

Assessing the Health Needs of Parenting Students
at Tompkins Cortland Community College

Name

Health Department, SUNY Cortland

HLH 499: Fieldwork in Health

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Problem

College is a difficult experience for many students as they attempt to balance independence, work, school, and social lives. This is an even greater struggle for non-traditional college students who have children while attending classes. Not only do these parents have to take care of themselves, but they have an entire family network to balance, as well. There are around 3.9 million undergrad college students in the United States that are parents to dependent children (Miller et al., 2011). This is close to 25% of the undergraduate population. Yet, many college campuses are still geared towards “traditional” college students who are usually between 18 and 24 years old (Marandet & Wainwright, 2010). One study found that non-traditional students scored significantly higher on the life stress scale than traditional students (Trenz et al., 2015). This trend continued when scores between these two groups were compared for anxiety and depression levels (Trenz et al., 2015). Poor mental health can greatly affect success at the collegiate level, so it is important that both traditional AND non-traditional students have resources available to relieve their stress.

Fifty-three percent of parents in college will leave without a degree while that number for non-parents is only 31% (Institute for Women's Policy Research, 2013). This is an especially concerning statistic considering that, on average, students who are parents often have higher GPAs than traditional students (Institute for Women's Policy Research, 2013). College degrees are directly linked to greater income throughout a lifetime (Tamborini, 2015). Lower levels of education can directly influence a family’s risk of living in poverty (Office of Disease Prevention and Health Promotion, 2014). On average, women in the United States with a bachelor’s degree will earn \$629,000 more in their lifetime than women with just a high school diploma (Tamborini, 2015). For men, this gap is even more substantial, with individuals who have a

bachelor's degree earning \$890,000 more in a lifetime than those with just a high school diploma (Tamborini, 2015). This amount of money can make a large change in someone's life, and could potentially be the difference between living in poverty or not. Additionally, 1.9 million of these student parents are single, which means that they only have one source of income (Miller et al., 2011). Low socioeconomic status is linked to numerous health problems including mental illness, obesity, diabetes, heart disease, and more. (United States Department of Health and Human Services, 2014). Nearly 90% of single mothers who attend college have a low socioeconomic status (Kruvelis et al., 2017). This is a huge problem, but even more concerning is that 63% of single mothers in college live in poverty (Kruvelis et al., 2017). Furthermore, living close to or in poverty often means not being able to afford childcare. College schedules often lack flexibility, and classes typically have an attendance policy. Parents cannot afford to miss classes due to not having anyone to watch their child/children.

Luckily, at Tompkins Cortland Community College, there is a childcare center right on campus available for students called the Arthur Kuckes Childcare Center. The mission of this program is "to provide child care services to the college campus and the local community in a safe and nurturing environment which promotes the social, emotional, physical, language, and cognitive development of children" (Tompkins Cortland Community College, 2020). The center may offer free services or discounted rates to those who meet certain financial needs, which is often the case for non-traditional students who are parents. The daycare is open from 7:30am-5:00pm, so that it can accommodate most users' schedules (Tompkins Cortland Community College, 2020). The college's goal of having an affordable, on campus daycare center is to encourage and support parents to graduate successfully.

Finally, non-traditional students have limited interactions on campus; therefore, they may struggle to use available health resources that their college provides (Flores, 2017). They tend to rely on external support from their friends and family (Flores, 2017). Unfortunately, not everyone has a strong support system. This makes the small time that they are on campus even more essential. In turn, this means that the childcare center on TC3's campus must work with the main campus' Health & Wellness department in order to ensure that the school is doing everything in its power to support their student parents.

Data Collection

The purpose of data collection for this project was to provide the college with specific statistics on their non-traditional students who are parents. This group has very different needs than their classmates, which some institutions fail to realize or address. While Tompkins Cortland Community College makes a great effort to support these students, there is always room for improvement. The lack of data on this group alone shows that they tend to go unnoticed in the college setting. Gathering data on nutrition, exercise, relationships, and mental health helped to gauge what the parents are looking for, support-wise, from the school. The survey mainly assessed the needs of the target group, student parents. The data gathered can now be used to plan future interventions based on the responses of the survey and what needs were revealed.

The data was collected through a needs assessment survey. I designed and wrote the survey myself. I decided against handing out hard copies of the survey because I wanted to prevent lost surveys and confidentiality breaches. I transferred my survey to Microsoft Forms, so that it was easier for parents to respond on their phones or computers, without having to worry about returning a hard copy. This helped to maintain confidentiality, as teachers at the childcare

center could not see parents' responses. I asked respondents to provide their name, if they felt comfortable, because their names were used as part of the incentive to participate in the survey, which will be discussed later. I could also use this information to track down individuals who specifically indicated that they would like help learning about nutrition, exercise, etc.

The survey collected both qualitative and quantitative data. I put 5 sections in the survey: Demographics, Exercise, Nutrition, Mental Health, and Relationships. Examples of demographic questions are: Are you a student or faculty of TC3?, Are you employed?, What is your marital status?, How many children do you have?, How many members are in your household?. Examples of nutrition based questions are: Do you currently use the Panther Pantry?, How many servings of fruits or vegetables do you eat daily?, How many meals a week do you typically eat out?, On average, how many days of the week do you drink soda?, How many times have you drank alcohol in the past 30 days?, Do you feel that TC3 is doing enough to help your family meet their nutritional needs?, If not, how could TC3 better support you and your family's nutritional needs?, Do you feel that you have enough nutritional knowledge to create healthy meals for you and your families?, What is preventing you from providing healthy meals for you and your family? (Check all that apply). Examples of exercise based questions are: How many times a week do you exercise?, How long do you typically exercise for?, What is holding you back from exercising? (Check all that apply), Would you or your family benefit from learning how to exercise from home?, What are your preferred methods of exercise? (Check all that apply). Examples of questions regarding mental health are: How many days in the past month have you felt moderately or very anxious? How many days in the past month have you felt depressed?, How many days in the past month have you felt lonely?, Do you feel that your mental health has affected your ability to be present in your child's life?, During the past month,

how often has your mental health affected your relationships?, Overall, how would you rate your mental health?, Are you aware of the mental health counseling services on campus? Examples of relationship questions are: Do you feel safe in your relationship?, Do problems in your relationship ever affect your relationship with your child/children?, Is your partner helpful in caring for your child/children?

Clearly, there were a wide variety of questions, so there were varying kinds of responses. Some answers were: yes/no responses, Likert scale, checklist, select a single response, and others were open ended. I made the survey to be about 30-40 questions long, depending on how each participant answered. This seemed extensive, however, since the survey had multiple topics, many questions had to be asked to gather adequate data. As an incentive, I put together gift baskets filled with children's care products (diapers, creams, cups, sunscreen, wipes, etc.) for each classroom in the daycare. If parents completed and submitted the survey in time, they were entered in a raffle to win the basket. The sample chosen to participate in the needs assessment included all of the parents who have children in the daycare center. This meant that the sample was about 70 participants. However, when a future intervention is planned based on the data collected, the main focus will likely only be on those parents who are also students, which is a smaller sample.

Originally, I wanted to have the survey sent out to parents during the second week of March, at the latest. However, this deadline had to be flexible because IRB approval took some time. I ended up sending out the survey on Monday, April 4th. I asked the parents to return the surveys within two weeks. At first, I had planned to allow for a grace period; however, since IRB approval took so long, I needed to give myself enough time to analyze data. I stopped collecting surveys on Monday, April 18th. I decided this was a good stopping point because 35 individuals

had sent in the finished survey. Once all of the surveys were returned, I started to organize all of the data collected.

The majority of the needs assessment was not theory based because Health & Wellness Services does not have plans for a specific intervention. Instead, I had just asked a bunch of general questions that provided some overall knowledge on this group. However, there were a few questions relating to the health belief model. This model was not the focus of the survey, so not all aspects of the model were included. There were questions about perceived barriers to attaining healthy foods and exercise. There were also questions regarding respondents' self-efficacy surrounding nutrition and exercise. The purpose of these questions was to gauge why parents are not exercising or eating well to determine if it is something that TC3 could help improve through a program or intervention.

Intervention

There is currently not an intervention planned. However, now that there is data on this population, there are various potential interventions that may be planned. First, since parents indicated not using the Pantry often and wanting to eat healthy foods, the Panther Pantry could be of service. The Pantry has limited hours, so many student parents cannot use that service. To allow more parents to use the Pantry, a possible intervention could be to increase the hours that the Pantry is open. The goal is to bridge the gap between the Pantry and the childcare center. This could also be done by putting another fridge in the daycare center with food from the Pantry. Parents could just go into the daycare when picking up their child to get healthy foods and fresh produce. Please note that the original idea to make meal packages for parents and deliver them at the center cannot be done. I talked to Sayre, who runs the Pantry, and she informed me that people who choose to use the Pantry MUST be able to make their own choices.

Not following this could lead to the Pantry losing funding, which would be incredibly problematic. It IS possible, however, to let student parents know exactly what is available to them at the Pantry that week. They could be sent an email on Monday, when the shipment arrives, that contains information about what products are available and at what cost (how many points). This could allow parents to plan what they want from the Pantry before they arrive. The health belief model could be used when planning this intervention. Many people struggle with eating enough healthy food for a variety of reasons. The health belief model could be used to show parents that they have the power to take their health into their own hands and that they are capable of improving their physical health through diet, with the aid of this program.

Another possible intervention could target mental health. Studies have shown non-traditional students face greater struggles with mental health (Trenz et al., 2015). The responses from my survey indicated that student parents have significantly poorer mental health than parents who are not taking classes. Health & Wellness Services could work with the counselors and create an at home mental health care package for the parents. This could involve going over directions for breathing techniques, reflective journaling, and healthy communication strategies. The theory of reasoned action can be used when planning this intervention. Getting treatment for mental health can have a stigma around it that may prevent people from seeking help. This theory can gauge the student parents' attitudes and beliefs around mental health and treatment. Learning what is holding them back from accessing their best mental health can help H&W Services better serve their student parent population.

Overall, any one of these interventions could be very beneficial to Tompkins Cortland Community College. When student parents are supported by their college, they are more likely to graduate, which looks best for the school (Flores, 2017). Schools often use high graduation rates

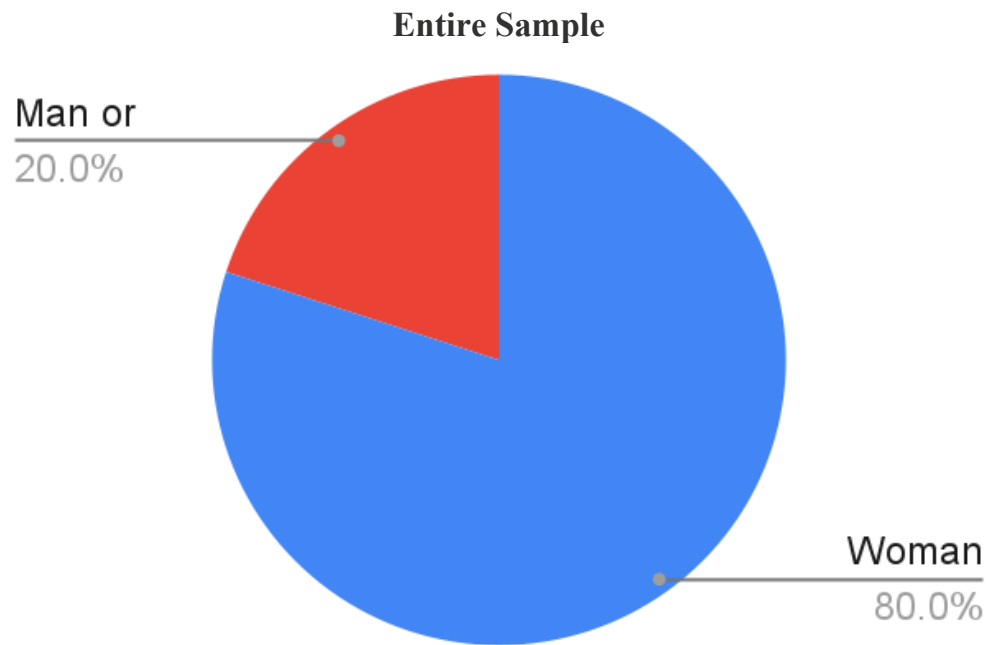
as a reason to attract more students to the college. Therefore, having a high number of student parents who successfully graduate is important. Furthermore, if these individuals have a positive experience at TC3, and with the Arthur Kuckes Childcare Center, they may be more likely to recommend the school and daycare center to others. This could potentially lead to an increase in enrollment, which is greatly beneficial for the school, considering COVID-19 has led to a dramatic decrease in attendance at TC3.

My experience in developing this needs assessment for TC3 benefited me both personally and professionally. This was my first time conducting a larger scale survey, since the only other time I'd done so was in an epidemiology class. Needs assessments are an important part of health promotion, so getting practice conducting one in a "low-risk" environment, such as an internship, was helpful for me. Also, I gained communication skills that will serve me throughout my entire professional career. I had to communicate with parents, their children, and my supervisors. These three groups all required a different method/style of communication, furthering my communication abilities. Additionally, I have multiple friends who are currently balancing college classes while parenting young children. This helped me empathize with them and be a better friend and support network. I can now let them know that they are not alone in this challenge.

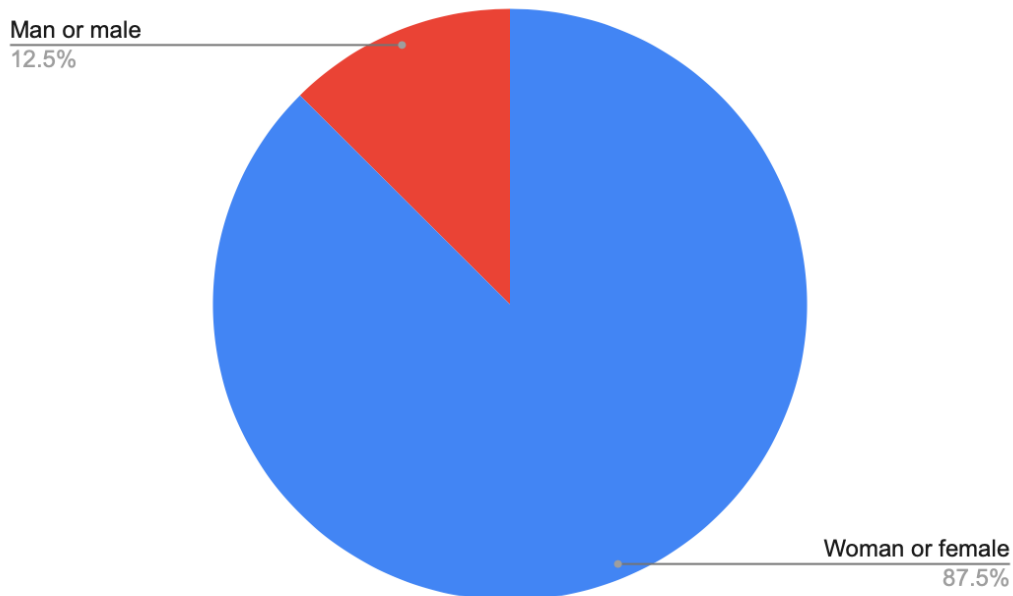
Lastly, planning potential programs will also be beneficial to me professionally. While I am unsure of my future plans, I do enjoy health promotion and would like to do something like this in the future. This project helped me learn how to analyze studies by looking at the data collected by the needs assessment. Also, I got a small bit of practice planning programs for specific populations based on real data.

Results and Analysis

2. What term do you use to describe your gender identity?

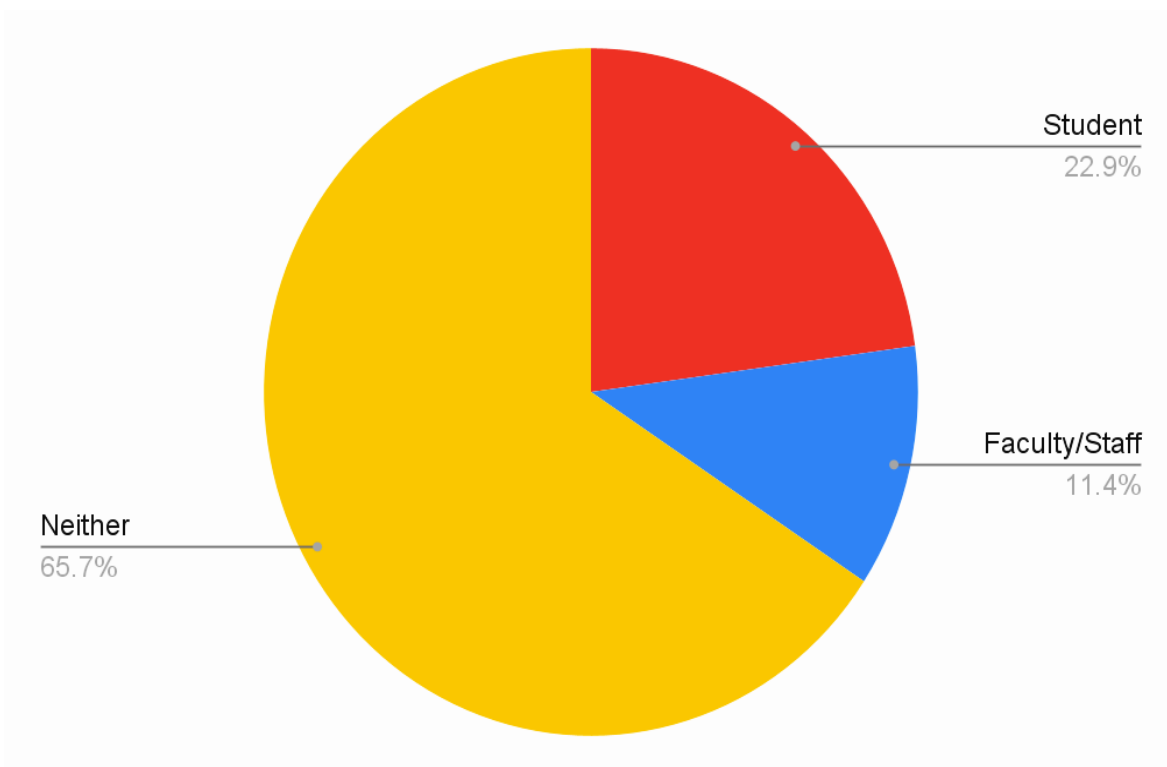


Student Parents From Sample



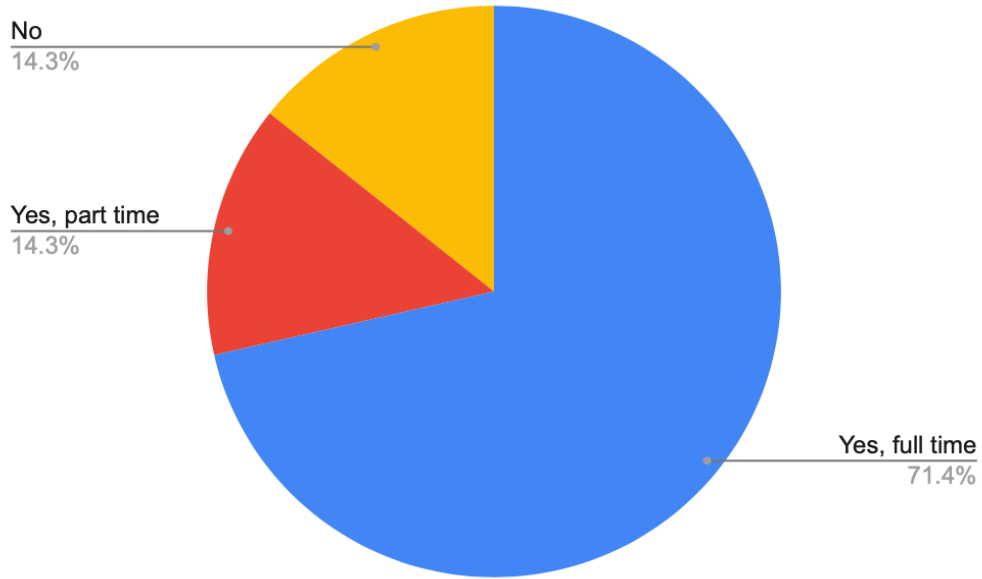
3. Are you a student or faculty of TC3?

