



# **STUDENT PREFERENCES & EXPERIENCES SURVEY**

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**Fall 2024**

**Office of Institutional Research  
Tarrant County College**

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## SECTION I: SURVEY OVERVIEW AND RESPONDENT DEMOGRAPHICS

Survey methodology, demographics, and Net Promoter Score for the Fall 2024 *Student Preferences and Experiences Survey* respondents are presented in this section.

### Methodology

All 2024FL students (N~47,000) received the survey invitation by email. In addition, posters with a survey link were placed on campuses, and students received a series of text messages with the link. About 1,800 (~4%) participated by answering at least one question with roughly 55% completing the entire survey.


- 65% responded through text link
- 25% responded through email link
- 10% responded through a directed email from staff


Those who responded to the survey through the text link or directed email proceeded farther in the survey than those who accessed the survey via text.


Since not all respondents answered every question, the analysis of each question is based on the total number of respondents who answered that question.


### Respondent Demographics

- About **34%** of respondents were White, and **27%** were Hispanic/Latino. About **17%** were Black or African American, and about **7%** preferred not to respond. The 2024FL TCC population was about **26%** White and **37%** Hispanic/Latino.<sup>[1]</sup> (N = 1,088)
- Respondents chose First Time in College (FTIC) about **32%** of the time. The 2024FL TCC population was about **14%** FTIC. <sup>[1]</sup> (N = 1,088)
- About **47%** of respondents indicated being full-time, however, only about **28%** of the 2024FL TCC population were full-time students. <sup>[1]</sup> (N = 1,092)
- About **26%** of respondents indicated that they were primarily online students. This matches the rate of about **26%** of 2024FL TCC students whose primary campus by hours was CN. (N = 1,084)

 About **23%** were solely a student (i.e., did not work or care for dependents in addition to school) (N = 1,081)

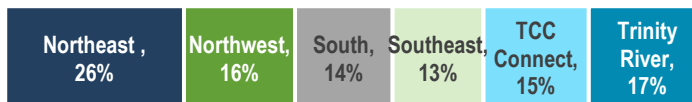
 About **67%** worked for pay at a job outside of school (N = 1,209)

 About **29%** were a primary caregiver for dependents (N = 1,082)

 About **23%** worked for pay outside of school and were a primary caregiver for dependents. (N = 1,081)

[1] 2024FL Statistical Handbook

### Respondent Campus



### Generalizing Results

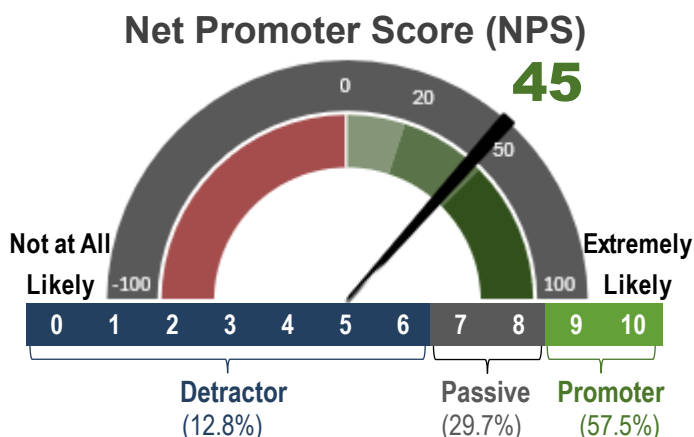
Survey respondents were not necessarily reflective of the entire population. Results are not intended to be used as estimates for all students but rather to gain insights about their perspectives and experiences at TCC.

### Net Promoter Score (NPS)

#### Methodology

The students' Net Promoter Score (NPS) is a measure of student loyalty and satisfaction. Respondents were asked to consider how likely they were to recommend TCC to others using a 0 to 10 scale. Promoters were those who responded with a score of 9 or 10 and were generally considered being enthusiastic about the College. Passives were those who responded with a score of 7 or 8 and were generally satisfied with the College but might not promote it. Detractors were those who responded with a score of 0 to 6 and were dissatisfied to some extent with the College and might dissuade others from attending.

