

# Becky Gates Children's Center Family Satisfaction Survey Spring 2019

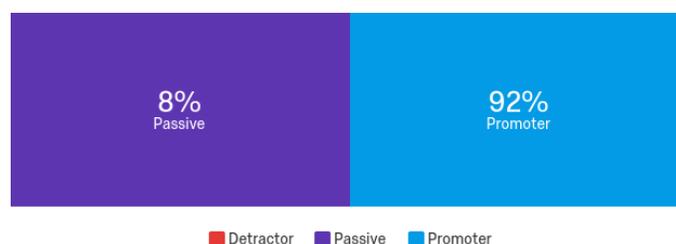
## Purpose of Assessment

In effort to assess the quality of its services, The Becky Gates Children's Center (BGCC), designed and developed a survey, sent to the parents/guardians of the children who attend the Center. This is the eighth time that Student Life Studies has administered the survey and analyzed the results for the BGCC.

## Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations that BGCC may take based on the results. However, BGCC staff may identify other findings using their knowledge and understanding of the community. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- Overall parents/guardians were satisfied with the quality of the services offered by the Becky Gates Children's Center. BGCC achieved a Net Promoter Score® (NPS) of 92. A positive NPS (>0) is generally considered good, with highest performers usually between 50 and 80. None of the respondents were considered detractors.



- Although parents/guardians generally responded positively regarding their children's' experiences in the classrooms, 6% disagreed or strongly disagreed that the teacher shared information (pictures, emails, notes etc...) on a weekly basis regarding what was happening in the classroom. Referencing the cross-tabulated response data by room may assist BGCC in identifying the classrooms that may need to increase this type of communication with the parents/guardians.
- Parents/guardians indicated appreciation of the diversity and inclusiveness of the BGCC. However, responses regarding both experience with the Center overall and within the classroom about 5% of the parent/guardians were in disagreement that the Center provided opportunities for the family to share their culture, and ensuring teachers consider the family's home language when working on literacy. BGCC staff may want to review those responses compared to the known primary language in the families' homes to identify cultural sharing opportunities that may be missing for some children. Please contact Student Life Studies if further analysis is desired.

## **Method and Sample**

The survey was developed using Qualtrics®, a software package which creates web surveys, and databases. The survey consisted of 17 quantitative questions, and four qualitative questions, 53% fewer questions than were on the 2018 survey. Due to branching technology not all survey participants saw all questions. The surveys received by parents/guardians who had multiple children at BCGG branched, and repeated the questions regarding the children's experiences in the classrooms at BGCC in an effort to gain responses to those questions pertaining to each child at the center. The data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

Two hundred and fifty four parents/guardians successfully received an invitation to take the survey; three invitation emails failed. Of the 254 parents/guardians receiving the survey, 112 took at least part of the survey for a 44% response rate, slightly higher than last year's 42% response rate. One hundred sixty seven (167) children were attending the Center when the survey was administered; responses represent 123 children or 74% of the children enrolled.

## **Results**

Respondents answered questions relating to the themes of the children's experience within the classroom and with their teacher, as well as about the management of the Center, and the guardian/parents' relationship with the Center. Participants responded to most of the quantitative questions by selecting an option on the scale 1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree. A fifth response option of "I don't know" was also included and was not used when computing the mean for each of the responses. The survey also included a Net Promoter Score (NPS) question, which is a customer loyalty metric that gauges how willing a customer is to recommend a product or service. For ease of reading, frequencies have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Means, standard deviations (sd), and number of respondents (n) are included as well as frequency percentages for each response choice. Summary themes are included in this report, while the full list of comments in response to the qualitative questions can be found in a separate document.

### **Children's Experience at BGCC**

First, parents/guardians were asked how many of their children attended the Center. One hundred twelve responded, 101 said one and 11 said two. Then, they were asked to identify the classroom their children were in during the 2018-2019 school year. As noted in Table 1, respondents most frequently indicated their children were in Seahorses, Tigers and Dolphins, and least frequently in Butterflies.

<b>Room Name</b>	<b>Response Frequency percentage</b>
Seahorses	11%
Tigers	11%
Dolphins	11%
Ladybugs	10%
Robins	10%
Seals	10%
Whales	9%
Hummingbirds	9%
Bumblebees	7%
Bluejays	6%
Jaguars	5%
Butterflies	2%

Table 1: Children per Classroom (n=112)

Next, the parents/guardians were asked to indicate their level of agreement with a series of questions regarding their children's experiences at BGCC. Table 2 shows responders were most in agreement with their comfort in talking with their child's teacher. Those statements common to the 2018 survey respondents rated higher than in the 2018 survey. Mean responses for each question cross-tabulated by room can be found in attached document Appendix A.

	<b>Strongly Agree 4</b>	<b>Agree 3</b>	<b>Disagree 2</b>	<b>Strongly Disagree 1</b>	<b>2019 Mean (sd) [n]</b>	<b>2018 Mean (sd) [n]</b>
I am comfortable talking with my child's teacher.	82%	16%	3%	--	3.79 (.47) [115]	*
The teacher shows interest in my child	75%	24%	1%	--	3.75 (.46) [114]	*
I feel welcome in my child's classroom.	73%	27%	1%	--	3.72 (.47) [113]	*
I feel that I have regular contact and communication with my child's teacher.	73%	25%	3%	--	3.70 (.51) [117]	3.47 (.68) [122]
I have the opportunity to discuss my child's development with my child's teacher.	70%	28%	2%	--	3.68 (.50) [116]	*
When I disagree with how a teacher works with my child, we work together to find a solution that works for both of us.	68%	32%	--	--	3.68 (.47) [82]	3.41 (.63) [95]
At least weekly, the teacher shares with me information about things happening in the classroom (email, pictures, daily notes, etc...)	73%	21%	5%	1%	3.66 (.62) [116]	3.23 (.93) [122]
The teacher uses information about my family background and beliefs to make my child's learning experiences more meaningful.	67%	31%	2%	--	3.65 (.52) [93]	3.28 (.75) [94]
The teacher takes into account my child's home language when working on literacy and provides my child opportunities to learn in a language they are comfortable with.	60%	36%	4%	--	3.56 (.58) [95]	3.42 (.67) [98]

