

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: **Children's Center**

Individual(s) Completing the Questionnaire/Report: **Cigdem Unal**

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).

The Children's Center is an on-site campus childcare center, which began operating in 1973 with a specific commitment to providing high quality care at a reasonable cost to student families.

Additionally, childcare is provided as space allows to faculty/staff and community families.

The Children Center's mission is not only to provide care for children and families but also to serve as a model school in early childhood education.

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)

The Children Center is serving 26 Student, 25 Faculty/Staff and 14 Community Families during the 2004-05 academic year.

The Children's Center is an on-site training facility for students in Curriculum and Instruction, Communicative Disorders, Elementary Education, Physical Education, Special Education, and School Psychology. The Children's Center provides job and volunteer opportunities for students. Children's Center has average of 4 Student Teachers, 4 interns, 40 Teacher Assistants, 6 volunteers and 20 observers throughout an academic year.

The Children's Center collaborates with different departments to offer different programs for children in the program. Here are some examples.

- The Communicative Disorders Department graduate students have been providing a Literacy Program for the Children's Center children three times a week for both classrooms during the 2004-2005 academic year.

- Jennifer White Head Gymnastics Coach from HPERC and her students had provided 10 gymnastics classes for the Children's Center, during Fall 2004 Semester, and there will be 6 gymnastics classes during Spring 2005 Semester.

- Debbie Thompson from HPERC and her students will provide 8 swimming lessons in April of 2005.

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

8 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The staff at the Children's Center is comprised of a full-time director, two full-time lead teachers, a part time program assistant, and approximately 40 university students who are part-time teacher assistants.

After the NAEYC revalidation visit in April of 2003, The NAEYC commission recommended that the Children Center's teacher assistant staffing pattern should be improved. The number of teacher

assistants was reduced from 55 to 40. Better organized, consistent, and permanent teacher assistant schedule was created to bring the program to an even higher standard of excellence.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

6

1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The University of Wisconsin-Whitewater Children's Center went through an Office Planning and Review process and a UW system program audit during the last two years. While the center was involved in these processes, a question was raised regarding the extent to which the UW-Whitewater Children's Center meets the childcare needs of the students and faculty/staff families. The Safety Report from Campus Police Chief indicates that there is a great need to physically modify the Roseman Building to ensure the safety and security of children at the Children's Center. The Children's Center should be a self-contained and secure facility that only allows for entry to areas occupied by children through controlled access barriers. The Children's Center needs more space in the Roseman Building (or ideally it's own building) to better meet the needs of the student and faculty/staff families with young children and also to help the UW-Whitewater recruitment and retention of student and faculty/staff.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

8

1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Except the Director's salary and fringe benefits, everything comes out of the Children Center's Program Revenue. The non-allocable segregated fee supports the Director's Salary and Fringe Benefits. The Children Center receives about \$4500 from GPR.

3. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)
There was a director change.

In another paragraph or two, describe why these changes occurred.

Robin Fox took a teaching position at the UW-Whitewater College of Education in 2000.

MISSION & PLANNING

4. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
Childcare Needs Assessment Survey was sent out to all the students and faculty/staff during November 2004. I am in the process of analyzing the data to write a proposal to request more space for the Children Center to better meet the needs of the student and faculty/staff families.
5. Below are five "core values" the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit

(i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	20
Development of the individual	20
Personal and professional integrity	20
Commitment to serve	20
Commitment to develop a sense of community, respect for diversity, and global perspectives	20
Total=	100 points

6. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	10
Academic assessment data/information relevant to student performance against learning outcomes	10
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	10
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	10
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	10
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	
Total=	100 points

7. Does your unit have a mission statement?

Yes X No

If you answered “yes,” please list the mission statement here. Also, if your mission statement can be accessed on the web, please list the URL here.

Provide high quality care for reasonable price for student and faculty/staff families with young children to help UW-Whitewater recruitment and retention of students and faculty/staff.

<http://www.uww.edu/staffair/children/program.php>

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your unit’s planning and/or decision-making.

The mission statement plays a very important role in the Children’s Center’s planning and decision-making.

OPERATION AND PERFORMANCE

8. What are the major or measurable objectives of the unit?

The Children’s Center is licensed by the state of Wisconsin’s Department of Health & Human Services. The center is also accredited by the National Association for the Education of Young Children (N.A.E.Y.C.) Accreditation from N.A.E.Y.C means that the program exceeds standards set

forth by the state. The Center received reaccreditation in 2003, goes through a review each year, and reaccreditation every five years.

Office Planning and Review process (OPR).

Annual Program Evaluation filled out by families every April.

Reflections filled out by Teacher Assistants every semester.

9. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

The Children's Center maintains its State License.

The Children's Center maintains its NAEYC accreditation.

10. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- State Licenser Reports.
- NAEYC visit report.
- OPR Executive Summary.
- Annual Program Evaluation filled out by families every April.
- Reflections filled out by Teacher Assistants every semester.

11. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions? Please be specific.

12. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.

- Children's Center serves Community families as the space allows. The Children's Center is serving 14 community families during the Spring 2005 semester.

13. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).

- Whitewater Unified School District
- Head Start Program
- Nasco
- NAEYC
- Sentry, and Fairhaven Nursing Home.

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

14. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes No

If "yes," please list these outcomes/objectives.

- Please see attached document. (Teacher Assistant evaluation form)

- **Student Teacher's learning outcomes assessed on a weekly basis throughout the semester. The Children's Center has a Student Teacher Binder that explains the expectations and evaluations of student teachers on a weekly basis.**
15. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?
Yes No
- If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.
- **Teacher Assistants (students) go through an evaluation every 6 months with their Lead Teachers, they also set goals for the next semester. Evaluations can be found in student files.**
16. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #13? Please be specific.

SELF-EVALUATION

Strengths

17. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

- a. Specific Strength: **Interactions among teachers and children.**
 - Supporting Evidence: **NAEYC report**
- b. Specific Strength: **Curriculum**
 - Supporting Evidence: **NAEYC report**
- c. Specific Strength: **Staff Qualifications**
 - Supporting Evidence: **NAEYC report**

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: **There is a great need to physically modify the Roseman Building to ensure for the safety and security of children at the Children's Center. The Children's Center should be a self-contained and secure facility that only allows for entry to areas occupied by children through controlled access barriers.**
 - Supporting Evidence: **Campus Police Chief Safety Report.**
 - Recommended Actions: **Working on a proposal to improve safety and security of the Children's Center.**

2. Specific Concern: **The Children's Center needs more space in the Roseman Building (or ideally it's own building) to better meet the needs of the student and faculty/staff families with young children to help the UW-Whitewater recruitment and retention of student and faculty/staff.**
 - Supporting Evidence: **Childcare Needs Assessment Survey.**
 - Recommended Actions: **Working on a proposal to request more space for the Children's Center.**