The NPS was calculated by taking the difference between the percentage of promoters and the percentage of detractors. Any positive value is good with a score above 20 generally considered great. The student NPS for 2024FL was 45. Almost six in ten respondents were promoters. (N = 1,792)



## SECTION II: BARRIERS TO SUCCESS AT TCC

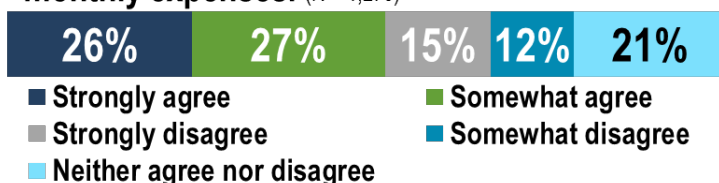
Questions regarding various barriers which could hinder student success at TCC were included in the Fall 2024 student survey. Results from those questions are presented in this section.

### Financial Barriers

When asked about their current finances, over **50%** of respondents selected *somewhat or strongly agree* to being worried about having the ability to pay for their current monthly expenses. (N = 1,270)

About **50%** of respondents reported that they would have trouble acquiring \$500 for an *unexpected expense* in the next month. (N = 1,298)

#### I worry about being able to pay my current monthly expenses. (N = 1,270)



Similarly, nearly **55%** of respondents selected *somewhat or strongly agree* to being worried about having enough money to pay for school. (N = 1,270)

Among those who *strongly agreed* to having worry about paying for school, about **35%** *somewhat or strongly disagreed* that they knew how they would pay for college next semester. (N = 365)

- About **72%** of respondents who *strongly agreed* with worrying about monthly expenses also *strongly agreed* that they worried about having money for college. (N = 325)

### Working Barriers

About **2 in 3** respondents reported working for pay **full- or part-time**. (N = 1,209)

For respondents who worked full-time, about **60%** *strongly or somewhat agreed* that they worried about being able to pay their current monthly expenses, compared to about **42%** of respondents who were *solely students*. (N = 357, N = 395)

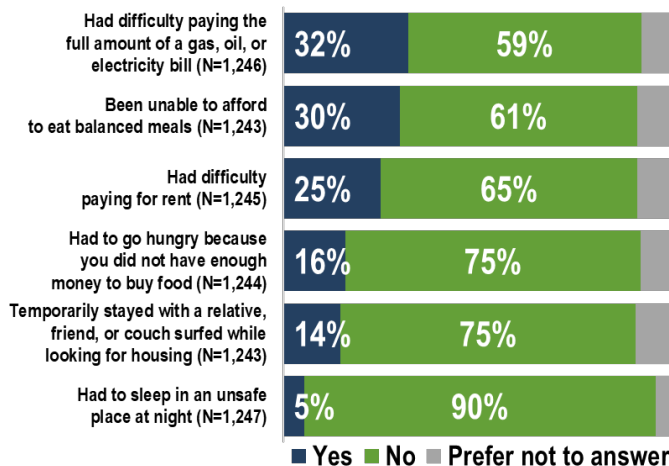
- Additionally, about **59%** of full-time working respondents worried about having enough money to pay for school, compared to about **46%** of respondents who were solely students. (N = 358, N = 394)



About **2 in 3** working respondents indicated that their **work** responsibilities *frequently or sometimes impacted* their ability to attend classes or complete assignments on time. (N = 808)

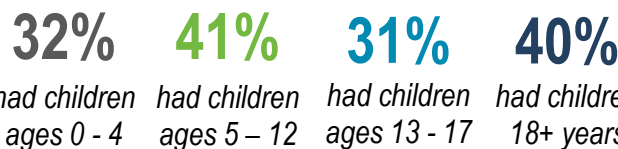
### Housing/Food Insecurity Barriers

Among housing and food barriers, respondents seemed most concerned with living expenses such as gas, oil, or electricity bills followed by being able to afford balanced meals.



### Childcare Barriers

About **30%** of respondents indicated being parents. (N = 1,251) Among respondents with children, about **40%** indicated being single parents. (N = 361)



About **1 in 3** respondents with children indicated having children in multiple age groupings. (N = 369)

About **60%** of respondents *with* children worried about paying monthly expenses compared to about **49%** of respondents *without* children. (N = 369, N = 874)

About **60%** of respondents with children indicated that they would choose to take *more classes* if childcare was available on campus or nearby.

