four which is accepted. Minnesota, UC Berkeley. He was not offered admission.

Interviewer - JM 9:45

Where did. Where's he going to apply? I'm going to attend after all. Stephens. Yeah. Wow. Well, congratulations to you both. That's exciting and cool, cool decision that they Made to allow people to come visit? Right? I mean, really lost out. Okay, what, what does the term college fit mean to you?

Participant E2 10:12

Yeah, you know, I think it's more than just the academics of what you're pursuing. So, yeah, I think, you know, a lot of students, they're not going to be comfortable, whether it's rural or urban or suburban settings. And that's important. The campus as well. You know, both of my kids, you know, there were certain campuses that they, they didn't like, the, the layout or the scenery. Yeah. Then I think also the extracurricular as well, what the university offers. I don't think they got too much into. I mean, they did discuss it, but I don't think it was a high on their priority list as far as factors go, but also the alumni support so you know, after you graduate, what type of support? Yeah, so they, they did look a little bit at the, how well, they placed the students in jobs after graduation.

Unknown Speaker 11:18

Oh, wow. So really looking ahead. That's really awesome. Wait, just out of curiosity, which school did you feel was the best fit for your son?

Unknown Speaker 11:29

That's kind of both. for them. I think it's whatever feels right for them. You know, they, they are both of them. You know, would asked me, Well, my daughter, she say, you're not going to be upset if I go to school at a state. You know, what, what's your priority? Like? It's not my life, it's not my decision in what you think is best for yourself. You know, I can go over, you know, the relative costs and you know, help you with that. And, you know, what we've saved for you and whether it's going to cover your costs, or not on that part, but I'm not going to say go for the cheapest one, or go for this one because I like it the best, I think it's the best for the degree that you're pursuing. It's, it's up to them.

Unknown Speaker 12:25

Yeah, that's cool. I hear a lot of different things from different parents, right. So nice that you really leave it up to your kids. They're the ones that are going to have to live through it.

Participant E2 12:39

because, you know, we'll go out socializing with some parents that are friends of my kids. And yeah, some of them have pretty strong opinions about where they'd like their children to go to school.

Interviewer - JM 12:54

Right? Yeah, well, too. And it depends on the parent involvement, right, and the type of involvement. So I kind of want to shift over to that right now. What can you describe what it would look like for a parent to be super involved? What In your opinion, does that look like?

Participant E2 13:15

You know, it probably goes back to when they started high school. Right. So at that point, it's really dictating what courses they take, probably being, you know, very much over the shoulder as far as you know, their grades and getting the assignments completed. So really, I think, where it starts, again, in the application process, you know, it's probably also dictating, you know, if they're going to take a standardized test that, you know, they have to be tutored the whole gaming of the system, let's put it that way. If they can afford it, obviously, but I think it's that and as far as the selection process, I don't know. If they are then there, they're telling them well, which schools to apply or not to apply? Well, again, we didn't state that there was any school to which they couldn't apply whatever they wanted to make and go for it. At a certain point, and again, economic factors come into play too, if you're gonna have to pay all those application fees.

Interviewer - JM 14:42

Hey, it's not cheap to apply to college, right?

Participant E2 14:45

You want to realize this, my best friend, his daughter is a senior this year. And she goes to High School, which over 50% of the student population gets free meals. And if you're a student at a school like that, then they waive all your college application fees. So she applied to like 20 schools? Oh, yeah. The application fees Wow, the entire school for I know certain students, no matter whether you are on the free meal program, but if 50% or more of the student population at your high school is on the free meal program, then every one every student at that school doesn't have to pay college application fees.

Interviewer - JM 15:33

Wow, I wasn't aware of that. That's interesting. Thanks for thanks for that info. So you mentioned kind of not being overly involved with your children's course selections and whatnot.

I'm wondering, what about extracurriculars? What extracurriculars were they involved in? And what was your involvement with them and that side of the application,

Participant E2 15:58

Again, you know, we encouraged it, but ultimately, it was up to them to decide, you know, we were willing to give them the opportunities. So I mean, when they're younger, they tried a lot of different things. Ultimately, both of them, I think, focused on soccer. But my daughter stopped playing after her sophomore year. But the school that she went to, had a very strong choral program. So her freshman year, she joined the course. And she stuck with it for all four years. So that really became her primary extracurricular activity. While, my son played soccer for all four years. But, you know, they had, I think more with my daughter, because she went to a Catholic High School, they had a mandatory number of hours that they had to do for service. So that caused her to be a little bit more about the extracurricular activities, than, than my son, but again, I'm more of it. I'll advise them, you know, and recommend things, but ultimately, they need to decide it's their life. So neither one of them had jobs. And I, you know, compared to other students, you know, they're, especially my son. He's kind of lean on the extra curricular activities for college applications.

Interviewer - JM 17:33

Well, I'm wondering, how would you rate yourself on a scale of one to five, one being low five is high in comparison with other parent involvement in this process of applying for schools?

Participant E2 17:47

Probably more than neutral. So I'd say three and a half.

Unknown Speaker 17:54

There you go. And let me just make sure you also mentioned that you used an outside count College Counseling Service. Um, do you mind telling me what, what company that was?

Interviewer - JM 18:06

The company's name is IV experience? Okay. And just, Oh, go ahead. You know, one of my friends for it, who has three sons that are older than my kids, recommended - she should use them, I think, for at least are the youngest, if not the middle one. And they're based in Philly. And that's where they had lived when the kids were growing, or I want to say high school age. And I had an introductory call with the founder who actually lives in San Diego now. But most of his staff, it's a small firm that might have maybe five to 10 employees. And, you know, liked what he had to say, and we used him for the college application process for my daughter. Same thing for my son. And now my sister's eldest is also graduating this year, and she used him for her daughter's college application process, and like me, her second is a year behind. So she's a junior, and she actually used them for SAT prep and will also use them for the college application. But you know, talk to my sister especially, I mean, she's so happy that she did it because one, it kind of opened the idea to apply to other schools for my niece, and the process went really well for her so she wound up being accepted to law schools because he

applied and you come into our number one choice, actually, she was really happy. And so I know they've been happy with the SAT prep two that my other niece has been doing so

Unknown Speaker 20:10

great. Wonderful. Well, that kind of leads to another question that I have is, how did you feel that the school counselor inviting you to be part of the process? Or did they?

Participant E2 20:24

You know, is it's another point of differentiation? You know, I had the same guidance counselor from seventh grade on.

Unknown Speaker 20:35

Oh, wow.

Participant E2 20:36

So you have your guidance counselor in seventh grade, and you had the same person all the way through graduation. And I just felt like, from my personal experience, the interactions with my guidance counselor, were much more frequent and detailed than I have with both my children. You know, I would attend once a year, usually around the time that you had to select courses for the following year. But I just don't know, the student ratio to counselor, student to counselor ratio was a little overwhelming or not, but I just never felt that there was a lot of interaction between my children and their assigned guidance counselors.

Unknown Speaker 21:31

What would you think, especially since you had such a great experience with your guidance counselor? What would a good experience look like for students and counselors to interact?

Unknown Speaker 21:45

Yeah, you're probably a little bit more involved than the Yeah, I said, I think it's different too because there's so much material available online and a lot of the schools make some of these tools available for free. So if you're using Naviance, right, as an example, you can put in so many likes and dislikes, and he spits out, you know, a preferred list of colleges for you to consider. Right. So it somewhat replaces the, the counselor, but, you know, I still think that they should have a lot of experience in dealing with different universities and be able to help a little bit in that regard, saying, hey, if you really want to differentiate yourself, this tends to be or at least have some relationships with some of the admissions offices for certain schools in that regard. So, I'd say a little bit more, knowing the preferences of the students and making suggestions on the college selections and tracking a little bit on the application process as well.

Interviewer - JM 23:06

Gotcha. All right. Final question

Participant E2 23:08

The whole process being caring to be a little bit more caring about the outcome.

Interviewer - JM 23:14

Yes, there's a lot the ratios nowadays, and I'm not quite sure they're in Irvine, but I oversaw a whole guidance counseling department in a district High School District only, and it was close to 500 to one.

Unknown Speaker 23:31

Right. Yeah. How do you develop the relationships? Yeah. It's really I think, I mean, my, my graduating class was 300. I'm trying to think whether we had multiple guidance counselors for our grade, or whether it was a single one, I'll probably have to meet up with some of my high school friends to try to figure it out.

Interviewer - JM 23:59

Well, there you go, Hey, start those reunion calls. Last question. How do you feel - In what ways actually did your children invite you to be part of the process?

Participant E2 24:17

They definitely discussed with me the schools that were interesting, interested, they were interested in. So it varied a little bit from one to the other. As far as reviewing some of their essays. My daughter was a little bit more involved in that regard and asking for some feedback. While my son was less, but I've also seen that more in that coursework as well. My daughter was more willing to kind of come to me when my son did so that helped me out with this.

Gotcha. Was it a family expectation that you both your students would attend then graduated college or, you know, if they if they had chosen another path would that have been just as acceptable do you think?

No, I think there was more of an expectation based on their intelligence that that and the importance that we placed on a college degree that yeah they go you know, I think my daughter with the COVID situation at one point she was entertaining a gap year, but you know, it wasn't something that I thought would be a good idea. Yeah. That that gap year, too much leads you to not go.

Interviewer - JM 25:54

Right, especially when you start making money and you're like, Oh, this is good.

Participant E2 26:00

But, you know, the, the difference in your economic outcomes are just so much different if you have a college degree compared to a high school degree.

Interviewer - JM 26:14

Yes, absolutely.

Participant E2 26:15

You're gonna miss out on that compounding factor.

Interviewer - JM 26:19

Yes, there you go. To Spoken like somebody who understands math. Well, I really appreciate your time and your insight. Kortney would love to send you a \$15 amazon gift card if you'd be willing to put your email address in the chat so that we make sure I get the right address to her and she will send that to you as a thank you

Participant E2 26:53

That's pretty simple. Just make my last name into past tense for

Interviewer - JM

Oh, there you go. So Martin, there you go. With some people have very complicated email addresses. So I will be sure to get that to her and I just again, I appreciate your time and your insight. Thank you so much. I hope you have a great weekend. Welcome.

Participant E2r 27:21

Take care, Jamie. Good talking to you. Bye bye.

Interviewer - JM 27:25

Oh again. Congratulations. Very much. Take care.

Transcribed by <https://otter.ai>

Appendix K: Parent Interview – Participant C

1

Participant C

Interviewer - JM 0:03

How are you doing today? Fine, thank you. How are you?

Participant C 0:07

I'm doing great, thanks.

Interviewer - JM 0:09

So my name is Jamie. And I'm really happy that you're able to make it. Thanks for being so punctual too. And you know, just to let you know I am recording this. But I also want to let you know that the video is not going anywhere. It's just too in order for Kortney to create a transcript and aliases will be used to protect an amenity. So I just want to give you that assurance as we get started that okay. Oh, okay, great. So could you start off by telling me what is your name? And then what High School your son or daughter attends?

Participant C 0:49

Sure, my name is X. And my son goes to Irvine High School.

Interviewer - JM 0:54

Awesome. Well, X, we're gonna start off with your educational background. If you don't mind. Could you please describe your education starting back in elementary school?

Participant C 1:09

And so what exactly do you want to know about?

Interviewer - JM 1:14

I know, it's such a general question. Did you attend a private school public school? Were you at the same school? Did you move at all? All the way up into college, graduate school, whatever that may be?

Participant C 1:30

Gotcha. So I went to public schools, I went to the same, you know, I never moved growing up. So I went to the same elementary school, middle school, high school as my siblings did.

Interviewer - JM 1:43

Okay.

Participant C 1:45

Well, within the same school district as public school up in Northern California, okay. And then, for college, I moved out of state and went to a private religious institution, Brigham Young University. And then now, I actually just finished up some prerequisites at Irvine Valley College in psychology, and I will be starting a graduate program at Pepperdine in the fall.

Interviewer - JM 2:18

Hey, congratulations. That's awesome. Very nice. How involved Were your parents in your education? And in the college selection process?

Participant C 2:33

Um, because I was youngest, I think of a large family. I, you know, I think my parents maybe were more involved with my older siblings, but you know, six kids later, maybe they got a little tired or lazy, or realized that their input didn't matter Quite as much. You know, my parents weren't, weren't particularly involved. I mean, they did not, at least my father did not approve of my college choice. But I applied and, and paid for everything myself. So, you know, my parents didn't really have too much of a say I guess.

Interviewer - JM 3:16

Yeah. Wow. So you paid for it all by yourself? that's a that's a pretty big commitment there. I'm wondering how has the college choice process changed? Since you were in school? Now that you're wearing the parent hat, what do you see is different?

Participant C 3:35

I think the sector is different. I don't know how much of that is, you know, locale, you know, where we are we live in, you know, in an area that that focuses highly on not only education and college, but the I guess, type or brand name of college that you go to, and I don't remember that when I was young. But it could just be, you know, socioeconomic base of where we live now versus where I grew up, or it could just be Northern California versus Southern California. Or it could just be you know, it's different 20 years later,

Interviewer - JM 4:27

Right. Right. And maybe all of the above two, right. And just for context, you're so your son, is this your oldest? Is this the first time you're going through the college application process as a parent?

Participant C 4:43

Yeah, he's our only child.

Interviewer - JM 4:44

Okay. All right. Well, then you don't have to go through that again. Whoo. How do you how do you define success in relation to your son's college application process?

Participant C 5:05

Um, completion. You know, he did, he'd made the all the college application stuff, you know, on his own, you know, we tried to give input, but he's never really been one to I wouldn't say accept our input, but he just kind of does his own thing. So we would just kind of offer him input that we had, and then he makes his own decisions. So we are happy with that, you know, that he decided to, you know, go to college and apply for colleges. And then we were actually, you know, very pleasantly surprised at, you know, within the past couple years, the goals and

ambitions that he set for himself, you know, far exceeded those that my husband and I had for ourselves, or, you know, or for him.

Interviewer - JM 6:05

And that kind of leads to another question that I have, I've been asking is, was it the family expectation that he attend college? Or was that kind of a choice that he made, you know, it was an option.

Participant C 6:22

You know, when he was younger, he, you know, I was, I don't know if he'd like school now. But he kind of thought geez four more years of school, like, who wants to do that? For one year? Yeah, for one year of his high school, we moved out to the east coast of Pennsylvania, we lived in a small town, where maybe maybe 50%, of the graduating high school class went to college, it was very much a manufacturing kind of area and town. And it was, it was then that he realized, whoa, hey, this is not the kind of life that I want for myself. And, you know, I'm really, I can really apply myself and do better than than this. And I don't know, if he would have had that experience had we not moved out there if you would have come to those terms on his own. But his cousins have all gone off to college, for the most part. And his dad and I both have college educations, and his grandparents all have college educations. And we've always told him that he, you know, is really smart and clever and bright. And that really, it was just up to him. And you know, what would make him feel successful and happy in life is what he should, you know, pursue, which doesn't necessarily mean he has to get a college degree. We wanted him to have some sort of a career or sense of satisfaction, whatever it is that he decided he wanted to pursue

Interviewer - JM 8:15

Well it sounds like that life experience, you know, of moving away and theme, what, you know, another style lifestyle could be changed, or really helped to shape his his mind. So that's really cool that he had that background. So what colleges and universities did he apply to and where did he end up getting in?

Participant C 8:38

So he applied to UC San Diego, UC Davis, Berkeley. And UCI? I can't I can't remember if he applied anywhere else. It was all UC schools.

Interviewer - JM 8:52

Oh, UCS. Okay.

Participant C 8:53

He Yeah, we didn't want to have to do a whole nother application process for for other schools. So he went with UC top, his top choice, UC Berkeley. He did not get in, but he did get into UCI. And I think he got a little bit of a scholarship. I'm not sure I actually found out via text. Because I kept bugging him. I'm like, did you get in any where? And he said yes to UCI.

Interviewer - JM 9:22

Wow.

Participant C 9:25

Yeah, but his plan is... he during COVID he took classes at Irvine Valley College. And and he, I mean, Berkeley is still his goal. So he turned down UCI and he's going to finish up his IGETC transfer classes at Irvine Valley College and then apply for transfer to Berkeley. So he thinks that he will have completed all the IGETC things that he, I don't know, he said he thinks he'll be able to apply in August as a transfer student, and then he'll be able to start in in January because he's, I guess, already taken so many credits or something.

Interviewer - JM 10:14

My goodness!

Participant C 10:15

I think he has it all figured out.

Interviewer - JM 10:17

Wow, he's got a plan. And he's very ambitious. I love the perseverance way to go!

Participant C 10:24

yeah, if he told us what it was gonna be, like, two years ago, we wouldn't have believed them, because he was the kid who didn't like doing his homework. And anyway, yeah, these past couple years, he's just really kind of come in to himself and figured out what he wanted. And so he's doing it, and we're just happy to hang by his, you know, tails and follow him along.

Interviewer - JM 10:47

Yeah. That, gosh, that's my heart is swelling with pride right now. Because I know that, you know, parents have certain expectations, sometimes, you know, and just thinking about my own growing up, so way to go? I'm wondering, when it comes to college fit? What do you think that term means? What does it mean to you?

Participant C 11:11

College fit, I think, it comes down to what is best for the student, socially, emotionally, academically, you know, financially plays a part into that too. also kind of what goes into, you know, maybe their their culture or family background, maybe they want to stay close to home, or maybe they want to be far away, or maybe they want to go to a religious school or non religious school, but I think there's a lot of a lot of different factors. And unfortunately, too many people put a high price on, you know, the brand of the school, when in fact that's, that really doesn't say anything about whether or not it fits with what, what the child's needs are, for instance, you know, you know, I went to a private school, but I still had general ed classes with like, 300, or 500 people in them. And that was a really bad fit for me. You know, I didn't, I didn't do well, in those classes, so. And my husband went to both a private school, and then he transferred to UC San Diego. So he kind of had a background in, in both private and public schools. And we've

been open with our son talking about what, what our experiences have been. And we're really actually happy that he's that he decided on staying with IVC, not only because of, you know, financially, it makes sense. But the class sizes are so much smaller, he can get a much better start to the academic rigor of college. And so we're really happy about that. But I think as far as the fit, there's, there's quite a bit that goes into it goes into that.

Interviewer - JM 13:13

Yeah. I love your your depth, understanding that. I do you think a lot of oftentimes parents kind of, you know, they may only know certain names. So you know, they kind of think that's the only way to be successful. So I'd love to hear more about your involvement. And kind of your opinion or your vision of involvement. Could you describe what it looks like for a parent to be super involved with their child's college choice process?

Participant C 13:47

A parent who is super involved. They are the ones kind of leading or driving the driving the student as far as classes that they take in high school. So it starts way before the college application process. It starts with class selection at high school, and an involvement in their extracurricular activities, pushing them towards whatever it's going to take for them to get into that college. But then also, maybe they hire a college counselor for them, they help out with the essays and they're maybe they've been writing the essay, I don't know. And and they're kind of the I don't know, I guess they're just kind of the one driving you know, driving the show and the student is just kind of a passenger just along for the ride. following along with what the you know, the parent thinks is best or, or wants them to do

Interviewer - JM 14:59

Sure.