Table 2: Children's Experiences at BGCC  
\*Question not asked

After the questions regarding their children's experience at BGCC, the respondents could provide comments, and 22 wrote in responses. More than half of the respondents expressed appreciation for their child's teacher and the fine care their children received at the Center. Some others indicated having experienced no disagreements with the child's teacher. One suggested more stability in the teacher's assistants would be helpful, and another mentioned that their child's teacher seemed distant.

The respondents were asked how likely they were to recommend the Becky Gates Children’s Center to a friend or a colleague. This question used the Net Promoter Score ® (NPS), a customer loyalty metric that gauges how willing a customer is to recommend a product or service. The NPS was found to be +92, with the NPS ranging from -100 to 100. The NPS was found by subtracting the percentage of detractors from the percentage of promoters. Generally, a NPS below zero is an indicator that customers have a low satisfaction level or will not recommend a product, service, or experience. A positive NPS (>0) is generally considered good, with highest performers usually between 50 and 80. The breakdown of the net promoter scores (NPS) are noted below in Table 3.

	<b>N</b>	<b>Percent</b>
<b>Promoter</b>	97	92%
<b>Passive</b>	9	8%
<b>Detractor</b>	--	--

Table 3: Recommend Becky Gates Children’s Center (n=106)

Respondents were given the opportunity to explain their rating for recommending the Center. As the NPS was very positive, the explanations provided were also positive. Many complimented the teachers and teachers’ assistants, and the parent/guardians expressed appreciation for the quality care their children received from everyone employed at the Center. Some noted the diversity found at the Center and its inclusive environment for children and parents from different backgrounds. Others mentioned that the Center was managed well, kept clean and procedures in place enhanced their children’s welfare and health. A few mentioned they would like the Center to extend their daily hours, and address the fees that student parents pay for their children’s care.

**Center Leadership and Communication with the Center Management**

Table 4, on the next page, includes questions concerning the relationship between the parent/guardians and the Center. Respondents were primarily in agreement with all statements.

	<b>Strongly Agree 4</b>	<b>Agree 3</b>	<b>Disagree 2</b>	<b>Strongly Disagree 1</b>	<b>2019 Mean (sd) [n]</b>	<b>2018 Mean (sd) [n]</b>
I was provided the Center's handbook that contains the Center's philosophy, rules and goals	79%	21%	--	--	3.79 (.41) [99]	*
I am provided written materials in a language I understand.	77%	22%	1%	--	3.76 (.45) [104]	3.70 (.46) [113]
I am provided opportunities to support the Center through donations of my time, materials, or services that I can contribute.	73%	27%	--	--	3.73 (.45) [101]	*
I generally feel respected by the Center staff.	72%	28%	--	--	3.72 (.45) [105]	3.78 (.41) [111]
I feel my child receives healthy and nutritious meals and snacks.	61%	36%	1%	2%	3.56 (.62) [103]	3.47 (.65) [110]
The Center provides opportunities for my family to share our culture.	58%	37%	4%	1%	3.52 (.63) [98]	*
The Center provides information about community resources and opportunities.	53%	43%	5%	--	3.48 (.59) [101]	*

Table 4: Relationship between Parent/guardian and BGCC

\*Question not asked

Those respondents who disagreed or strongly disagreed with the statement "I feel my child receives healthy and nutritious meals and snacks" were asked to share the reason for those responses. Only one provided a comment, and indicated, whereas they appreciated that the Center tried help the students have a healthy lifestyle, they find the food awful and unappealing and the food is not healthy if the children are not eating any of the food.

The final question of the survey asked parents/guardians to provide specific ways they thought the Center could improve its services for children, as well as any other comments regarding the Center. Forty-six of the respondents took the opportunity to provide a variety of comments. About one quarter were solely complimentary of the Center, its teachers, teacher's assistants and management. Some said they liked the volunteer and parental involvement opportunities and being able to help through donations. Some suggested more special activities for the children, like music and activities that may involve other specialty professionals (including parents). A few recommended some administrative improvements, like electronic contract renewal, larger venue for graduation, earlier communication about special events and being provided more pictures of their children and activities. Some comments continued from last year, such as regretting the loss of the music curriculum and its teacher, and the change to the children's assessment tool. Since many of the comments were singular in nature, and some provided lengthy, detailed suggestions for change, a thorough reading of all comments is encouraged. A complete list of participant comments is in a separate document.

## **Background**

The mission of the Becky Gates Children’s Center (BGCC) “...is to provide an exemplary, affordable, accessible early childhood education program for the children of students, staff, and faculty affiliated with Texas A&M University” (<http://bgcc.tamu.edu/mission-and-goals/> ). The BGCC provides services to a diverse group of children and parents/guardians. Yearly surveys have been conducted in an effort to evaluate and continue to provide high quality services to children and parents/guardians.

## **Project Details**

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

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