

Student Services
Departmental Goals and Assessment Plans/Actions Taken 2014-2015

Department Name: Child Care & Family Services

Departmental Goals/Plans for 2014-2015

1. Use NAEYC Early Childhood Program Standards and Accreditation Criteria to complete the standards of the Self Study portion of accreditation.
2. Implement strategies to improve and expand community relations and partnerships with other child care organizations to create access points for perspective/current students.
3. Assess how the use of vouchers impact student retention and completion.

Project (Assessment) Title:

2014-2015 Assessment: Assess how our services impact student retention and completion.

College Priority & Objective

Strategic Priority II

- Improving student access and success

Learning Outcomes #5

- Determine if the voucher students' receive has some level of impact on student retention

Methodology (Plan/Timeline/Method):

Tim & Brenda Huval Child Care Center and Family Services used the 2014-2015 assessment year to assess the impact of our services on student retention and completion. This assessment will focused on how the use of vouchers helped students in furthering their education, and how child care services helped or hindered. We examined what barriers exist for student parents and what can be done to help parents succeed toward completion. We looked at the parent's perception of the voucher system and child care services. We used informal personal interviews and survey questionnaires to help determine the value of our efforts.

Action Taken (Use of Results/Improvements)

Project (Assessment) Title:

2014-2015 Assessment: Assess how our services impact student retention and completion.

College Priority & Objective

Strategic Priority II

- Improving student access and success

Learning Outcomes #5

- Determine if the voucher students receive has some level of impact on their educational pursuits

The following questions were posed to the students both verbally and in survey. Following each question is the answer.

- **Parent surveys were distributed; 47% were returned. The following questions were presented and the corresponding answers were reported.**
 1. **For what reasons does their child attend the Center?**
 - a. 82% of parents use child care to attend classes and do homework.

- b. 14% of parents use child care to teach classes at the college including Innovations High School.
 - c. 5 participants used child care to work in the community.
 - d. 19% of those surveyed use child care to help students achieve their educational goals through their work at the college.
 - e. 3 participants use child care to have a “kid break”.
 - f. 32% of parents use child care services for the pre-school components.
2. **How many credits were taken by students or made assessable by childcare services being provided?** 233
- a. Applicants report that for Spring 2015, two hundred and thirty three credits were made available to them while their children attended classes. This number was generated either by how many credits students took, or by how many students attended a class offered by our parent-faculty member and multiplied by the credit hours of that class.
3. **Do you (parents) take advantage of the part time flexible schedules offered at the child care to save cost? If so, did this factor into your decision to go to work or school?**
- a. 91% yes, 9% N/A full time slots
 - b. 77% yes, 1 person no, 9% N/A, 9% unanswered
4. **What barriers do you perceive as a parent that other students/staff/faculty may not have?**
- a. 32% report financial burden of having children as a barrier.
 - b. 27% report no barriers, but 33% of those indicate child care schedule and professional staff are helpful.
 - c. 18% report lack of time due to child related responsibilities.
 - d. 14% report the child care is not opened late or early enough.
 - e. 9% report ill children as a barrier to their education.
 - f. 9% report finding affordable quality child care as a barrier to their education.
 - g. 9% report language as a barrier to their education.
 - h. 4.5% report other things as barriers, specifically parking and sleep.
5. **How have those barriers impeded your education/work goals?** These are the following answers.
- a. “I can only take a limited amount of credit hours, and work schedule does not coincide with a complete day care schedule.”
 - b. “Limited flexibility”
 - c. “The stress of being a parent makes me less effective.”
 - d. “I hope I can reach my goals step by step, and on time.”
 - e. “Much more important to prioritize.”
 - f. “I think take more time, for my education and work goals.”
 - g. “I had to work less, and switch to day classes.”
 - h. “I have to cancel (teaching) occasionally.”
 - i. “Occasionally late, have to work more to pay higher cost, with takes away from study time.”
 - j. “Somewhat”
 - k. “Be able to afford day care.”
 - l. “I cannot take late classes & can’t have my son in daycare while I am at work.”
 - m. “My schedule is dependant on the childs schdual.”
 - n. “All of them.”
6. **Have those barriers impeded your ability to work with others in a professional and constructive manner?**
- a. 45% indicate no