Participant C 14:59

Unfortunately, I think those kids, sometimes then go off to college inadequately prepared, because now all of a sudden they're in the driver's seat, and it may not be the destination they wanted, or they may not know how to navigate without their parent being the driver. So it's a little bit of a, or maybe a huge disadvantage, you know, to some kids. Yeah,

Interviewer - JM 15:29

I've seen that in my career as well. So, so conversely, how would you describe a parent who's not involved in helping their child with the process?

Participant C 15:44

Um, well, I guess I mean, you could be totally neglectful and not care. that that would be one side of it. But I think that parents that are supportive, but but a little bit less involved, would, would take the seat of the passenger, and let the student be the driver. And they're just the parent is kind of along for the ride and there to encourage or, or, you know, offer guidance, you know, along the way, if they have a question. And then being totally uninvolved is, you know, they're totally uninvolved, and they probably have been uninvolved with them, you know,

throughout their schooling or something. So I think there's, there's a little there's, you know, two sides to that.

Interviewer - JM 16:39

Yeah, I like that metaphor of driving the car, right, who's driving and navigating, and all that. So, let's dig in a little bit more to your involvement, how were you involved in the process, regarding let's see, school course selections or extracurricular activities,

Participant C 17:03

You know, we kind of have to know our son to know that he's, you know, the more we push, the more he retreats or pushes back. So, you know, we just try to, to make suggestions. As far as his high school class decisions, really they were, they're up to him, we would ask, you know, just kind of make sure that he is on the path towards, you know, he's that he's taken his the correct college prep courses, so that he would be able to, you know, apply for, for four year colleges. And he had an understanding of that, we really, I think, relied in some ways, because of our son's personality, we relied a lot on the school to, to make sure that he as a student was educated on the different choices as far as class selection, and which paths, you know, lead him where. And so he made good choices that way. When we came back from Pennsylvania, we did have a meeting with his counselor, you know, they called in the parent and to kind of review his courses from Pennsylvania, and then the courses that he could take and, and there was a little bit of, well, math courses here in California are different than what we experienced in Pennsylvania. So his math course that he took over there didn't didn't fulfill, I guess, the requirement of, you know, math two, or whatever they were here in California. So he had to kind of retake a math class, it set him a year behind in math. And but he seemed he's, you know, he never really made a fuss about it. I mean, he said that, you know, his math classes are easy. But, you know, he figured out a way to work around it and, you know, self study for the AP Calculus test. So he's taking that next week. Just because I guess that's what he wanted, wanted to be. But as far as you know, I think we would. As far as class selection and things our involvement was, you know, we were in the loop with the counselors and, you know, had he been making bad choices, I think we would have been more involved, but we supported the choices that he made, and which classes he wanted to take and didn't and we trusted him that like he didn't take...I think he didn't take a third year of Spanish or something, which is, you know, recommended? Yeah. Are you sure you don't want to? Like No, because in Pennsylvania He's like, Spanish to was everything I had already learned in Spanish one. So if I take Spanish three in Irvine, I'm not going to know what's going on. So I'm just going to skip it. And I'm going to do something else instead. And so we just trusted his his, uh, his perspective and opinion on that. He knew what was best, understood what the ramifications would be that, you know, he's not taking the recommended class, but you know, he, he did fine. He did, but he Well, I guess we just enabled him to make those choices. And we trusted him that, you know, that he understood himself. And, and was qualified and could make those choices. He doesn't need us to, you know, now, to do all those things. For him. We think it's important that that you that you let kids I don't know, I think you just kind of have to loosen the reins as they get older. So they have practice making decisions. So when the decisions are small, you know, they've, they've already kind of learned how that feels. If it's a if it's a bad decision versus waiting until they're

adults, and then all of a sudden, they're making big decisions. And they haven't figured out how to do that.

Unknown Speaker 21:40

Yeah, absolutely. So then, let us give it kind of a number on a scale of one to five, one being low five being high. How would you compare your involvement versus other parents? at the school?

Unknown Speaker 21:57

Um, I would say one. But I think so much of it just depends on your student, each student is different.

Interviewer - JM 22:07

Yeah.

Unknown Speaker 22:07

So you know, some students need need that involvement, and others don't, but I don't necessarily judge one parents, you know, dial as being wrong, is just different because each child is different.

Interviewer - JM 22:23

Right.

Unknown Speaker 22:23

And what they need to be successful, you know, some need a bit more support than others do. And I think if we had, you know, hovered over our son anymore, he would have, you know, he would have moved out.

Unknown Speaker 22:40

Yeah. full blown teenager. That's what they do. Right? You, you tell them what you think. And then they do the opposite. Awesome. Well, yeah. So the next question that I had, you've already answered kind of in your narrative, unless there's anything that you'd like to add about how your how the school counselor invited you to be part of the process? Is there anything else that you wanted to add to that?

Participant C 23:13

Well, my husband and I would attend the, you know, that evening, where, you know, the counselor offer information to the parents on college, the finances or whatever, so my husband and I would attend those. And, you know, felt like we were informed in that way, but it sounded like my son was also getting that information at school. So at least we could both be, we're both on the same page as far as what needed to happen and, and all those kinds of things.

Interviewer - JM 23:47

Right.

Participant C 23:47

And although our son really seemed to have understood it quite a different level than we did, but I think a lot of that had to do with he had friends that are a year ahead of him in school. So he could just say, Okay, so what was the you know, how did you figure this out with IVC? Or what classes you know, transfer and... You know, he had somebody who had been there done that, that he can talk to? Yeah. But, other than that, I think the... maybe it was just once or twice, I think that we met with the counselor and our son together, I can't remember. But yeah, they were helpful and supportive. And, you know, I'm sure if I had any questions, I could have gone to them, but it sounds like, you know, X, our son was, you know, on the ball and had his questions answered. Yeah. Oh, yeah.

Interviewer - JM 24:53

Yeah. Great. Well, no, I was just gonna say it sounds like James has a lot of initiative and self motivation?

Participant C 25:05

Yeah, yeah, he did finally. Yeah. You know, come into that. I wouldn't say it started out that way. But yeah, he, he came into it. And so yeah, so we're really pleased.

Unknown Speaker 25:19

Well, awesome. Congratulations on your son's graduation and him moving forward to college. And I'm excited for all that awaits him. And thank you so much for your time. And your insight. This is very helpful. And Kortney would love to send you a \$15 amazon gift card. I just need your email address. Would you mind? I don't know if you can you put your email address on the in the chat. So I make sure I have it correctly.

Participant C 25:50

Sure. Here it is. There you go. Did it come through? It did see X? Is that right? Yes. Gotcha. Okay, perfect. So I will make sure that she gets that. And again, thank you so much for your time. And I hope you have a great 3 day weekend.

Oh, that's right. It is a three day weekend. I forgot.

Yes, it is.

Interviewer - JM 26:44

Yeah.

Participant C 26:46

Are you working on a master's program PhD? Or what is your research for?

Interviewer - JM 26:51

So and it's not for me, I'm assisting. But Kortney is working on. She's an assistant principal there in Irvine, that she's working on her doctoral dissertation. So this is, especially her focus is on

parent involvement in the college application process. And, you know, it's been fascinating to just hear the different stories and different insights that parents are bringing to the table. And so I was just happy enough to be part of the part of your process. Would you like, I'm sure. Would you like a follow up? Once she's done, I can make sure that she somehow alerts you or if there's anything else? You know, she can follow up with you.

Participant C 27:43

Here, I'd love to read her dissertation. Wow. Okay, that's not a sentence, people who say often

I was gonna say, it's such an interesting demographic, because it's so multicultural. You're getting a lot of interesting and varying experiences and attitudes, just because of the different cultural backgrounds that different families have and how they approach academia. So right How interesting.

Unknown Speaker 28:17

It is very interesting. I worked in a couple of districts with very, you know, very diverse, but there was also a high Chinese population, Chinese immigrant and Chinese American students. And the there were definite differences in approaches to education. So yeah, I'm, I have to tell you, I'm looking forward to reading her research too, when she puts it all together. But I'll make sure she follows back up with you. And if there's any, any other further questions, would you be okay with her contacting you again?

Participant C 28:52

Yeah, of course. No problem.

Interviewer - JM 28:54

Wonderful. Well, thank you so much. Have a great weekend. And good luck to you and James.

Participant C 29:00

Great, thank you so much. Take care. Bye.

Transcribed by <https://otter.ai>

Appendix L: Parent Interview – Participant J

1

Participant J

Interviewer - JM 0:36
X

Interviewer - JM 1:00
There you go.

Interviewer - JM 1:03
Oh, oh,

Interviewer - JM 1:06
you're on mute.

Participant J 1:09
I'm sorry. I missed that 12 o'clock meeting time I had it in my calendar. And then of course, I was doing something else. And then I Oh, hey,

Interviewer - JM 1:18
I get it. No worries. But I'm so grateful that you were able to jump on. I have the spot perfect. So everything happens the way that it should. And can you tell me how to pronounce your name, please?

Participant J 1:30
It's X.

Interviewer - JM 1:32
X. Okay. Very good to meet you. Hi, I'm Jamie. And, as you know, I'm assisting Courtney. She's working on her dissertation on parent involvement in the college application process. And so just to let you know, I'm recording this because we're just going to be using this to make a transcript. But this video won't be seen by anybody. And also aliases will be used to protect an amenity. So just want to make sure you knew that. Absolutely. Well, can you start off by telling me is it the son or daughter that we're talking about today? attending? A daughter? Okay, and what school does she go to?

Participant J 2:11
She goes to Northwood.

Interviewer - JM 2:12
Okay, wonderful. So we're going to start off by asking about your education. Could you please explain and describe your parent? I'm sorry, your education going all the way back to elementary school?

Participant J 2:27

Elementary school, I went to a public elementary school in the Bay Area. And is that what you want to know? Like, do you want to know a little bit more about that because it was just so the public school, it was a public school. And I went K through eight in public school. And then I went to an all girls Catholic High School in Berkeley, California, it was a commute. I was commuting about 20 minutes, 20-30 minutes from my home. And so I went four years to an all girls Catholic school, graduated there. And then I went to a year of community college at a nearby at just started the nearby Community College. And then I went and I transferred into UC Santa Barbara, where I got my bachelor's degree. Do you want to know?

Yeah, what was your major?

My major was political science with an emphasis on international relations and a master's degree at UC San Diego much, much later. So that's kind of like my educational history.

Interviewer - JM 3:43

Your journey. There you go. You have been all throughout California started at the bay. came down to beautiful Santa Barbara all the way to San Diego. That's awesome. What how involved were your parents during the college education and college admissions process?

Participant J 4:03

Oh, they weren't involved at all. And that was mostly because they were too busy working. And I mean, they didn't grow up here. So it was part of it was just that they didn't know how to help me. Very little involvement other than taking me to my SAT test. And even in when I was applying, I did it all kind of on my own. I don't remember know that much about it. But yeah, it was all on my own.

Interviewer - JM 4:32

Did you have college counselors who helped you apply is that like, what how did you become aware of college and, you know, just that desire to move on.

Participant J 4:44

So there was... high school is very small. So there was I think one person that was in charge of meeting with each senior and just kind of going over the whole process of what comes after high school kind of thing. And that was it. There was no, I don't remember any sort of private coaching or any other, anything else that was available to me. And frankly, none of my peers ever talked about it. So I assumed that they were kind of doing the same thing that I was, which is on your own. Yeah.

Unknown Speaker 5:18

Well, and then you also mentioned that you went to a private school. So that was I'm assuming tuition based. Yes. And you're you were 20, you were commuting? 20 minutes. Did your parents take you? Or was that on your own?

Participant J 5:31

No. So for most of it, until I was 16, I took public transportation. So I or I, you know, there was another, she was a year older that that her mom would take us to the BART station, or there would be one blue moon, where my mom would actually be able to drive me or my carpool friend. But it was mostly on my own.

Interviewer - JM 5:57

Wow, got you some independence.

Participant J 5:59

My parents were not available to take us anywhere. So it was public transportation, for pretty much until I could drive.

Interviewer - JM 6:09

Yeah. Okay. Well, tell me how has the college choice process changed? Since you were in school? What have you, what do you see is the difference?

Participant J 6:18

Oh, it's drastic, I think that it's much harder. It's much more. I think that you know, a lot more kids are probably choosing to go to schools, it makes. It's just grown. I mean, I think I paid maybe about \$5-600 a quarter for my UC education. And now it's just 1000s of dollars. So it's I think it's harder, it's more competitive. Definitely kids are trying to get an edge, you know, by trying to invent something, startup business, you know, it's just everything is kind of your cancer. game. Yeah, it's back in the day, we just, you know, filled out our application, turned in our transcript and turn in our SAT scores. And that was it. I mean, it's, the landscape is totally different. My husband and I, and my friends joke that we would never be able to get into the colleges that we attended. Because there would just, I mean, it's just impossible.

Interviewer - JM 7:22

I make the same joke.

Participant J 7:26

Yeah, it's just so much harder and so much. I think that from just going through it with my daughter, my oldest, I realized that there was a lot of things that are completely out of your hands. And so you just kind of have to go with it and do the best that you can and select from where you where you get in.

Unknown Speaker 7:52

Yes, sure. Yeah. And that, that kind of leads to the next question, which is, how do you define success in terms of your child's application process?

Participant J 8:03

I would define success as getting it in on time. And, you know, there were opportunities for her to apply to some places early. And, you know, she had to do what she had to do, which was, sometimes she couldn't make it in early, and she had to miss some opportunities and things like

that. So I think just completing it without going completely bonkers, I would say is, is successful. Yeah. There's just a lot of it. And on top of that, in the middle of a pandemic, trying to do all of this was just a big, big, you know, challenge for these seniors. My hat's off to, you know, those that were able to this and, you know, get the application in and after that it's completely out of your hands, so, yeah, that's the way that the way we sort of approached it. Yeah.

Unknown Speaker 9:00

Hey, I think that's better for your own mental health and for hers as well, like, hey, it's done. Let's see what happens. It's out of our hands. Yeah. Can you share with me what which schools did she apply to? Where did she get in? And what was her top choice?

Unknown Speaker 9:15

Um, she she applied to like 20. So I, you know, at now, if you like a list of them, I probably wouldn't even be able to give you half of them. But sure, like, two or three UCS two or three state colleges, she applied to University of Washington, University of Oregon. Some privates, and a lot of them are on the west coast, Santa Clara University, University of San Diego. Nothing in the Midwest or the south, but she did apply to some in Boston. I think. She applied to some women's colleges, which she was kind of hoping to get into but she wasn't able to. So I would say that it along the process if you if you said what would you Where would you like to? To go? She would have picked one of those. But I think that they were Yeah. Anyway, she wasn't able to get into the ones that she applied to. And so she ended up accepting. She ended up accepting her acceptance to George Washington University in DC.

Interviewer - JM 10:30

Wow, that's awesome. I went to school at Georgetown. So just down the street. DC is such a fun place. She's going to love it.

Participant J 10:40

That's what she's hoping.

Interviewer - JM 10:42

Yeah, what does she plan on majoring in?

Participant J 10:44

She declared business. But we'll see. Yeah, that could change. It knows what that means, you know, and I have to pick something. And I understand the reasons why some half do but it's just like, there's so much out there.

I know.

Unknown Speaker 11:05

I always I always think that to like, you're 18, you don't really know yet what you want. But what, how can you help me with this? define the term college fit? What does that mean to you? college

Participant J 11:22

College fit is going to a college where you're going to be challenged, but you're not going to drown? I think that it's one where you kind of make up that piece of the puzzle. That's kind of unique to you. But you know, I think that sometimes, you know, what, what fits what you think you fit into may not necessarily be a way that the things that you fit in into the grand scheme of things. So, you know, I think that it's going to where you're accepted. And I know that the process seems to me it does. And a lot of a lot of people that I've talked to seems random. But I think that where you end up is where you probably can thrive. And so that's what I'm looking for. I don't want her to go someplace which going to be in over her head and not being able to be successful. So I'm hoping that George Washington is pleased. That's challenging, which I think it is it will be for her. It'll be challenging enough. But, you know, it won't be overwhelming in the sense that like, you're kind of really not what you're supposed to be. You know what I mean? Right? I mean, it was at Harvard. I don't think everyone belongs at Yale, I don't think. And I can definitely tell you, my kid does not belong at the ivy League's, or some of the more competitive schools. I think she belongs in a place where there is challenge, and there are smart people, but it's not going to be too much. You know, she she wasn't, yeah, academically, she did the best that she could and took rigorous courses. But again, you know, I think that she can tell she'll be the first one to tell you it's she did what she could, but it's not what her neighbors did. So...

Interviewer - JM 13:20

Yeah. Hey, every every child is different. And I do believe there are schools for all types of kids. I mean, I, I'm not an MIT type of person. Okay, so tell me I want to talk about parent involvement. How would you describe a parent who's super involved in the process? What, what does that look like? Super involved, as opposed to involved at all? Yeah, cuz that would be my follow up question. So describe kind of the spectrum, if you would,

Participant J 13:54

I think a super involved parent would know what colleges, the child is applying to know when the deadlines are, checking in with them to make sure that, you know, things are being checked off the list. And I think that that's kind of hard to say, because you have children who really need a little more hand holding, even though they don't want it. And I think that you have kids that are completely independent, and they can do it on their own. And I have one of each. And so for my oldest, I think she needed a little bit more accountability, even though she'll say that, you know, like she can do it on her own. I mean, just the we could see that some of it she needed help with. So I would say it's it's super involved means you know, paying for the application fees. It's, you know, being willing to discuss the pros and cons. For me it would be getting in on those calls with the colleges during the tours online or in person and being a part of that process. Okay.

Unknown Speaker 15:02

And conversely, what about a parent who's not involved? What does that look like? Um,

Participant J 15:10

I think that would be somebody who lets, who, who doesn't have the time or the ability to help their kid with the college process? And so they end up doing most of it on their own.

Interviewer - JM 15:24

Yeah, and you know, you kind of describe that. I mean, as your experience, not because your parents didn't want to, but you know, for a variety of reasons, right. Yeah. So that's focusing on your involvement. How would you describe your involvement in terms of her preparation for college applications such as courses that she was choosing or extracurriculars or activities that she was involved in? What was your involvement?

Participant J 15:52

Um, I would say that she chose everything that she did, she pretty much chose on her own. I think the only one advice that she took from my husband and me was to take a harder math course because she was she was not selected, which, you know, the teacher says that she would be able to move on to a more difficult, rigorous course. And she didn't do so well in it. And after that, and that was her sophomore year. After that, there was very little say on our part as to what courses that she should take, you know which direction you should go. extracurricular was all on her own, she could barely handle the extracurricular on top of her schoolwork. So I think that was kind of easy to figure out for herself.

Interviewer - JM 16:43

Yeah. Great. So on a scale of one to five, one being low, five high. How would you compare your level of involvement with the parents, with other parents at the school?

