

Becky Gates Children's Center Family Satisfaction Survey Spring 2020

Purpose of Assessment

The Becky Gates Children's Center (BGCC or the Center) conducts annual assessments of the parents/guardians of the children who attend the Center to evaluate and continue to provide high-quality services for those children and their parents/guardians. The assessment focuses on parents/guardians' overall satisfaction, their experience with their child's teacher and classroom, as well as the management of the Center. Additionally this year, the survey included some questions related to the online learning opportunities provided by the Center this spring due to the COVID-19 pandemic. This is the ninth time that Student Life Studies has worked with Becky Gates Children's Center in administering this assessment.

Method and Sample

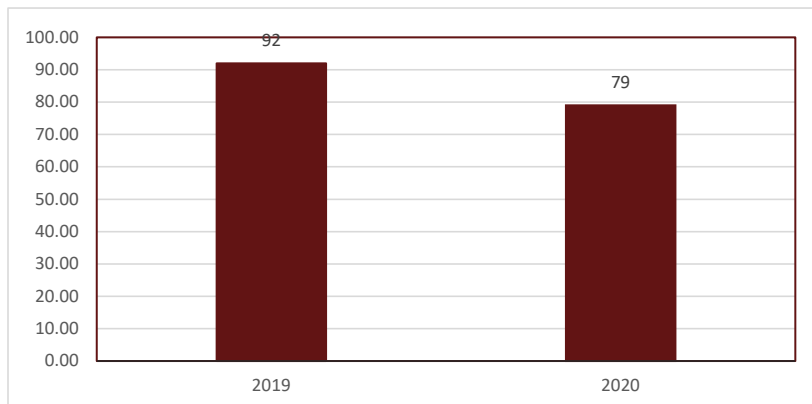
The survey was developed using Qualtrics®, a software package that creates web surveys, and databases. The 26-question survey consisted of 23 quantitative questions and three qualitative questions. Due to branching technology, not all respondents saw all questions. Parents/guardians with multiple children at the BCGG repeated a section of questions regarding each child's experience in their classrooms to understand the experience of each child at the center. The data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

The survey link was successfully sent to 269 parents/guardians through email on May 28, 2020. Three email reminders were sent to non-respondents before the survey closed on June 18, 2020. Of the 269 parents/guardians receiving the survey link, 102 responded to some part of the survey, yielding a 38% response rate. This is slightly lower than the 44% response rate received in spring 2019 and the 42% response rate in 2018.

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 and facility operation. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of respondents' experiences.

- Based on both quantitative and qualitative data, parents/guardians were generally satisfied with the quality of the services offered by the Becky Gates Children's Center. The Center received a Net Promoter Score® (NPS) of +79. A positive NPS score (>0) is generally considered good, with the highest performers usually between 50 and 80. While the NPS score this year was among the highest performers, it was lower than last year.



- Parents/guardians were generally satisfied regarding their child’s experience in the classroom; however, almost all statements decreased slightly. In looking at specific statements, 6% or 7% of parents/guardians disagreed or strongly disagreed with the three areas below. If not being done already, the BGCC may want to develop a form to gather information from parents/guardians at the beginning of each year or when a child is first registered, to understand better the language spoken at home and other family backgrounds. This information can be shared with teachers before the child starts at the Center or beginning of each academic year. Teachers could use this information based on the students in their classroom to tailor learning opportunities and information for each child. It also maybe be beneficial for teachers to understand what weekly information parents/guardians are looking for most. While several parents/guardians expressed appreciation for the communication with teachers, some would like to have more pictures or to know what information will be covered the next week. If the teachers know what the parents/guardians of the children in their classroom prefer, they might be able to better provide that to them.
 - The teacher takes into account my child’s home language when working on literacy and provides my child opportunities to learn in a language that they are comfortable with.
 - At least weekly, the teacher shares with me information about things happening in the classroom (email, pictures, daily notes, etc...).
 - The teacher uses information about my family background and beliefs to make my child’s learning experiences more meaningful.

- Several parents/guardians expressed appreciation and praise in the Center’s quick continuity of business in response to the COVID-19 pandemic and BGCC being closed for a short time. A majority (86%) participated in the online learning opportunities; and almost all (96%) utilized Zoom. Furthermore, 78% reported they would be likely or very likely to take advantage of online learning opportunities in the future. As Becky Gates Children’s Center prepares for the upcoming academic year, they may want to continue to explore online learning opportunities that could enhance in-person classes or be used at home should the Center need to close in the future. The Center may also want to look at how parents/guardians could communicate directly with teachers if parents/guardians are not allowed to go into the classrooms to pick up children as a way to limit contact with people.