- About **38%** of respondents with children indicated the possibility of taking more classes *online* if childcare was available nearby. (N = 214)



About **1 in 2** respondents with children indicated that their **childcare** responsibilities *frequently or sometimes impacted* their ability to attend classes or complete assignments on time. (N = 367)

## Academic Barriers

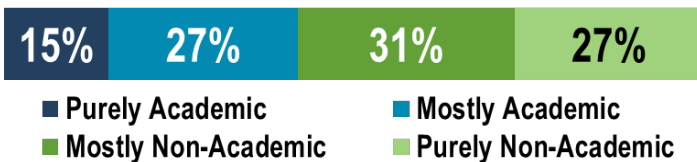
About **8%** of respondents had dropped a course in the 2024FL term prior to the survey being administered. About **11%** of respondents had not dropped a course yet but were considering it. About **80%** of respondents had not yet dropped a course and did not plan to withdraw from any throughout the remainder of 2024FL term. (N =1,243)



Respondents who withdrew from a course **ranked** their reason on a *sliding scale (0-100)* as either academic (0) or non-academic (100).

About **15%** of respondents dropped a course due to purely *academic* reasons (Score of 0) while about **27%** of respondents dropped a course due to purely *non-academic* reasons (Score of 100). (N = 100)

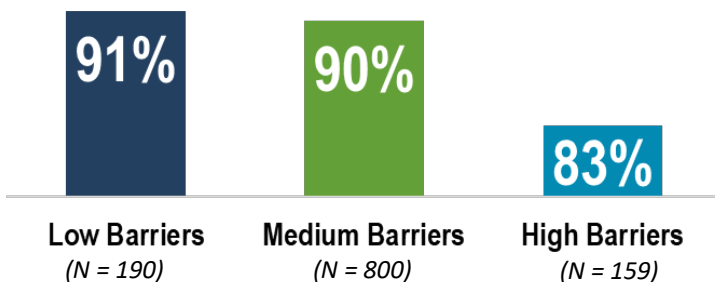
### Reasons for Dropping Course - 2024FL



## Barriers Impact

A Barrier Index Score was generated to assess how cumulative barriers impacted a respondent's confidence in their continued enrollment at TCC.

### Barrier Index Score vs. Return Rate



About **91%** of respondents that had a **low** barrier index score were *definitely or likely* to re-enroll or accomplish their goals TCC in the following term.

Conversely, about **83%** of respondents that had a **high** barrier index score were *definitely or likely* to re-enroll or accomplish their goals TCC in the following term.

## Conclusion

Respondents provided insight into how their current living conditions/expenses affected their success at TCC with about half of respondents indicating that financial strain was a concern. Further, almost half would have trouble finding \$500 for an unexpected expense. About 55% were concerned about paying for school, and of these respondents, about 35% did not know how they would pay for college next semester.

Almost 6 in 10 respondents were currently working for pay, and about 52% of working respondents would still have trouble finding \$500 for an unexpected expense.

About 30% of respondents stated they had children, and they were more likely to worry about being able to pay their current monthly expenses compared to respondents without children.

About 8% of respondents had already dropped a 2024FL course at the time of the survey. Over half of respondents that dropped a course ranked their reason for dropping as being more non-academic than academic. This result was in line with about 64% of respondents who worked and about 51% of respondents with children reporting work/childcare responsibilities frequently or sometimes impacted their ability to attend class and complete assignments.

## Considerations

- **Showcase community support services:** Half of respondents indicated financial strain with their current living expenses as well as the cost of continuing their education. Promoting internal resources like the Student Empowerment Center as well external programs like local Housing Authorities and Food Banks could help alleviate immediate and growing financial concerns.
- **Explore more childcare opportunities:** About 30% of respondents reported having at least one child, yet 40% are single parents primarily working full-time. Of these students, 60% stated they would take more courses if there were accessible childcare services either nearby or on their TCC campus. By establishing dedicated childcare facilities or creating a childcare network system for TCC students, a substantial logistical burden would be lifted, potentially enabling greater student access and success.