Participant J 16:57

You know, I have no idea what how involved, the other parents are at the school. And so I wouldn't even be able to tell you, I mean, I have very, very few senior parents that I even interact with, okay. None of them are at Northwood because I I'm from a different area. And so by the time my se-now senior, came to Irvine schools, she was already an eighth grader, and everyone had established groups and the friends your tend not to have kids in her grades. So yeah.

Interviewer - JM 17:43 Okay. And then what about your friends that are in you know, whose kids are in the same grade out of the area? Are they heavily involved?

Participant J

Oh I think that they're about what you know, about where I was, that their kids were completely did not want them involved?

Interviewer - JM 17:53

Okay,

Participant J 17:54

So the child worked with their own college coach, and did that. But in some of them wanted their parents involved. I don't know, I don't know, if anyone would disclose like, I was involved, even

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though my kid didn't want me to be. I haven't heard that amongst my friends. I think it was more like, I don't want to get into fights with them. So I'm just gonna, you know, asks, hire someone else to be their accountability. We did. Actually, we, you know, having said that, we did make sure that, you know, her applications were moving along, even though she had a college coach, because they can only do so much and they can only encourage so much. If she doesn't turn something in, then that's on her. So we just kind of were pushing force on this end to make sure that she was moving along. Yeah.

Interviewer - JM 18:53

That's kind of coming through as a common theme is that parents hire college coaches. So how long did your daughter work with a coach?

Participant J 19:02

She started at the end of her sophomore year, and then all the way through the application process.

Unknown Speaker 19:08

Okay. And do you mind if I ask what company you used

Participant J 19:13

We used college blueprint?

Interviewer - JM 19:14

Okay. Gotcha. And then how, in what ways? Did she invite you to be part of the process? Like, did she volunteer the information? Does? she asked for advice from you?

Participant J 19:27

I think it was a little bit. I think she volunteered and then we also asked questions. Okay.

Interviewer - JM 19:33

She was okay with answering. I know sometimes kids just shut down.

Participant J 19:38

Yeah, I think that she has what she wanted to and then when she didn't want to, and we didn't push too hard. But because at the end of the day, you know, it was, you know, she had to apply herself but you know, we just kind of we were the reminders and kind of just nudge church. It was just so Hard to do coursework. We had the hybrid, we had the, you know, like, uncertainty of are we going to be in school? Are we not going to be in school? How much longer all of that sort of played into the factor of, you know, keeping us mentally exhausted? So we just did our best?

Interviewer - JM 20:16

Yeah, absolutely. And then the last question I have is, what ways did the school counselor invite you to be part of the process? Or did you feel that the counselor was involved?

Participant J 20:29

We had a meeting with a counselor in junior year. No, it was sophomore year, I think and we wrote out sort of the plan for the next couple of years. Okay. And I met with her TA a couple of times, when we were discussing course selection. Other than that, I figured, and I think most of us, most of the people that I know who hired college coaches are in the same boat, that there's just not not not enough counselors to be able to individually help each student the way that they need to be helped. And they have the means to do it. I know that there are a lot of kids out there who don't have the means to hire someone. And so it's a privilege, but I really feel like we don't know what else to do, because we don't think that we ourselves can work with our kid on this. And yet, you know, it is quite expensive to hire someone at the same time. Yeah. Yeah. It's a moral dilemma for us, you know, just when we come get when we think about the basics, basic, you know, question, like, hire a coach or not hire a coach?

Unknown Speaker 21:51

Yeah, and it's and it's a personal decision, there's no right or wrong. Answer. It's the family decision. Was it the family expectation? Would you say that your daughter attend college? Was it just?

Participant Jr 22:04

No? Well, my husband, yes, I think he wanted her like college is not an option. And that he's like, specific on a college, but he feels like, you know, without college, it's gonna be hard. You're gonna struggle. So that was an a non negotiable for him. For me, I was I told her, you know, you, it's your choice. You know, there are pros and cons. And if you don't go to college, here's some challenges. And if you do go to college, you know, these are, you know, some other challenges. Right. So I, you know, we just tried to present it to her that way. But I know from my husband it was a non-negotiable, since they were young.

Interviewer - JM 22:45

Yeah. That kind of set him up that way. Right. I know, it was never, if in my household, it was not if it was when

Participant J 22:56

We also wanted her to think about taking a gap year to and to work or to do something else, to travel and work kind of thing. Just because we weren't sure. And that was always an option. She's chosen herself to go straight to university because she's just afraid that there's this, you know, all the things that she need to do in order to, like, keep herself like a student and remembering her study skills that that might all kind of go by the wayside if she were to take a year off. So

Interviewer - JM 23:26

Yeah, that makes sense. Well, X, is there anything else you think would be valuable as we close up the conversation? Um, I don't think so. Okay. Well, I really appreciate your time and your insight. It's been great talking to you. As a thank you, Courtney would love to send you an

Amazon gift card. So if you could put in the chat your email address, just so we make sure we have it. Have it spelled correctly and whatnot. And she will send that to you. Probably today. She's so on it.

Participant J 23:57

Okay, I was wondering, would I be able to do that or do it? I mean, do I have to in order to donate? Do I have to accept it?

Interviewer - JM 24:07

No, you don't have to accept it. Where would you want to donate it to? Is there like, just back to the school? Yeah. I'm sure she would appreciate that. That's very kind of you. Alright, X. Hey, I just again, thank you so much for your time on a three day weekend. Hope you have a great I hope you have a great Memorial Day.

Participant J 24:27

You too. Thank you. Thank you. Take care. Bye. Bye bye.

Transcribed by <https://otter.ai>

Appendix M: Parent Interview – Participant T

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Participant T

Interviewer - JM 0:03

Hey. Hi. How do you pronounce your name properly? Yes, I can I start my There we go.

Participant T 0:12

Hi, can you hear me?

Interviewer - JM 0:13

Yes, I hear you just fine.

Perfect. Thanks. Teach me how to say your name, please. Hi, X I'm Jamie. Thanks for being here. Good to meet you. Just to let you know I am working

Participant T 0:29

Nice to meet you as well.

Interviewer - JM 0:30

Thank you. Just to let you know I'm recording this. But this video is only going to be used for transcript purposes. It's not going to be shown anywhere. And also aliases will be used to protect your anonymity. All right. So yeah, and again, thanks for participating in the survey and being willing to help out with this interview and can use my startup and start off by stating your name and then also what child is at which child what school does your son or daughter attend.

Participant T 1:01

Okay, so my name is testing unit and I have two children. My daughter is a senior at Northwood high school and my son is a freshman at Northwood High School. My daughter is graduating next week is next week at graduation.

Interviewer - JM 1:18

And that must be so exciting. Hey, the craziest year and a half ever, right? So the other side it's a big I My heart goes out to all the seniors, you know, it's just been so crazy for them and so real big celebrations. And but I'd love to. Yeah, I'd love to start off by asking about your educational background. If you can describe what that was like going all the way back to elementary school.

Participant T 1:50

Okay, great. Give me one second. I'm just gonna close the door.

Interviewer - JM 1:52

Yes, absolutely. Okay,

Participant T 1:58

There we go. Sorry about that. So I went to elementary school in Arcadia, California at camino Grove Elementary School. I was born in Pasadena. So I went to preschool in Pasadena and

then started my formal schooling and elementary school at Camino Grove. Then I went to Dana Junior High School in also in Arcadia. And then just before High School, we moved to Irvine name. So I went to Irvine High for high school. Oh, wow. Then I went to UC Irvine for for undergraduate. I do want to know what I studied too.

Interviewer - JM 2:38

Sure.

Participant T 2:38

Okay. So I went to I went to UC Irvine, I got a Bachelors of Science in Biology and a Bachelor of Arts in philosophy. Wow. I went to NYU. Should I stop there, but I'm not done!

All of your formal education. Uh huh.

So then I went to NYU for graduate school, and I got a Master's in Public Administration. And then several years later, I got my CPA license. So I've like changed a bunch of different careers. So right now I'm a CPA.

Interviewer - JM 3:15

Well, lots of background. That's, that's a diverse background. Right?

Participant T 3:25

Lots of twists and turns

Interviewer - JM 3:25

You never know what life is gonna throw at you.

Participant T 3:27

Absolutely

Interviewer - JM 3:28

So, Yeah. So I'd love to know, How were your parents involved in your education and is specifically in the college choice process?

Participant T 3:40

Okay, so they were involved to the extent that they just had high expectations as far as grades, you know, like they always were expecting, you know, no excuses for, for grades like to do well in high school, basically. But as far as major choice school choice, they didn't really have any, like, restrictions. I think I just put the restriction on myself that I was going to need to be like, in California, you know, like, I didn't even I didn't apply anywhere out of state. And that I knew budget was going to be like, you know, somewhat of a concern in the sense that I couldn't just, I wasn't going to go to a private school, let's say that. But they did. Like I so I mainly applied to like, three or four UC schools. That's all I applied to at that time, when I got accepted to UCLA, UC Irvine, UC San Diego. And I think that was it and and I wanted to go to UCLA, but then my

brother, I had an older brother who did go to UCLA, and everybody advised me not to go to UCLA just because of partially my brother's experience just like the way the environment was there. And this is like 30 years ago, or 25 years ago or whatever. I would have a better experience at UC Irvine and I now I agree, I definitely agree that that probably would have been the case for me. So they really nudged me to go to almost bribed me, bribe me to go to UC Irvine. And that's what I did. And and I was I was happy that I went there.

Interviewer - JM 5:15

Yeah, absolutely. Was it the size that was just really challenging for him? Brother?

Participant T 5:21

Do you feel like, at the time UCLA was double the size of UC Irvine. So UC Irvine, at that time had like, 17,000 students, and it has an UCLA at that time that 35,000 students said, Yeah, and then getting your classes and then just the nature like it was just kind of a more competitive environment. And so what they knew of me, then you probably that wouldn't be my ideal environment.

Unknown Speaker 5:54

But it definitely wasn't one. Right?

Unknown Speaker 5:56

No, good point. So how was the college choice process changed since you were in school? The college choice like do you mean for my children? Or now that you're now with your parent hat on? What do you see are the differences?

Participant T 6:16

I absolutely see that it has to be the right fit, it has to be the right fit. Like, I could care less what the name of the school is that that's one thing's for sure. You know what I mean? And I understand we live in the real world. And people want to, like people were like, the badges, the different badges, whether it's the car they drive or where they go, or whatever it is. But I think for an experience like this for four years of your life, for what everything else that's happening at that time, becoming an adult becoming independent, etc. You can I personally feel like as a parent, I do not want my kid to be bogged down by like, unnecessary things. Like you know, of course, they need to go to school and do well in school and take school seriously, but not to the extent that it like affects their mental health. So So I would say that, like, you know, I like I said, I enjoyed BCI I really wanted to go to Occidental College, I did, you know, I forgot I did apply to occidental and Claremont McKenna, and I got accepted at those places at that time. But But private school wasn't an option. And so, um, so yeah, like, like, I considered like for my life. So I think we'll get to where my daughter is going to be going. But I did encourage applying to smaller private schools, because of the environment there. Yeah, just like the size and the nurturing that can happen in an environment like that.

Interviewer - JM 7:41

So you're really, it's great, because you're answering a question that I already have about college fit. So give me a little bit more information about like, specifically your daughter and what characteristics come to mind when you hear that term college fit?

Participant T 7:59

Yeah, so I would say that my daughter is very bright, you know, does well in school, very determined, gets her work done, does everything performs well. However, like, I don't think like she, I don't think she wants to do it, I don't think she needs to be in an environment that's just like, like, where it's, that's all it is. It's just all like high high level academics in the sense that it's like, oh, you're just taking calculus AB, you don't know that you should be like going kind of farther and farther and like, piling on the APs, piling on the work. I like I want for her and I think she she thrives in that environment of there being more of a balance. So I'll just give you an example. Like so she's the editor in chief of the school newspaper, okay. And she's on the varsity basketball team. And so she wanted to add some other some other extracurricular, I can't remember what it was, it was like, I think it was a speech and debate or some other some other thing that she wanted to add onto her pot in addition to all of the other classes, you could only imagine, like honors students, what kind of classes they're taking. And, like, I basically one advisor against it, but also sort of refused it in the sense that, like, I know, you're not going to do that to yourself, because you're going to then just be you're just going to be like a robot just getting everything done, but not really experiencing everything and enjoying it and then also growing from it, right? Because that's what some of these experiences are supposed to be for is to like develop you and not to like kind of, you know, chew you up and spit you out. It's like a jaded human being you know? Yeah. So anyways, that that's, that's what I would say. I don't know if I've answered your question, because you said about fit. So the fit of the school it also includes the people there and that. I know that's judgment. I know, I'm making a judgment, I guess I have to like I have to sort of guess, like, who would go to Berkeley? Who would be at Cal State Fullerton? You know what I mean? Like what students arrive there? And then what have they already done? And then, you know, just to hearing stories from different people of like, the type of experiences that their kids have had there, and had at different places, right? So. So that's something like that that's important to me like I, if I, if I feel like a trusted source is saying, like, you know, oh my god, we, our kid had a harrowing experience, like they couldn't even get into clubs at this school or that school, I'd be like that, that would make me want to steer away from a school like that.

Interviewer - JM 10:31

Okay. And then let's talk a little bit about what success means in terms of this process. You know, what, how would you define success in relation to college admissions, and you touched on it with college fit, and then we'll get into where she applied and where she's going.

Participant T 10:49

Okay, so so Success to me would be, especially because there's, there's, I would put kids into different categories, there would be like the kids who know what they want to do, like they already have, like a major selected out. And they already have like, their career goal. And they've explored it to the extent that you could feel comfortable saying, like, okay, they know

what they want to do, because I'll be like, I was telling you my own experience. Yeah, I went like this, right. So at 17, I definitely did not know. And then let's just say I didn't know, I probably would have changed my mind. So even though I feel like my daughter, like, has explored, and I feel like she has a path and direction that she wants to go in. If she changes her mind, that'll be that'll be fine. So, so there's so back to the two groups that there's the ones that kind of already have an idea of what they want to do. And then the ones that they don't know, they feel like they just have to, they just have to pick something, right? So success for a student who already knows what they want to do, I would, I would think that it would be at a school that offers that a program that would help them achieve their career goals that has, whatever that program is, let's just say you want to be a school teacher, so that you have like they have the proper program that has all the training and education and the breadth of courses that you'd want to take etc. at that school. And you can you can achieve your career goals through the programs that they have there. If you didn't know what you wanted, then I think it I think, I'm not sure then you know, like it could be it could be like the environment that you want to be in, you know, maybe the looks good the location, like maybe the reputation of the school to a certain degree that like, okay, you feel good, you want to go to that school, and then that they have like a broad range of different opportunities. They're different majors that sound interesting to you. So, um, so I guess that's what it was so that you could actually eventually then achieve whichever goal wherever, you know, going down. Gotcha.

Unknown Speaker 12:45

So tell us our Tell me, what schools Did you apply to, and where did she get accepted?

Unknown Speaker 12:52

Okay. Okay, so she applied to six UC schools. She applied to Berkeley, UCLA, UC San Diego, UC Santa Barbara, UC Irvine, and UC Riverside. And she only got rejected from UCLA. But she did get on waiting lists. So she was on a waiting list at UC Berkeley, UC San Diego and UC Santa Barbara waiting lists so she hasn't heard back from them. She's still on the waiting list for those. She got accepted to UC Irvine and UC Riverside. Then she applied to three Cal Poly Cal states. She applied to Cal Poly San Luis Obispo, Cal Poly Pomona and San Diego State and she got accepted to all three of those. And then she applied to Claremont McKenna, USC, u USF University of San Francisco and Chapman University. And she got accepted to USF and Chapman University. She did not get accepted to USC or she got rejected from USC and from from Claremont McKenna. So as far as reductions go, she she was rejected, like kind of like outright rejected not waitlisted from Claremont McKenna, USC and UCLA. 13 places that she

Interviewer - JM 14:18

That's impressive. What was her top school? Like? What was her what was her first choice?

Participant T 14:25

Um, it's interesting that you asked that because I think she would have said, Because UC San Diego has a really good so what she's going to be studying is data science. So statistics and data science is what she studied. UC San Diego has a good program, but she didn't necessarily have a like, Oh, I like this is my dream school or something like that, right? Like all of them had

something good about them or had the program that she'd liked. So she didn't necessarily have a fresh choice, but what I would say is based on Everywhere that she applied and including where she got rejected from and accepted to, or waitlisted, she is going to her top choice. So, should I tell you now where she's she's going to be going to Cal Poly San Luis Obispo. That's, that's, that's where she's going to go to Cal Poly San Luis Obispo. And that in the end, like she didn't realize it when she was applying. But after doing all the research, visiting doing everything, because we visit we visited Berkeley, we visited USF, we visited Santa Barbara, San Diego, all the different schools that she potentially could go to. And we got the best like feeling and vibe and all the research that we did from San Luis Obispo. So now it's like, she got pulled off of any waiting list. She wouldn't want to go to any of the other ones. The where she's going is where she wants to go.

Interviewer - JM 15:50

Okay, I have chills. I don't know why that gives me chills. Yeah, I've got chills. I don't know why that just like gave me the drill. And that's very exciting for her. And congratulations to you both.

Participant T 16:04

Thank you. Thank you. It feels good that you know, like, I feel like there's so many good schools. You can't just there's not just one school for why they could go to a number of places. Yeah, but I think it feels good that you feel like yeah, this is no matter what this is where I'd want to go, you know, and it doesn't take it doesn't matter what the ranking is like she got accepted to certain places that had a higher ranking. Yeah. I really liked Chapman University personally, like, I had done a lot of research on Chapman, and they have a they have a good program. And they're very, very hands on. And like she she got the presidential scholarship. So she literally she got the departmental scholarship and the presidential scholarship. So she could have gone to Chapman for just the cost of housing pretty much. Oh, it could have been a really good. Yeah, yeah. So she got a could have gotten a really good like, yeah, so she had some really good options. She just liked the vibe at SLO. But, but like i'm saying is like there's multiple options. And there could be places where you could go and have a great experience. So and obviously private schools are more expensive, but they also have a lot of perks, too. So I would have been happy if they'd chosen them.

Interviewer - JM 17:19

Well, tell me a little bit about your involvement. What does it look like to be a very a super involved parent during this process? And then the follow up is going to be what does it look like to be an involved parent? From your perspective?