- b. 18% answer N/A or left it blank
 - c. 36% indicate yes/sometimes
- 7. What solutions have you come up with to overcome all of the previous barriers mentioned in your education process?** These are the following answers.
- a. "I work part time to afford school cost, and day care."
 - b. "Family, friends help with childcare. SLCC childcare."
 - c. "I can attend higher education and college."
 - d. "Create a schedule around my kids, work nights."
 - e. "Learn more. Take more time to practice."
 - f. "Take earlier classes & alternate work/school schedules with my husband."
 - g. "Time management to study more efficiently."
 - h. "I have the opportunity to take college class and have my child develop and learn at school & others."
 - i. "I find a good balance of my time that works best for my family"
 - j. "My family and I just need to make sure we stick to a schedule & routine to make sure all our lives go smoothly."
 - k. "Large support structure."
 - l. "Changed work days."
 - m. "None its really convient."
 - n. "Night work hours. Variable daycare schedules each semester."
- 8. Are there any additional ways Child Care & Family Services can help parents stay in school and finish?** These are the following answers.
- a. "SLCC child care"
 - b. "Maybe have later hours?"
 - c. "Later daycare"
 - d. "Allow voucher for people that are not Pell Grant eligible due to extra circumstances."
 - e. "Flexability w/scheduling, but I do know you already are."
 - f. "Not that I can think of."
 - g. "Make sure that the daycare is open during special final timelines. -8 am classes start finals at 7am-"
 - h. "No, it's great to have the facilities open during breaks."
 - i. "Helps to give parent to do homework or focus more school, know child is near & having a great time at the center."
 - j. "More affordable options, education w/advisors."
 - k. "Later & earlier hours would be appreciated if possible."
 - l. "Yes, help me a lot."
 - m. "Everything is more than enough."
 - n. "Yes, offering low cost-child care and more child-care on other campus."
- 9. What other services do you engage in as a student?** Please circle all that apply
- a. 23% advising
 - b. 18% tutorial
 - c. 18% health
 - d. 9% clubs
 - e. 4.5% other and work study
 - f. 55% left it blank

The remaining questions were for parents who use the voucher system. 59% of the participants also receive child care vouchers.

1. **How did you find out about the voucher program?** These are the following answers.
 - a. "Holly"
 - b. "Friends"
 - c. "School"
 - d. "College"
 - e. "Holly"
 - f. "While inquiring about child care services."
 - g. "Employee at SLCC"
 - h. "Holly"
 - i. "SLCC website"
 - j. "Online school website"
 - k. The remaining were unanswered.
2. **What impact does the use of vouchers have in your educational progress?**
 - a. "Allows me to afford school part time status and work part time status."
 - b. "A great one, it helps me."
 - c. "Cost is lower."
 - d. "It helps me financially."
 - e. "It helps offset the other cost such as books and supplies."
 - f. "The voucher has helped with the opportunity of continuing my educational goals. I plan on graduating next semester Fall 2015."
 - g. "Without the vouchers we could not go to school."
 - h. "Help me"
 - i. "I can afford to go to school full time 😊"
 - j. "The voucher has helped me to pay for child care fees."
 - k. "A lot, without it, I would not be able to attend school."
3. **What ways could the voucher system be improved?**
 - a. "More options per campus."
 - b. 50% reported nothing
 - c. "I am grateful for the voucher assistance I do receive & I realize it is an extraordinary benefit. Just would like it to continue."
 - d. "More money"
 - e. "A voucher for each student/faculty not 1 per child."
4. **Please rate the impact of the voucher program on a scale of 1-7. 1=No impact, 7=High impact**
 - a. 67% rated 7
 - b. 17% rated 6
 - c. The remaining were left blank.

Conclusions/Future Actions/Findings

Regarding the voucher program:

- Most of the students using the voucher system found out about it through Child Care & Family Services Staff. Others found out through the college website.
- Eighty four percent of the students rate the impact of the voucher system as having high impact or nearly high impact.
- Students report that the use of vouchers allows them to afford to go to school and work part time.
- Vouchers help students financially; given that 32% of parent students see child care cost as a barrier, this support is necessary.

- Students report that without the use of the vouchers they would not be able to go to school. Affordable child care through the use of vouchers and flexible time slots helps us retain our students, gives students access to classes, and ensures that students have the time to work on their homework and with others in a collaborative setting.
- Students also take advantage of other student services as well. Forty-five percent of the students surveyed indicated that they participated in other activities outside the classroom. Most of them took advantage of advising.
- About one-fifth took advantage of tutoring and health services, and nine percent participated in clubs. Lastly, about five percent took advantage of work study.
- The survey results strongly suggest that the Child Care & Family Services in combination with the voucher system is critical for student success. Many of our students also rely on other student services as well.

Regarding the Tim & Brenda Huval Child Care Services:

- Child Care & Family Services is a valuable asset to helping students achieve their educational goals. Child Care and Family Services does this by providing students with flexible class time slots to match the students class schedule, then charges for only those slots. The part time students save hundreds of dollars per month by using this payment model compared to traditional child care slots. Ninety one percent of the parents take advantage of these slots to save money, and seventy seven percent factored this into their decision to go back to work or school.
- Most of our parents are students. Eighty-two percent of our parents use the child care services to attend class or do their homework.
- Two hundred and thirty three credits were made available to students in the spring semester through the Center's child care services provided for students or supporting staff/faculty.
- Thirty two percent of our parents report that the financial burden of having children is a barrier that other students/staff/faculty may not have. This is why it is critical to continue our services with a flexible, reduced cost.