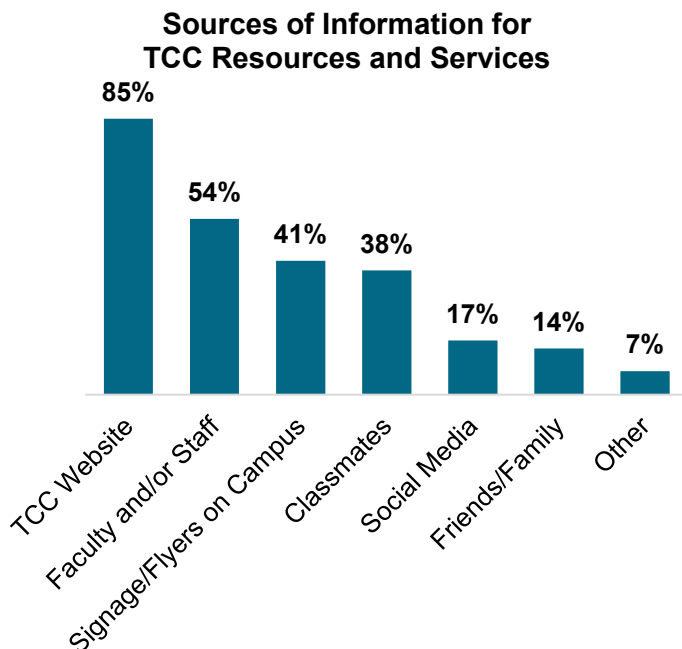
## SECTION III: RESOURCES AND SERVICES

In order to understand the extent to which TCC students utilize various resources and services offered by the College, the 2024FL Student Preferences and Experience Survey asked respondents a series of questions related to their awareness and usage of TCC resources and services, as well as their satisfaction with any resources and services that they may have used.

### Resources & Services at TCC

Each campus offers several resources and services that are aimed at helping students achieve academic and personal success throughout their educational journey at TCC. Respondents indicated ways in which they received information about the various resources and services that were available.

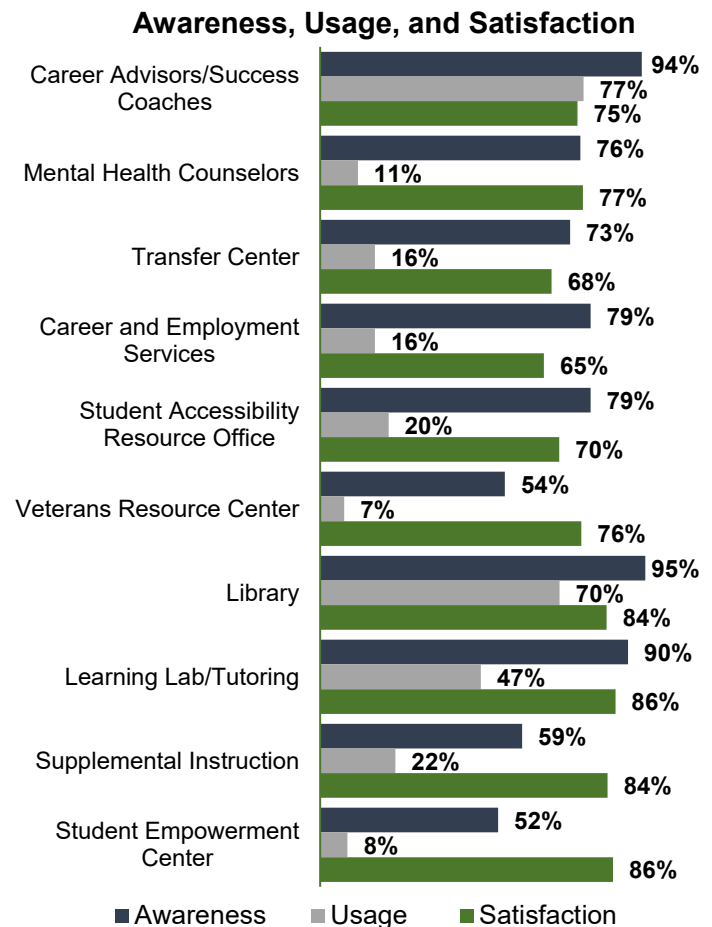
- By far, the largest source of information that respondents utilized to gain information about TCC resources and services was the **TCC website**, with roughly **85%** of respondents indicating that it was their source. (*N* = 1,297)
- Respondents also had the opportunity to provide written feedback regarding sources of information for resources and services at TCC. In their written comments, most respondents indicated that their **TCC email** was another source of information about TCC resources and services. (*N* = 67)