Participant T 17:33

Okay. So I would, I would call myself that I was very involved. Definitely I was, I knew about the deadlines. I knew, I knew, like we talked about the different options, like when she when she did an internship after her sophomore year, and it was at a company called Ingram Micro and she was in data science, right, like data analytics, data science, so and that's like a new field that's kind of growing. So she liked it. And she, like, enjoyed the work that she was doing. So like, you know, we had conversations like, okay, we need to, you know, you need to explore this more if

this is something that you'd want, potentially to major in. So she took it. So data science is like kind of a blend between computer science and statistics. So as a family, we talked about it. And then like she could take AP statistics to like see, like, if you hate statistics, you definitely don't want to do data science, right? It's kind of like that guidance of like, helping to pick the major because, at least between like my husband and myself, like that was like the number one thing was like that she like, you know that she explore? Like, she knows she has an idea. And then you don't just like, not just because something sounds good. Like, I think that's what I had done to myself like, oh, it sounds good to be premed. I think I'll be premed whether that was the right choice for me or not. Nobody even thought about it. My parents did. And it just sounded good to nobody. And they didn't push me to do it. I just happened. I did it to myself, basically, you know. And so I wanted like, I guess based on my own experience, and then what we felt for her and both of our kids is that they should explore and get an idea of what their strengths are. And, and so So anyway, so she did the statistics, and then she liked it. So then I started researching different programs like and we we kind of wanted to keep it to California. And then when COVID and everything started was like that even reinforced it more it was keep keep the choices in California. And part of it was because we felt like applying to other schools would just be just to see if you got in, you know, like not necessarily because you're because you want to go for us. You know, it's like there's so many great schools in California. And some people like that's just a great experience to go somewhere else in the country. But I felt like for her. It could happen when she's older. But like graduate school, she got to school sure for now staying closer, closer to California and he's closer to home. So you're involved in like, you know, like searching. I'm sorry. Yeah.

Interviewer - JM 19:58

And so you help with research, what about extracurriculars? Did you? How involved are you mentioned? She's on the basketball team and the editor. So how involved were you with helping her with that?

Participant T 20:09

So, so sort of, I mean, okay, so she started playing basketball when she was young, so like, you know, just we enrolled her in the different leagues and stuff like that. And she took a liking to it. So just kind of training and stuff like that. Not too much. Like, she didn't do club basketball or anything like that. But so, but we just like, you know, she would, she would play as much as she could, basically, because we, with my son, we did a lot more for him playing basketball, and my daughter, so just like thinking back to it, but um, and then she's always liked writing. So she always, like, in her free time, she would like be at our computer writing stories. So like, that's what as a parent, that's what I observed is like, shoot, like, I think she had like this ongoing story that would have more and more chapters. And it was like 40 typed pages, like, on a Word document. 40 pages. So as that as I observed, I was like, okay, she likes to write. And some of it would be some of the things she would write would be like, I still have things that I've saved from like, when she was like nine years old, like, I would tell her stuff like, okay, we only buy organic nail polish, we do not put like, Can we try to avoid putting chemicals in our body, we're talking about pesticides, and all this kind of stuff. So she would literally like write articles about

those types of like, whatever I learned, obviously was going in, and then she would read, like, don't be fooled by like, the grapes on your vitamins or whatever. It's just artificial flavors.

So, so anyways, she liked to write several. So then it was kind of like encouraging her like, okay, you know, do you want to write for the school newspaper? Do you want to, you know, stuff like that. And then so like, kind of looking up those type of opportunities. She actually became a blog writer for this one organization that you're involved with. So yeah, there was like, definitely conversations and then, like, just suggestions, I would say suggestion, because some of the things maybe she wouldn't have thought of herself. If it wasn't for a parent saying like, hey, like, okay, you like to write Why don't you do this or take this path? You know, do this summer, this summer activity, like she did send her a summer thing. And that's what we actually thought her direction was, was that she might go into journalism, but she when she did this other internship, then she kind of switched her mind.

So who knows? She might zig and zag, you know? Huh? And and pull them together somehow

totally. And I wouldn't be surprised. And I wouldn't have anything to say about it, because that's exactly what happened to me. So I would, you know, I just want her to eventually land on the place that she that she enjoys.

Interviewer - JM 22:41

So on a scale of one to five, one is low five is high, compared to the other parents at your school, how would you say you rank in involvement?

Participant T 22:55

I think at Northwood, high school parents are quite involved. But I still think that I probably am a five, I would think I'm a five just because of my personality. I think that I like I like this kind of stuff. I'm I enjoy researching schools or thinking about this stuff, probably more so than that my kids even want me to to a certain degree. So I would say to myself for five. Because I think some other parents, they might be like, this is what they should be doing. You know what I mean? Like this is like, they should be doing this like encouraging their kids to do something like for me, I feel like it's effortless because I like doing it.

Interviewer - JM 23:31

Yeah. Did you work with a college counselor at all? Or just the school counselor?

Participant T 23:40

Just the school counselor we did. We did work with the school counselor and got you know, ask questions whenever we needed it. But I guess we didn't work with a college counselor just because I felt like I researched so much. And I like kind of enjoyed this so much that it's like, what are they going to tell me that? I don't know. I was thinking like, Oh, I already like I like they're gonna say, okay, make sure you you know, have some good solid extracurriculars there. You know, you got to talk about on your essays or whatever. Like, I mean, there could have been some magical formula that they knew about, but we didn't, we took our chances.

Interviewer - JM 24:17

Well, and it sounds like everything turned out just as it should, in a good way. So that's awesome. Yeah. Well, I just want to thank you for your time today. And it's been great to hear your insight. And congratulations to you and your daughter. As part of you know, a thank you, Kortney would love to send you a \$15 gift card for Amazon. So if you could put your email address.

Yes, she is so sweet. If you could put your email address in the chat I'll be I want to make sure I get it right. So I send it to her, and she'll get that over to you.

Participant T 24:51

Okay, let me let me get to the right spot here. Sure, chat. And then I'll give you my There we go, right? Perfect.

Interviewer - JM 25:09

Yes. Yes, ma'am. I see it there. Thank you. And you know, hey, how exciting you get to go through this. In a few more years, you get to do it all over again?

Participant T 25:18

No, I have three more years. But it starts the year before. So two more years.

Interviewer - JM 25:24

Yeah, you are very well versed in this. So thank you again for your time. And if there's anything else you can think of that might be of help. Go ahead and send Kortney an email

Participant T 25:34

For sure. And you have my contact. If you have any follow up questions, feel free to email me or with however you want to communicate with me, I'm more than happy to share anything. So thank you.

Interviewer - JM 25:45

I appreciate that. Have a great long weekend.

Participant T 25:49

Can I ask you one more question is, what will this be like a this a study? Or what? What will this be for?

Interviewer - JM 25:55

This is part of Ms. Tambara's, dissertation, she's working on her doctorate. And so this is going to be she's researching what the impact of parent participation in the college application process. So if you like, you know, she's going to be transcribing all of this. I've already had one person ask, they'd love to read her dissertation. So if you would like a follow up, she Okay, great. I'm sure she'll be excited about that.

Participant T 26:24

It's funny because my husband, my husband actually told me maybe you should have been a college counselor, but I'm actually a volunteer. I volunteer for this one organization called School on Wheels. And so what I because I went through this whole process with my daughter than I was like, some of the students are like high school students. So I was like, You know what, I can help some of these students, like, start getting their stuff together for their college applications. And I actually helped I helped four students do their their college applications. Wow. Like in the fall? Wow. So yeah, I enjoyed

Shows you how much joy I get from being a CPA.

Interviewer - JM 27:06

But you know what, I love that you're willing to help other kids whose parents might not be as involved or might not know where to start. So that's really cool.

Participant T 27:16

And with, with these kids, they were all foster kids. So then they don't have any parents in their life. Oh, my God, like, people on wheels. Is it school on wheels is for homeless students.

It's for oh my gosh, homeless. Yeah. Or it could be kids who have like a parent, but they're like in emergency housing. But the hands that were in the teen ones were actually like foster youth.

Oh, my goodness. Wow. Thank you for doing that work. It's so important and how blessed are they? So thank you so much, and have a great weekend. Okay. I'll be sure to make sure. Absolutely. We'll be sure to get back to you on the the research. Perfect. Okay, thanks so much. Take care. Bye bye and good luck. Bye bye.

Transcribed by <https://otter.ai>

Appendix N: Parent Interview – Participant J2

1

Participant J2

Interviewer - JM 0:10

Hi, X

Participant J2 0:13

Hi.

Interviewer - JM 0:14

How are you doing today?

Participant J2 0:16

Good.

Interviewer - JM 0:17

Good. You look official. Are you actually in you're in an office office? Not a home office, are you? Right? Okay, and it actually looks like a school office.

Mm hmm. You know what gave it away the safe zone behind you. Oh, what is it that you do for a living?

Participant J2 0:40

A school counselor.

Interviewer - JM 0:41

Oh my goodness. Well, this is right up your alley then. With X. My name is Jamie. My name is Jamie. And I'm so grateful that you're taking some time to help with this research. Just so you know, I am recording this but the video is not going anywhere. It's just for transcription purposes. And any will be using aliases and to protect everyone's anonymity. I always struggle with that word. Okay. So start by introducing yourself. Tell me your name. And then what school is your son or daughter attending?

Participant J2 1:18

Okay, my name is X X and I have two children at Northwood High School. And Matthew is a senior and John is a freshman.

Interviewer - JM 1:30

All right. Okay, so you've got the book ends.

Very good.

Participant J2 1:37

I have a I have an older one who graduated from Northwood four years ago,

Interviewer - JM 1:43

Okay. What what level? Are you a school counselor at what grades do you counsel?

Participant J2 1:51

9-12.

Interviewer - JM 1:52

Okay, so your high school counselor Oh, this is. So this is your jam, you are living the other side of what you've been helping parents with. So, I'd love it if you could start off by sharing your education. And if you could start way back in elementary school.

Participant J2 2:14

Okay, I grew up in Garden Grove and attended a private Christian school, very small school. From K through sixth grade, I think we had maybe 120 people in the entire school. And then moving on to junior high was another Christian school - Westminster Christian. And it was again, six, seven, I mean, it did have it was split up to two campuses, six, seven and eight with the junior high. And again, it was very small, maybe about 200 for the six, seven and eight group and then the K through six, our K through five was on another campus and it was a little bit bigger. And then I decided to I went to public high school, Garden Grove in the Garden Grove district. So it was Rancho Alamitos High School in Garden Grove, and then went on to Cypress College. Finished my associate degree there, took some classes at Fullerton College to kind of move move a little quicker and then went to Azusa Pacific for my bachelor's and master's.

Interviewer - JM 3:39

Right. I got my masters at APU. Yay. Yeah, it's a great program out there. So how involved were your parents in your education and in your college choice process?

Elementary, quite a bit. My mom was not so much my dad. They had gone through a divorce and so it was more my mom. You know, my mom had more connection because it was an elementary but once junior high it was just all me and through high school. Yeah, everything I did everything she I don't think she even stepped foot but one time on the camp- twice. When I, when she enrolled me there and then when she came to graduation.

Okay, so now well wasn't the expectation that you would attend college or like you said was that kind of your your decision?

Participant J2 4:44

My. She hadn't really she'd gone to some Community College. Pasadena City and she she didn't finish or anything. She had kids and stuff and it's in schooling she was. It was really tough for her but my dad had always pushed, getting your degree and. And that was just the expectation, even though he wasn't around much. And so, I mean, I just knew that that's what needed to happen. And yeah, so yeah, yeah, I mean, I mean, I did everything I mean, I paid for it all by myself nothing, never. My mom wouldn't give. She was very protective and she wouldn't let me have her taxes. So while I would have really qualified for financial aid, she wouldn't she

wouldn't pass over the taxes. And I, of course, I, you know, was very, like, follow the rules and didn't want to, you know, get into trouble and looking back, I should have just done it. Like

Interviewer - JM 5:52

You're like, I am still paying for it!

Participant J2 5:53

I am.

Interviewer - JM 5:54

Wow. So then with your background, this is going to be an interesting question. How has the college choice process changed since you were in school?

Participant J2 6:07

Oh, night and day. Night and day? Yeah. I think, even like thinking back there was, you know, you had your upper level honors kids who it did feel like there was more options for them. And, you know, just counseling in general wasn't as, and especially in this district. It just wasn't as college centered. So or career, you know, it just wasn't, yeah, you have this office, but nobody like, really, you know, pulled you in to come and do stuff.

Interviewer - JM 6:47

So would you say that focus was more on graduation and not necessarily post graduation options?

Participant J2 6:54

For those who were average, to, you know, lower level? Absolutely. Yeah. So if you had us above a certain, you know, three - five or higher, or, yeah, about three - five and higher than, yeah, no, they would. I mean, it felt like everybody else, you know, they knew what they were needed to do. And it was intimidating. For sure. You know what I mean, I wasn't in those classes. And so, I was afraid to take the SATs, so, you know, I just said, you know, community colleges easier. I'll just do that.

Interviewer - JM 7:37

And go that route? Sure. So you feel like the, it's changed in that there's more awareness for all levels of students? About the options?

Participant J2 7:47

Absolutely. Yeah. Even for special education students. Yeah.

Interviewer - JM 7:52

Right. I mean, access is a big deal. Sure. So how would you how do you define success in relation to your own child's college application process?

Participant J2 8:06

So now, am I only talking about the current senior? Or do you want? Like, what do you know what,

Interviewer - JM 8:16

I'm fine. If you toggle between both of them, just kind of if you could clarify and say for my senior for my freshmen, that would be helpful. So with your senior who just went through how do you define success?

Participant J2 8:32

Well, I mean, it's, you have to start from the, you know, from the points when they're little, I mean, it's not something that just happens, you know, ninth 10th and 11th grade, I mean, it's, it's got to be ingrained in them. And so, for success, though, is like, you know, we do we did push for year, honestly, but then, at the same time, recognizing that, you know, if he did want to choose a community college, then he would feel okay with it. And, and to know that, that it wasn't a bad thing. Because I know there's a lot of students sometimes get discouraged or whatever, if, you know, you talk about community college and that they're not maybe not worthy enough for the four year. But I just know that in my own personal experience, how going to community college, sometimes you get lost in the system. And, you know, for me, it took me forever to kind of get out and move on to the next level because of various things and life and, you know, the classes take a long time. I felt like the semester so long that maybe I would have benefited a little bit better from a quarter system. Because they're, you know, midway through, you feel like, Oh, it's just like dragging on, and that you're not making progress.

Interviewer - JM 10:12

Right? Okay, so a four year, and it didn't matter if it was that I mean, success would be ideally getting into a four year and it didn't matter, you know, Cal State, UC, private, right, like I wanted him.

Participant J2 10:27

Yeah, I wanted him to have options available to him for the beginning of his senior year. Right, and that he was expected to apply and that, you know, we were working every single semester. And, you know, he, he did struggle, in certain aspects, he's on a, They're both on a 504 plan. Matthew has a senior has ADHD, where, and so and he is at a higher caliber, he's a higher, higher caliber, kind of a kid. So, you know, I did expect a little bit more from him. However, he did, you know, he had some troubles along the way. And, and, but, you know, I, you know, it was like conditioning him, like, Look, you need to be applying to a four year, you could always change your mind, you know, when we get all these acceptance letters back in the, in the springtime, and then if you decide at that point that you want to do go on to community college, then, that's fine. But it's got to be your decision, and we need to apply so you can have those decisions made available to you.

Interviewer - JM 11:33

Sure.

Participant J2 11:34

And so, with the younger one, who does struggle academically, not as, you know, not in the higher level classes, and not, he has to, you know, have anxiety and it just, you know, everything's everything has been just so difficult for him in general, in, you know, along the way. And so for him, it's like, okay, you know, I have to be careful with him and not push too much. And, and I have to, you know, kind of watch what we do, but set high expectations, but, but not, not too much, like too crazy. And, and because I know he could he, he gets easily discouraged because of his two older brothers. And he's always trying to compete, and trying to live up to their, you know, what they've done and what they're accomplished and it is different. It's just, he's just, he's a different kid. Yeah. And with Matthew, you know, he excels in math. And he got frustrated, because it felt like he was pigeon holed for something that, you know, from that when they started the placement tests and whatnot, those assessment tests back in sixth, seventh, sixth, sixth grade, I think it was, and, and, you know, I did not want him GATE tested or anything like that. But, you know, I want because I was concerned about his maturity level. And, well, I know, he needed to be in higher level classes. Just the way they structured the GATE program, and I just, you know, I didn't want to have to pay for a test, I felt like, I'm not paying for my kid to be tested know, if they, if he makes it, then he makes it on his own. I'm not going to, you know, pay money to have him take a test for that, it's going to do that. But then he ended up you know, qualifying. The school qualified him on on his own and without me having to pay, and then he was placed in those classes. But, because he, you know, with his ADHD may not have taken the test quite seriously. And then he got he, you know, he kind of, you know, wasn't placed into the higher level classes, he had trouble, you know, seventh and eighth grade. And I don't think I think looking back now, he wasn't challenged enough. And then you saw the behaviors.

Interviewer - JM 14:06

That leads to other things. Yes.

Participant J2 14:11

Yeah. And then, you know, it just continued on, you know, and I didn't push, you know, because I figured, okay, you know, school knows what he needs. And, you know, I'm, I was still kind of, yes, I had one kid go through Northwood already. But I felt like he didn't take the older one didn't take at all any AP classes. Where Matthew, he should have been in honors classes. In all honesty, he should have been there from the very beginning. And, but I just thought, you know, okay, I'm going to listen, I'm not going to squak too much. You know, maybe it's the right balance. And so then with math, oh, I did. You know, I said, Matthew, we need to, he's kept wanting more and more to do over the summer, and so he took, he wanted to advance and this is all him wanting to advance. And so because he he everything was online to do those advancement classes. And you know, he just struggles in online classes in general.

Interviewer - JM 15:14

Yeah.

Participant J2 15:15

And, you know, that was before everything. So I had him, I said, well, let's look at different options. Like, let's have you take a community college class, so he started taking community college classes, starting in his sophomore year. I had him do that. So he's taken six over the course of high school, his high school career. Yeah. And so I was a little disappointed in Northwood, in the fact that like, he, his goal at the time was to take the classes to get into Calculus, he wanted to be with his friends. And he wanted and he knew he could handle it. And he was motivated, and he wanted to be in Calculus with his buddies. And so I said, well, then that's when we'll go take the classes. But then the school said, No, once he leaves the math program, he's not allowed back into Northwood's math program. And I was like, Okay. And, you know, because the way they structured they had explained it all to me, because it was a different kind of a class or whatever. And, and, okay, well, fine, forget it, then, you know, we don't need their class. So we just, you know, stuck with, we stuck with the community college program, and ended up being the best thing ever. He got even at higher level, keep an eye on what the what is available for Northwood kids and so. So he, he, his confidence level, really increased.

Interviewer - JM 15:16

That's awesome. Yeah. Good for him. I mean, I math was not my jam. So what schools did he end up applying to? And where was he accepted? And what what's his choice? Where are we now?