- There were a few frustrations shared in terms of the cost for children to enroll at Becky Gates Children’s Center and policies for paying during the summer to hold a child’s spot for the upcoming academic year. The Center might consider benchmarking their costs and policies to other childcare facilities in town. It also might be beneficial to look at what type of programs or experiences similar facilities offer. This might help in sharing the overall value, not just financial, the Center provides for their families.

Results

Means, standard deviations (sd), and the number of respondents (n) are included as well as frequency percentages for each response choice. For ease of reading, frequencies have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending order for the 2020 results. Most quantitative questions contained a 4-point scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree. A fifth response option of “I don’t know” was also provided; however, it was excluded from the analysis. 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. Comparisons to previous years will be made where appropriate.

When asked how many of their children attended the Center, 78% of the 100 parents/guardians who responded indicated they had one child at the Center. Additionally, 20% reported having two children and 2% said they had three students at the Center. Survey respondents represented 124 children enrolled at the Becky Gates Children’s Center. Parents/guardians responded to the same series of questions for each child and their experience in that

classroom and with that teacher. The results for these questions were aggregated regardless of which child (first, second, or third) the respondent reported.

Parents/guardians were asked to identify the classroom of their child for the 2019-2020 school year. As noted in Table 1, respondents most frequently indicated their child was in the Seal, Jaguar, and Tiger rooms. Bumblebees were the least frequently selected.

Room Name	2019-2020 Frequency percentage
Seals	13%
Jaguars	11%
Tigers	11%
Seahorses	10%
Whales	10%
Hummingbirds	9%
Butterflies	8%
Robins	7%
Blue Jays	7%
Panthers	6%
Ladybugs	4%
Bumblebees	4%

Table 1: Children per Classroom (n=121)

Respondents were asked to indicate their level of agreement or disagreement with a series of questions regarding their child's experience at BGCC. Table 2, on the following page, shows respondents were generally in agreement with all statements and most in agreement with their comfort in talking with their child's teacher. The results this year were similar to previous years; however, most statements were just slightly lower than last year. Additionally, results by individual classrooms can be found in the attached document, Appendix A.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
I am comfortable talking with my child's teacher.	77%	20%	3%	1%	3.73 (.56) [113]	3.79 (.47) [115]	*
The teacher shows interest in my child.	74%	24%	1%	2%	3.69 (.58) [114]	3.75 (.46) [114]	*
I feel welcome in my child's classroom.	73%	23%	4%	1%	3.67 (.59) [113]	3.72 (.47) [113]	*
I have the opportunity to discuss my child's development with my child's teacher.	67%	31%	2%	1%	3.64 (.57) [113]	3.68 (.50) [116]	*
At least weekly, the teacher shares with me information about things happening in the classroom (email, pictures, daily notes, etc...).	69%	25%	5%	1%	3.62 (.63) [115]	3.66 (.62) [116]	3.23 (.93) [122]
The teacher takes into account my child's home language when working on literacy and provides my child opportunities to learn in a language that they are comfortable with.	68%	25%	6%	1%	3.60 (.66) [87]	3.56 (.58) [95]	3.42 (.67) [98]
I feel that I have regular contact and communication with my child's teacher.	65%	31%	3%	2%	3.59 (.63) [116]	3.70 (.51) [117]	3.47 (.68) [122]
When I disagree with how a teacher works with my child, we work together to find a solution that works for both of us.	58%	40%	1%	1%	3.54 (.59) [81]	3.68 (.47) [82]	3.41 (.63) [95]
The teacher uses information about my family background and beliefs to make my child's learning experiences more meaningful.	55%	39%	4%	2%	3.47 (.69) [83]	3.65 (.52) [93]	3.28 (.75) [94]

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

After the series of statements regarding their children's experience at BGCC, the respondents could provide any comments, and 32 wrote responses. Over half of the responses were positive and expressed appreciation for the teachers or experience they have had at the BGCC. While several appreciated the level of communication and daily updates, a couple of parents/guardians would like more communication, pictures in addition to the updates, and information about what will be covered the next week. A few respondents felt that the transition to a new class or new teacher went well; however, at least one felt that their child's development stalled in their new classroom. A few concerns that were noted included a lack of cameras in the classrooms, not being able to communicate with teachers due to procedural changes from the COVID-19 pandemic, and not always resolving issues with teachers.