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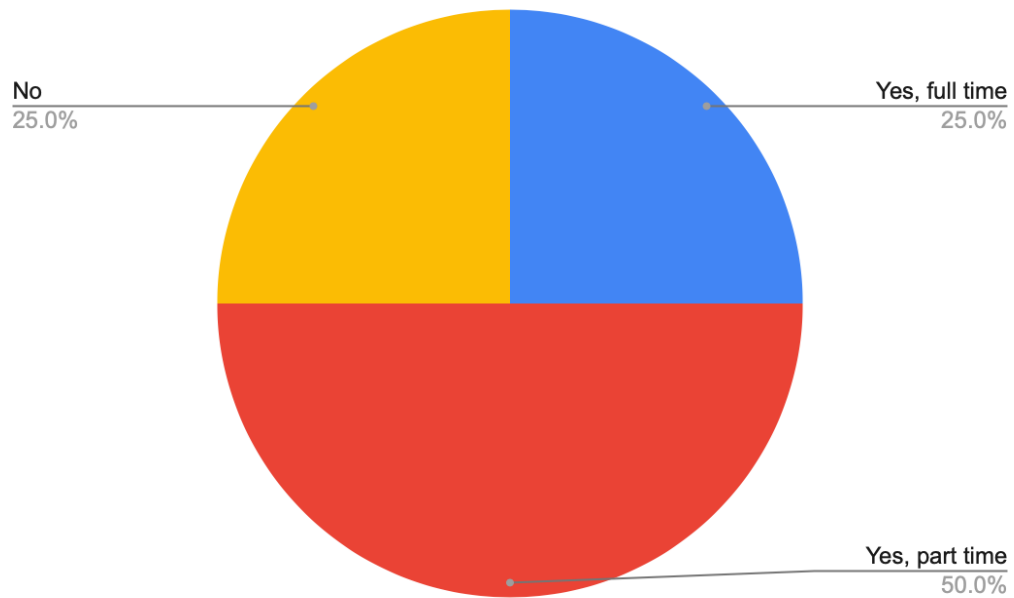


4. Are you employed?

Entire Sample

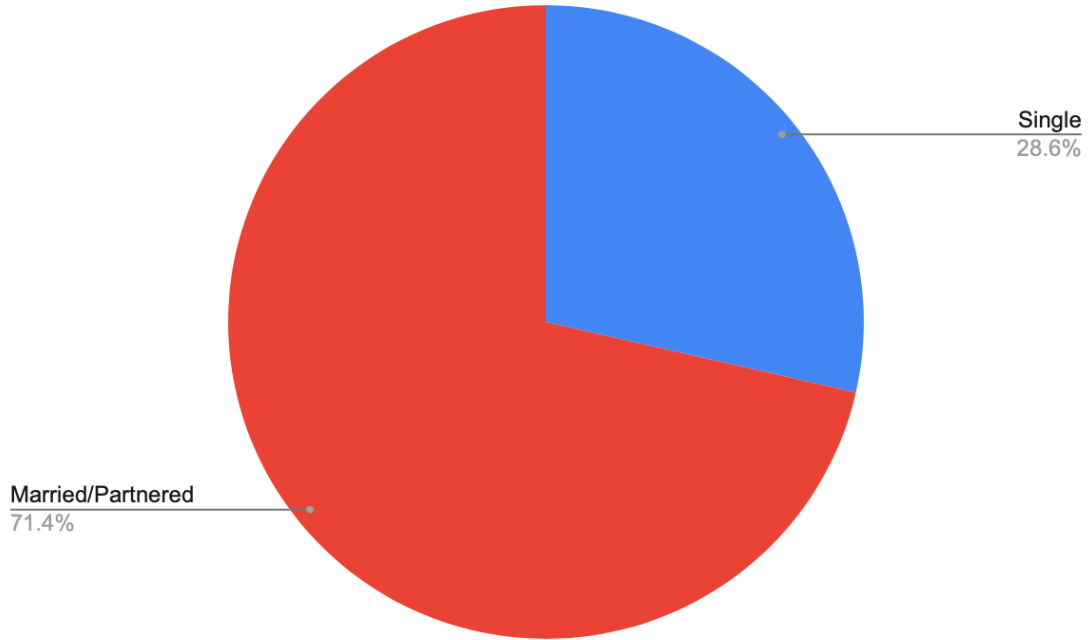


Student Parents From Sample

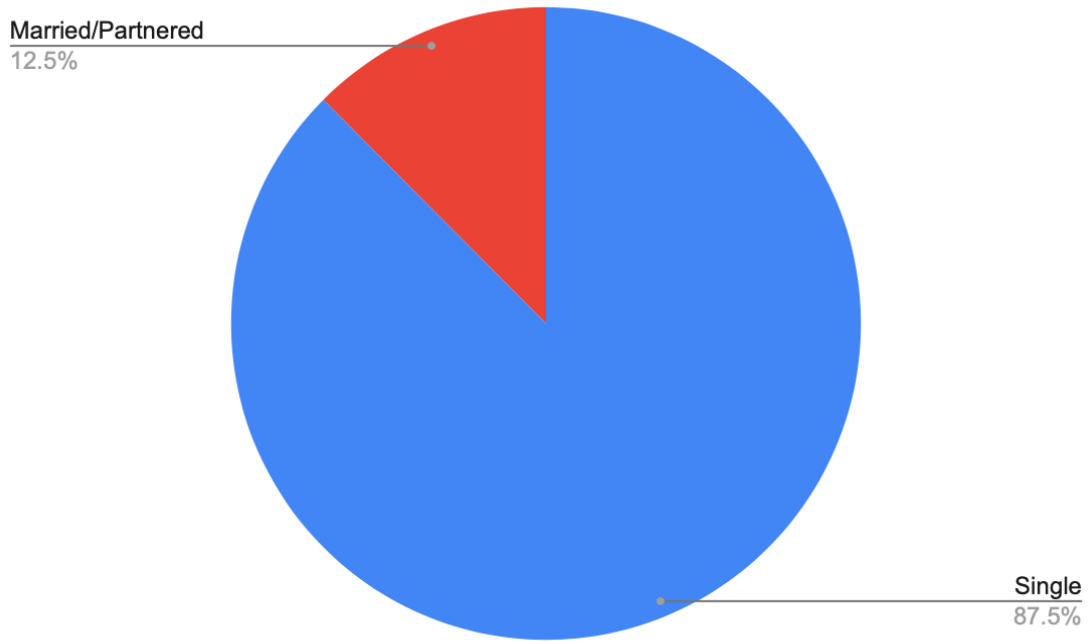


5. What is your marital status?

Entire Sample

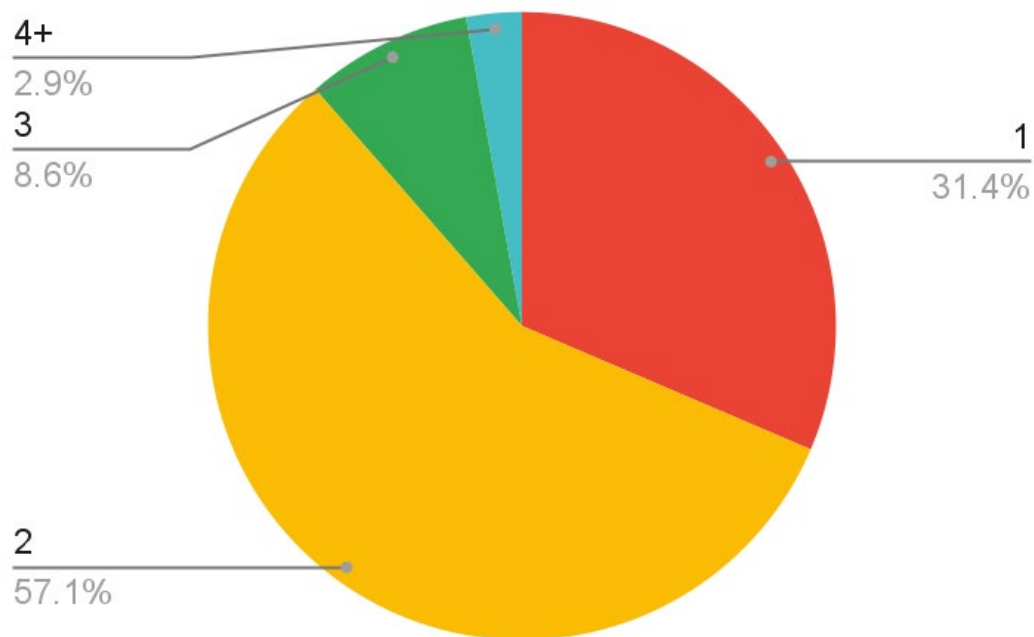


Student Parents From Sample

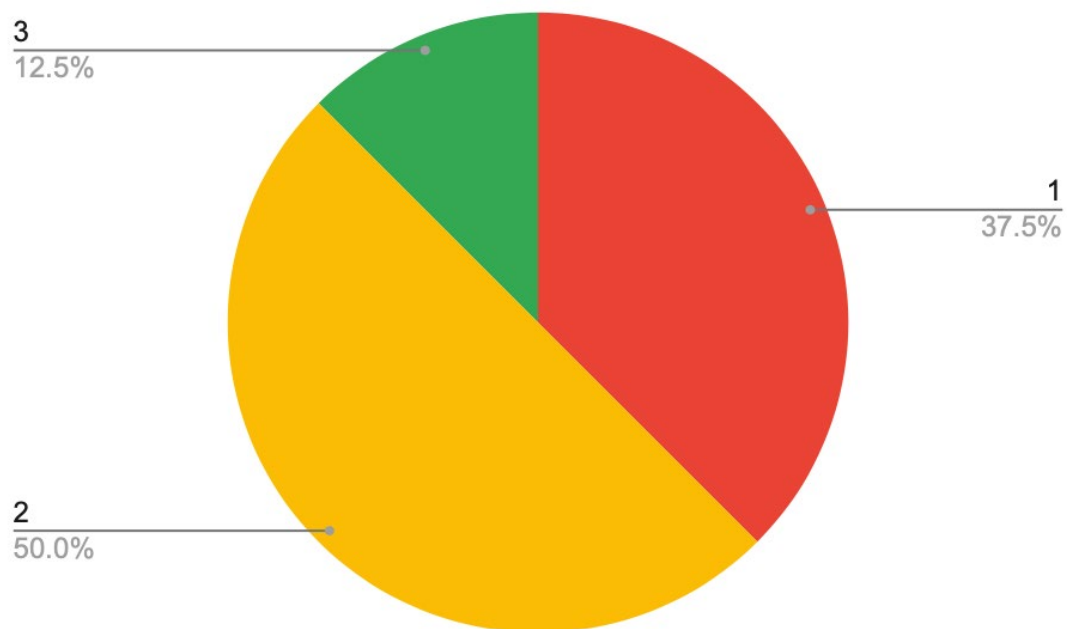


6. How many children do you have?

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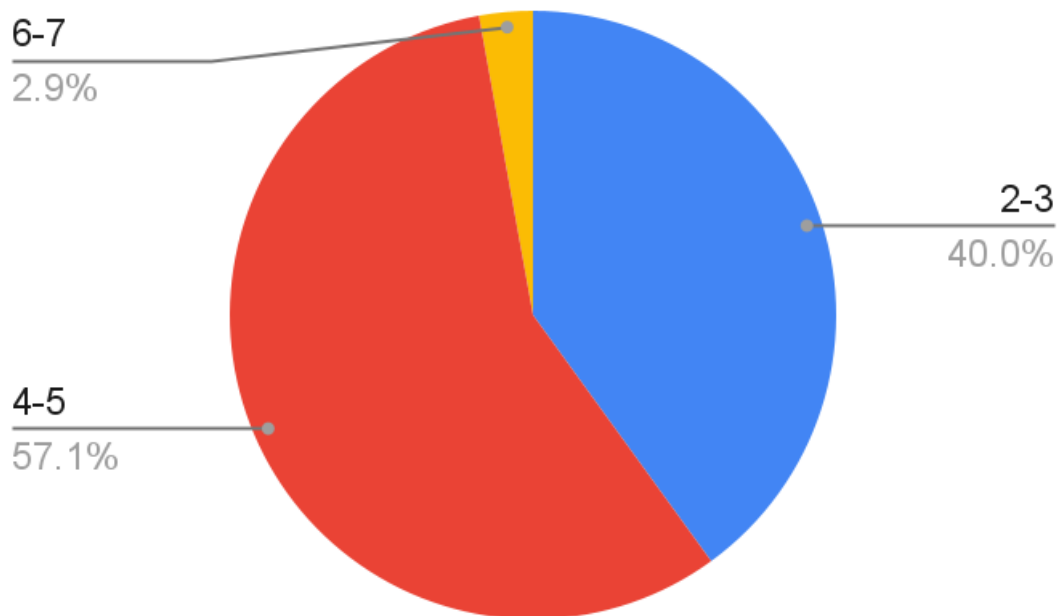


Student Parents From Sample



7. How many members are in your household?

Entire Sample

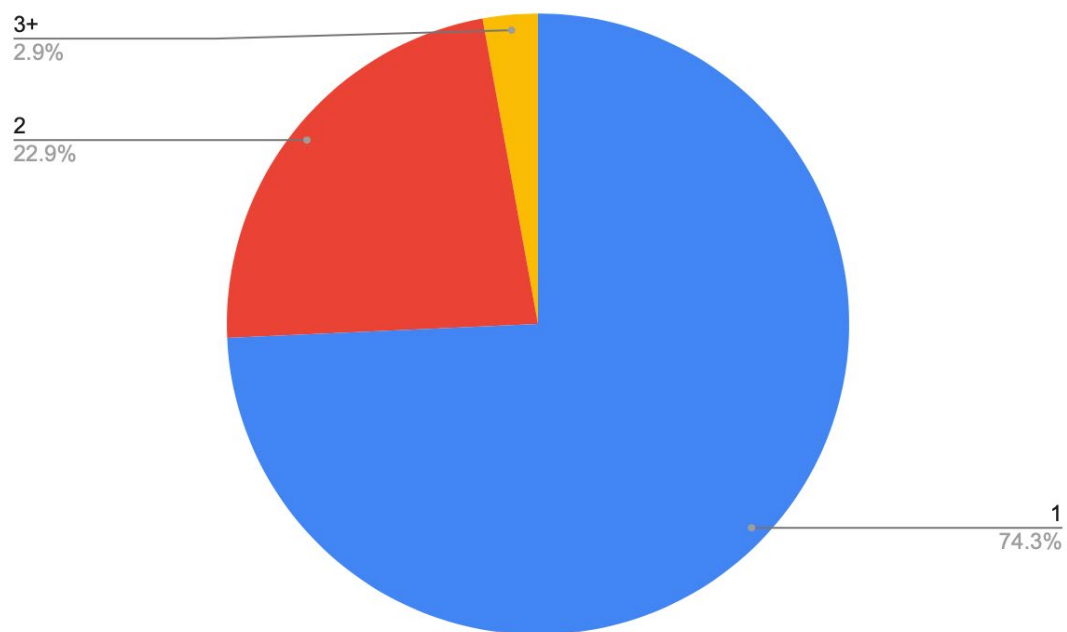


Student Parents From Sample

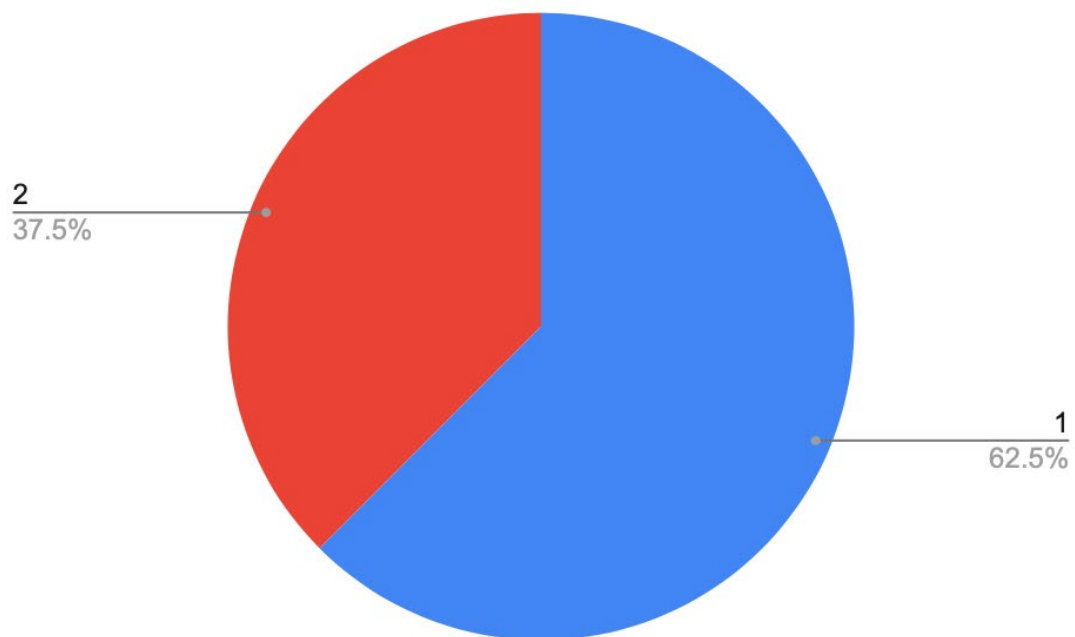


8. How many children do you have enrolled in the Arthur Kuckes Childcare Center?

Entire Sample



Student Parents From Sample



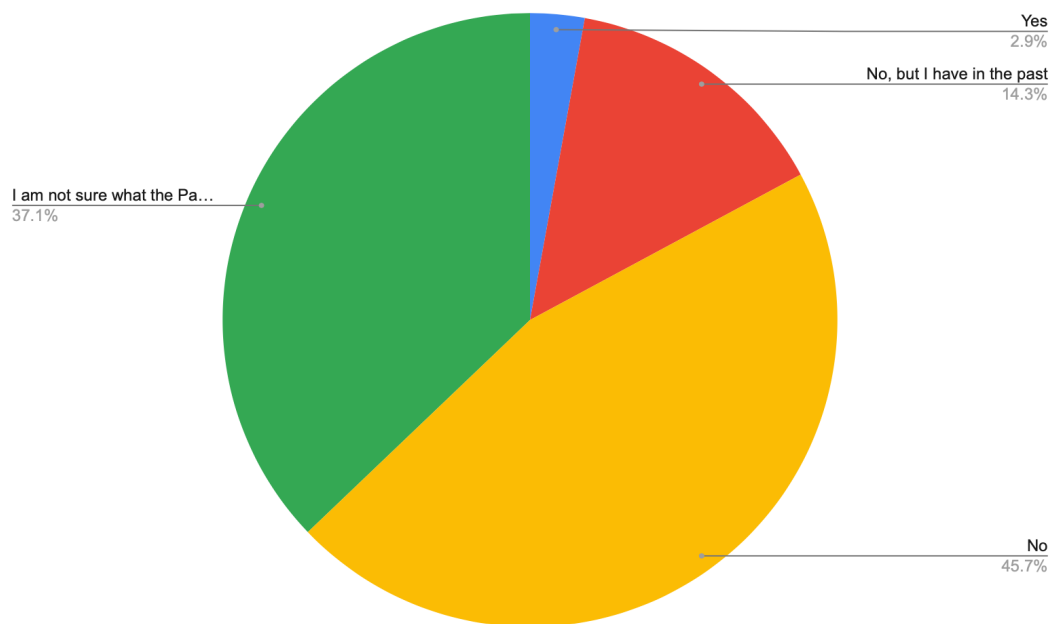
9. How old is your child/children that is/are enrolled in the childcare center?