### Student Awareness

Respondents reported their level of awareness surrounding the different resources and services offered at TCC:

- About **75%** of respondents were either “**Very aware of service**” or “**Somewhat aware of service**” across all types of resource/service offered. (*N* = 1,453 to 1,526)
- Resources and services with higher levels of awareness had higher rates of usage among respondents, as demonstrated by the **Library** and **Career Advisors/Success Coaches** having the highest rates of usage among respondents.



## Student Usage

In general, the usage rate (used a service *at least once*) was heavily dependent upon the resource or service under consideration. (N = 1,390 to 1,446)

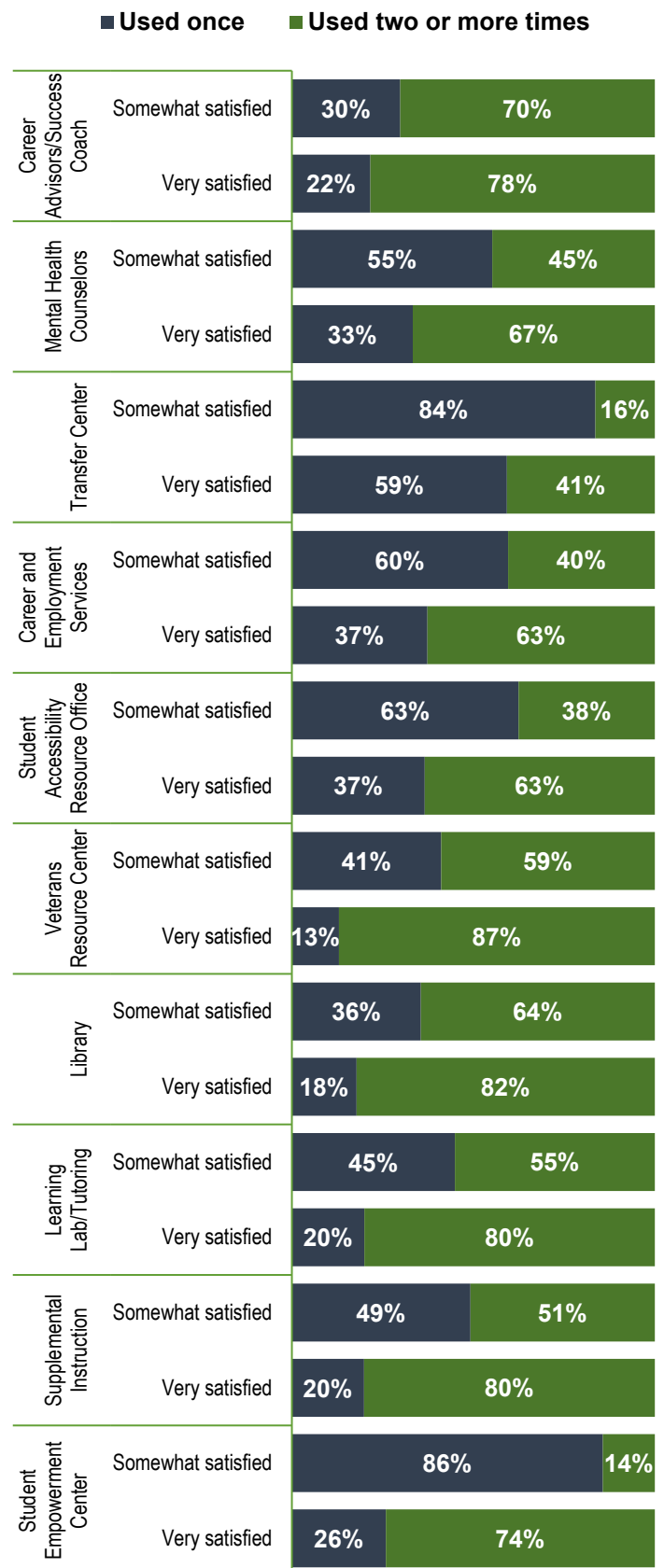
- Over **70%** of respondents indicated that they had utilized Career Advisors/Success Coaches or the Library **more than once** in the past.
- Nearly **90%** of respondents indicated that they had **never used** the Veterans Resource Center, Mental Health Counselors, the Student Empowerment Center, Career and Employment Services, or the Transfer Center during their time at TCC.
- Respondents with high barriers to academic success were about **6% more likely** to use the Student Empowerment Center than respondents with low barriers to academic success. (N = 1,275)
- About 92% of respondents who frequently used **academic resources and services** (Library, Learning Lab/Tutoring, and Supplemental Instruction) were **likely** to return to TCC or accomplish their goals this semester compared to about 88% of respondents who did not use these resources. (N = 1,167)