Participant J2 17:03

So, so I, he did have a lower GPA. And I think, you know, that I think the fact that it was a no credit, he just got pieces, you know, with a credit, no credit and everything freezing and pandemic, and all of that and not just in not being able to use his test scores, and have them look at it differently. Like he, you know, I didn't even have them go through an SAT prep class or anything like that, but I had him at the end of his sophomore year, take the ACT, and he scored at 27. So I wanted to get an idea of like, kind of his baseline was and thinking, Okay, you know, pre pandemic, like, Okay, if I get this kid, to where, you know, where he's taking all these classes, then, you know, I may not, I don't have to, like, fork out all this money for an SAT prep class, he's already going to have the knowledge, he'll do better. And so we were kind of gearing all up for him to take the SAT and the ACT, and then all of that kind of, you know, went out the window. And, and then with the lower GPA, like I said, he had a three.. he only had three semesters then. Right? Because it it's a freshman year, one, two, okay, so he had four semesters worth, maybe, maybe five semesters. And, you know, just he did have a tough we had, we had a lot in the family and he just had given up right at the wrong time and the grades, there was just just a bad thing. And so, he, it was pandemic and not having that extra semester to kind of, you know, power through. It really did impact his GPA. So, you know, I still had him apply to the UCS, most of the UCS, I think we applied. I kind of used him as my own little case study to see. And while he didn't really want to go there to these schools, I made him apply anyway, you know, and so, I think we apply to every UC but but Berkeley. He had, and then he and then we did most we did Cal Poly SLO, Cal Poly Pomona, San Marcos, Fullerton, Long Beach and San Diego State. And he got into Pomona, San Marcos. And Fullerton. Yeah, those are the three that he got it he for the Cal states and then the UCS. He was waitlisted to

Riverside. So but he also applied to ASU. And, and that's Oh, and then I had him apply for the Honors Program at ASU. And because we were looking through, when we were doing our research, and he, he filled out the application for that, and he got into their honors program. And looking back now, that's, that's where he's going to go. And he really, we have family that's over there. So he just feels really connected. And because it's their part of their part of the WUE program, and so the campus that he will be attending is not the Tempe campus, it's the West Campus. So it's a much smaller, more, it's more like a private school, even though it's ASU, it basically looks like a private school, and they have the honors program on there, and it counts for WUE. So and he just really felt, he felt comfortable there, it's a very small, he's very motivated, once you get him, you know, once once he gets the hook, and, and he likes the he needs, he needs a smaller school. So I even, you know, he probably would have been fine at a Cal State or UC or whatever. I mean, Cal State, I was a little worried about the UCs, personally, he probably would have been fine. I just, if they're just too big, too big. He needs he needs that more one on one. More than a more intimate, you know? So that's kind of where we're at.

Interviewer - JM 21:39

Well, congratulations. That's a big deal. And very exciting, I'm sure. Right, and the honors program on top of that. So way to go, can you tell me a little bit about what a super involved parent looks like, in helping their child prepare for college admissions, and then, conversely, what not involved parent looks like?

Participant J2 22:04

So I think I'm, I know, I'm more involved than most, and I'm pretty involved. But I think, you know, a lot of parents aren't, as, you know, I have training I have, you know, I kind of know the ins and outs, but I'm still learning, I learn new things every day, there's something new that you find out or, you know, that based on too, and, and so there's just an it changes, there's so much change happening right now that, you know, you really have to be on your game 24/7, and these kids are, they're kids. And they don't know it all. And you know, they'll miss something. And I think there's such a, you know, it's a great, it can do great harm to them if they just miss one email. So there has to be that constant. Hey, did you check your portal, did you check the email that I got sent, you know, this is what it said, you need to follow up on it, and they just, you know, they're kids, they just don't, they don't, they're not detail oriented, as what you need to be, and there's just, no, there's no grace, because the schools are too big, and they're looking for ways to you know, you don't follow direction mode, man, you're out, you know, you lose your admission. And if you don't sign in, by a certain, you know, time or whatever it is, you don't turn in the one document. And so it is in each school has their own different process. So, you know, trying to have that parent kind of keep on them, you know, it's not all the think working in the, in the public education. It's not the school counselors' total responsibility, like, Yes, we have to provide the information to parents and families and students and so that they, but it's got to be a together thing. Kids can't just fall on one person to you know, to do that. And yes, I do have parents that, you know, they just don't know, or there's a language barrier or whatever. And I see that with, like, in the in iusd, where, you know, and then they'll pay outside, you know, they'll pay for a private person that kind of be that have that role where they are you know, on the kids, you know, and doing this going over the personal statement, because again, this the expertise of

that individual and, and so but, you know, for those that I mean, obviously just aren't engaged or, you know, oh, they're just going to go to community college I'm not going to have to worry about it's easier for me, it's easier for them, it's less money. But then, you know, I see I think I have a different perspective where I see the kids you know, in the in the springtime where, you know, they're getting all these letters of acceptances and then I know it happens because I see it where the kids like, well, well, you know, I'm only going I'm only going to community college, you know, where, you know, this other person's getting into this school and that school and and I just I know people feel bad about your students feel bad about that so I just didn't want to you know, like cuz I've even worked with some parents and stuff and and so I can say, well just keep your options open you know apply and because you never know you say that now you may not want to apply at this moment in time, but when you get those acceptance letters back and all your friends are saying I got in here I got in there you, you don't want to have that regret.

Interviewer - JM 25:42

Right. So that's you, you really have an interesting perspective because this is what you do, you know, for a living. How involved was his Northwood counselor with the process and how did they invite you to be part of the process?

Participant J2 25:59

So I think I mean, honestly, he did have a, I feel like there was a I still haven't quite understood the system at Northwood, honestly, because you have your one meeting in sophomore year, which, to me, that is just I don't get it. You know, because it's just a different way of different way of how we do it in this district. Like we're we're there from, you know, ninth grade all the way to senior year like with the students and where, you know, at Northwood, I got to meet the counselor one time we went over the, for the sophomore conference and stuff. And that's kind of when you know, yeah, they tell him to go on to Naviance and do all this stuff. But you got to be I mean, I know it you have to be on the kids like to, to get it done. It's not enough just to say, okay, go and do it. No, you have to be on them. Yeah, yes, yes. let's print out your list. And, and I and it's kids and growing up. But so that's why, you know, I, it's hard, because, you know, I don't want to be too critical. Like, because I because I know how difficult of a profession that is. And, and but then like senior year, you know, it was really, you know, very involved in. So I love that they did work directly with Matthew. And it was a different counselor, by the way, and what we had before and because the other counselor had left. And so it was it was a little different. More involved, of course, I mean, obviously it's pandemic happened. So I think things are were a little skewed. But I still feel like more could have been done in the junior year. But, I mean, I understand we were in the middle of a pandemic, okay, so there was only so much you could do.

Interviewer - JM 28:15

Right.

Participant J2 28:16

So that, but I think even with my older son, my I have three, the oldest one. I never even there was nothing that happened junior year, there was only the one sophomore conference, and then a little bit a little bit senior year. And it's just the quality. I don't know, it just there wasn't much interaction. And, and like I said, I had to initiate everything. And I know everybody's busy. But I just feel like there needs to be there, needs to be more. I don't know, it just I think there needs to be more.

Interviewer - JM 29:03

I appreciate that feedback. And you know, you know, the ins and outs more than I do. I've never been a school counselor. So I definitely appreciate that. And you speaking up on behalf of so many kids, not just your own but you know, you're advocating for all students. And so last question then and you kind of answered this but on a scale of one to five one being low five is high. How do you compare your level of involvement with the other parents at your child's school?

Oh, I'm I think I'm like the highest I think because. because it's I my kids have trouble you know, they they have their own issues. They have a 504 plan. I know. I mean, I try to be involved as much as I can. But I don't want to be that parent that is, you know, like overdoing it, you know what I'm saying? Like, I don't want to be that parent. Like a balance, I want them, I want the students to step up and, and advocate for themselves. And I have to kind of guide them to do it, but you better believe I'm out there emailing those teachers, like, because I, you know, sometimes the, you know, the kids, they're not going to tell you everything, and you're trying to figure out the system. And I don't really understand sometimes the why, why it's done, you know, with Canvas and certain things and it's confusing to me. So, you know, which I know, that's why it's confusing to my kids. Why? So it's in and they'll think of it, they'll say something of how it's, they'll try to explain it to me. And I'm like, well, that just doesn't make sense. You know, it just doesn't make sense of what you're saying. So I'm not going to call you a liar, but I'm going to check it as a teacher.

I'm just gonna double check, right? Make sure this I understand correct. Yeah. Well, X, you know, I, I appreciate your time and your effort and your your insight. And then I want to say I also appreciate your efforts as a school counselor on behalf of so many kids going through this process, surviving a pandemic, we know you're supporting them social, emotionally, academically, etc, etc, etc. So thank you for your time and just what you've chosen to do with your life. Thank you.

Participant J2 31:57

What is the purpose of this?

Interviewer - JM 31:59

So yes, so Kortney Tambara is writing her dissertation for her for her doctorate, and it's specifically on parent involvement in the college application process. And so, you know, you took part of the survey, and now she's following up with some interviews. And then she'll write her dissertation. If you are interested in the actual finished product. You know, she's going to be

10

watching this video transcribing. And I'm sure that it would be helpful in your role. So, you know, I'm sure she'd love to share that dissertation with you

Participant J2 32:33

And then I would appreciate because, like, any, anything that I could add to my toolbox.

Interviewer - JM 32:42

Yes. add to your toolbox

I got to so I'm just assisting her with this. I have a background in education. And, you know, I wanted to be part of this. It's been very insightful. And the last thing is, she also wants to thank everyone for their time. So if you could put in the chat, your email address, she'll be emailing you have \$15 amazon gift card, which, who doesn't love Amazon, right? Yeah.

Participant J2 33:14

I'm gonna put my husband's

Interviewer - JM 33:16

There you go. Oh, how fun X X. Wonderful. Well, X. Thank you again. I hope Hey, it's 330. I hope you're able to wrap it up and go start your three day weekend. Yes, thank you.

Participant J2 33:33

Three more hours to go, but Yeah, all right.

Interviewer - JM 33:35

Well, hey, have a good one. Take care.

Participant J2 33:37

Thanks. Bye bye.

Interviewer - JM 33:38

All right. Bye.

Transcribed by <https://otter.ai>

Appendix O: Parent Interview – Participant D

1

Participant D

Interviewer - JM 0:14

Hello, Ms. X. Are you there?

Participant D 0:38

This is X. How are you?

I'm great. X, how are you doing?

Interviewer - JM 0:44

Good. Good. Thank you. Good. Well, hey, my name is Jamie. And I'm so grateful that I have a chance to speak with you. Thank you for uh, you're early to I logged on. And I'm like, Oh, my gosh. You're so prepared.

Participant D 1:00

Yea, I worry about too, sometimes. technical issues. And everybody's frustrated. And then your

Unknown Speaker 1:10

last minute. Yeah.

Participant D 1:11

I always come to the meeting early.

Interviewer - JM 1:14

Well, very good. Hey, I'm sure that your children have appreciated that and have learned that skill, right?

Participant D 1:21

Yeah. Time management.

Interviewer - JM 1:23

Yes. I'm still working on mine. Well, have you had a great day so far.

Yeah. Very good. Thank you. Where are you now?

Participant D 1:33

Just curious?

Interviewer - JM 1:35

Yeah. So I'm actually I travel for work. So I'm in Tucson. I'm in a hotel room right now, which is why I'm blurred.

Unknown Speaker 1:45

But thank you so much for your time today. Before we begin, I just want to remind you that the the meeting is being recorded. And I just want to assure you that the purpose of recording the meeting is for transcripts only. And we won't be sharing this or, you know, we will be using aliases. And when I say we it's Kortney Tambara who's doing the research. So we'll be using aliases to protect anonymity. And then I just want to thank you for first of all responding to the survey. And this interview will take approximately 30 minutes, depending on how long you know, we get to chatting. And this research is part of a doctoral dissertation where Kortney's looking at parent engagement in the college application process.

Participant D 2:32

Yes, very good. Okay, great. Kortney is the is the research student or?

Interviewer - JM 2:40

Yes, yes. And I'm assisting her with the with the interviews only.

Participant D 2:44

Okay. So also, you are you work? Which company or which is university? Are you working?

Sure. So I am in education in the field of education, but I'm not representing any company right now. Oh, okay. Yeah. Okay. So, um, could we please start by you telling me your name? And then tell me what High School your child attends? Okay. My name isX.

Interviewer - JM 3:15

I love that and very cute. Okay, and what high school does your child attend?

Participant D 3:19

Portola high school in Irvine.

Interviewer - JM 3:25

Gotcha. Very good. And hey, congratulations, is it a son or daughter?

Participant D 3:30

It's a daughter, and she is going to go to UCLA for data science.

Wow. Wonderful. data science.?

Yeah, so we are we are very, very, we are very, very happy to very good. Yeah. UCs very difficult to get in.

Interviewer - JM 3:49

Yes, it is. Yes, it is. So Well, congratulations on that. So I'd love to know a little bit about your educational background. If you could explain, you know, your educational background starting with Elementary School.

Participant D 4:03

Oh. Usually I start from college. Starting from elementary school, okay. I was born and grew up in Shanghai. So my elementary school, middle school, high school, college, in the same town in a small town called [ga tin?]. It's like Irvine, very similar to Irvine.

Interviewer - JM 4:33

Okay,

Participant D 4:34

It's a small town in Shanghai, and not in the town center, in the suburb. And I had a very good education. Because my parents are professors in Shanghai University, both of them. And then President, President Nixon, he visited China in 1972. So starting from one day, in 1972, the Parents expect me to go to America. that's a high expectation, very high expectation. And I was very lucky and then my parents invited some tutors to teach me English when I was very young. So I had a very good education in elementary school, middle school, high school and the college. my parents so much time to work with me to help me try to find my interests and then try to help me and try to encourage me. they try very hard always pushed me toward a doctor degree, a PhD. At last, I got it, I made it. And in college I was Yeah, I was in Shanghai University. Shanghai University. It's the local university. It's similar to in Irvine, is similar to UC UCI, locally, just 10 minutes away from home. So it's UCI similar.

Interviewer - JM 6:17

Did your parents teach there?

Participant D 6:17

Yeah, my parents, both my parents were the professors in that university, so I had the opportunity to have very good education and privilege to choose any class I want. I can go to any class.

Interviewer - JM 6:41

ANy class. That's a perk.

Participant D 6:41

It has some very, very good local university. It's a local university. It's not like Ivy League. It's not. So I could go to some Ivy League university. I was able to, because in China, the students we to college is based on only one, the score. nothing else, just the score.

Interviewer - JM 7:05

Wow.

Participant D 7:07

You spend, I still remember July six, seven, eight. Taking

Interviewer - JM 7:16

For taking the test?

Participant D 7:19

It's like ACT or SAT test, three days a year. That's it. Not like here you can multiple you can take whatever you want, right here. Then, in Shanghai, in China, so I, I was very lucky. So I went to this school, graduated from the university. So I was the teaching assistant in the university setting for three and a half years. So I was very lucky, I had the opportunity to bid to went to go to England. So I went to Sussex University in England for my PhD. The reason is, I was very lucky, I married to my husband, my husband was the one of the top 10 students who had a PhD and the Queen sent the money to, to these top 10 students in Canada, to England. So he was one of the top ten. I was, we were very lucky. So I went to England. I went to I almost went to 29 professor's office to ask for money. Ask for scholarships. Anyway, I got it last time. So I had a scholarship so that I was able to study in England at Sussex University. Six years. Then I got a job. Yeah, six years to finish the PhD. I finished the research work very early in like three years and a half and then I was not able to graduate because of the visa. I don't have the visa. I had to go back to China. No, That's not my goal. I want to go to America. Anyway. Long story short, then we went to Milwaukee, Wisconsin. Milwaukee, Wisconsin for the job in Eaton (E-A-T-O-N). Oh, that's a big company. So we work there for both my husband and myself. My husband is a PhD in electrical engineering too. So both of us. So we both had a so had a very, very good education. Yes, yeah. Very, very appreciate. And then we work for EATON. He worked for EATON for 10 years. I worked for 11 years. Then we moved from Milwaukee, Wisconsin to Irvine which is California. Because of the weather and the nice Chinese food, that's the reason. Okay?

Unknown Speaker 10:11

Yes, California weather is the best. And selection is really good. I live in Walnut. So you know, there's a great Asian food selection there as well. So you've already kind of alluded to it, but how has the college choice process changed since you were in school?

Unknown Speaker 10:34

I was in school in Shanghai, in China. The college application process is completely different. And I we are very lucky, we had a son, our son is 30 years old now. So 12 years older than that, what the water. So we were very lucky, we learned it once. So I know this time, I can do it. I was, I did a lot of research in starting from 2002 to 2003 timeframe. I was able to find the documents to teach me how to do a college application in Chinese. Now it's everywhere we can find so many documents. Yes. So I learned through my son's application. And so then I wrote a lot of articles about application. I took notes, if it was English, then I translate to Chinese. So I had opportunity to learn and then, I wrote down a lot of essays and I publish some of the articles in WeChat, Chinese platform social media, it's called WeChat. Yes, it's like a Facebook LinkedIn here in China chat in Chinese. So I help students from China for college application.

Interviewer - JM 12:21

Wow, actually valuable.

Participant D 12:25

I'm very familiar, I like it, I have passion to learn it. What is this? What do they are looking at the time, the schedule like you said it's the very interesting thing is time management is so that's when I replied to the survey I say lead that the parents role like my role is needed apart and to serve the people, serve the children they don't want to listen to you they were born here they know everything in English is their first language not perfect always known some bases broken English. It's okay. So, anyway.

Unknown Speaker 13:14

So, you kind of said right now, you feel like the parents role is to lead the project and serve the students so the children

Participant D 13:22

Yes, because they have stress. So, if you talk too much later, like, I know that they don't like it. So, yeah, so that my job is project management job, do not repeat parents, please do not do micromanagement to please to be a leader and leader means three things sympathy, empathy, empathy, and listening may want to complain a lot, whatever they are not happy. Listen, listen. And that respect, respect. So I, I wrote to the essay to tell the parents just to shut up. It's called a zip and the walk away. So this so that's my suggestion and the experience. Then in Irvine, it's a very interesting city. There are two category. One category is like those students are like the parents like me, learned this through the process, already had experience. And then we are able to read English. It's not perfect. We are able to read English and understand the process and go to forum like college board or the or whatever the website to learn what they say. When we started, we can do project management work, that's one category. Parents. The second category of the parents, they are new immigrants. They just arrived in Irvine like three years ago or four years ago, a lot of people, they came to Irvine through the EB Five, I'm not I'm not sure if you are familiar with Eb Five. That's immigration you know, they invest or whatever so that can get you the green card for family. They came here because of education. They wanted to be here to have a high school or middle school, or some just starting from elementary to come here, this kind of parents are very, very frustrated. They don't speak English, they read English, but they don't speak English, almost zero. So they had difficulties to communicate with the teachers in school or counselors in school. That's a very, very difficult part for them. So therefore, I help the most of the people how to how to apply for, prepare, prepare for the process. So I am familiar with this kind of two category of Parents. Unfortunately, it's a culture The Chinese people really care about others neighbors thought. We compare, we always compare our daughters against our daughter against neighbors daughter? The number one school? That's not right. I know that. That's not right. But we have done this for a long time.

Interviewer - JM 17:04

To put a lot of pressure on kids.

Participant D 17:05

Yeah, it's called a peer pressur, parentse is parents. Parents and compare. We have good acts. We have very, very enjoy in the WeChat to tell one person say for example. Peter got five AP.