Entire Sample

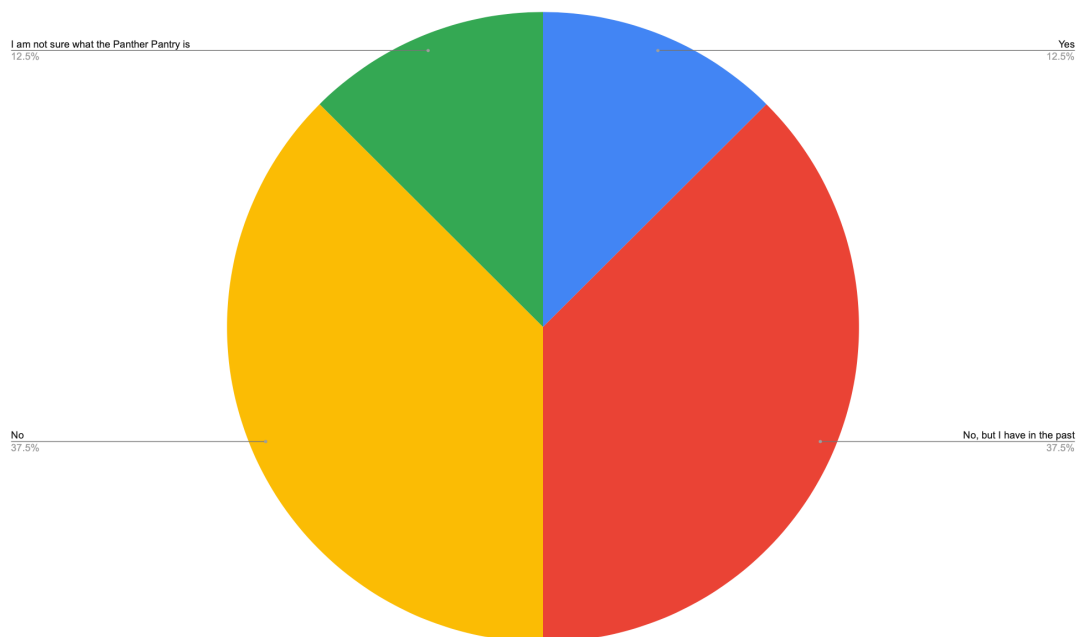
- “1”
- “1 and 4”
- “1.5 years”
- “10 mo and 3 yrs”
- “13 months”
- “2” (6 responses)
- “2 & 4” (2 responses)
- “2 and 10 months”
- “2 and 5”
- “2 years old”
- “2 yrs”
- “2, 5”
- “2.5” (2 responses)
- “3” (6 responses)
- “3 and 1”
- “3 years old” (2 responses)
- “4” (2 responses)
- “4 yrs”
- “5 and 2”
- “7 months”
- “under 1”

10. Do you currently use the Panther Pantry?

Entire Sample

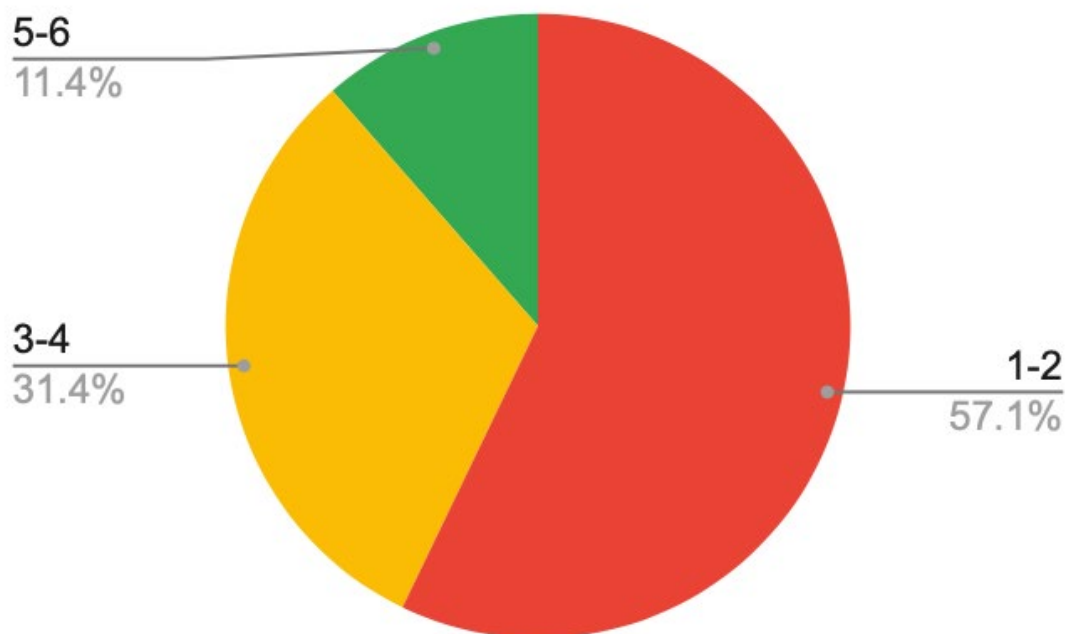


Student Parents From Sample

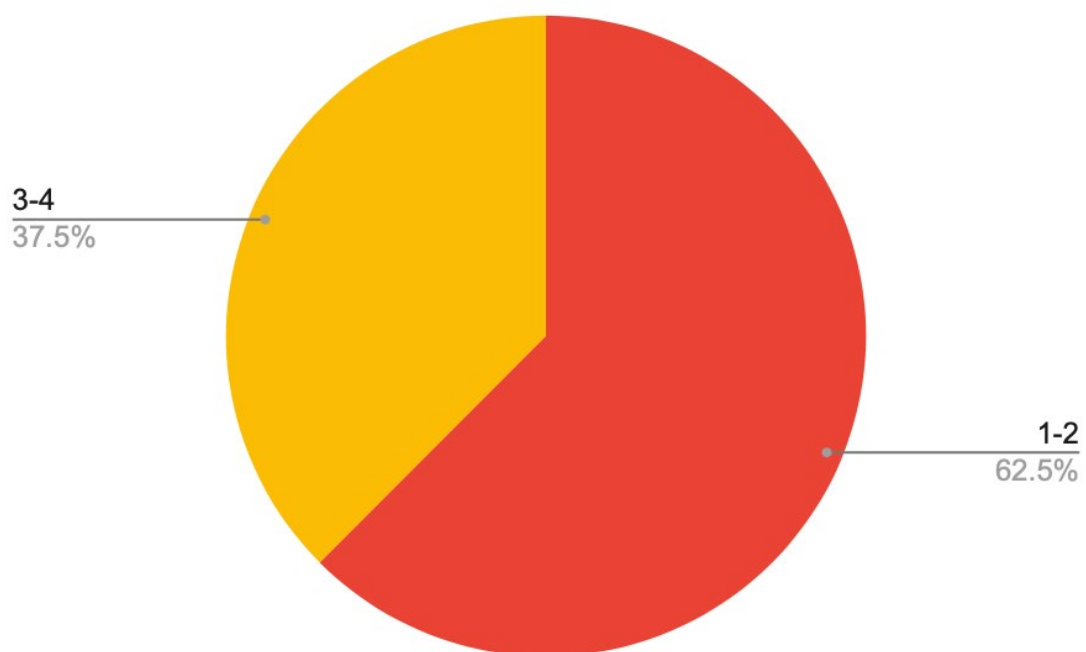


11. How many servings of fruits or vegetables do you eat daily?

Entire Sample

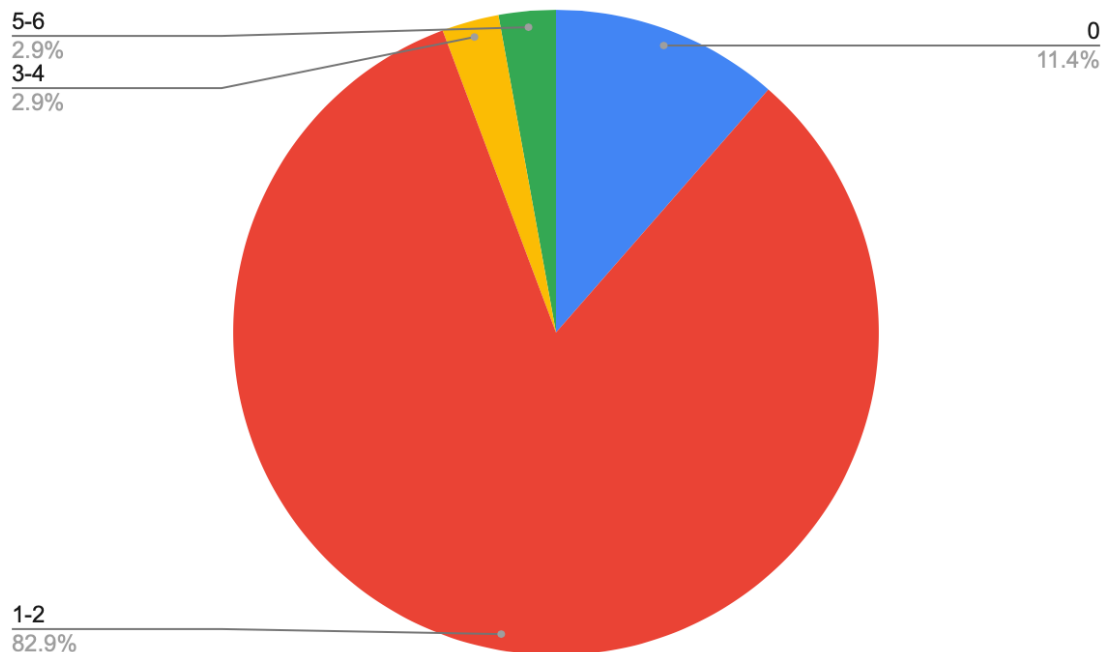


Student Parents From Sample

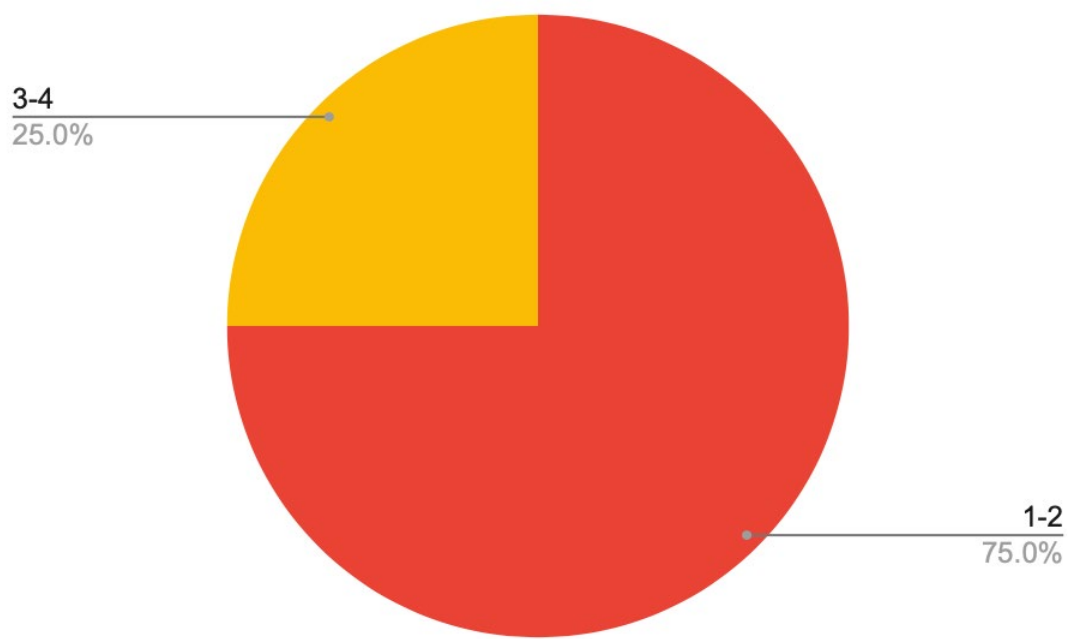


12. How many meals a week do you typically eat out?

Entire Sample

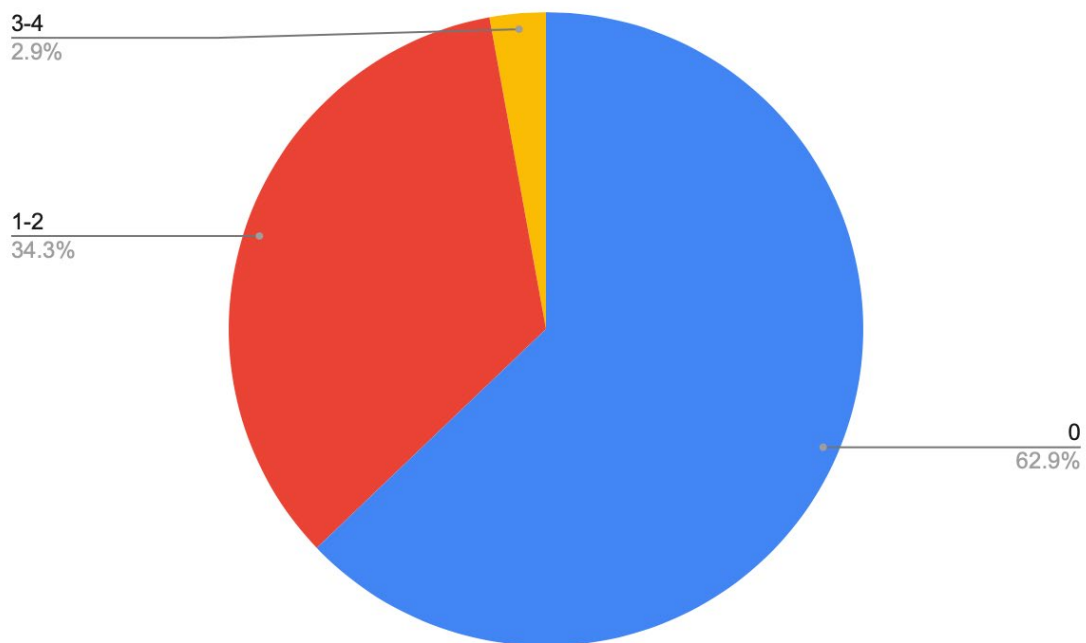


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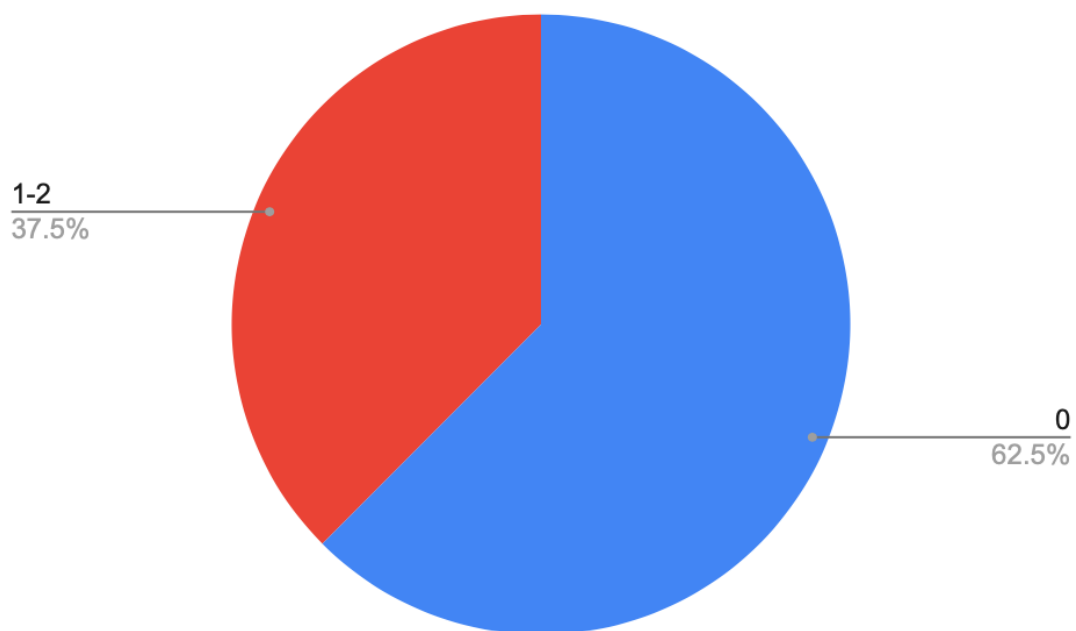