## Student Satisfaction

Respondents who had used resources or services *at least once* reported their satisfaction with their experiences.

- On average, about **3 in 4** respondents who had used a resource or service felt **“Very satisfied”** or **“Somewhat satisfied”** with their experience. (N = 93 to 1,041)
- When comparing the satisfaction rate by each resource or service, respondents felt most satisfied with the Student Empowerment Center and Learning Lab/Tutoring services (**86%**), while they felt the least satisfied with Career and Employment Services (**65%**) and the Transfer Center (**68%**).
- When comparing satisfaction and frequency of usage, there was a clear association. Respondents who were **“Very satisfied”** used each resource or service more often than respondents who were **“Somewhat satisfied”**. (N = 89 to 1,040)

## Usage and Satisfaction

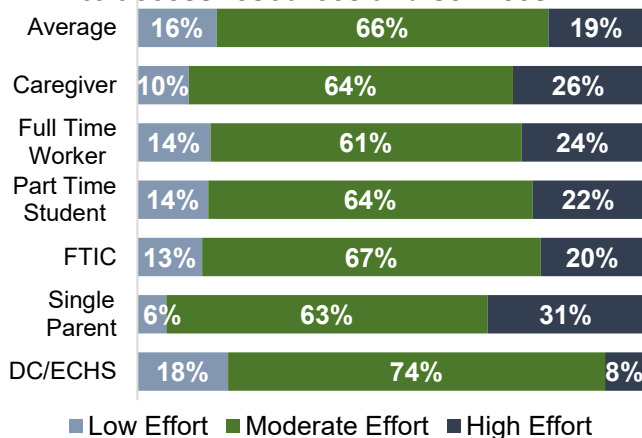


## Accessing Resources & Services

Respondents answered a series of questions about accessing resources and services offered by TCC.

- On a scale of 0 (no effort) to 100 (maximum effort), respondents indicated that they would expend an effort of **73 out of 100** to access resources. (N = 1,124)
- Respondents who were **caregivers, working full time while in school, part-time students, parents, and first-time students** indicated that they would expend higher degrees of effort than the average respondent.

### How much effort would you expend to access resources and services?



Respondents who indicated that they would expend an effort of “50” or greater were also asked about their desired method of accessing resources and services offered by TCC. (N = 884 to 930)

- Almost **45%** of respondents indicated that an **in-person meeting** would be their preferred method of accessing TCC resources and services while roughly **27%** of respondents indicated that they would prefer to access resources and services through some **mix of in-person and online meetings**.
- Respondents preferred **in-person meetings** when considering dropping in for appointments, attending workshops, and talking with someone about accessing resources and services, while preferences for completing paperwork or

scheduling appointments were split across modalities.

## Conclusion

Overall, the results of the 2024FL Student Preferences and Experience Survey indicated that respondents had a moderately high level of awareness of most resources and services offered at TCC, were prepared to expend a moderate degree of effort to access these resources and services, used certain resources and services, and were largely satisfied with their experiences surrounding their use of TCC resources and services. In addition, the survey results produced a few statistics and pieces of written feedback that provided an opportunity to improve students’ overall experiences with TCC resources and services in the future.

