Client Satisfaction Survey 2013

Brief description of project:

This survey was completed to get feedback from Families/Clients on topics such as demographic info, CCAMPIS Grants, Strengths and Weaknesses of the ASUU Student Child Care program and other campus programs, how the campus program staff is perceived, how the children and families are treated, and how effective current program policies are.

Who was asked to complete survey: All families enrolled in the 2012-2013 academic year
Respondents: 72
Administration Type: Campus Labs mass mailing and generic link sent via email

Summary of Key Findings:

We learned that thirty of the respondents identified themselves as students. Twenty two (73%) were full-time students, and eight were part-time. Of the thirty students we learn that fifteen (50%) of them are graduate students and ten (33%) are seniors. While most of the student families are married (66%) with one child (68%) nineteen (58%) indicate their annual household income is under $38,000 (the point at which a family of three is no longer eligible for any subsidy grant). We also learned that sixteen (53%) of the students are receiving CCAMPIS subsidy grants. If CCAMPIS child care tuition assistance was not available, 52% of parents indicate they would have to reduce their course hours and stay home with their children and 35% would drop out of school to stay home or work full time.

Many strengths of the program were highlighted, such as the majority of parents feeling that their child is acknowledged in a friendly and supportive manner (92%), staff members are interested in their child's thoughts, ideas, and feelings (90%), Staff members give positive directions that are easily understood by their child (90%), and the center does a good job of communicating important program information and events (82%). When asked about communication of information through newsletters, on the website, and on Parent Boards a large number of parents (32%) found those forms of communication only "somewhat" helpful. Many strengths and some weaknesses were listed about the ASUU Student Child Care, most notably one family wrote, "I love the flexibility of ASUU and find that is both a strength and a weakness of the center. It makes it very adaptable to my schedule but does mean lots of pickups and drop offs all day which can be tricky for the staff and children". One family felt that "closing promptly at 9 pm was problematic when we were enrolled in 6-9 classes (the only time we would need child care at that time). Since we had to be there before 9, one of us would always have to leave class early, which was problematic, especially toward the end of the semester."

Actions Taken:

Because parents may use more than one Child Care Center, it might be beneficial to include looping in the survey in the future, so that parents can answer questions about each center separately (e.g., about agreement with policies, satisfaction with services).

Although 58% of student parents who participated were income eligible for some form of subsidy grant, only 53% were taking advantage of the service. We have increased communication with student parents, to advertise the availability of subsidy grants to help defray the cost of child care. This has led to a greater number of CCAMPIS applications and we anticipate a higher participation rate. Also, information about the CCAMPIS grant, and the reasons student parents rely on it, can be shared with ASUU and other University Departments and campus programs. We will continue to discuss the issue of opening and closing times and make changes as are appropriate for the center, staff and students.

Which Student Affairs goals does this project align with?

3.c. Develop programs and services to make the University more accessible to underrepresented
populations (e.g. work with government and community service providers to identify potential students, promote higher education and increase families' understanding of the value of higher education).

3.d. Increase the resources available for underrepresented students (e.g. scholarships, grants and jobs).

4.e. Develop consistent job descriptions, program objectives and goals within each department, focusing on specific expectations for the qualified employees hired.