13. On average, how many days of the week do you drink soda?

Entire Sample

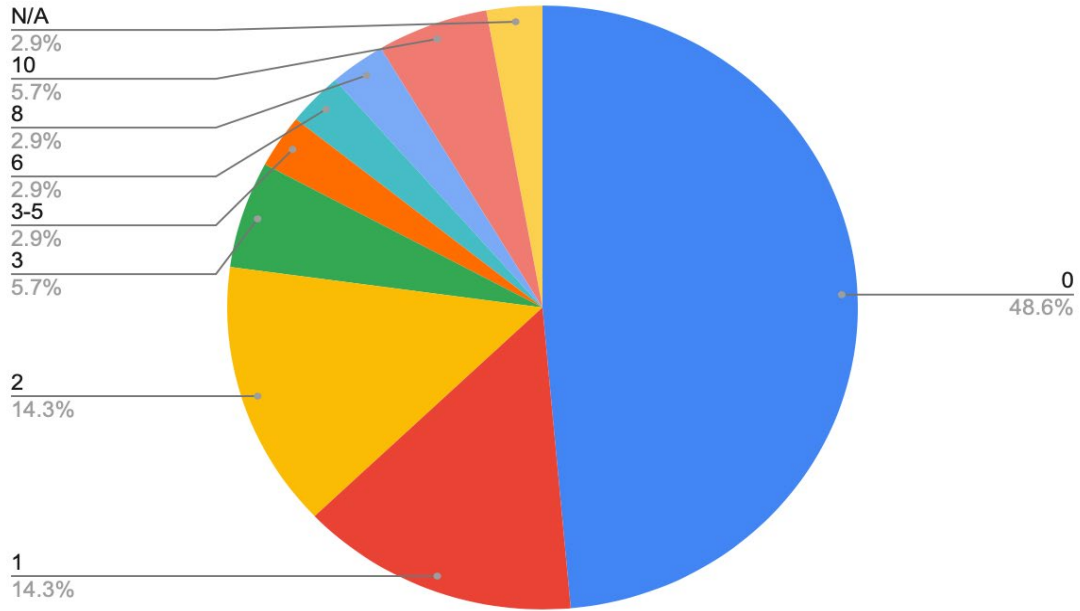


Student Parents From Sample

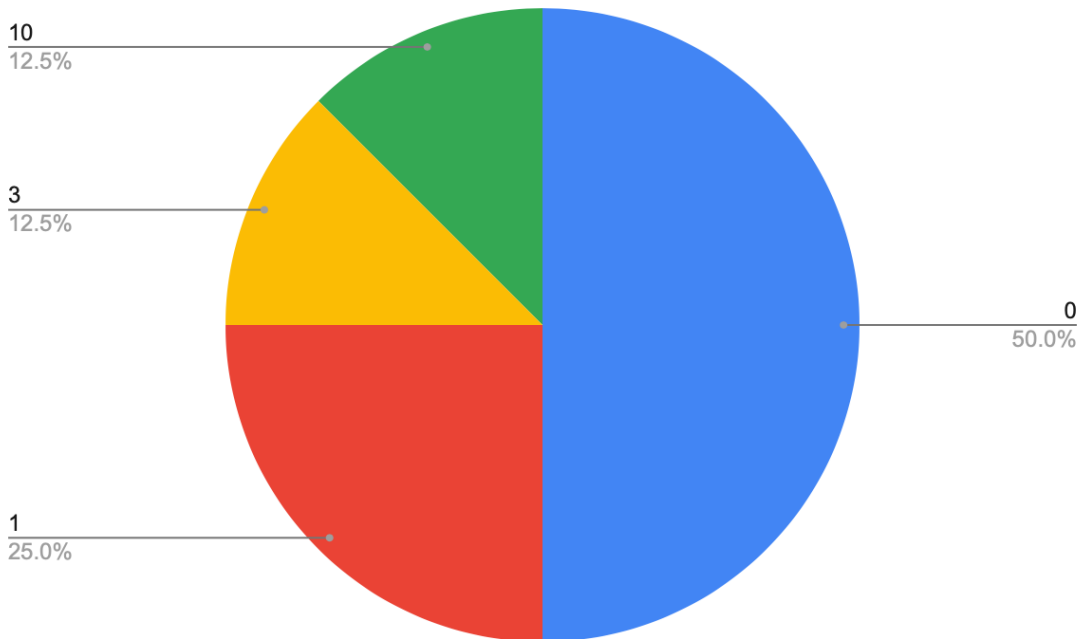


14. How many alcoholic drinks have you had in the last 30 days?

Entire Sample

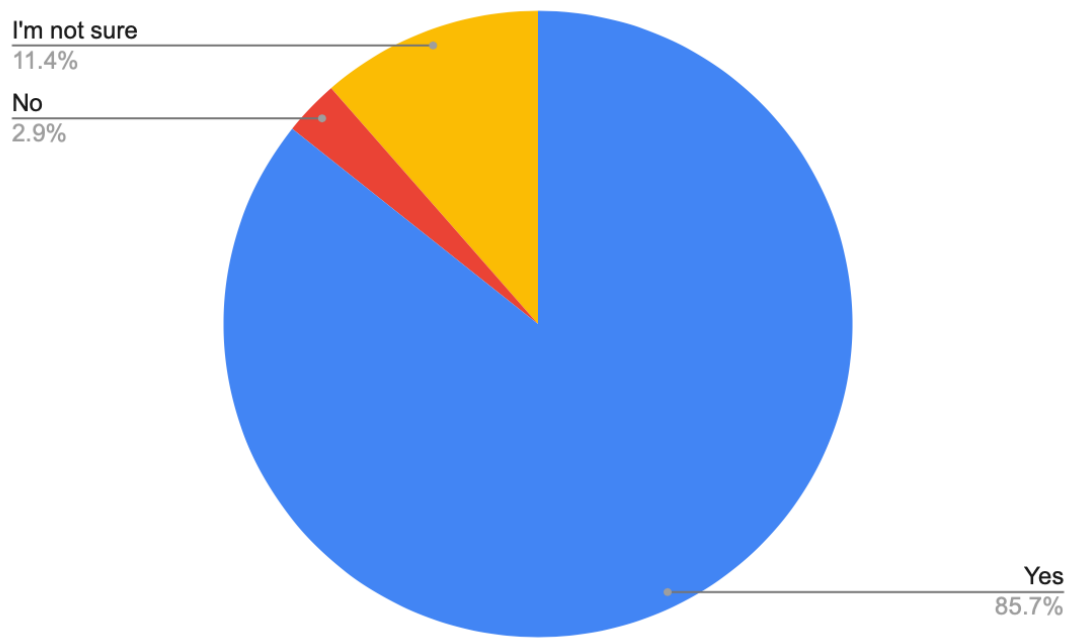


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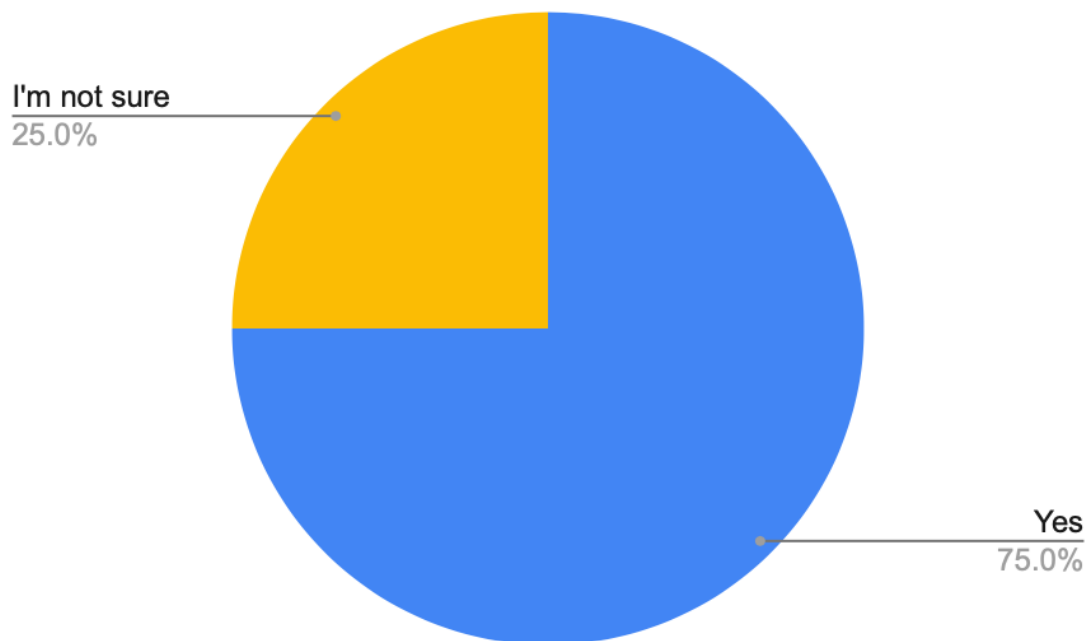


15. Do you feel that TC3 is doing enough to help your family meet their nutritional needs?

Entire Sample



Student Parents From Sample



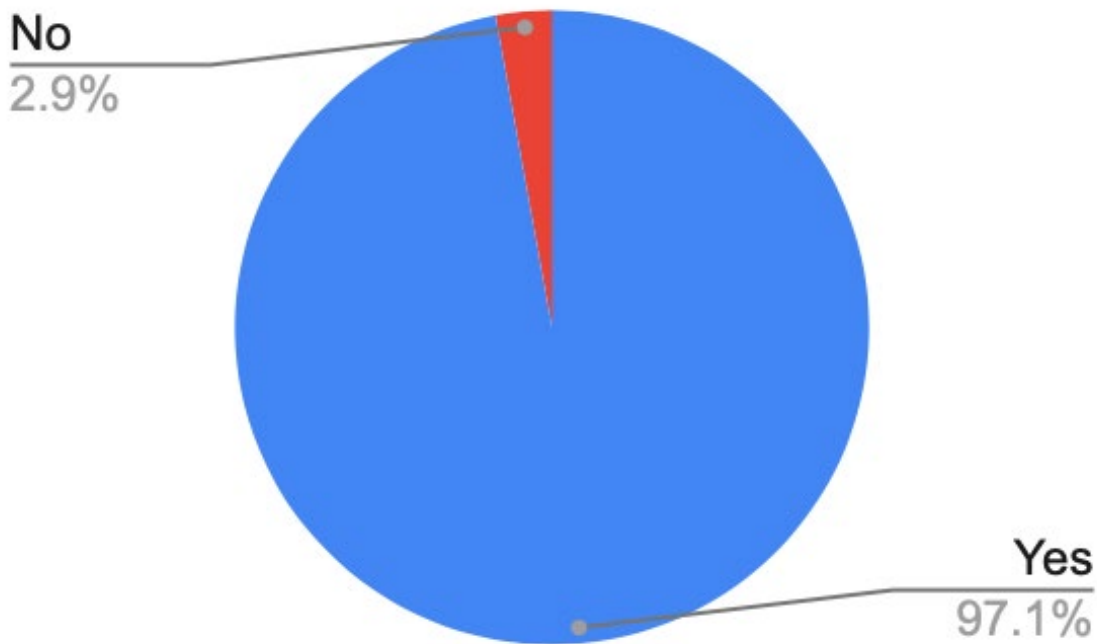
16. How could TC3 better support you and your family's nutritional needs?

Entire Sample

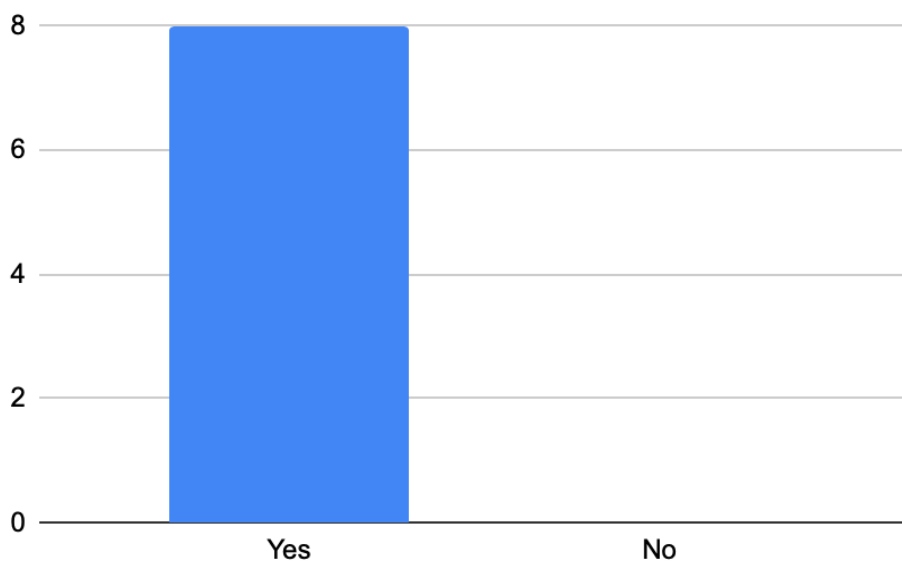
- "Allow the kids to drink water throughout the day and at meals."
- "Allow us to bring lunch"
- "Because grocery costs have gone up maybe students should get like a snap card or something like wic."
- "Continue providing healthy and hearty well balanced breakfast and lunch for our son at school"
- "I am unsure."
- "I feel our needs have been supported"
- "I think that it's been great. I feel as though the lunch menu covers so much and not constantly the same thing"
- "I think the meals are balanced"
- "I'm not sure"
- "More variety in student meals. Exploring and trying new foods."
- "Pantry availability at the day care not many want to walk to the school if they don't need to"
- "Reduce sugary foods offered"
- "The milk pantry has been so nice!"
- "They do a great job even with our allergies".
- "They're so wonderful"
- "We're all set"
- "the milk fridge in the day care is convenient for day care parents, maybe add other foods to that"

17. Do you feel that you have enough nutritional knowledge to create healthy meals for you and your family?

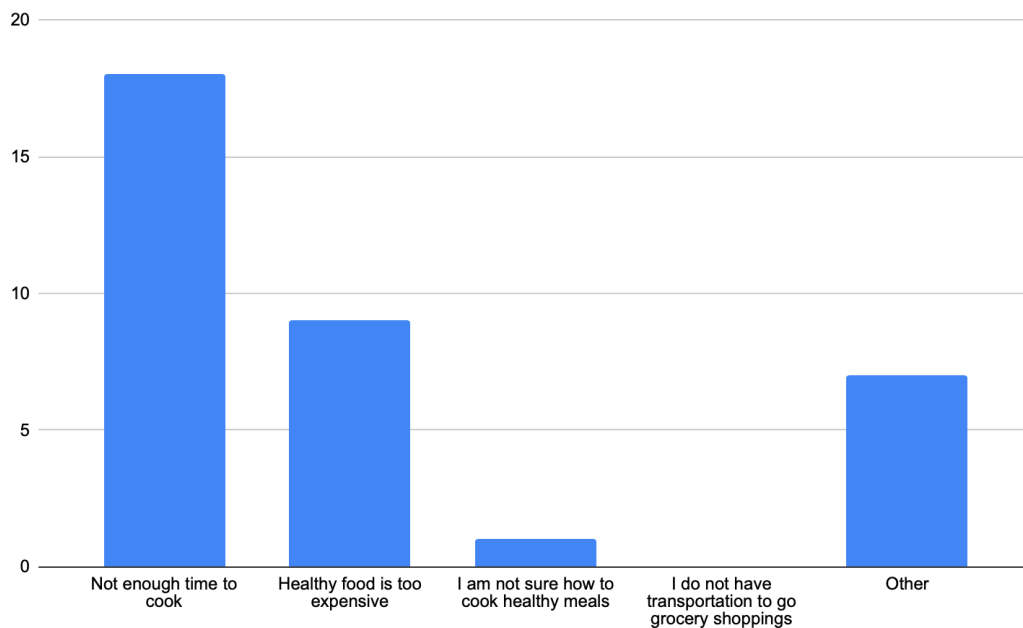
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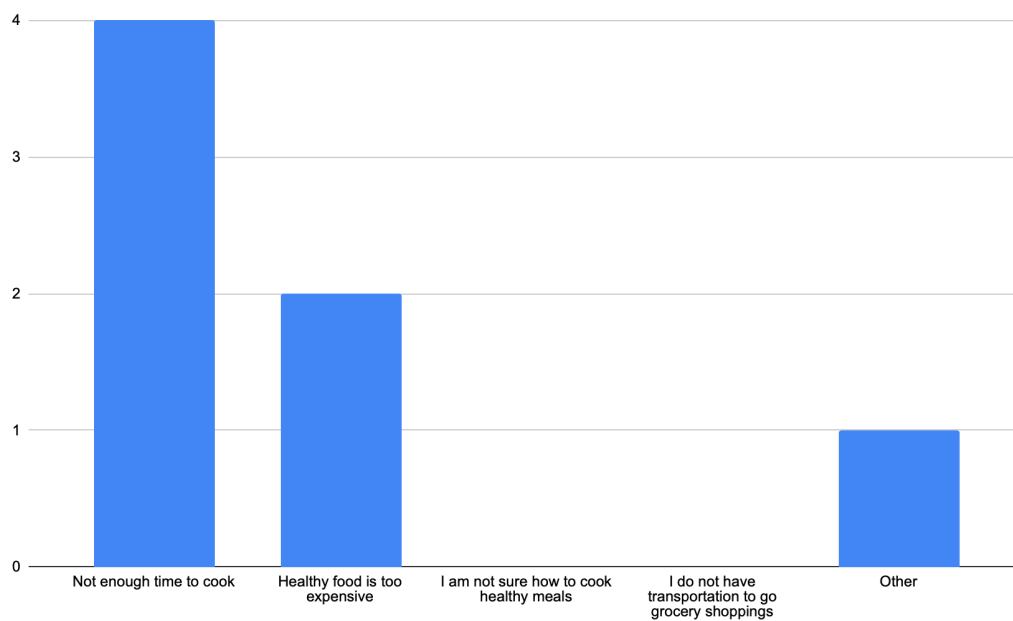
Student Parents From Sample



18. What is preventing you from providing healthy meals for you and your family?
(Check all that apply)
Entire Sample



Student Parents From Sample

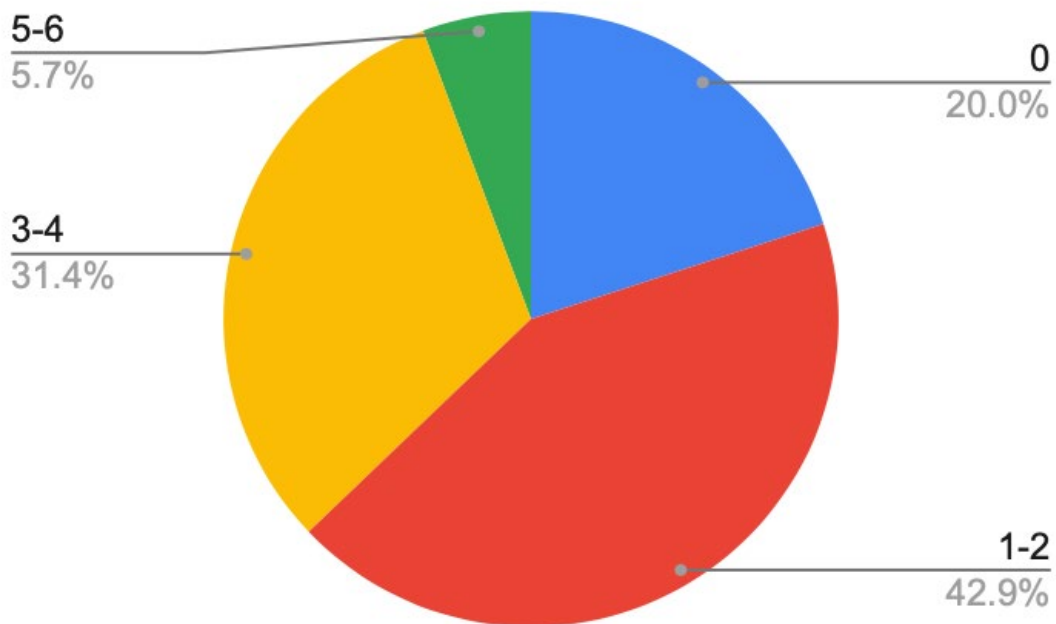


19. If you selected "Other", what is preventing you from accessing healthy meals?

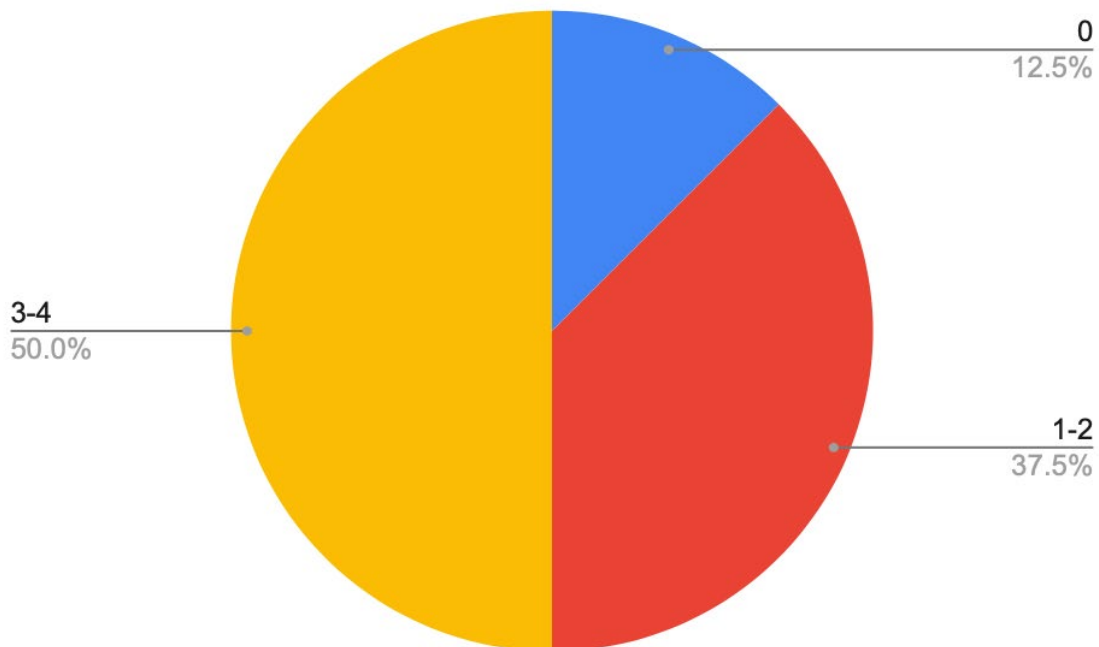
- “Enjoy eating out and always running around for the farm”
- “Finding recipes for healthy meals that my toddler will eat”
- “I'm not prevented, I provide balanced meals but my boys don't like most vegetables still at this time so it's a work in progress”
- “On certain days where I have both day and night classes I don't have time to make and have a sit down meal.”