## Considerations

- **Continue to offer opportunities for faculty and staff to learn about TCC resources:** With faculty and staff being selected as one of the top ways respondents heard about information at TCC, regular communication about resource availability and options will help ensure faculty and staff are able to respond to students’ inquiries about resources and services in a timely manner.
- **Increase publicity and outreach efforts where needed:** Increased communication about the scope and purpose of services, especially those with low awareness and usage rates such as the Student Empowerment Center, Mental Health Counselors, and Supplemental Instruction will help engage students who need to utilize their services.
- **Explore both higher and lower satisfaction rates:** With an average 77% satisfaction rate (very or somewhat satisfied) across services, exploration into lessons learned from those services with higher-than-average satisfaction rates may assist those services with below average satisfaction rates.
- **Prepare for student populations who actively access services:** Respondents who were caregivers, full-time employees, part-time students, parents, and first-time students indicated that they would expend higher levels of effort to access resources compared to other



groups; knowing these populations unique needs may help ensure they are met. Conversely, certain student populations who may not want, need, or be able to put forth effort but still require assistance.

➤ **Ensure various methods of access for all**

**students:** About 39% of respondents indicated preferring all of their classes being face-to-face, paralleling respondents' preferences to in-person meetings for drop-in appointments, workshops, and other services (about 45% of respondents). Still, about 1 in 5 respondents preferred all-online coursework. Thus, access for most/all services remotely is still much needed.

➤ **Expand outreach efforts and ensure various methods of access for students with high barriers to academic success:**

Roughly 35% of respondents with high barriers to academic success indicated that they would expend moderate-to-high levels of effort to access resources and services offered at TCC. This finding contrasts with 15%-20% of respondents with medium and low barriers to academic success who would expend high levels of effort to access resources and services.

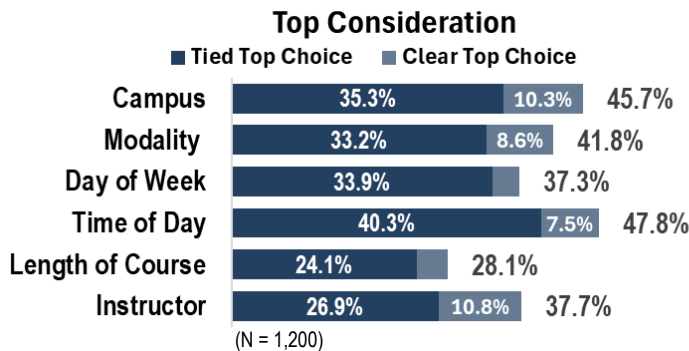
Respondents with high barriers to academic success indicated a preference for a mix of in-person and online methods of accessing resources and services. Therefore, various methods of access to resources and services should be available for students with barriers to academic success.

## SECTION IV: STUDENTS' PREFERENCES ON THE SCHEDULE

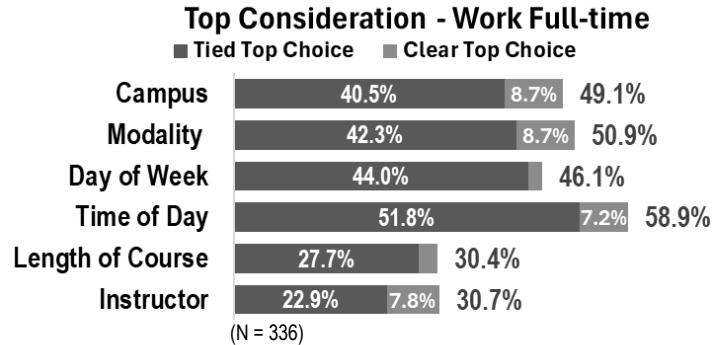
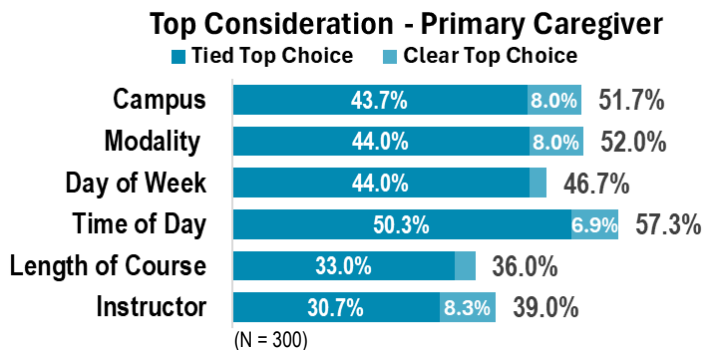
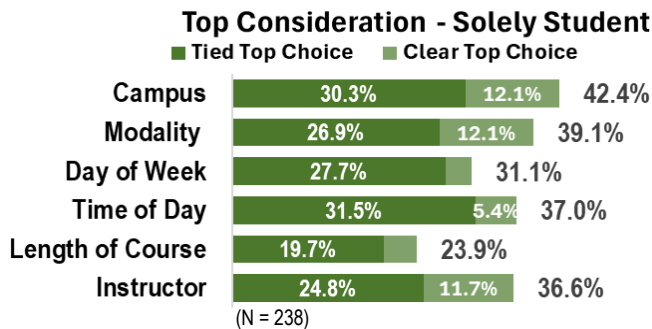
In the continuous effort towards a student-centered schedule, a survey was administered in Fall 2024 with questions evaluating students' top considerations when selecting their schedule and to determine if these factors appeared to influence whether a student was able to select their preferred schedule and whether they would return to TCC. Results from those questions are presented in this section.