And the other say, oh, Steven got to 11. You know, comparing, compete. Yeah. Then for elementary school students, because the parents don't speak English. So they started to hire people to teach the kids English. They worried kind of a lot of worry, a lot of concerns. You know, everybody wants to be the best. To go to Harvard or Stanford. Whatever. Ivy league. They worry about the college university, the rent. Everyone's good at asking them who is the number one? It was UCB- UC Berkeley, it was better than the UCLA. Recently one year ago about UCLA, the ranking is better than the UCB, UC, and always is a discussion in the WeChat app in the WeChat group, right? We have nothing to do and they'll always say this say that. Anyway, that's the culture to group of people are really good at at Chinese, Asian, Asian, Chinese or whatever. Vietnamese, too. Japanese. Okay. Vietnamese, Chinese and the other one? Jewish people. They're competitive.

Interviewer - JM 19:09

very, very competitive. Yes. Yes. for college going? culture. So I have I'd like to ask you some questions specifically about how you define success. When it comes to your child or your children's, the college application process what if they're successful,

Participant D 19:30

Successful to me if she can go to UC, any UC. Because the purpose of the education is to get her degree. That's not the start, not the beginning. It's not the end of the process. It's the beginning of the process. You have a long way to go. You have graduated degree and you have PhD. You know, you have a lot of opportunities. Even you don't have a degree. In the United States, if you have a skill set, you still can survive. That's my passion. Back in Canada. The parents always say you have to get a PhD otherwise you cannot do. Otherwise, we cannot say anything about you in front of others parents.

Interviewer - JM 20:23

Wow. Is it your expectation that your children have earned their PhDs?

Participant D 20:29

No, I do. Not. My parents, my parents did, my parents, my parents are very proud in front of everyone, enjoy saying that,

Interviewer - JM 20:42

hey, that's great.

Participant D 20:45

I was a PhD, whatever us pensions, whatever the bigger company workers, heroes, whatever the you know, we get to the green card or those who national something wave, you know, outstanding scholars, scholarships, scholars, whatever. You name it, whatever. I even forgot many, many years ago. So the parents are proud of that. Yeah. I cannot I only well to the kids to be happy, healthy, and contribute to the society community, instead of seeking whatever the money you make, whatever the money you make, it's not my money. It's different. In China, the culture, when we make money, we send the cash to parents to say thank you. Okay, after tax

that's big money we send you to change that culture, you should otherwise not respect to your parents. That's called the money talk.

Unknown Speaker 22:05

Well, I know you mentioned that your daughter got into UCLA. And that's awesome. Was that her first choice?

Participant D 22:12

First Choice. Wonderful.

Interviewer - JM 22:13

What? What other schools Did you apply to?

Participant D 22:17

She applied to UCI, UCSD, UCLA, USC and Vanderbilt, something like that..

Interviewer - JM 22:37

Where do you mind me asking where she got in? Which schools did she get accepted into?

Participant D 22:42

She She was accepted on almost all of them. And one of them, she didn't expect to get to that sector because she needed a financial aid. I told her I'm not going to pay. I said, I'm not going to pay you your loan at all. You work hard. You work study, you loan. I'm not a typical Chinese at the typical Chinese parents pay everything, pay everything. And I too want to do that. On purpose. I learned the from, American. And I worked in Eaton and I learned from my engineers, engineering managers, he they told me don't pay half. I'll pay a portion and then, do match. say he works hard. Make 100 on match, you have a match. You know, if it motivates her to work, to to, to to be independent. For example, She taught English on to Chinese people when she was started turning for 13. Yeah, that's very good. Then she made for you that we should make a \$15. I match her \$15. So then she is multiple that's, that's her system. I learned that system from my engineer, engineering manager in in, in Milwaukee.

Interviewer - JM 24:20

Wow.

Participant D 24:20

He has a lot of incentive program, which is very different from Chinese style. He told me you pay half, the maximum you pay when they get to all the A's and the B's. If it is lower than B's, stop paying.

Unknown Speaker 24:45

That's good incentive. Tell me about the term college fit in thinking about a good college fit for your child. What are some of the characteristics that come to mind?

Participant D 24:59

Okay, balance, balance work and life balance. That's what we are looking for. And the distance we do not want her to, because of the COVID-19 we, we learn that we think it over what is the purpose of the life? What is what is we are looking for, we do not want to pursue for money, for thesis, we want balance, you know, life and work balance. So America taught me, coached me much more than before. A lot of American people among American culture I learned back in China, it wasn't it's for the 996. What does it mean? Starting, you go to work starting from nine o'clock, you finish the work at 9 o'clock? At nine. So nine and then six days a week.

Interviewer - JM 26:07

Wow.

Participant D 26:08

It's called a 996. Because you work hard in order to get more money or make more money or get promoted. And if you think it's always a six days, 12 hours a day, you see how many how many hours and the comparing american people? Oh, it's four o'clock I go home.

Interviewer - JM 26:36

Right! Well, when you work 12 hours, you don't have time to spend the money.

Participant D 26:42

They work very hard and do not do exercises. Not to cook. You know Do not cook at home. Just buy fast food. It destroy your healthy.

Interviewer - JM 26:57

So I'd like to know more about your involvement. You shared a great deal. I'm wondering what does it look like to be a super involved parent, when helping you prepare your child?

Participant D 27:09

The super involved we call the tiger mama Tiger mother. Very a lot. Typical Chinese a lot of Tiger mom, mother. They wanted the kids to go to Ivy league. Successful is measured by Ivy league, particularly five universities. It's not eight. Because all these eight are really this are not equal. Equal. Good. They are not. I couldn't remember which five are good.. Only the only your kids can go to this five, accepted by these five college you can go to that group. WeChat group. And otherwise you can't

Interviewer - JM 28:01

Oh, the WeChat group they won't let you in? So I'm assuming like Princeton, Harvard, Yale. Princeton, Harvard, Yale. Columbia. Cornell.

Participant D 28:13

Who knows? It's not Cornell. Cornell is it's a lower. Yeah. Wow.

I forgot which five. Okay. You are the top class. Wow. Like a class is a they give you class late Do not let you go up to the AP class, you know? Yeah, that's not right. I'm sorry to say that that's not the right. That's the beginning of the journey. The beginning of the it's not the end of the your career. It's the beginning of you career. And, you can be very successful. Even without a degree. Okay. These days. It's difficult. If you don't have a degree, it's difficult to to be successful. Okay. I agree. However, degrees is just a piece of paper. Don't be so frustrated. Okay, in order to get it free, we need to work harder. That's true. We need to pay. That's true. It's over. It's overwhelmed. It's too much. So that you know, the parents prioritize a lot of community service, just for college. That's the purpose of the community service is to contribute to the community and learn how to take leadership, teamwork all these details to build up the students quality, the character. Not say we do this because we want To put it on the essay you have before that they always send the kids to Africa, Nepal, Mexico to build the classroom the whatever it be the buildings you know put the bricks together the building right they make one building, take it off, make another building, maybe the next group of people come in... make admission officers the reader the essay similar the same place, same City, Mexico, whatever. They go to the same place, same city build the same building. They last two or three years ago, two years ago, they build the building, then they take it off, tear down and rebuild.

Interviewer - JM 31:01

Wow. So that's interesting. Tell me about a parent that you would consider not involved in the college choice process. What would that look like?

Participant D 31:12

Not in the college choice. The kids. Most of kids want to leave house leave, like eight hours, at least eight hours away, you know, they don't want most. And I did not go on to that toy wall. And the kids are kids. They seem to they want to be all excited. I'm so excited to the house. Right when I am eating I want Shanghai and exam. Right? Anyway. So we try to tell tell the children ideally, hour or two hours away by car and not by air. The reason is you learn to fly during some days. And you can drive of course, yeah, right. To go home. I experienced a lot of students they were the parents cannot. They want to fly back to home. They can't last March or April. They were in Easter so they can come home. So the parents drove there, drove there to pick them up. Wow. back four days, on the one way for Yeah, wow. It was snowing or whatever it was. Very difficult time. So, so that's why I get too involved into the distance. You know, became that interesting, a new factor, the new factor, right? If they do research work, they ate they wouldn't I? I guess maybe they would put a COVID-19. What's changed before COVID-19? What changed after? Okay,

Interviewer - JM 33:16

So I have another appointment at 730. So I have a couple more questions to ask you. Okay. Describe your involvement in helping your child prepare for the process. And I think you've explained that you've done a lot of research, but how were you involved? In terms of the extracurriculars that you were mentioning parents that find the service projects and send their kids what was your role? What did you do? For extracurricular.

Participant D 33:43

We started very early. We started not because of college, that's the purpose of was not for college application. We started because we want to raise healthier. So I because of my previous engineering manager told me you need to take her to for a sport when at least one sport because the Chinese people we did not. We didn't do that we do not pay attention to sports. We give you opportunity to go to college that that's not right. Because no one score right. It's called enters test score. That's only one number. That school, school whatever knows EC, no. Leadership. No teamwork. Don't worry about okay. No essay. No. So we started very early about when she was about eight year old. We took her to we sent her to the swimming team. The reason is the my previous manager told me you should do that. He coached me. He told me I should do that. But then I okay, I do listening. So every morning, we get up, we get my husband sent her to swimming training 530 to seven o'clock. Three miles swimming a day every day. Wow. For ten years. Wow. Okay, that's what we did. We have nothing to show people. We are proud of something, you know, like, competition like Olympics match. She didn't tell when she only when local like Orange County stuff not allowed to go to Nationals. No. Yeah, we only did the one thing which is we can say something 10 years. Early morning, get out and go for a swim.

Unknown Speaker 35:57

That's dedication. That is dedication. Well, awesome.

Participant D 36:02

Yeah, that's when she was she. She was the lifeguard. Because what she become left on, she went to work in the swimming pool last. Then she was the coach, swimming coach, Assistant. Okay, so that's the leadership. She taught a group of kids, she lead a group of kids for for for the training on the land, because every Friday on the land, they have a training plan. Okay.

Unknown Speaker 36:43

Yes. So on a scale of one to five. One is the low, the low end five is the most involved. How would you compare yourself and your involvement compared to the other parents at school?

Participant D 36:56

I think we are five. We we involve 10 years in only once in 10 years and stuff like Chinese Olympics, mass competition, all these other stuff. Allow two stories. We sent her to Las Vegas, my husband drove her 400 miles a month. How many miles? One way at least? 250. Whatever miles?

Interviewer - JM 37:20

Yes. Wow.

Participant D 37:22

For a lot of competition. Oh, we if we put all the miles together. You've been back and forth across the country. Wow. So we are we are at five, but we are different. We do not continue to push her and force her to do energy. We just encourage her to be nice and explore this explore

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that. We push her to be a doctor med medical school. She doesn't like to try that. So she said I don't want it. I said Okay, no problem and move on to another one. Then eventually she had a painful internship. As a high school student, she she went to a to a data solution company in Irvine for internship. And they pay her to do work. So she was manager said that she has a talent to own data solution. Data, whatever. Then should I do it? Yeah, enjoy. So she did. She didn't want to be a doctor. I want to I want her to be a doctor. That's me.

Interviewer - JM 38:37

My mom wanted me to major in business. And I majored in English. I couldn't I didn't, I wasn't interested in business. So well, miss one. Thank you so much for your time. Courtney is going to send you a gift card for Amazon. But could you put your email address in the chat? So we have it spelled out correctly? And then she'll be sending that to you?

Participant D 38:57

Okay, thank you. Yes.

Interviewer - JM 39:01

Yes. So it's at the bottom. Where do you see there should be like three dots at the bottom of your screen? Oh, yeah. Yes. If you go to chat, Uh huh. Okay, hold on. Yes. Or why? Why gmail.com? Okay. Okay. All right. Thank you. I really enjoyed talking to you. Congratulations on your daughter's graduation, and on her acceptance to UCLA. And, you know, thank you for serving your child and the community. I mean, you really made a difference. So, and I just love that you're also giving back so we can do this research. So thank you.

Participant D 39:58

Yeah. Thank you so much, Jamie. If you need any help, email me I will reply to you through email I'm waiting on me and the you to complete the research work out to the research worker about the keywords they wrote your keywords so you know your income in you know your that's somebody to research or work on that it's very believable. I didn't know that until recently I saw that. Is somebody do the research work based on your keyboard? Whatever, they know your family income, in which class.

Interviewer - JM 40:47

Wow, that's fascinating. Thank you. What a resource for for Kortney. Thank you again. Have a great evening. Take care. Thank you.

Participant D 40:58

Thank you so much. Bye bye.

Interviewer - JM 40:59

Thank you.

Transcribed by <https://otter.ai>

Appendix P: Parent Interview – Participant E

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Participant E

Interviewer - JM 0:22

Are you there? Hi. Hi, good morning. How are you?

Participant E 0:34

Okay, you can hear me, right?

Interviewer - JM 0:36

Yes, I can. Thank you.

Participant E 0:38

So am I okay being on the phone or should I login from the computer?

Interviewer - JM 0:42

I can hear you just fine. Okay. Yeah, you're good. How are you doing this morning? Good. Thank you. Yeah, it's Friday. Now, did your child graduate yesterday? Or? Oh, my goodness, congratulations. That is awesome. And we'll get started. But my name is Jamie Millan. And I'm assisting Kortney Tambara with her doctoral research. And I just want to let you know that I'm recording this, but it's for the purposes of creating that transcript. No one's going to see this video. And all names will be used with aliases, just to protect anonymity. So I just want to give you that assurance before we get started.

Participant E 1:25

Ok

Interviewer - JM 1:25

All right. Well, thank you so much for taking time out of your day to answer some questions. I'd love to start off with celebrating, where did your son or daughter graduate from?

Participant E 1:37

She graduated from Woodbridge High School.

Interviewer - JM 1:39

Yay, that is so exciting. So I'd love to start out by asking about your educational background. If you could describe what that was like going all the way back to when you were in elementary school, and any subsequent education you had.

Participant E 1:57

Okay, so I was born in Russia. So my element was the system is a bit different. Hold on, sorry. I don't know what I did. I think that's okay. Okay. So I moved to the States. And when I was 15, so it was the beginning of grade. So prior to that, I was in Russia, Soviet Union and then I, I went to high school in Ohio.

Interviewer - JM 2:29
In Ohio?

Participant E 2:31
Yes. So okay, that from Ohio.

Interviewer - JM 2:35
Okay, great. Was there any? Was there any education after high school?

Participant E 2:42
So after high school, I went to Ohio Wesleyan University, which is also in Ohio. So I did, it was a three-two program. So I went to Ohio Wesleyan for three years. And then I went to engineering school for two years. And my engineering school was Case Western Reserve University also in Ohio. Okay, so I graduated from so I kind of graduated from both. But so I have B, I have BA in physics from Ohio Wesleyan. And BS in systems and control from Case Western.

Interviewer - JM 3:17
Okay, so two degrees. Wow. Okay. And any postgraduate degrees? Okay. And I'm wondering how involved were your parents in your education? And how involved were they when it came to selecting college?

Participant E 3:35
So my parents being in a recent immigrants, they were not very involved. It might mean my father, who got he was he worked at Ohio State University, as a support, like he was not a professor. He was just a, like, he just had a very good job, not in a good I mean, he is in academia, but he was not teaching. So we kind of assumed that in the in when we lived in Columbus to basically everyone went to Ohio State. So we kind of assumed that where I was gonna go, since everybody did this, my dad was working there. But when it came time for me to apply, we went to counselors, and they said that since I was not a citizen, we were on a temporary visa. So it might that some way dad's position would be considered full time. So he would he would not qualify for a discount for a child discount and I would have to apply as an international student and so I would have to pay like full tuition and everything. And that was state school. That was just not basic. I just, I mean, some that was like my father to me. He couldn't how he had no idea what what else was out there. So my high school counselor, she graduated from Ohio Wesleyan, and she said, you know, why don't you try Ohio Wesleyan because there's a lot of international students there. And it was 40 minutes drive from our home. So we went, and like, it's my flight there, they gave me money. And I went there as an international student. But so in May of my senior year, we got a green card. So I was no longer international student. So they actually took they took money away from me, because I was no longer international student. But I could get out loans. So it was okay. Worked out for the best.

Interviewer - JM 5:30
Okay. Wow, that sounds like a saga.

Participant E 5:34

No, but I don't know. It was just kind of like, I never doubted that I was gonna go to college. For some reason. I don't know. I was just kind of. I just figured, you know, that's what you do. And yeah, they did. And when I was choosing my, for my last two years, I applied to, I applied to Case and I applied to Washington University in St. Louis. And I got accepted into both. But in St. Louis, I think they gave me money. But Case gave me more money. And they were closer. So I just went there. And my parents, I mean, they were not involved at all. It just let you make all the decisions. Yes. I mean, they would probably hear me, but I didn't feel like they, you know, they could offer me any advice, because, you know, they don't really know what's going on. And I mean, I was paying for my school. So it was just kind of like, sure.

Interviewer - JM 6:30

What was your parents college? educated? Yes. In Russia? Yeah. system is different. Yes, I can imagine. Alright, so how has the college choice process changed since you were in school?

Participant E 6:48

It seems like it changed dramatically. And also, we are no longer in Ohio. We are in California. And it seems like California is just it just totally different animals. So there's so we moved to California. 10 years ago, my daughter was in the middle of second grade. And in the beginning, as soon as we got to California, it just seemed very different than Ohio. It just seemed like and also maybe it's in Irvine and it just seemed like parents were just crazy. It was just I was just surprised by just the amount of involvement of the parents in I mean, in Ohio, we live them in we live in a province, which is Miss pretty affluent community. And it's right next to the university. So I think it's pretty compatible. As far as you know, the, the level of everything is pretty compatible with Irvine. But Irvine is just those crazy moms that I've only heard about. And just people started talking about college, right? In elementary school, which was very crazy. But you know, in the 10 years, I kind of got used to it.

Interviewer - JM 8:01

Yeah.

Participant E 8:02

So it and it changed differently. Because a lot of talk about, like how people can afford it. And back when I was applying, like, it just kind of I just kind of never even considered like, not being able to afford it. I figured, you know, I'm just gonna go somewhere, and somehow I'm going to pay for it. And I've kind of worked out, so. But also my parents had very little income, I guess, when I was growing up. This is why I qualified for a bunch of aid. So when you see things also changed because even Ohio Wesleyan the price went up by at least one and a half times as much. Even Ohio Wesleyan is much... now.

Interviewer - JM 8:50

So cost is a factor, parental involvement, I'm kind of hearing some static, are you hearing that also? There we go. Yes, that's better. Yes. Okay. So you said, I'd love to pull on that string a little bit more. You said parents are crazy. Can you dive a little bit deeper there and explain it.

Participant E 9:16

I also have a younger child, and he was a he was four turning five when we moved here and I enrolled him into some sort of preschool. And at his preschool, there were parents talking about their English class, and they were English speaking parents. I'm like, oh, like, kindergarten readiness class. And I'm like, what, what's kindergarten readiness class? It's like, I was looking for like, I know how it was like play-based preschool. It was just, you know, getting to play it as your peers, but they were like, teaching their kids to read and write to be ready for kindergarten. So I was freaking out a little bit. But once my kid got into kindergarten, it didn't seem to be a problem.