20. How many times a week do you exercise?

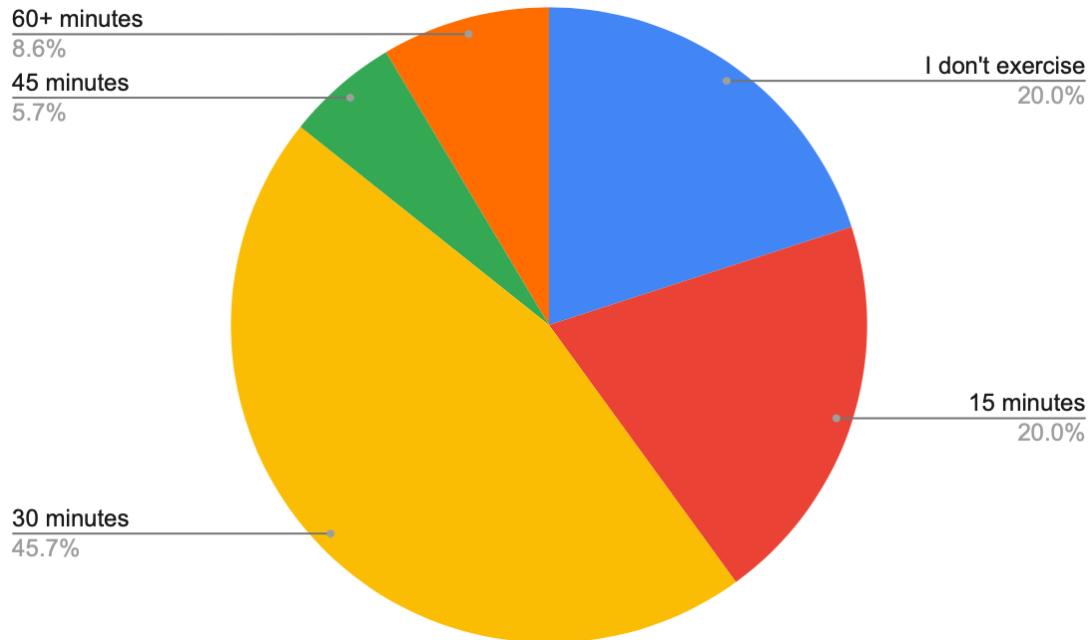
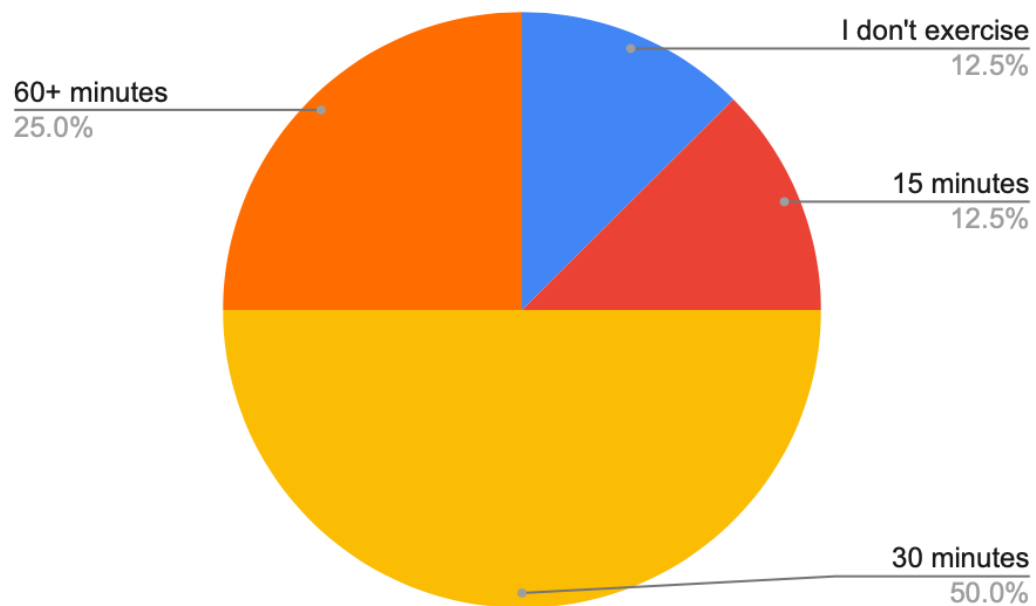
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Student Parents From Sample

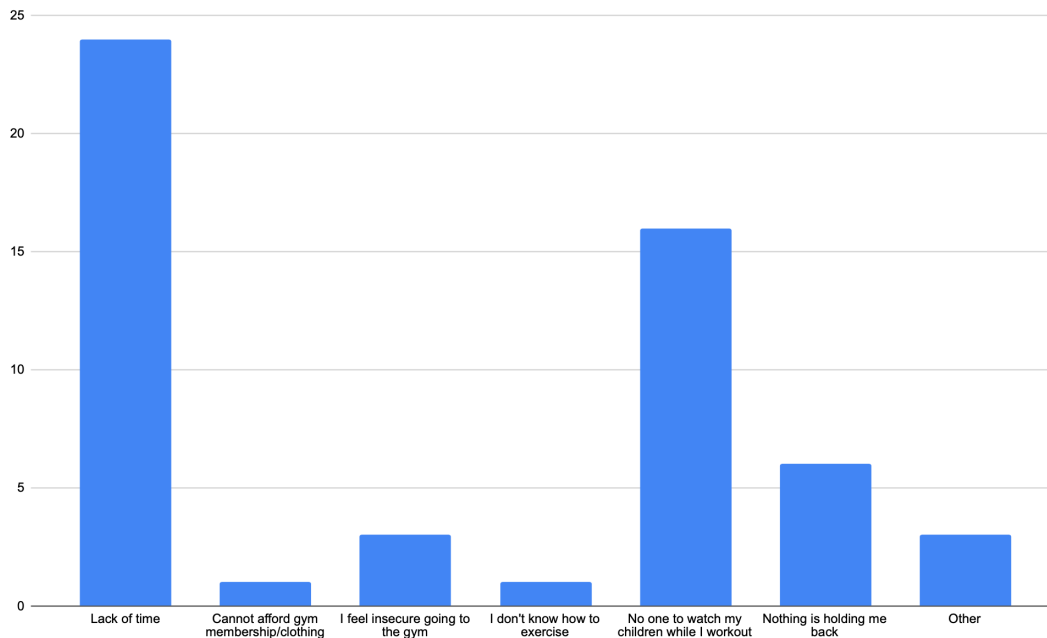


21. How long do you typically exercise for?

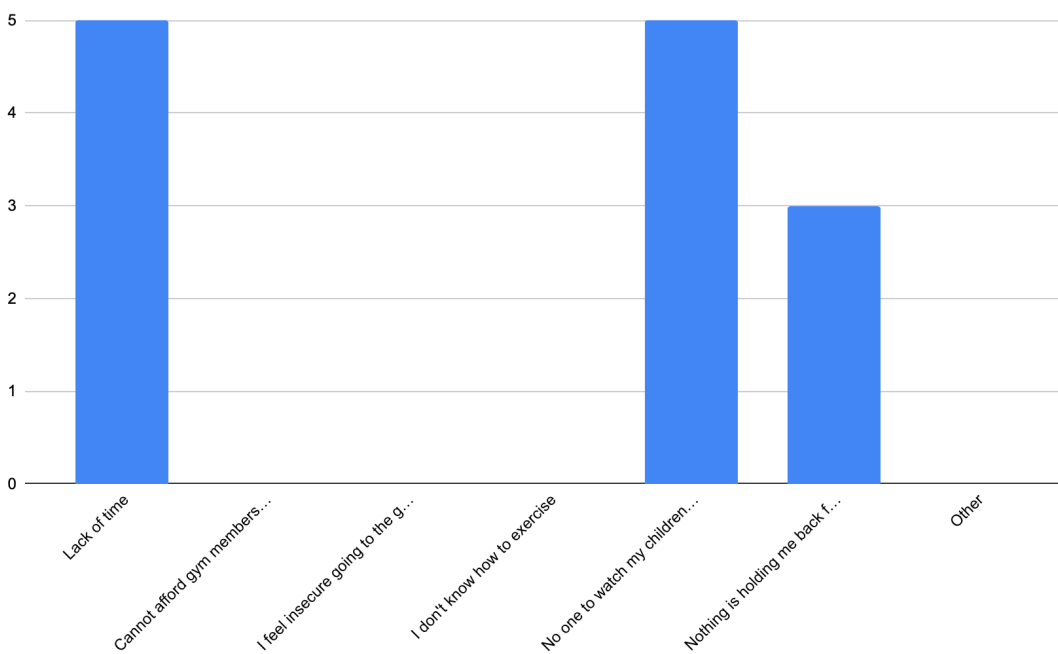
Entire Sample**Student Parents From Sample**

22. What is holding you back from exercising? (Check all that apply)

Entire Sample



Student Parents From Sample

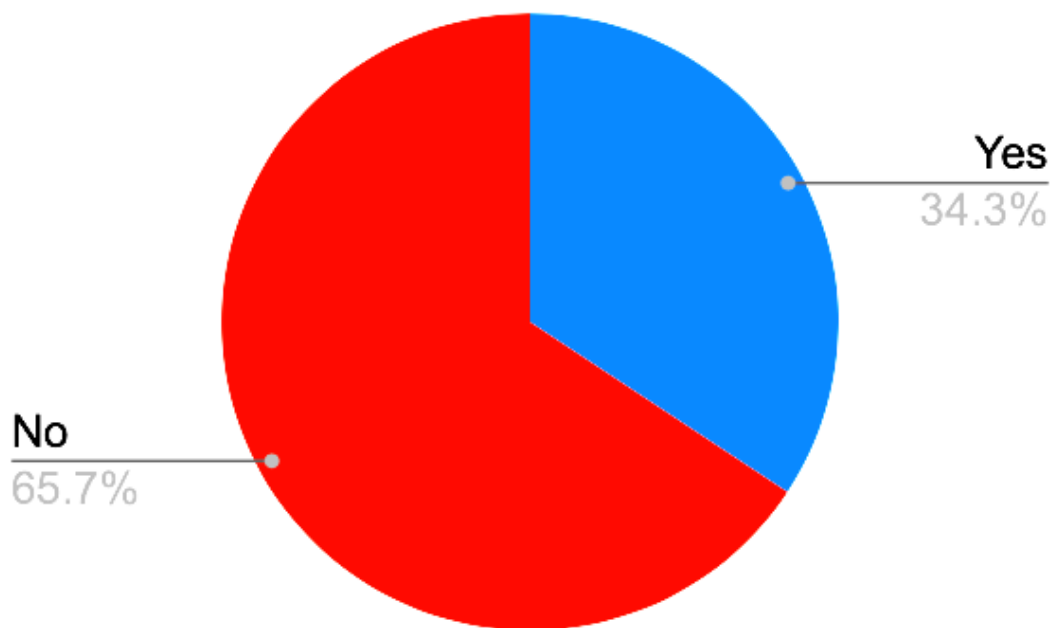


23. If you selected "Other", what is the reason?

- “Covid is delaying my return to the gym. Not all of my kids can be vaccinated yet.”
- “Pregnant... feel tired all the time.”
- “motivation/myself”

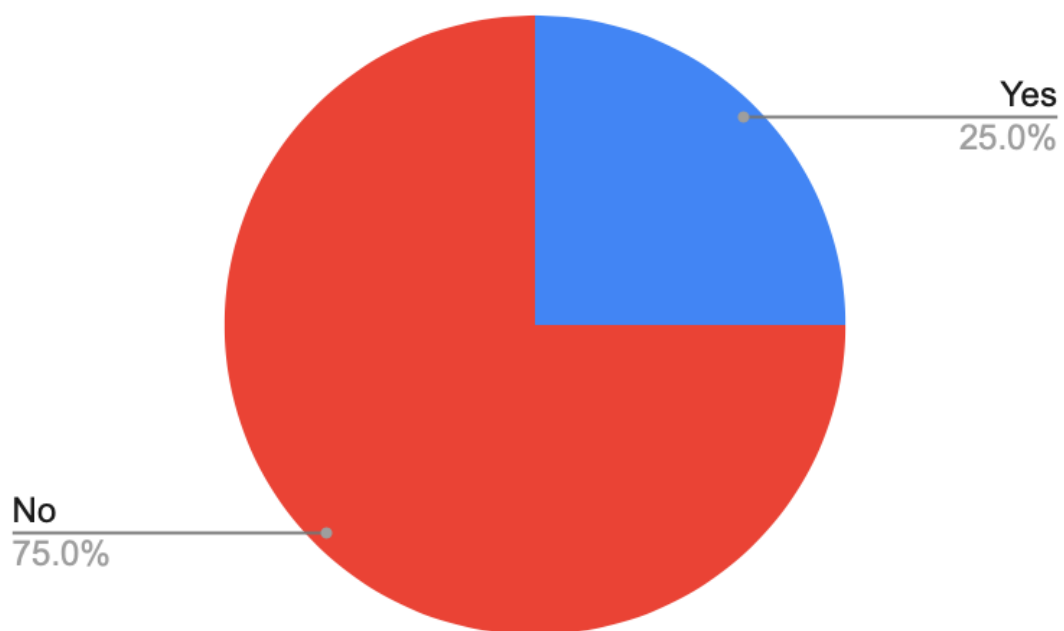
24. Would you or your family benefit from learning how to exercise from home?

Entire Sample



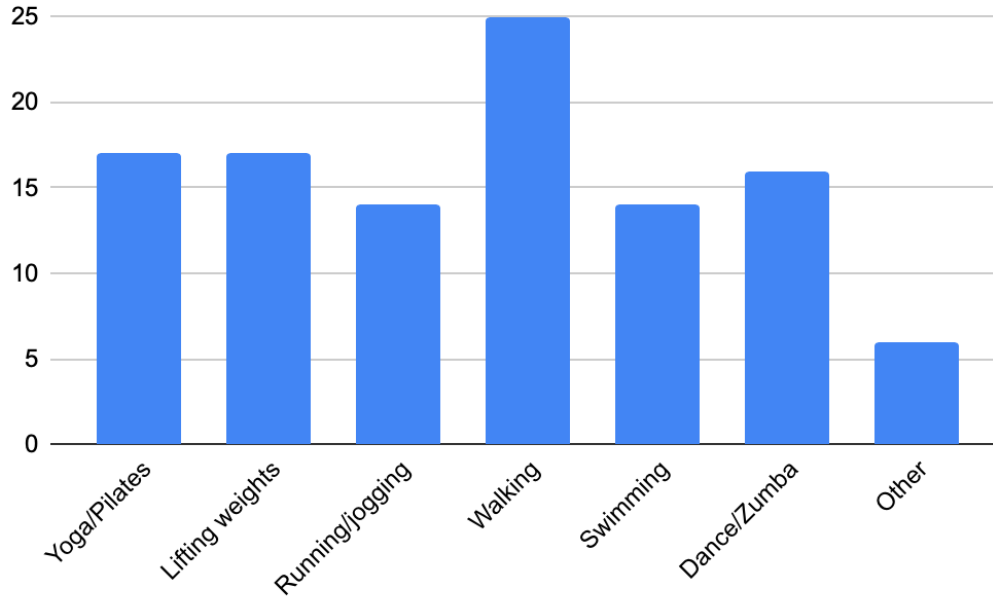
Student

Parents From Sample

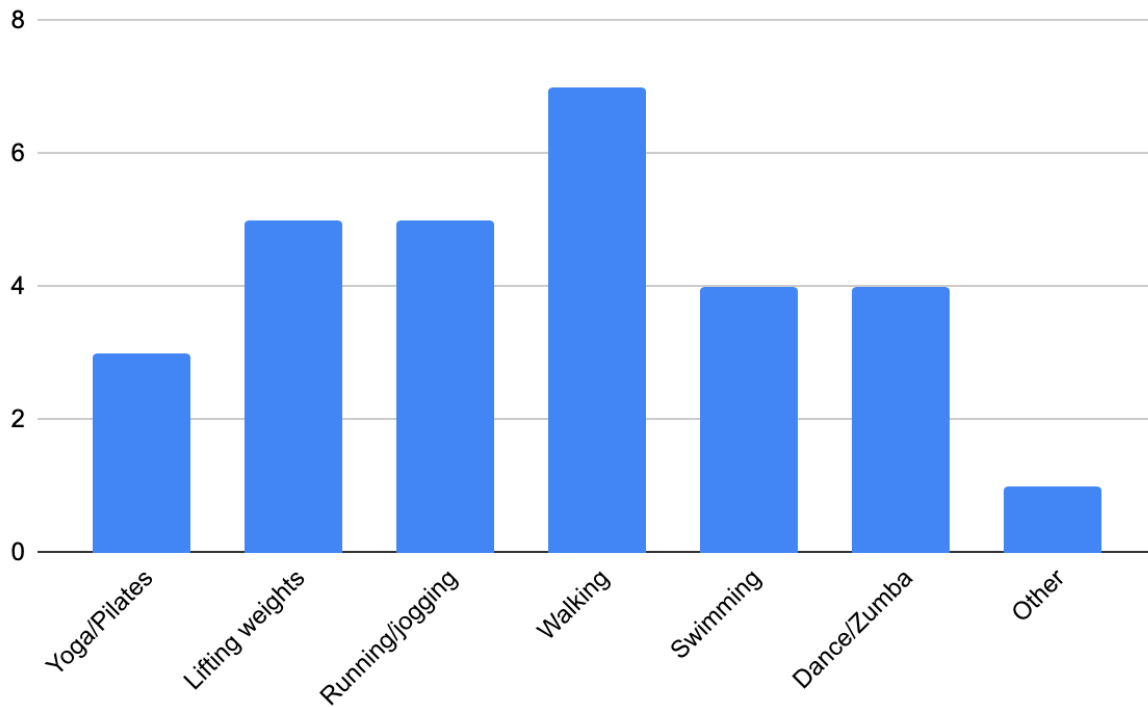


25. What are your preferred methods of exercise? (Check all that apply)

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Student Parents From Sample



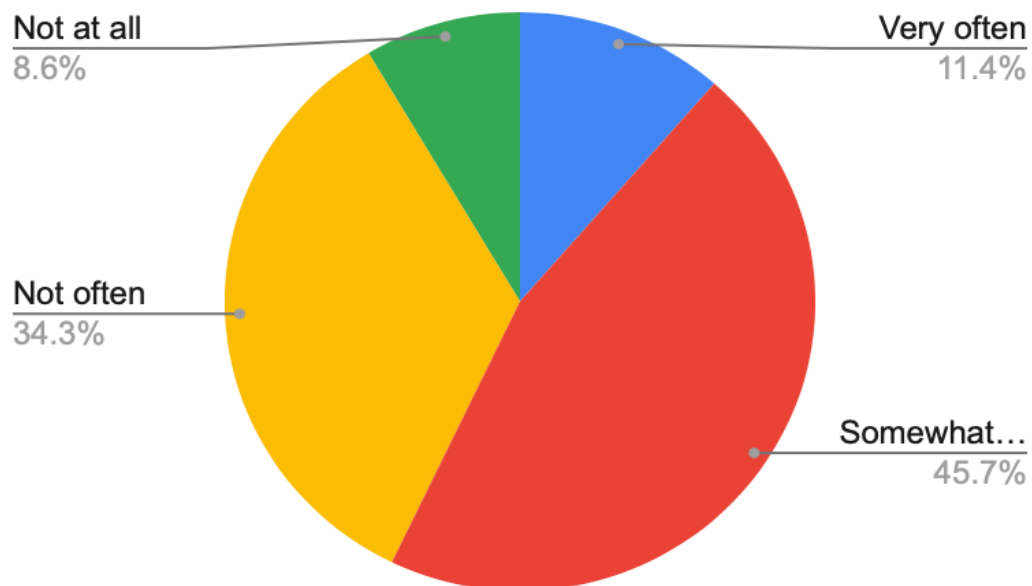
26. If you selected "Other", what is your preferred form of exercise?