Parents/guardians were asked about their level of agreement or disagreement with a series of questions related to the overall Center. Table 3, on the following page, reveals that parents/guardians were generally in agreement with all statements. There was most agreement that the Center provides a handbook containing philosophy, rules, and goals for the Center and that parents/guardians are provided written materials in a language they understand. Parents/guardians were slightly less in agreement that the Center provides opportunities for their family to share their culture. Most statements had a higher level of agreement compared to previous years.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	2020 Mean (sd) [n]	2019 Mean (sd) [n]	2018 Mean (sd) [n]
I was provided the Center's handbook that contains the Center's philosophy, rules, and goals.	87%	12%	--	1%	3.85 (.44) [92]	3.79 (.41) [99]	*
I am provided written materials in a language I understand.	87%	11%	1%	1%	3.83 (.48) [89]	3.76 (.45) [104]	3.70 (.46) [113]
I generally feel respected by the Center staff.	79%	20%	--	1%	3.77 (.50) [94]	3.72 (.45) [105]	3.78 (.41) [111]
I feel my child receives healthy and nutritious meals and snacks.	77%	20%	2%	1%	3.72 (.56) [94]	3.56 (.62) [103]	3.47 (.65) [110]
The Center provides information about community resources and opportunities.	66%	32%	1%	1%	3.63 (.57) [88]	3.48 (.59) [101]	*
I am provided opportunities to support the Center through donations of my time, materials, or services that I can contribute.	64%	35%	--	1%	3.61 (.56) [85]	3.73 (.45) [101]	*
The Center provides opportunities for my family to share our culture.	63%	30%	5%	2%	3.53 (.70) [83]	3.52 (.63) [98]	*

Table 3: Relationship between Parent/guardian and BGCC
*Question not asked

When asked if they took advantage of the online learning opportunities offered by the Becky Gates Children's Center, 86% of the 93 responding parents/guardians said yes and 14% reported they did not. Those indicating they took advantage of the online learning opportunities (n=80) were asked two follow-up questions. Using a select all that apply formatted questions, respondents were asked to select which online learning opportunities they did. Nearly all respondents (96%) indicated utilizing Zoom, 41% said they used the Open the Gates online learning, and 40% reported using the YouTube channel. When asked if they felt their child benefited from the online learning opportunities, 56% said yes, 39% indicated maybe, and 5% reported that their child did not benefit. Additionally, results by individual classrooms can be found in the attached document, Appendix B.

All parents/guardians were asked how likely they were to take advantage of joining classroom activities via Zoom in the future. One-quarter (28%) indicated they were very likely, 50% said they were likely, 19% reported being unlikely, and 3% stated they were not at all likely (Mean=3.02/4.00; sd=.78; n=93).

Using a Net Promoter Score (NPS) question, parents/guardians were asked how likely they were to recommend the Center to friends or colleagues. The NPS is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. Respondents were given the options of zero to 10 with 10 being most likely to recommend the BGCC to others. Scores of a nine or 10 are promoters, a score of seven or eight are passives, and scores six and below are detractors.

The NPS is determined by subtracting the percentage of detractors from the percentage of promoters. Given the NPS range of -100 to +100, generally, a positive score or a score above zero is considered good. A score higher than +50 is considered excellent, and a score above +70 is considered “world-class.” As seen in Figure 1, the Net Promoter Score for the Center was +79. This resulted in a decrease from last spring when the NPS was +92.

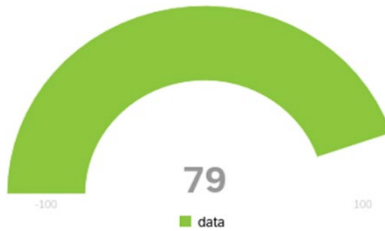


Figure 1: Net Promoter Score

Figure 2 shows the breakdown of promoters, passives, and detractors. Over three-fourths (81%) of the parents/guardians who responded to the survey question were promoters, 17% were passive, and 2% were detractors (n=100). In comparison to last year, 92% of respondents were promoters, 8% were passive, and none were detractors (n=106). Additionally, Table 4 provides a more detailed breakdown of the Net Promoter Score and reveals that almost two-thirds (62%) of the respondents scored the BGCC recommendation at 10; however, this is a 13% decrease from last year.