Interviewer - JM 9:57

Okay,

Participant E 9:58

So I don't know whatever they would teach him that those classes they, my kid didn't know how to read, but he's simple. Okay. So it was just a lot of academic type of activities for children at a young age. And it seemed like the college was goal at elementary school. It was not like what my child wants to do, or like it was all framed in. How is it gonna help my child get into college?

Interviewer - JM 10:30

Okay. Wow. From Elementary.

Participant E 10:32

In elementary school, it was all like, how is it gonna look like on college application? In elementary school, which was not my age just didn't consider that prior to coming to Ohio. I mean, come in here from Ohio. It just was not something. Sure I even consider it. I didn't even think about it. I mean, college is so far away. Right.

Interviewer - JM 10:55

Okay. Yeah. It's very competitive. That's definitely a strand that I'm hearing. How would you define success when it comes to your daughter's college application process? What do you mean success? Will Tell me what if I say success? What he what does that mean to you? Like the fact that she applied the fact that she got in?

Participant E 11:19

I mean, I think the fact that she got in, that's success. I mean, that's the goal, right to get in? Yeah.

Interviewer - JM 11:28

What colleges or universities Did you apply to? And then where did she get accepted?

Participant E 11:34

5

So she did her own. She made her choices on where to apply, because she wanted to apply to a bunch of places she wanted to apply everywhere. And since she already had a job, so she was paying for application fees herself. Is there like 70 to \$75? I mean, that kind of adds up. So then she was paying for it. I'm like, Well, okay, if you want to apply there, go ahead. It's it's your money. So she applied to like 22-24 schools which was a lot. Yeah. Some of those? Well, I think most of those were, I'm not even sure she wanted to go there. And clearly, I didn't want her to go there. But she wanted to apply and just to see if she was going to get in.

Interviewer - JM 12:26

Can you say more about that she applied? Like why did she apply to those schools? Doyou think...

Participant E 12:26

She just wanted to see if she was going to get in?

Interviewer - JM 12:26

Alright. It wasn't because her friends were applying there or?

Participant E 12:36

I think her friends were also applying to a lot of schools, but not I don't think it was the prince. I think some of the schools she knew she had a chance of getting in. Okay. Because I mean, she's a National Merit finalist. Some schools, they, they're now to give scholarships for those.

Interviewer - JM 12:58

Yes.

Participant E 12:59

So couple of those. She applied for that reason, just as a safety school. But some of those I think it was just this to see.

Interviewer - JM 13:08

Okay, so how many schools did she get into? You said she applied to 20-22. Yes.

Participant E 13:15

So she got Okay, so she. So let me see. So she was waitlisted in six, and she didn't get in to ... She was weakest but then three and she didn't get into like six. Okay. About about 10 she got into,

Interviewer - JM 13:38

Okay,wow, that's a that's a high percentage. Can you tell me where did she decide to attend?

Participant E 13:44

She is going into Berkeley.

Interviewer - JM 13:47

Awesome. Does she know what she wants to study there?

Participant E 13:51

Computer Science.

Okay. Got it. Eeks (sp?) department.

Interviewer - JM 13:57

Okay, wonderful. Well, congratulations. That's very exciting. very competitive to get in there. What an accomplishment. So I'd like to ask if you kind of started talking about it, but this idea of college fit. What does college fit mean to you? In terms of your daughter? Okay.

Participant E 14:18

So I I really wanted her you know,

Interviewer - JM 14:28

I think you're on mute now. I can't hear you.

Participant E 14:31

Can you hear me now? Yes. Sorry. It's my, my headphones. So since college is like the best years, basically of my life. Yeah, I wanted her to have a good experience. Yeah. And so I wanted her to go somewhere where she would fit in is and she would be able to find friends and just not feel different. And so I I thought that she would be good in like a diverse environment. People like different people, because we lived in different places. And I think she's, she does well with a lot of different people. Not necessarily, I mean, she's, I like to see a lot of people and maybe not too deep a friendship, but she just likes

Interviewer - JM 15:25

lots, she likes a lot of people a lot of

Participant E 15:27

Okay, a lot of people and she likes for a long time as well. So this is she knew that she wanted to go to a larger school, she didn't want to go somewhere that would be smaller for high school. And because I wanted her to go to Caltech. That was part of my three two program, and I knew about this was very, very cool place. And they visited and I loved it. But she didn't, she really did not like it, it was too small. And she just didn't like it. So she did get in. But they didn't give her I mean, they didn't give you for any money. So it would have been expensive. And she was just telling me like mom, there's the class of little over 200 people, less than half are going to be girls. So it's very small pool of friends to choose from, and there's gonna be no film majors. I mean, there's going to be no diversity as far as you know, the types of people who go there. There's gonna be you know, those math and science people in she just, she was convincing. She did not want to go there. And, she also got into USC. She's got full ride there, plus some money, which is very unusual. And she was very proud of this. And it's very close, though. But

she's just did not feel like she would fit into USC. Just, it was just not a great fit. And it seems like mostly those very rich, white people. And she just did not want to go there,

Interviewer - JM 16:56
she didn't want to go. Okay.

Participant E 16:58
So it came down to that versus Berkeley. And she just did not see herself as the USC type person. Yeah.

Interviewer - JM 17:05
Did you agree with that? Did you feel like other schools would have been a better fit for her? Or do you feel like she is going to be going, where is the best fit?

Participant E 17:14
I think she's going to the best school for her. And I really hope so. But again, it's a lottery.

Interviewer - JM 17:23
You don't know until she's there? Wow. Okay.

Participant E 17:26
Personally, like I think she would have done better in a more liberal arts setting, less the less sciency setting, like Berkeley is big enough that she'll be able to find a tribe.

Interviewer - JM 17:39
Yeah. Gotcha. All right. So I'd love to ask you about parental involvement just in general. Can you tell me what you think it means to be a parent who's super involved in helping their child apply for college?

Participant E 17:53
I think super involved would be like applying for your children. I had friends who would send their kids' application. Because the kids I mean, I guess they were okay, to go to apply there, but the parents actually did they applied. It was the ones that didn't require an essay. So their parents fill out everything and send stuff and kept kept track of what's going on. And I think parents parents involve...involvement would be just making more choices for your child and even giving your child more choice as far as options, just doing more research. But again, it's it would depend on the child because some children need more parental involvement. I feel like some children just do like care less, and they want their parents to do more work for them. I think. So it's hard to tell what, what's when parental involvement is too much and when they really need it.

Interviewer - JM 18:59
Okay, so maybe it depends on the child

Participant E 19:01

Definitely. In our case, she was on top of things. She knew what she wanted. And she was like, I don't think we could have been more involved if we wanted to, because she knew what she wanted.

Interviewer - JM 19:13

Yeah. That's great. Did you Did she work with a college counselor at all?

Participant E 19:18

No, she was strongly she had a very strong opinion about this. And she said that she did not want a college counselor because she wanted to know if, if she did get into somewhere, she wanted to know that it was all her.

Wow.

Interviewer - JM 19:34

Okay, was that an option? Did you ask her if that's what she wanted to do? Or she just told you? Okay.

Participant E 19:40

Well, yeah, I mean, it was a conversation that we've had in a long before because, you know, our friends had counselors and even our friends who were against counselors in the beginning, once their child was on the waiting list, then they were like, yeah, we're getting the counselor now because we need to get into this college. And

Interviewer - JM 19:59

sure

Participant E 20:01

But she, you know what, but I mean, she started getting in two places right away. So we weren't really worried about her. And really happy, by the way, things turned out and she knows that it's all her. And she, and we couldn't really help her with essays, either because, you know, English is our second language. We're not very good in writing. We did read her essays, as far as, you know, punctuation, but she wouldn't really take our advice. And she felt like she knew better. So.

Interviewer - JM 20:32

Yeah. And it worked out for her. Awesome.

Participant E 20:35

Right, right. Just because it worked out for her, you know, it might not work out for others.

Interviewer - JM 20:40

Great, right. So conversely, how would you describe someone who's not involved in the process?

Participant E 20:46

What would that look like? It was just not even know what's going on not knowing where your child is applying if a child is applying at all. Okay, just asking. Okay.

Interviewer - JM 20:59

Did you have any friends that were in that boat? Were any of the parents you talk to kind of just completely hands off?

Participant E 21:09

Ah, yes, kind of, we have a friend who they don't even know. And they're not even trying to? They? Well, so I mean, they are they're also immigrants. But I feel like that's, that's not an excuse, you know, they speak the language. And it's, it's not that difficult to figure out but yeah, they were like, whatever to do. And they're like, well, he can at least go to IVC. And they're like, what's IVC? What's that? So?

Interviewer - JM 21:47

Yeah, okay. So just kind of like unawareness and not wanting to learn more.

Participant E 21:52

Yes. But again, their child, uh, he graduated from Woodbridge as well. So I think he had more options. Like it was also his choice not to go to college. Sure. Right away, because I think you it's very hard to go through Woodbridge and not know what your options are. Because the counselors do college visit. So it's just something that you know, he could he could have went to college, if he had so. Yeah. I mean, he went into military. There you go. He had a plan. All right. The parents were like, as far as college goes, they were like, yeah, we don't know anything. We don't care, whatever he wants to do. Okay, don't even know what the difference was between Fullerton and like Boston universities it was just like, very, like, it's not the same thing. Like same type of college.

Interviewer - JM 22:49

So, yeah, like Fullerton, community college or Cal State Fullerton,

Participant E 22:56

Cal State Fullerton.

Interviewer - JM 22:57

Okay. So they know the difference between state versus private?

Participant E 23:02

Yeah. Okay. urine. Mary east coast. Again, I don't know. Maybe it's just the mask that they put on? Sure.

Interviewer - JM 23:10

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Okay. Hey, that's a good point. Well, I'd like to know about your involvement when it came to helping your daughter. Prepare. So with, did you help her with selecting courses in high school or extracurriculars, co curricular sports, anything?

Participant E 23:29

I think we've tried to encourage her to try things that she didn't know maybe that wouldn't consider and maybe he helped me, encouraged her to stick with some things that she wanted to, to drop things just to kind of stick to that. I don't know that was really, because of college. It's just something that she seemed to enjoy something. And then she had a little setback, and maybe we should do more of that. So yeah, in I mean, she's the kind of person she kind of, I feel like she she knew what she want, what she wanted. And she could find out like she had all the information.

Interviewer - JM 24:09

What about extracurriculars that she was involved in, or sports or any other activities.

Participant E 24:18

So she was not into many extracurriculars. She really was she liked she got into middle school. She's got into YAT, its Youth Action Team. ran by the city of Irvine, and she really enjoyed it. And she continued that in high school, and I think she was some Board or something like class representative. So she really spent a lot of time because that

Interviewer - JM 24:42

Is that community service based?

Participant E 24:44

Yes, it's okay community service and she really enjoyed this. This is why I think liberal arts would have been perfect for her. And so she did this, the schoolwork then she's got she started working as a lifeguard when she was 15. So she seems to be really busy with things that were not necessarily like she was never into any sports, well she did play tennis a little bit but doesn't mean she took PE online at school. Yeah. No sport.

Okay,

She did some play for the city of Irvine for a while surely enjoyed it. But again, it's not something that

Interviewer - JM 25:26

Yeah, okay.

Participant E 25:30

Okay, gotcha.

Interviewer - JM 25:31

So let me ask on a scale of one to five. One is like no involvement or very little involvement five is the most involvement. How would you compare your level of involvement with other parents? At Woodbridge?

Participant E 25:46

I'd say four. So you were more involved than, like the average parent? Yes, I think so.

Interviewer - JM 25:55

Okay, great. And tell me why. Why would you give yourself that score?

Participant E 26:02

Because we didn't know what will I mean, we didn't know what was going on. And they tried to know what's going on and and get in them. I mean, I'm a stay at home mom on the PTA. So I am pretty involved in all so I mean, I kind of know what's going on, and I read the emails. Okay. So that's why I say I'm more involved than some people.

Interviewer - JM 26:21

Okay. Yeah.

Participant E 26:23

But I'm not as involved as some other people who would just do everything for their children. Sure.

Interviewer - JM 26:30

I heard that described as a seven or seven. Okay. In what ways did your daughter invite you to participate in the process?

Participant E 26:43

She She asked for our input, she asked for help. She was definitely open to hear what we had to say. But I think she she made us understand that her decision was like she was the one making decision. Yeah. She said, she definitely let us know what was going on.

Interviewer - JM 27:02

Good she kept you aware. But she sounds very independent. Like, this is my choice my life. But she let you be, like,

Participant E 27:11

She's very open and we have very good communication.

Interviewer - JM 27:14

Great. Great. And the last question that I have is about the high school counselor. In what ways did the high school counselor invite you to be part of the process?

Participant E 27:26

So her right, I love her counselor, it's, she's, she's great. And I mean, I think she's really nice. And she's very open. And she's to replies to emails a lot, which may not be the case with other counselors. So I really appreciate that. And I feel like the counselor would. I mean, she kind of knew what was going on and everything. And as far as I go, Well, I been in PTA, I did the programs, so and so I know that counselor from like, other. I mean, I just know her because I've had to communicate with her, I think that might have helped also, because the counselor already knew me. But I didn't really talk to the counselor about my daughter. Like, I didn't need to really. I didn't really have any questions about my daughter because my daughter always asked her own question. Okay, but I feel like had I needed to I wouldn't be able to.

Okay, you felt comfortable?

Yes. comfortable in that sense. Okay. Okay.

Unknown Speaker 28:31

Did you attend, like parent nights when they would go over things like financial aid or the college application process?

Interviewer - JM 28:39

Yes, I did.

Participant E 28:41

And did you find those to be? I was also in charge of setting up some of them.

Interviewer - JM 28:47

There you go.

Participant E 28:48

Some of those I attended Because I had to. Yeah.

Interviewer - JM 28:54

And did you find that those were, it was enough to get the information that you needed? To feel confident?

Participant E 29:03

Well, yes, and no, I feel like the parents who came to those, I think they were parents who already kind of were, like, involved parents and girls. So I think there were still parents who just never went anywhere and never got the information. I think school did whatever it could to do. I mean, they had those at night. They have I mean, it was advertised. It was on Zoom.

Okay. Wonderful. Well, those are the that's the final formal question I have. But is there any other information you think might be valuable when it comes to, you know, the college application and parent involvement?

Interviewer - JM 29:44

So what's, what's the thesis? Sure. So particularly, it is about the role that parents play in the college application process. And so we're kind of as as people have answered the survey, and now we're doing the interviews. Kortney's gonna To go back and see what common threads there are. So hopefully this will be helpful to parents and to other high schools to help increase that engagement between parents.

Participant E 30:12

Yeah. Well, I mean, from what I saw, it's basically such an uneven playing field for the kid.

Interviewer - JM 30:18

Say more.

Participant E 30:19

I think people who don't have the parents enrollment, and so they children, it's they just don't have the opportunities that kids with, they have money and parent involvement have, though it. Again, who knows what the colleges are looking for? As far as essays go? Yeah. Because our kids, I mean, they looked into a bunch of samples on YouTube, like people sharing what essays got them into places. And again, it's, it's just crazy out there. It seems like it's getting into college is like, itself, like a sport. Like it's not a means to an end. Like, that's an end just to get into school. Yeah. So people are working and like, as if this is what you need to do, which is, which, again, it's hard for, for us to know if that's true, because there are other colleges out there, like, you don't need to be in the top, whatever, the top five UCs or whatever, Stanford, I mean, there are a lot of options out there, because my friends from Ohio, they seem to be a much more laid back. And their kids like my friend's kid, he's, she, she graduated with me from Ohio Wesleyan, and her son is going to Eastern Kentucky University to study computer science. And I mean, acceptance rates, there is 90%. And so I'm pretty sure it was not as difficult to get in to

Interviewer - JM 31:49

Sure. So do you think that it's more of only wrecking, like name recognition that parents and students only are aware of certain colleges, and they're all trying to get in there?

Participant E 32:01

That and also living in California? Okay, because then even California, it seems like you because if anybody from California has to go through Eastern Kentucky University. Like, I think they might have difficulties getting back into into California, you know, like, job wise and everything and income wise.

Interviewer - JM 32:23

Yeah. So almost like a social. I want to say what's coming to mind is like a caste system that we've created.

Participant E 32:35

14

Does that it's like it's just different. It's like a bubble in it. It's just very different than some other places. And yeah, there's probably this thing bubble in California as well. Sure. Not so much in Irvine.

Interviewer - JM 32:52

Yeah. But it's interesting that you have that perspective, having lived elsewhere and having friends whose children are graduating and you know, not having the same experience. That

Participant E 33:03

Yes, I'm, I'm sure it's gotten more competitive in Ohio, compared to when I was going there. But it's, it seems much more like laid back.

Interviewer - JM 33:11

Yeah.

Participant E 33:12

Mostly people staying in Ohio, and kinda like here, people stay in California. It's just more stressful.

Interviewer - JM 33:20

Well, hey, I want to say this. Congratulations, your daughter sounds like she's got a great head on her shoulders. very independent. Sounds like she's going to be very successful. And that comes from good parenting. So yay mom and dad? Yeah.

Yeah. Her dad is very involved too.

Wonderful. Well, thank you so much for your time. Kortney would love to send you a \$15 amazon gift card, if you could put your email address in the chat, then we'll make sure that she gets that to you. Wonderful. Okay. Great. Well, again, thank you. Congratulations. And if you have any other questions, or if you think of anything, please feel free to reach out to Kortney and she'd love your input.

Participant E 34:18

Okay. But you know, you talking to parents about the success of their children, really, I should be paying you.

Interviewer - JM 34:26

You know, I'm not part I'm just assisting with the research. And it has been fascinating. I have loved it. And I'm like, going, Okay, I can't wait for you to make the transcripts and find you know, like, find the common threads because I hear them but I want to see from her lens.

Participant E 34:42

Do you have, Do you have children?

Interviewer - JM 34:44

I do not. I'm also in education. I was a an administrator and a teacher and I've raised 1000s of kids, but I don't have any of my own and I was able to go to a pretty top university. So I went to Georgetown. And honestly, if I had to get in now I don't think I could. Because of what you know what you're describing.

It's tough out there.

It is it is. But it sounds like you're you're doing great. So you said you have two other children or one younger? Just one okay.

Participant E 35:18

Yeah, it's gonna be different with the other child. Because it's it's very different person. Okay?

Interviewer - JM 35:26

Yeah, like you were saying, right, everybody's different. We need different levels of involvement.

Participant E 35:31

So there's gonna be more parent involvement there. Then you'll then you'll be the seven. Again, you know, Eastern Kentucky might feel might fit might be a good fit.

Interviewer - JM 35:43

There you go. There you go. Well, thank you again and I hope you have a wonderful weekend. Please congratulate your daughter for me. All right. Take care. Bye bye

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Appendix Q: Parent Interview – Participant V

1

Participant V

Interviewer - JM 0:16

Hi, X, are you there?

I am . Hold on just a second here.

Sure. No way. Oh, there we go. There you go.

Hi, good evening. How are you doing today?

Participant V 0:36

I'm good, how are you?