Entire Sample

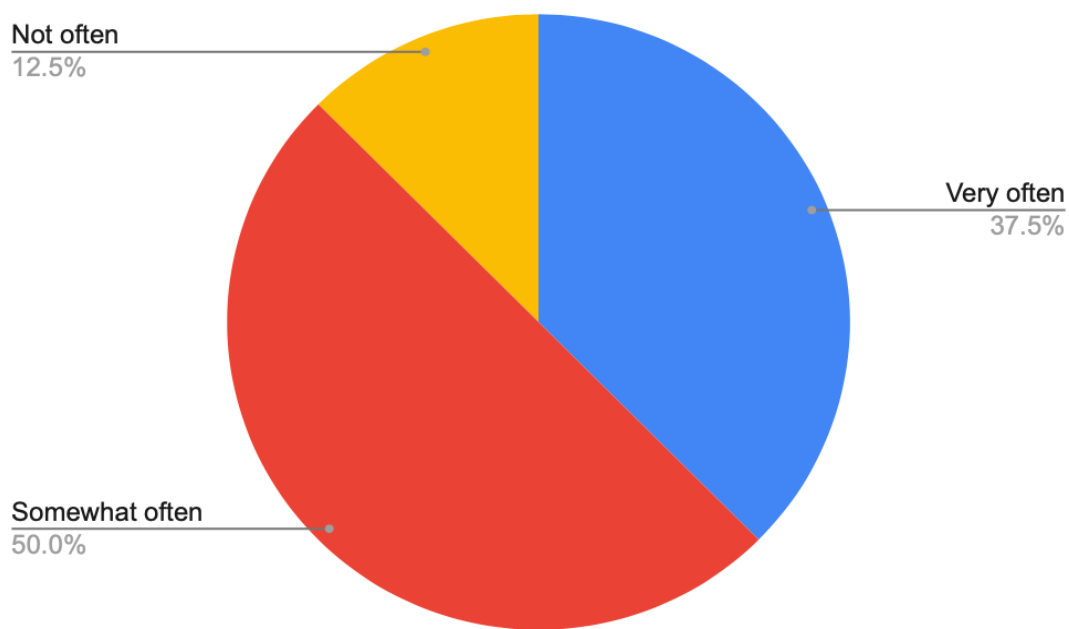
- “BEACHBODY ON DEMAND”
- “Ball games”
- “Strength training”
- “Strength training/low intensity circuit work”
- “Cycling”
- “elliptical”

27. How often in the past 30 days have you felt moderately or very anxious?

Entire Sample

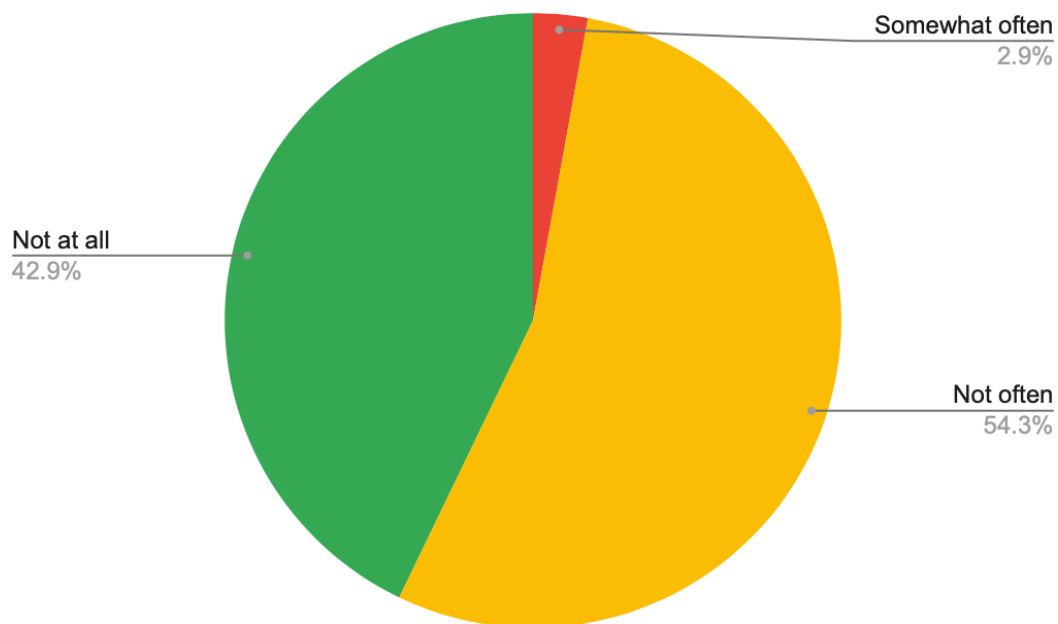


Student Parents From Sample

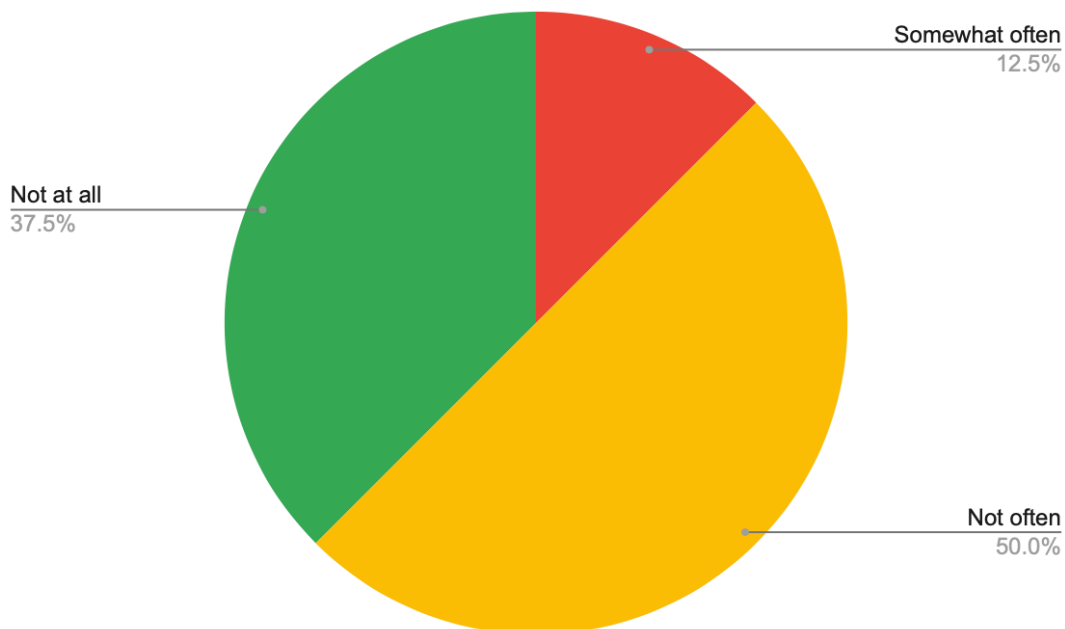


28. How often in the past 30 days have you felt depressed?

Entire Sample

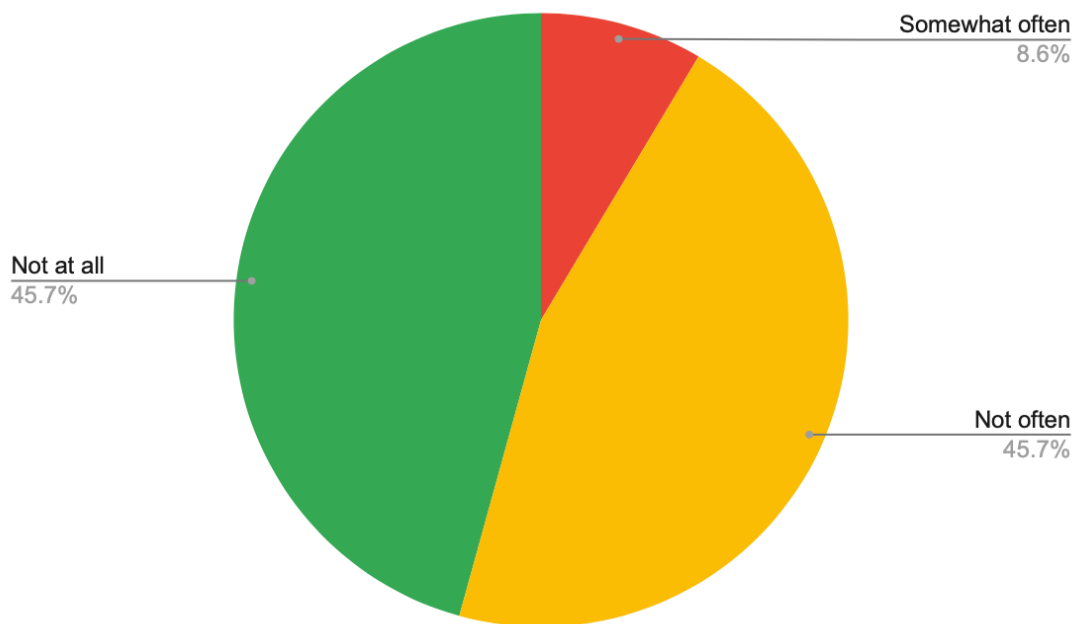


Student Parents From Sample

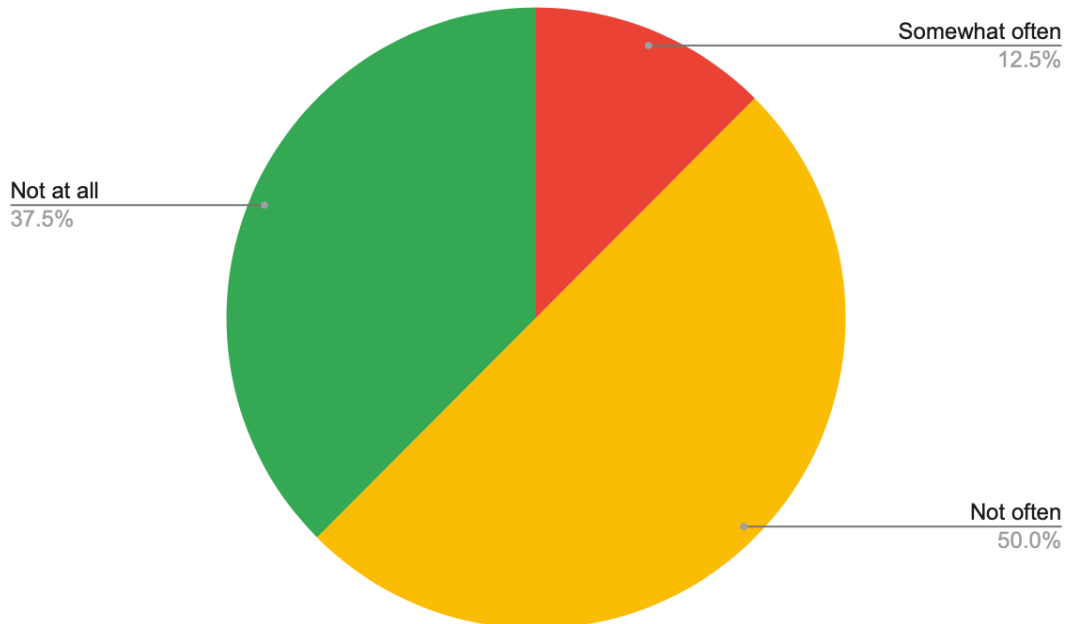


29. How often in the past 30 days have you felt lonely?

Entire Sample

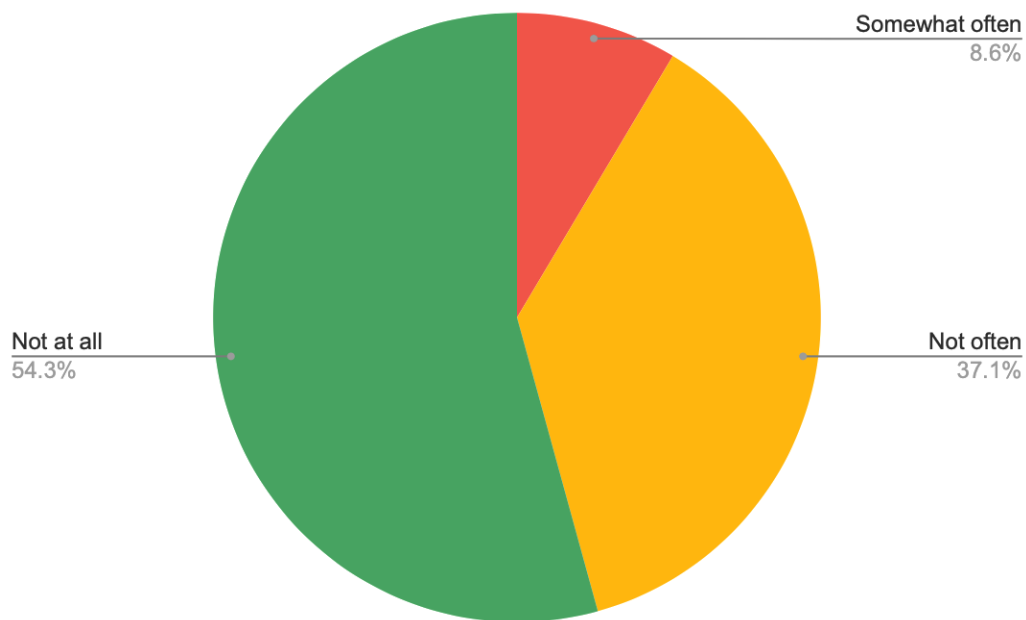


Student Parents From Sample

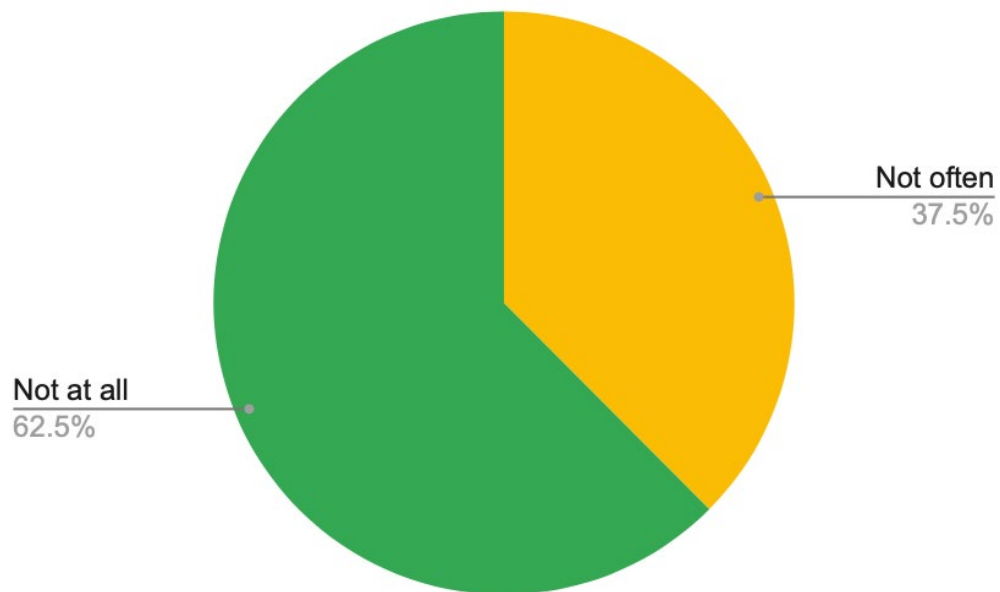


30. Over the past 30 days, how often do you feel that your mental health has affected your ability to be present in your child's life?