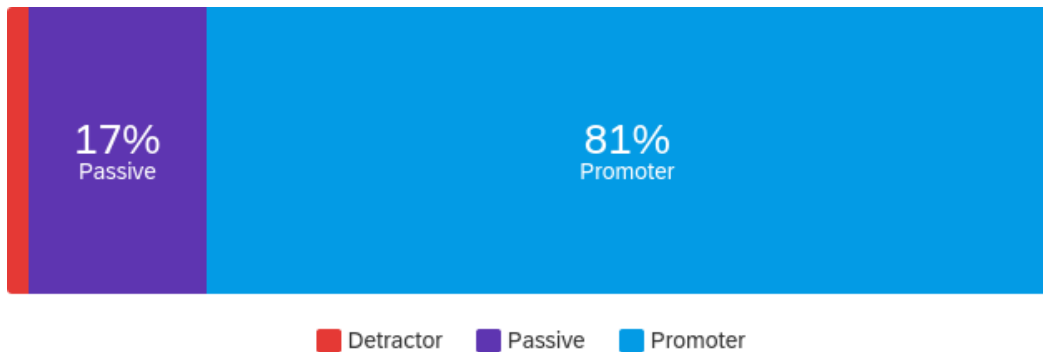


Figure 2: Breakdown of NPS Scores

Net Promoter Score		2020 Frequency Percentage [n=100]	2019 Frequency Percentage [n=106]
Promoter	10	62%	75%
	9	19%	17%
Passive	8	12%	5%
	7	5%	4%
Detractor	6	1%	--
	5	--	--
	4	--	--
	3	1%	--
	2	--	--
	1	--	--
	0	--	--

Table 4: Breakdown for the Net Promoter Score

Respondents were given the opportunity to explain their rating for recommending the Center and 36 wrote a comment. The promoters described the Center as caring, clean, safe, diverse, happy, and nurturing. They also commented that the teachers and staff are great, comforting, caring, well trained, and know the children. Several appreciated the learning environment and referenced all that their child had learned while attending BGCC. Promoters also shared appreciation for the outdoor space, small classes, and proximity to the A&M campus. Those who were passives (rated the Center as a seven or eight) described the Center as friendly, positive, kind, and appreciated the curriculum. However, they also commented that the class size for the older classes was too big, that it was expensive, and the year-round payment plan was rigid, especially if your child did not attend during the summer but you still needed to pay to hold your space. A couple of comments from detractors noted that the Center was good and clean; however, that it was mostly playtime and did not include enough rigor in the curriculum, and that there was a lack of feedback.

When asked to provide specific ways they thought the Center could improve its services for children, as well as any other comments regarding the Center, 15 parents/guardians provided a variety of comments. Several comments were complimentary of the Center, the teachers/staff, and the communication. A few expressed appreciation of the BGCC's quick response to online learning due to the COVID-19 pandemic and the Center being closed a short time. There were a couple of suggestions regarding the menu and aligning it with what the kids receive, changing the format to be easier to understand, and including information in the daily report. Some additional comments shared included providing clearer information about Reading Across America, offering more fresh foods to the kids, focusing on Eastern holidays and cultures in addition to the Western ones, and having more flexibility in payments without losing a child's spot for the upcoming year.

Background

According to its website (<https://bgcc.tamu.edu/about-the-center-2/>) the Becky Gates Children's Center service approximately 165 children between the ages of 12 months to 6 years. The mission of the Becky Gates Children's Center is to "provide an exemplary, affordable, accessible early childhood program for the children of students, faculty, and staff affiliated with Texas A&M University." Furthermore, the Becky Gates Children's Center incorporates the six Texas A&M core values in their program.

Project Details

The email distribution of this survey in late May/early June 2020 coincided after the move of all Texas A&M courses to online delivery, and the Center closing for a short time caused by the COVID-19 pandemic. This change could have affected the survey response rate and the feedback provided by parents/guardians.

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

Prepared for: Erica Ritter, Becky Gates Children's Center
Prepared by: Kelly Cox, Student Life Studies
Survey designed by: Kelly Cox, Student Life Studies
Analysis completed by: Ligia Perez, Student Life Studies
Prepared on: June 23, 2020