Interviewer - JM 0:37

I'm doing great. Thank you. It's been a great day. And, you know, just ready for a great interview had a couple tonight. And so thank you for signing up. My name is Jamie. And I'm assisting Kortney in her doctoral research. And so thank you for participating in the survey. And then to agreeing to this interview. I appreciate it. And I just want to also let you know that I am recording and it's for the purpose of creating the transcript. So no one's going to see the video. And we'll be using aliases to protect our community. So just wanted to assure you of that. So, I'd love to get started. It should take about a half an hour, you know, depending on how the conversation goes. So I'm just wondering, how can you tell me your name? And then also what child push out what school your child currently attends.

Participant V 1:31

My name is X and my son attends Woodbridge High School.

Interviewer - JM 1:36

Oh, very good. Um, can you start off with your background, starting with elementary school? And that would be you're

Participant V 1:46

That's going back pretty far. Well, so I grew up in California. So I went to a school car called Cornelian Elementary in Alta Loma, part of Rancho Cucamonga. And then I attend to junior high in Alta Loma. And then I attended a private Catholic all girls school for high school, St. Lucy's and yes. And then, from there, I went to UCLA. That's where I got my undergraduate in political science and women's studies. And then I got a master's degree from UCI after that in Urban and Regional Planning.

Interviewer - JM 2:24

Oh, wow. So UCLA and UCI, very cool. All right. And I'm wondering if you could explain how the college choice process has changed since you were in school?

Participant V 2:40

You know, I feel like it's lightyears different. I really don't remember being as I don't know what the word is like, proactive or thoughtful about where I wanted to want it wanted to go to school. I think initially, I wanted to go out of state just to kind of spread my wings a little bit, but it ended up that I got into UCLA, and then I got a full scholarship to go there. So yeah, it was kind of hard to say no to that. So, you know, just I don't really remember being that stressed about it. I mean, it was a long time ago. But um, you know, my parents really weren't involved at all. As I recall, it was really just me deciding and, you know, they took me to the schools that I wanted to look at locally, we didn't go out of state to look at schools, but you know, we did sort of the, you know, touring around of schools, and, and that was kind of that, you know, then I got into UCLA, and I really don't remember where else I got into because it's just, you know, the choice seems so easy. It wasn't like I was debating, you know, should I go there? I was going to go to Berkeley, but I didn't get in, so...

Interviewer - JM 3:54

Hey, everything happens for a good reason. And a full ride like, do you mind if I asked what this scholarship was for was an academic or athletics?

You know, it was sort of a lucky coincidence. My dad was an employee of DTE, which is a phone company. They're the precursor to Verizon. And they had some sort of an endowment where any child of his gt employee who got into UCLA and maintained a certain GPA, got the scholarship, so it was just like luck.

Participant V 4:25

I feel like those don't exist anymore. I don't.

Interviewer - JM 4:30

I mean, you would definitely have some loyalty to a company you work for if that was the incentive.

Participant V 4:35

Yeah. Wow.

Interviewer - JM 4:37

I'm with you, though. On the whole, the college application process has changed and the amount of stress is just crazy. How would you define your is it son or daughter who's graduating son? How would you define success for your son's college application process?

Participant V 4:57

Well, you know, we went into this whole thing. really wanting him to drive the decision. And, you know, we really didn't have any preconceived notions of where he should go to school, it was really, we wanted him to be in a school, that was a really good fit for him, whatever that looks like, and, you know, I just feel like there's so much pressure on kids. And it's like, you know, I know a lot of families where it's like, they're pushing their kids to go to Ivy League schools and

whatever, or, you know, big name schools, even though like that might not be the right place for their kid, you know, so, we, we worked with this thing called college wise, maybe I'm getting off topic, what was going on, that's fine. And so they kind of get it out of our hands in a way, which was really helpful, because I felt like, if mom and dad were too actively involved in it, that, you know, I feel suddenly pressured, you know, where, like, you know, we might be influencing him one way or the other. And so the counselor that he had in college wise is really good about kind of helping him sort out what an appropriate major would be, she helped guide coursework, and it all just was super seamless, you know, where he did a lot of talking and exploring with her, they kind of started with geography, like, you know, where did he envision himself? And, you know, it was really clear from the beginning that it was either initially in the very beginning it was either West Coast or New York. East Coast just completely got taken off the table. And then it was West Coast, California, specifically, and no further east than Colorado. And so little whittling down of like, well, if you can identify where in the US you're seeing or you see yourself, then that eliminates a lot of you don't have to like waste your time, you know, trying to apply to schools that, you know, you're not interested in any way

Interviewer - JM 7:05

you don't really want to go to Nebraska over someplace really, really cold. Wow, how long was he working with the counselor at college wise?

Participant V 7:15

So we had him start the summer he was a sophomore. Okay. And I think that was a good, that was good timing. I mean, they would they offer if you wanted to pay extra like SAT prep and stuff. But he got really lucky with that, because it was a complete non issue for him. He took the SAT once was going to take it again to do better I think he had scored xxx or something the first time around. And then you know, COVID happened and nobody cared about SATs anymore. Anyway, so he was just like, Okay, I'm not gonna worry about it.

Unknown Speaker 7:52

I yeah, that's it. That's been a major change in college admissions just recently, right? How did you find college wise? Was it recommended by a friend or?

Participant V 8:03

Yeah, like, you know, a little like, fluke of circumstance where I didn't volunteer a whole lot at Jordan's school. But the one time I volunteered, I was in the like, when they were bringing the books back, the students had to check their books back in, and there was a mom there. And I don't even know how it came up in conversation. But she had put her one of her kids through College Wise. And she was raving about it. And I think Jordan was a freshman when she was when she had mentioned it. And I just sort of, it just sort of stuck in my mind. Like, maybe we should look into that. So then, when he got to be a sophomore, we interviewed quite a number of college prep or college application assistant companies, and we went with them. Just you know, he came along with us for the interviews, and he liked them the best. So

Interviewer - JM 8:51

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Yeah, that was the best fit. So not all parents go with an outside agency for counseling. And so for college counseling, and I'm wondering, with that, when you when he started high school, if that was just something you knew he wanted to be part of, or did you feel like you weren't being supported enough with the guidance counselor's provided by the school?

Participant V 9:14

I didn't even know it was a thing to be honest with you when when he started high school. And it was just that one conversation with that one mom who had had a really positive outcome. And she talked a lot about how the whole application process was made really simple because the counselor was the one keeping track of deadlines. And so she didn't have the stress of like, you know, worrying about whether or not her kid was getting stuff in on time.

Interviewer - JM 9:41

Right.

Participant V 9:42

It seemed like a good idea. And a because I didn't want to put a lot of pressure on him. And you know, I just felt totally out of my element in terms of you know what applying to college looks like now. Afraid that if we didn't have outside help that, you know, I don't know, like, I wouldn't have even known where to start or how to help him.

Unknown Speaker 10:07

Right? Yeah, I mean, it's changed a lot. So I love that you said you wanted him to find a good fit. What college did he ended up getting accepted to.

Participant V 10:21

So he will be going to Colorado School of Mines for engineering.

Interviewer - JM 10:28

Okay, so engineering, Colorado and he went as far east as he was willing to go. D Do you mind telling me what other schools you applied to and was accepted into? So he applied to

Participant V 10:43

UC Davis, UC Santa Barbara, UC San Diego. And let me get the list because Oh, here we go. Okay, yeah. Okay, sorry. You said the UC Davis UC San Diego and UC Santa Barbara. He did not get into any of them. He was waitlisted at Davis. He applied to Cal Poly San Luis Obispo and Cal Poly Pomona. He got in at Pomona and was waitlisted at San Luis Obispo. Then he applied to San Diego State and San Jose State got into both and then applied to three schools and Colorado School of Mines, Colorado State and University of Colorado Boulder. His real, at the end there were really only two that he cared about. And that was Colorado School of Mines. And Cal Poly San Luis Obispo, those two. Okay. Then he got in at Mines. We knew really early we knew like in February that he sort of like it was great, because we didn't have to stress about it. It was like, number one or number two is a yes. Yeah. He recently went up to San Luis Obispo, though just in case, they took him off the waitlist and put him in and he didn't like it. So

we're set with we're done. Yay. And he feels really good about it. You feel good about it. That's good. You went and visited. He loved it. I loved it. Yeah, I've been more of the champion of it. But

Interviewer - JM 12:23

Yeah, and Colorado is a great place to visit. So when you go on those visits to see him. Love that. So can you tell me what it looks like to be a super involved parent, helping their child prepare for the college choice process?

Participant V 12:40

Well, I've seen, you know, my friend group, what that looks like, because I feel like in a way, I've sort of been like the not super involved mom, in the middle somewhere, I guess. But I have friends too, you know, they put together spreadsheets and spreadsheets had deadlines. And then there was a lot of commentary about, you know, should he or she go to an Ivy League or like a well known, you know, school with a quote unquote, network. So just, you know, in my friend group, I observed a lot of that, and a lot of angst and pains around, you know, making sure, because they then had to be the ones on top of, you know, making sure applications run on time, and that their kid was making the right decision. And this this year, I think was just really terrible for kids. I mean, there were kids, like, my son who's got, I think his average GPA was a 4.3. And to not get into a single UC, that was very common. And I don't know, if it's just, you know, the applicant pool, like there are just so many There, there. The schools are bombarded with applications. And even really good students don't have a place and in his friend group, there are kids that didn't get into any of their schools, like they're on waitlist for everything. It's just... it's kind of terrible.

Interviewer - JM 14:00

Help me understand what that is like on the parent side. So as you're talking to your friends, what are they? How are they doing?

Participant V 14:11

You know, they're distraught, because they're watching their kids suffer, you know, and worry, and, you know, then having to sort of make compromises about, you know, if they've gotten into a school, that wasn't their top choice, it's a place to go, you know, but I think it kind of it sucks away some of the excitement about going to college. If you feel like you have to go to a school that's not really your first choice, but that's all you have to choose from because it's the way it worked out.

Interviewer - JM 14:42

Right?

Participant V 14:43

Yeah. So, yeah, I really am glad we're not in that situation.

Interviewer - JM 14:49

Right. I'm glad for you to that. That sounds really hard. So tell me on the opposite side of the spectrum, what would it look like for parents Who's not really involved? Have you seen that? What does that look like?

Participant V 15:05

You know, I really haven't. And I don't know if that's just the nature of where we live, you know, where, you know, you've got a lot of super involved parents, either, you know, providing resources, like we did, you know, some sort of, you know, college consulting, if you will, I just, I don't get the impression that there are a lot of parents that are completely checked out. I mean, that's just in my friend group there. But yeah, you know, I think it's a competitive environment. And so, there's a lot of pushing together, you know, either pushing your kids to apply certain places. So, I guess, you know, the opposite of that would just be a parent who's not at all involved, and like letting the kid make all the decisions and, you know, succeeding or failing on their own terms without any parental input, I guess.

Interviewer - JM 15:53

Yeah. How often did well, I mean, I guess he had the the consultant to consult with, but how often did he run decisions past you? Or your or your his father?

Participant V 16:08

You know, we just we talked a lot about it, we talked a lot about the schools that he had applied to and why. And, you know, before he made his final decision about where he was going to apply, there were a lot of conversations about what he you know, the strengths and minuses of the various schools that he was interested in. And, and, you know, I was constantly checking in with him to check out what his you know, because his top choices varied over time, until it kind of crystallized into those top two. But I felt like there was a lot of dialogue along the way, but not so much you know, in terms of, you know, have you turned in your application? Or have you done this? Or have you done that it was just more? What do you think about this school? or Why do you like that school, or, you know, we would, we watched, especially with Colorado School of Mines, because just what I know about my son, to me, it felt like it would be a really good fit for him. And so, we watched a lot of videos of like virtual tours, because we couldn't go for a period of time, so that was helpful. That kind of thing. So I think just, you know, looking at the schools and talking,

Interviewer - JM 17:15

yeah, that's great that he, you know, you weren't putting the pressure on, but he still wanted to share information with you. So. Okay, so I wanted to ask about your involvement in extracurriculars when it came to applying for college. So how were you involved in that process of selecting, let's say, school courses, or co curricular extracurricular activities?

Participant V 17:43

Pretty minimally, Jordan played sports up through like junior high, or, and then well, I think it was really kind of more at the end of elementary school, because he played flag football and baseball, and then he just completely lost interest in team sports. We're totally okay with that. I

mean, again, we didn't want to push him, you know, when together. And we didn't want to push him thinking that that would somehow give him an advantage in school because we didn't care. It's like, he doesn't want to do it, then he doesn't need to do it. So in high school, you know, I felt like it was pretty hands off, you know, he didn't join a lot of stuff. The only thing that I did get him involved in is this thing called National League of Young Men, which is kind of like the boys version of the national charity league. And that was, there were other friends of his that were in it. And that was kind of intentional thinking that that might look good on a college resume. But I felt like it had other benefits too, because it was really service oriented. And it was, it was a group that I could join and be with my friends. And he could be with his friends and theoretically do volunteer work together. So that was really the only extracurricular thing that I kind of pushed him into. And then we both didn't like it anyway. But

Interviewer - JM 19:03

Yeah, but that would be your, your kind of push or nudge in that direction. But you weren't. Some other parents are like, you must, you will.

Participant V 19:13

Yeah. And, you know, we talked about clubs, but he just wasn't interested in any of that stuff. And I just felt like, you know, it should be from what I understood, and College Wise, was good about guiding us in this direction to that, you know, a kid's resume, so to speak for college applications should be really authentic. And so it wasn't like we wanted to just tell him to join a bunch of clubs just so he would look better on paper, even if that stuff is naturally really interested in volunteer work. So he does things like well, he he built this cart for the homeless people that he's, you know, we're working on right now. We raised a bunch of money to do it. And he also volunteers with handicapped ski or handicapped kids to teach them how to snow ski. Cuz they are things he loves to do like, we weren't pushing him to do it, he just wanted to do these things. So we just let him do those things. I figured that, you know, the college, college equation or the college interest in those things would sort of sort itself out. And again, because we weren't thinking that, you know, this is a candidate that needs to go to Harvard, either for us, or, you know, before our neighbors, because we think our neighbors, you know, we didn't care, you know, so it wasn't like, we were plotting, you know, this, he should do that, because he needs to go to this school, it was more like, Well, you know, he could end up, you know, at the junior college, or he could end up at a state school or like, whatever, you know, it was really just where he belonged.

Interviewer - JM 20:42

Was it important to you that he attend college was that? Okay, so that was a parent push,

Participant V 20:51

Kind of like, his whole life? You know, like, when you go to college, not if you go to college. Sure. I think that's just because I'm of the opinion that I think we live in a world where it's kind of necessary, it's kind of like, you know, four year degrees, sort of like with the equivalent of a high school education 40 years ago.

Interviewer - JM 21:11

Yeah, things have definitely changed. Okay, on a scale of one to five, one is low five is most involved. How would you compare your level of involvement to those of other parents? Especially, you know, in your area or at that school?

Participant V 21:31

Three maybe, three and a half?

Interviewer - JM 21:35

And why would you give yourself that score?

Participant V 21:39

I would say, because I'm not sure how many people did things like work with college wise, or college counselors, so that was an investment? And then I don't know, I think just, you know, in terms of helping him talk through the college process, and and yeah, I would say it's kind of average level.

Interviewer - JM 22:05

Okay. So available, but not pushing, not driving the bus.

Participant V 22:09

Totally.

Interviewer - JM 22:10

Gotcha. And then lastly, I'm curious about what role his counselor at school, played in the process, or even invited you and your son to be part of the process.

Participant V 22:25

You know, I really don't know because I felt like I just feel pretty disconnected from the college counselor at his high school. And it's no fault to her, I just think that it's a big school, there are a lot of kids, and I just don't think she has the bandwidth. I don't have any kids are in her caseload or her book, or whatever. I know, it's all alphabetical. But I kind of got the impression that it was, she was just doing the best she could. And I think when Jordan was a sophomore, we had a meeting with someone from the high school, it wasn't her with some other counselor, and he kind of went through, you know, what, what some of the schools were looking for, and like, what GPA would be appropriate if you wanted to go to this kind of school and, and I felt that it was good that the high school was offering that, but that was really the contact direct contact that we had as parents with the school. But like, I don't want to feel that bad about it, because we just found our own way. And we were able to do that. And I think if I had not gone with College Wise, we might have pushed for more access to the counselor. But we just didn't feel like it was necessary, because we had this other resource. So I don't want to fault the school. And I'd have to ask Jordan, how much he was involved with her. I think she was helpful with things like letters of recommendation, making sure the kids got their transcripts when they needed them. And I know that. You know, from my perspective, I wasn't involved with her much at all.

Interviewer - JM 24:03

Gotcha. Well, those are all the questions that I have for you this evening. Is there anything else that you'd like to share that you think from a parent perspective would be helpful as we just kind of explore what it's like on the parents side of things?

Participant V 24:20

I don't know. I just I think the bottom line is I just feel really good about having observed other families putting a lot of pressure on their kids to go to a specific school. I'm really glad that we just weren't motivated in that way. And I think it was really all about, you know, what's the best place for Jordan? And so, you know, I'd like to think that a lot of parents would come at it with that perspective, but unfortunately, I don't think a lot of them do. You know, it's more driven by their own, you know, ideas of where their kids should be.

Interviewer - JM 24:59

Do you think Then it's kind of a peer pressure, like adult peer pressure or maybe a lack of knowledge. Like we all know the name brand schools. Right, UCLA, USC, Berkeley, we know big name schools. And, you know, there might not be an awareness that there are tons of schools out there, or is it just that keeping up with the Joneses kind of mentality?

Participant V 25:20

I think it's more peer pressure to be honest because I think that people here certainly have the ability to look around, you know, and see that there are a lot of options. And I just think it's a lot of like, Oh, my, my son's going here, my daughter is going there. And, you know, it's a lot of like, the parents positioning and like, using their kids to, you know, make themselves look like more successful parents. I don't know. You know, I just I didn't want I don't know, I just I really think that it's not healthy for the kid, you know, with that kind of pressure. And then, you know, gosh, what if they end up at a school that, you know, maybe it looks really good, but they hate it? Because it's just not for them?

Interviewer - JM 26:04

It's not a good fit, right? Well, I know that your son's very lucky to have a mom who is involved in supportive but not you know, driving them crazy and stressing them out. So especially during these past two years, right? Like, it's a year and a half of crazy school that, you know, the whole world is just changing so quickly.

Participant V 26:24

Yeah. Good luck with your research. Thank you. So Kortney would love to send you a \$15 amazon gift card? Can you put your email address in the chat so she can email it directly to you?

Sure. That's really nice of you.

Interviewer - JM 26:42

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Yeah, we really appreciate your time.

Participant V 26:46

You'll see how old school I am. I still have my AOL address.

Interviewer - JM 26:51

That just means like you probably have your same phone number like you opened your first cell phone account. And that's been it. Awesome. Well, thank you again, so much. I appreciate your time and congratulations on the graduation. And you know, best of luck to your son as he goes on to this next stage of his life.

Participant V 27:12

Thank you so much.

Interviewer - JM 27:13

Absolutely. Have a great evening. Bye bye.

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