Entire Sample

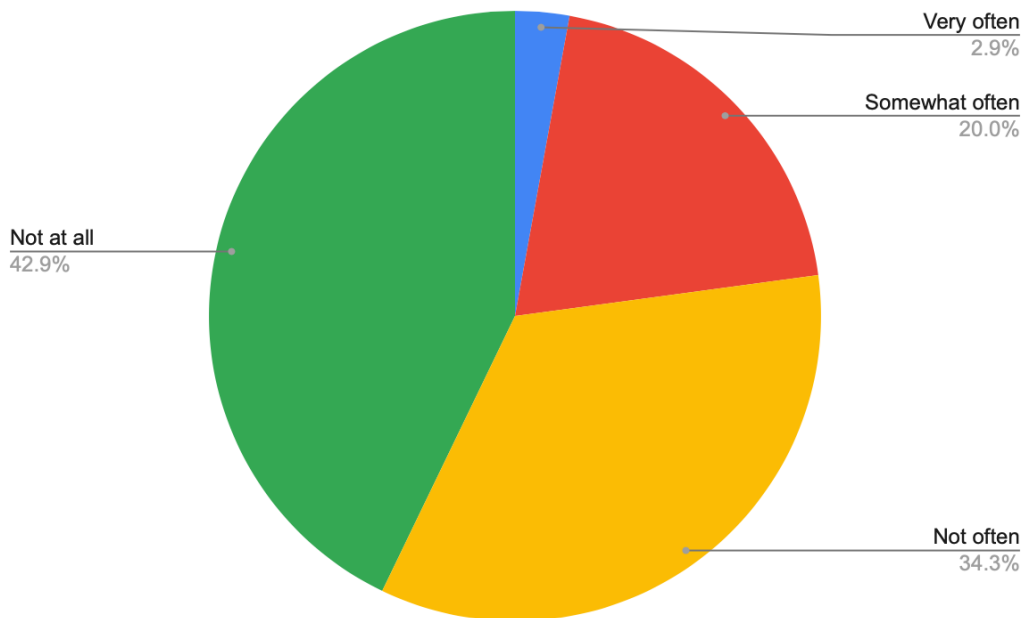


Student Parents From Sample

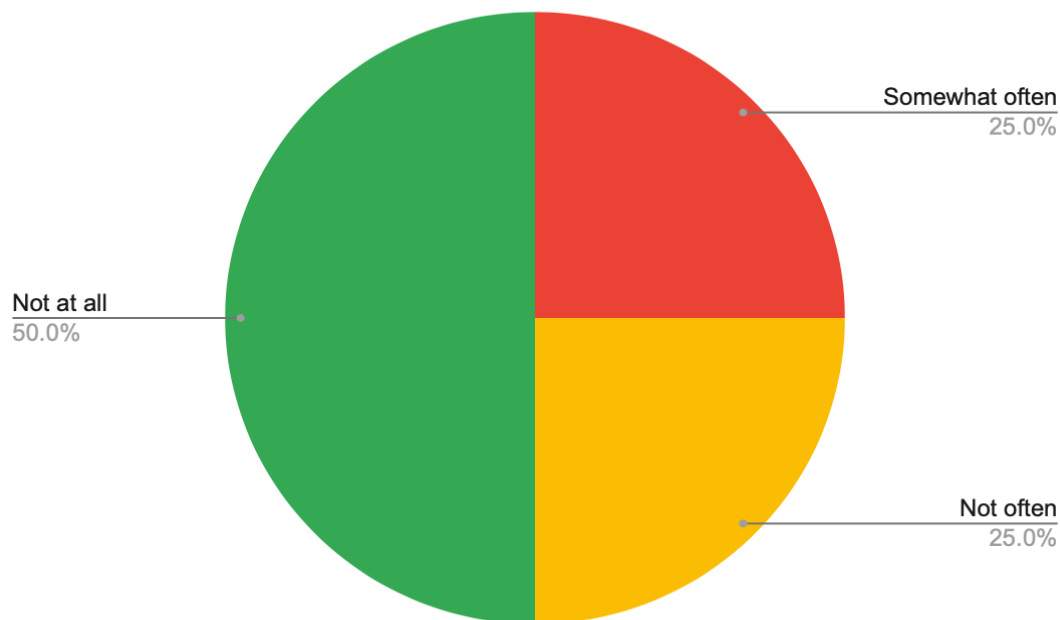


31. During the last 30 days, how often has your mental health affected your relationships?

Entire Sample

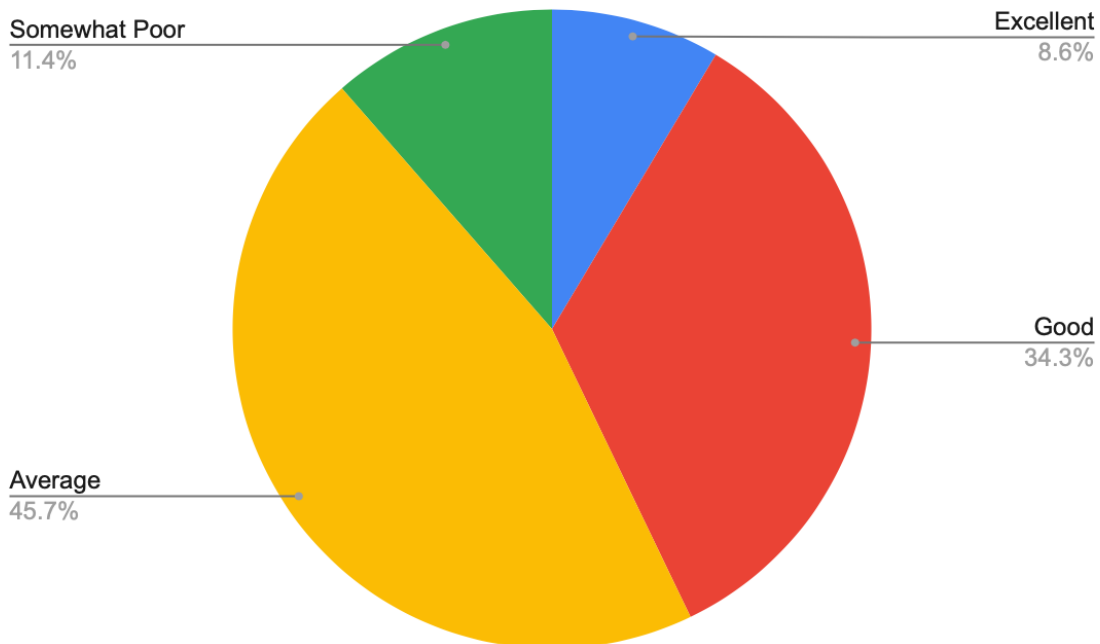


Student Parents From Sample

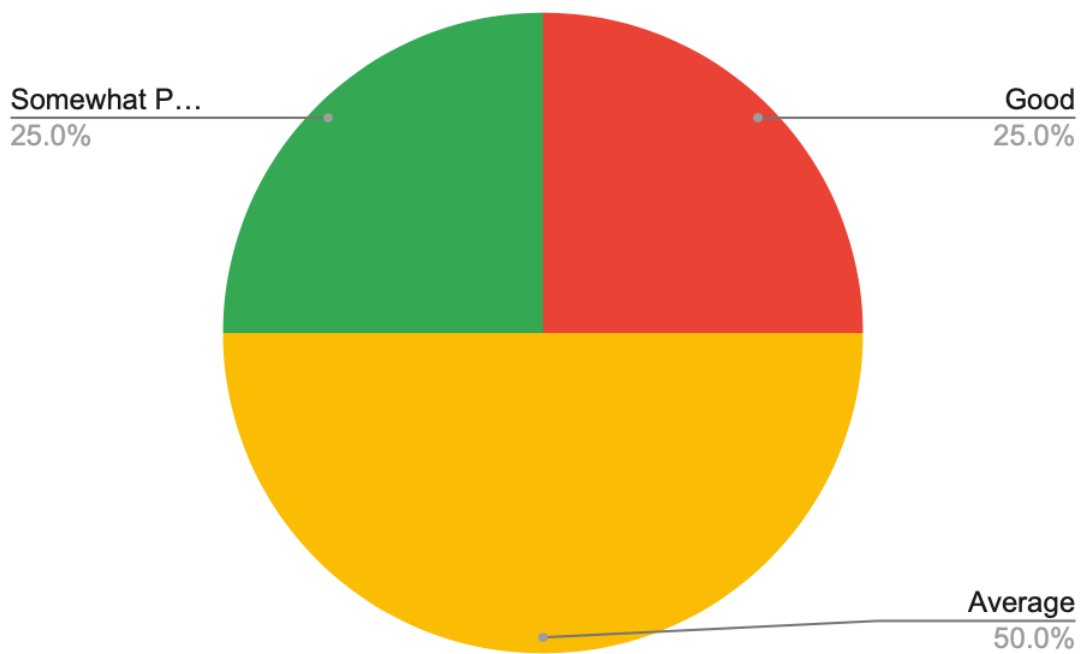


32. Overall, how would you rate your mental health?

Entire Sample

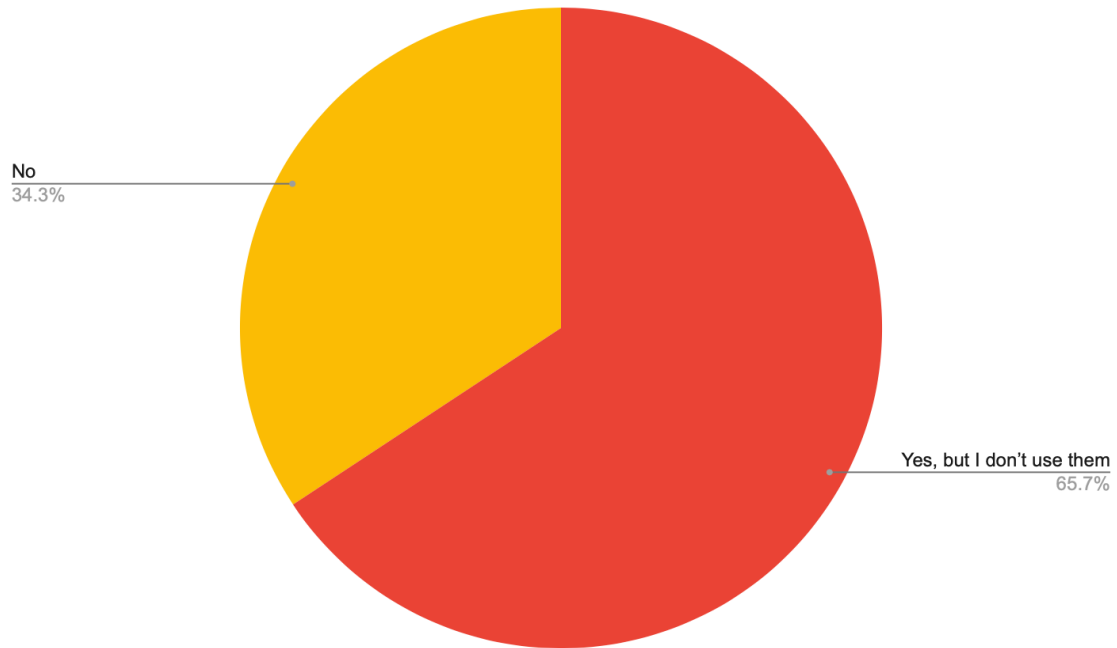


Student Parents From Sample

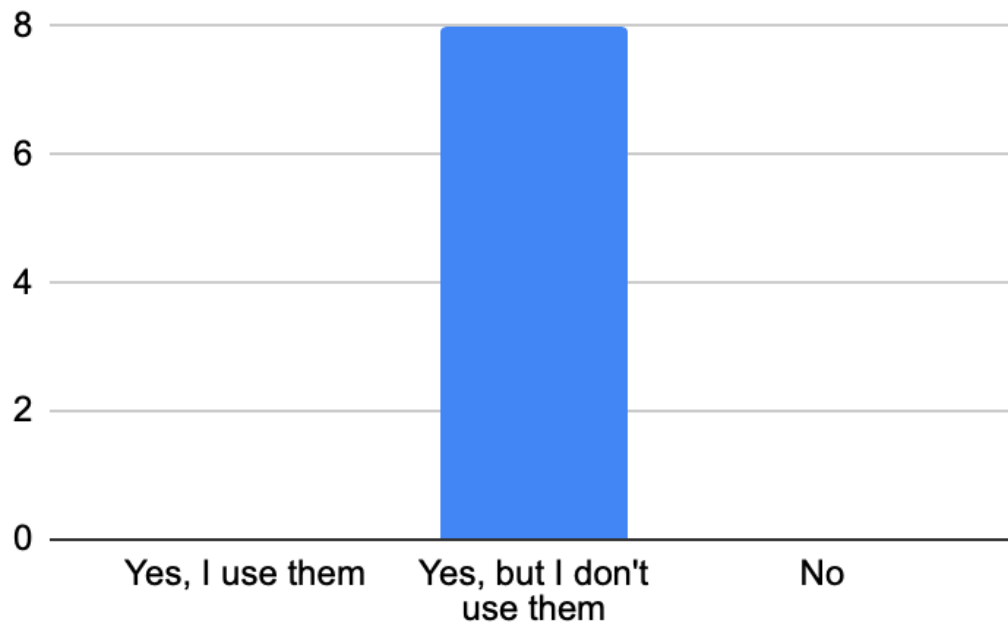


33. Are you aware of the mental health counseling services on campus?

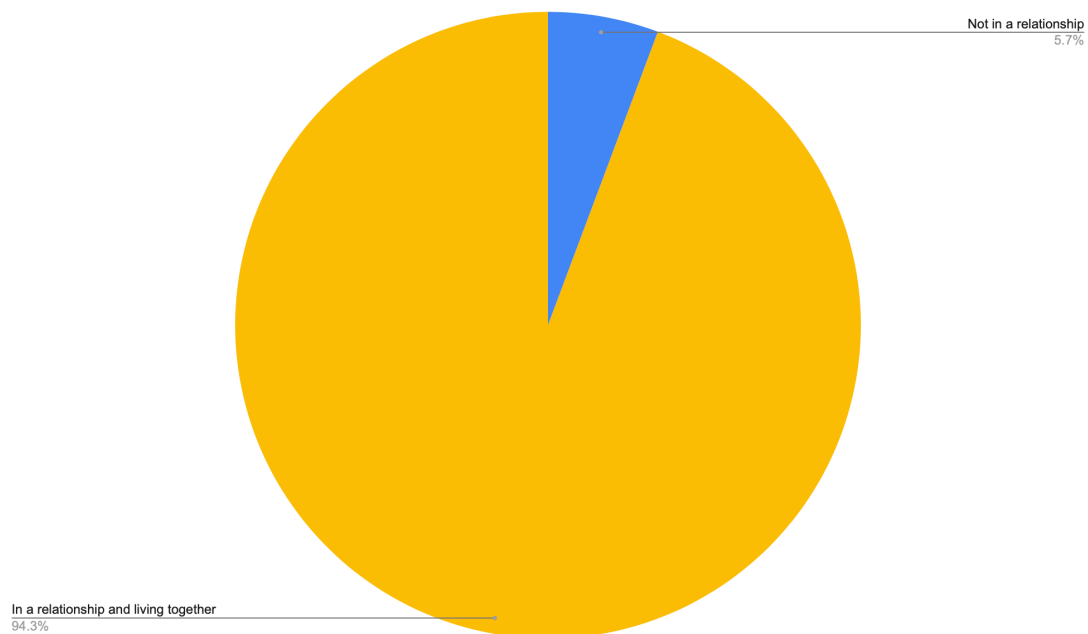
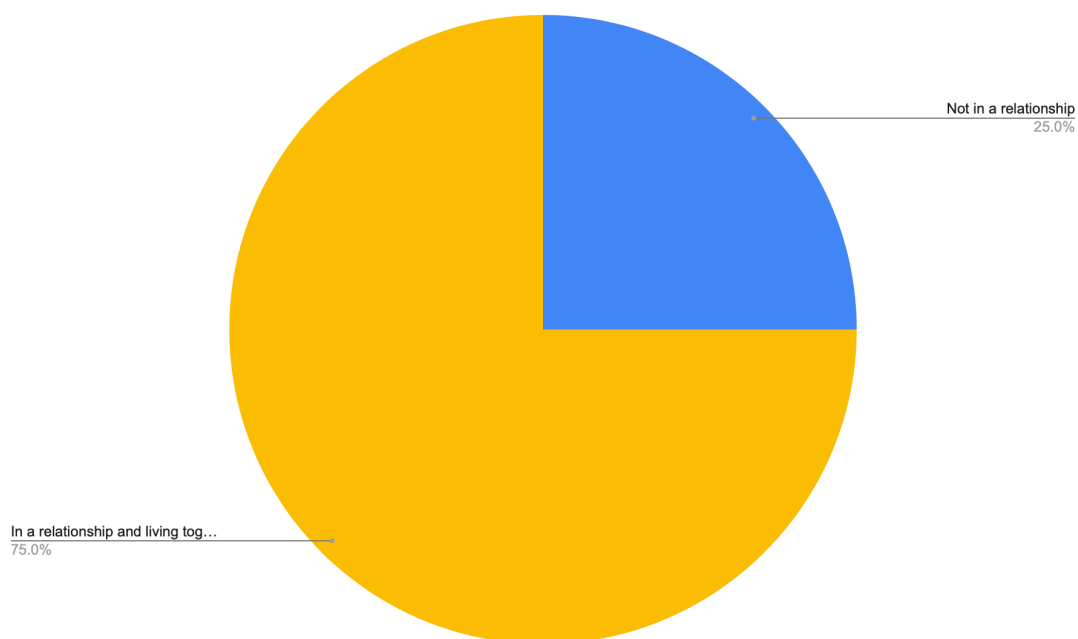
Entire Sample



Student Parents From Sample

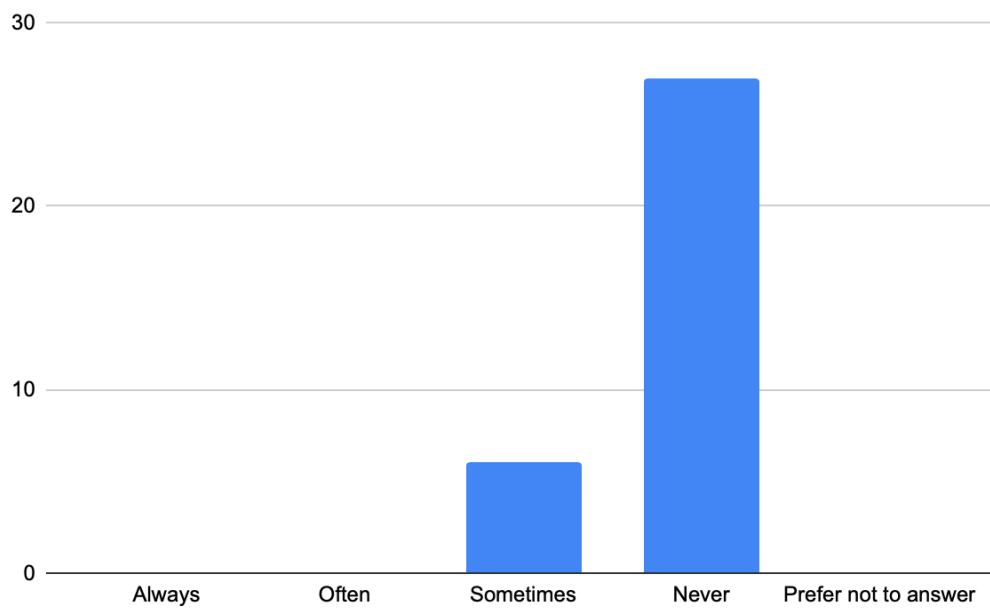


34. What is your relationship status?

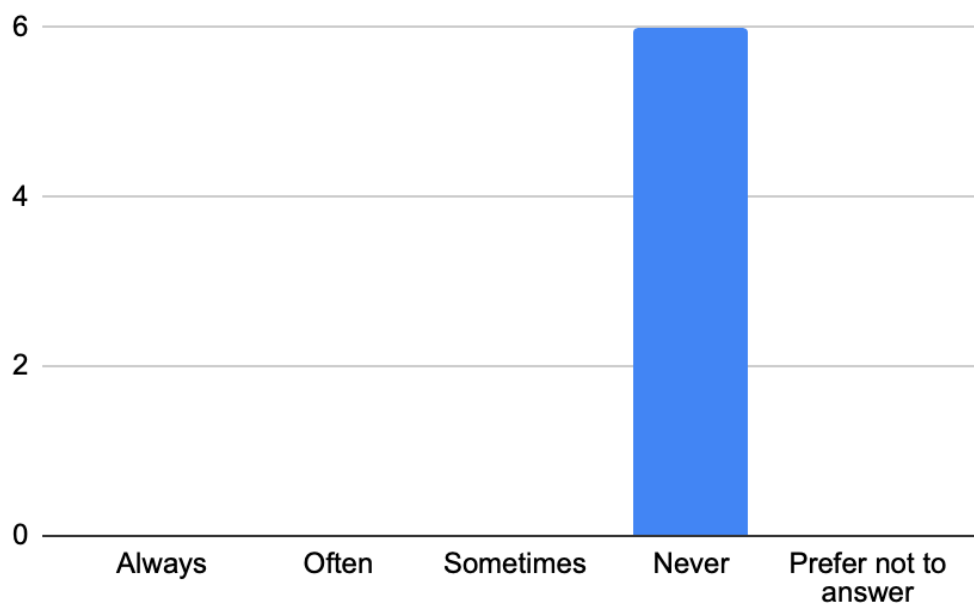
Entire Sample**Student Parents From Sample**

35. Do problems in your relationship ever affect your relationship with your child/children?

Entire Sample

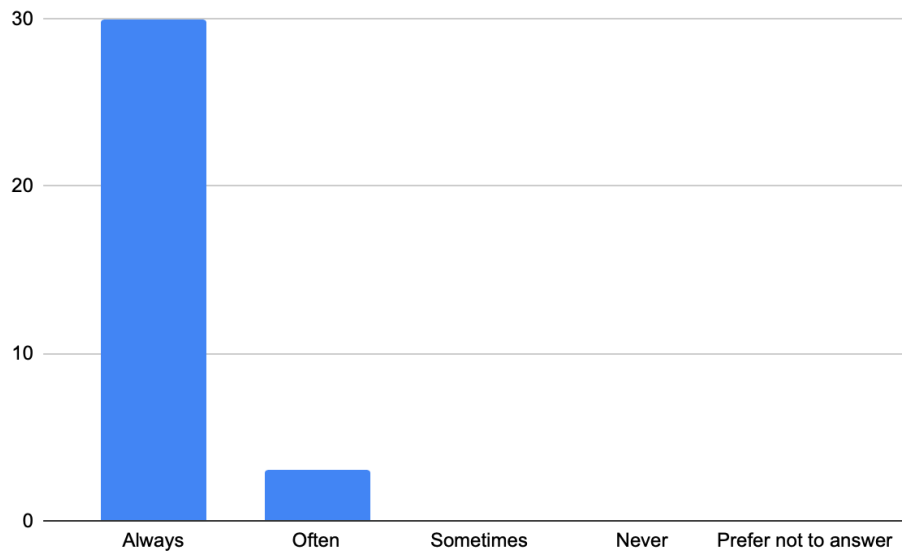


Student Parents From Sample

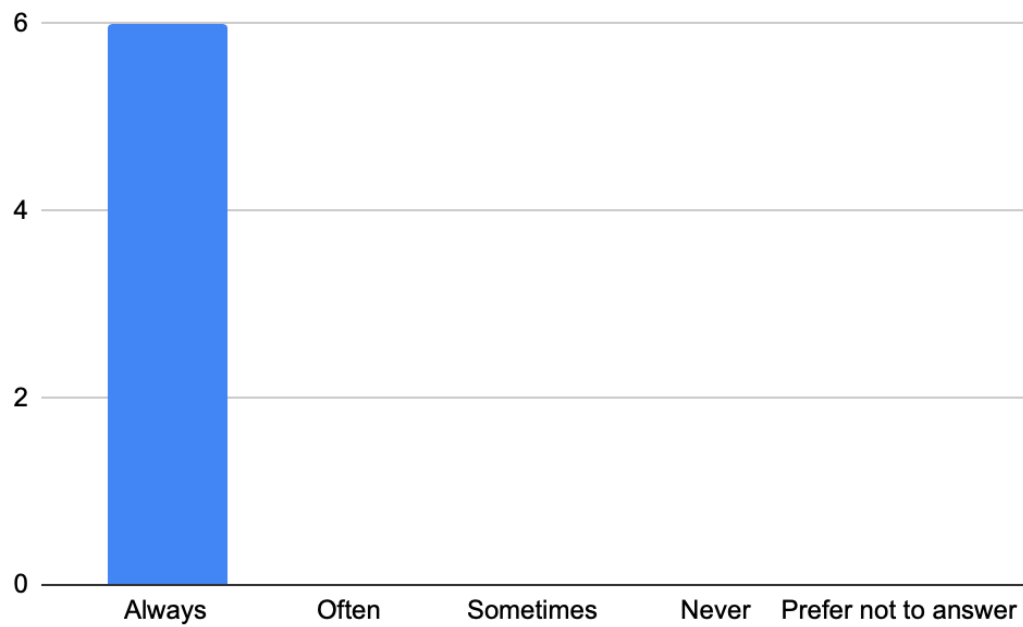


36. Do you feel safe in your relationship?

Entire Sample

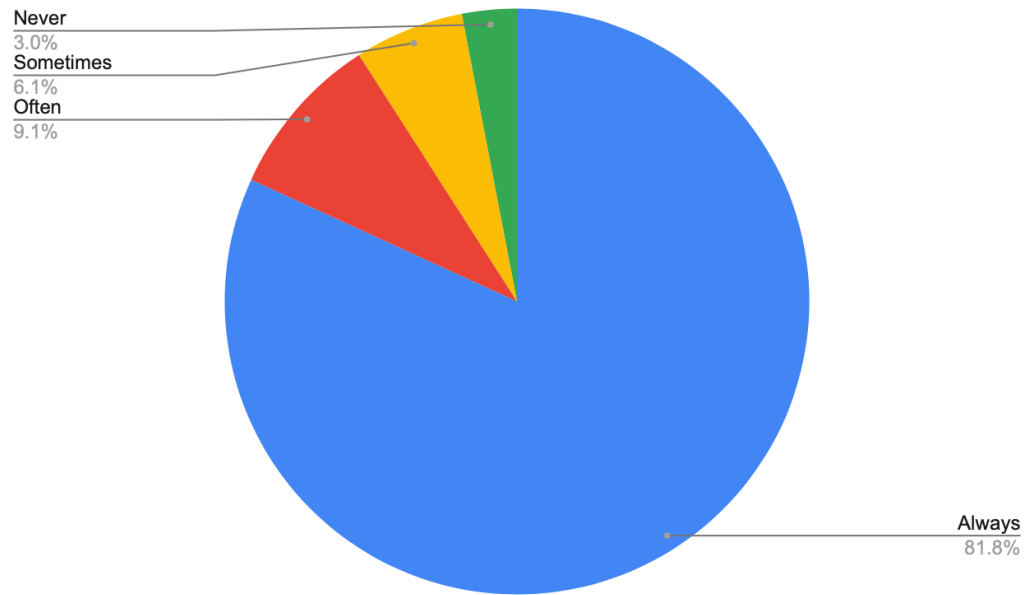


Student Parents From Sample

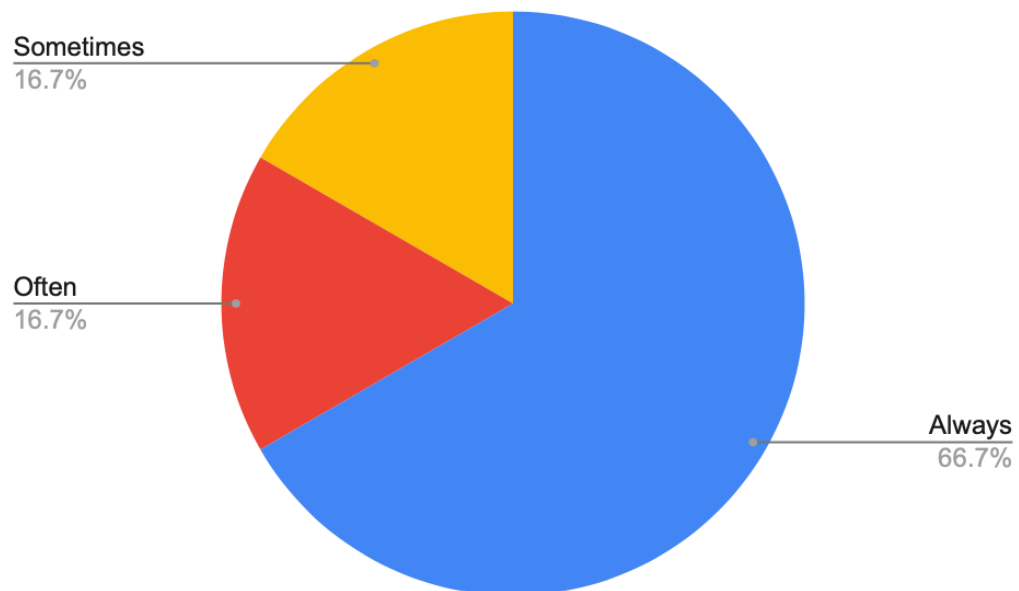


37. Is your partner helpful in caring for your child/children?

Entire Sample



Student Parents From Sample



Discussion

After looking through and analyzing the data collected, there were five questions that I noticed significant differences between the entire sample vs. the sample of students. These were the questions: “Are you employed?”, “What is your marital status?”, “How often in the past 30 days have you felt moderately or very anxious?”, “How often in the past 30 days have you felt depressed?”, and “What is your relationship status?”.

The data showed that students were less likely to be working full time jobs than the entire sample. This could indicate a smaller income, which can impact their ability to access healthy food, exercise, and mental health resources. Additionally, students were less likely to be married AND were less likely to be in a relationship at all. Being a single parent is very difficult, especially when attending college classes. Also, single parents only have one source of income to support their family. Again, this can impact their health in many ways.

Another concerning discovery is that the mental health of student parents is generally worse than the sample as a whole. Only 11.4% of the entire sample said they felt anxious “very often” over the last month. On the other hand, 37.5% of student parents indicated that they were anxious “very often” over the past 30 days. Furthermore, only 2.9% of the entire sample indicated feeling depressed “somewhat often” over the past 30 days. This number was much higher at 12.5% for student parents. Finally, not a single student parent indicated that their overall mental health was “excellent”. 8.6% of the whole population noted that they had “excellent” mental health. While this may not seem like a dramatic difference, it is notable and a potential concern.

Lastly, on the question “Do you currently use the Panther Pantry?”, both the entire sample and the student parents indicated low use of the Pantry. I expected limited use from the entire sample since only staff and students can use the Pantry. However, I was hoping that student parents would be using the Pantry since it can really help reduce financial stress. 87.5% of students indicated that they either did not know what the Pantry is or that they do not currently use it. Hopefully, this information can be used by Health & Wellness Services to plan a program to increase Pantry use.

The biggest problem that occurred when collecting data was having a small sample size. I only had the option of surveying the 70 or so families in the daycare, and only a small portion of them are students at TC3. Anytime there is a small sample, data can become skewed and not necessarily accurate to the population. I worked to fix this by offering an incentive (raffle baskets) to encourage participation. I also sent out reminder emails to parents asking them to participate. Finally, I put up a QR code that parents could scan in the daycare that would directly take them to the survey. Even after doing all of this, I still only received 35 total responses, 8 of which were students.

Recommendations

Based on the results from the survey, there are a few areas that TC3’s Health & Wellness Services could target. First, is the mental health of student parents. As discussed, students who completed the survey indicated that their mental health was poorer than the sample as a whole. Also, 100% of the student parents indicated that they were aware of the mental health services on campus, but do not use them. This shows me that there is most likely a barrier preventing these parents from using the services such as lack of time, etc. To help break this barrier, Casey could advocate in the daycare about TalkCampus. This service is free to all TC3 students and is

completely remote. TalkCampus allows students to connect with other college students about their mental health over text. Another intervention that could occur to improve the mental health of student parents is creating a support group. Sometimes, just knowing that you're not alone can help one feel less stressed or depressed. Finally, a stress relief clinic could be hosted for student parents to teach them how to manage their stress at home. This could include brief segments on meditation, journaling, time management, etc. Any of these ideas could also be used in combination with the potential intervention described earlier in the report.

Going hand in hand with mental health is food and financial insecurity. Using the Pantry could really help; however, only 12.5% of student parents take advantage of this service. The first intervention to increase student parents' use of the Pantry would be increasing the hours of the Pantry. The Pantry has limited hours, which can make it difficult for people to use it if they have classes. H&W Services could give student parents a survey asking what times work best for them to use the Pantry. Then, Sayre could arrange for the Pantry to be open for those times. Also, feedback from the survey indicated that parents really like having the milk fridge in the daycare and wish there were more food options. An intervention, such as those described in "The Intervention" section, should be planned so that the Pantry gets used more often. When student parents use the Pantry, they get more affordable food to support their family. When the Pantry gets used by more people, greater funding can become available. It is a win-win situation.

Reflections

This project was difficult; however, it was also very educational and rewarding. It was my first time conducting a large-scale survey on my own so there was a huge learning curve. The biggest thing that I learned was that parents are a much more difficult population to get responses from. When I was planning the project, I wanted to get at least 50 responses. However, I quickly

realized that was unrealistic. I had to learn to lower my expectations slightly and be happy with the responses that I did receive. Another challenge that I faced was underestimating the time that I would need to develop and process the survey. The IRB approval process took longer than expected. This meant that my survey got sent out later, giving the parents less time to take it. It also meant that I had less time to organize and analyze the data.

The most valuable and rewarding part of this project was being able to collect information about a population that tends to be overlooked in a college setting: student parents. This group faces more challenges than many of their classmates, as well as, other parents who are not college students. The data collected highlights the disparities between these groups and brought attention to the issues at hand. I am proud that I could help play a small part in helping this niche population.

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Appendix A

Health Survey for Childcare Center (Preview) Microsoft Forms

4/26/22, 10:24 AM

Health Survey for Childcare Center

The purpose of this survey is to gauge the health related needs of the parents who use TC3's childcare center. The responses of this survey will be used to develop health programs designed specifically for you and your family. There are less than 40 questions that should only take 10-15 minutes to answer total. Please be aware that all answers, names, and personal information will remain completely confidential. If you choose to participate in this survey, your name will be entered in a raffle to win a gift basket filled with supplies for you and your family. You may choose not to provide your name, but you cannot be entered in the raffle without that information.

Please note that participation is voluntary and that there are no known risks of participating. Additionally, you must be at least 18 years old to complete this survey.

Feel free to reach out with any questions for me at EC059@tc3.edu (<mailto:EC059@tc3.edu>). Thank you so much for taking the time to do this. I know that parenting is difficult and you are strapped for time, so I appreciate your participation greatly.

1. By clicking 'yes', you affirm that you are over the age of 18, you understand the risk of participating, and are willing to participate in the survey.

Yes

No

2. What term do you use to describe your gender identity?

- Woman or female
- Man or male
- Trans woman
- Trans man
- Gender queer
- Agender
- Genderfluid
- Intersex
- Non-binary
- Other

3. Are you a student or faculty of TC3?

- Student
- Faculty/Staff
- Neither

4. Are you employed?

- Yes, full time
- Yes, part time
- No

5. What is your marital status?

- Single
- Married/Partnered
- Separated/Divorced
- Other

6. How many children do you have?

- 0
- 1
- 2
- 3
- 4+

7. How many members are in your household? 2-3 4-5 6-7 8+**8. How many children do you have enrolled in the Arthur Kuckes Childcare Center?** 1 2 3+**9. How old is your child/children that is enrolled in the childcare center?**

10. Do you currently use the Panther Pantry?

- Yes
- No, but I have in the past
- No
- I am not sure what the Panther Pantry is

11. How many servings of fruits or vegetables do you eat daily?

- 0
- 1-2
- 3-4
- 5-6
- 7+

12. How many meals a week do you typically eat out?

- 0
- 1-2
- 3-4
- 5-6
- 7+

13. On average, how many days of the week do you drink soda?

- 0
- 1-2
- 3-4
- 5-6
- 7

14. How many alcoholic drinks have you had in the last 30 days?

15. Do you feel that TC3 is doing enough to help your family meet their nutritional needs?

- Yes
- No
- I'm not sure

16. How could TC3 better support you and your family's nutritional needs?

17. Do you feel that you have enough nutritional knowledge to create healthy meals for you and your families?

- Yes
- No

18. What is preventing you from providing healthy meals for you and your family? (Check all that apply)

- Not enough time to cook
- Healthy food is too expensive
- I am not sure how to cook healthy meals
- I do not have transportation to go grocery shoppings
- Other

19. If you selected "Other", what is preventing you from accessing healthy meals?

20. How many times a week do you exercise?

- 0
- 1-2
- 3-4
- 5-6
- 7

21. How long do you typically exercise for?

- I don't exercise
- 15 minutes
- 30 minutes
- 45 minutes
- 60+ minutes

22. What is holding you back from exercising? (Check all that apply)

- Lack of time
- Cannot afford gym membership/clothing
- I feel insecure going to the gym
- I don't know how to exercise
- No one to watch my children while I workout
- Nothing is holding me back from exercising
- Other

23. If you selected "Other", what is the reason?

24. Would you or your family benefit from learning how to exercise from home?

Yes

No

25. What are your preferred methods of exercise? (Check all that apply)

Yoga/Pilates

Lifting weights

Running/jogging

Walking

Swimming

Dance/Zumba

Other

26. If you selected "Other", what is your preferred form of exercise?

27. How often in the past 30 days have you felt moderately or very anxious?

- Very often
- Somewhat often
- Not often
- Not at all
- Prefer not to answer

28. How often in the past 30 days have you felt depressed?

- Very often
- Somewhat often
- Not often
- Not at all
- Prefer not to answer

29. How often in the past 30 days have you felt lonely?

- Very often
- Somewhat often
- Not often
- Not at all
- Prefer not to answer

30. Over the past 30 days, how often do you feel that your mental health has affected your ability to be present in your child's life?

- Very often
- Somewhat often
- Not often
- Not at all
- Prefer not to answer

31. During the last 30 days, how often has your mental health affected your relationships?

- Very often
- Somewhat often
- Not often
- Not at all
- Prefer not to answer

32. Overall, how would you rate your mental health?

- Excellent
- Good
- Average
- Somewhat Poor
- Very Poor
- Prefer not to answer

33. Are you aware of the mental health counseling services on campus?

- Yes, I use them
- Yes, but I don't use them
- No

34. What is your relationship status?

- Not in a relationship
- In a relationship but not living together
- In a relationship and living together

35. Do problems in your relationship ever affect your relationship with your child/children?

- Always
- Often
- Sometimes
- Never
- Prefer not to answer

36. Do you feel safe in your relationship?

- Always
- Often
- Sometimes
- Never
- Prefer not to answer

37. Is your partner helpful in caring for your child/children?

- Always
- Often
- Sometimes
- Never

38. What is your name? (All answers will remain confidential)

Please remember that providing your name is completely optional, but is necessary in order to be entered in the raffle