### Schedule Considerations

When selecting courses, *time of day* was the top consideration with almost half of respondents rating it as their number one factor based on a slider scale from 0 to 100. However, most had this top choice tied with other factors. Only about 7.5% rated it as their sole or "clear" top consideration. *Campus* and *modality* were the next highest considerations. *Length of Course* was rated the lowest consideration.



The number one consideration differed by type of student. *Campus* was the top factor for respondents who were solely students while *time of day* and *modality* seemed to become more important for those who were primary caregivers or worked full-time.



*Length of course* seemed least important regardless of student type.

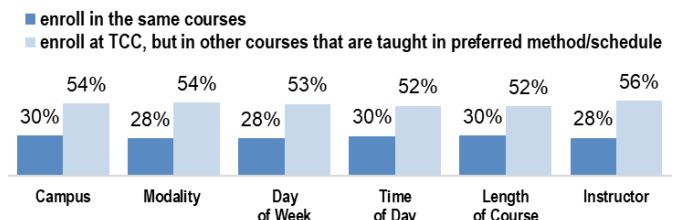
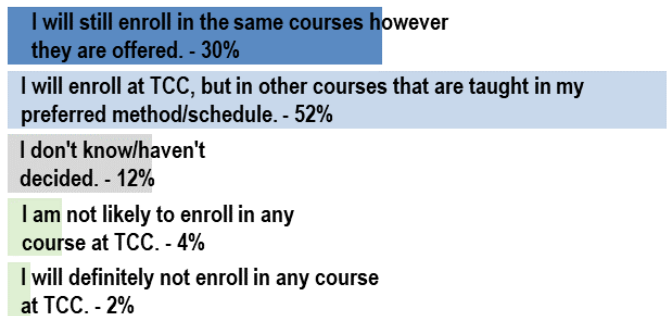
### Enrollment Based on Top Considerations

Overall, about 82% of respondents indicated that they would still enroll even if their top considerations were not an option. About 52% placed precedence on their top considerations while about 30% placed precedence on the course (e.g. ENGL-1301). Regardless of the specific top consideration, if taking their desired course with their top consideration was not an option, students tended to change their schedule to accommodate the top consideration instead of the course. (N = 1,191)

### If my top considerations are not an option...



**About 8 in 10 students will still enroll**



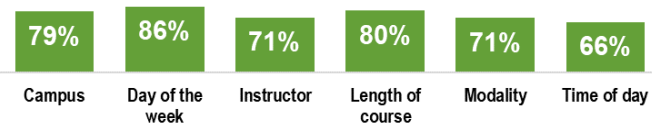
## Preferred Schedule

Overall, about 70% of respondents reported being able to select their preferred schedule (i.e., classes offered on the days and times needed, in the format needed). This percentage was similar to the percentage who were able to select their preferred schedule from what was reported in prior surveys. Respondents whose top consideration was *time of day* were least likely to report that they could select their preferred schedule.



Respondents who reported that they were able to select their preferred schedule (N = 1,189)

Percent able to select their preferred schedule (by top consideration):



- Similar to results from the prior surveys, respondents who were primary caregivers indicated that they were less likely to be able to select their preferred schedule with 37% indicating they could not select their preferred schedule.

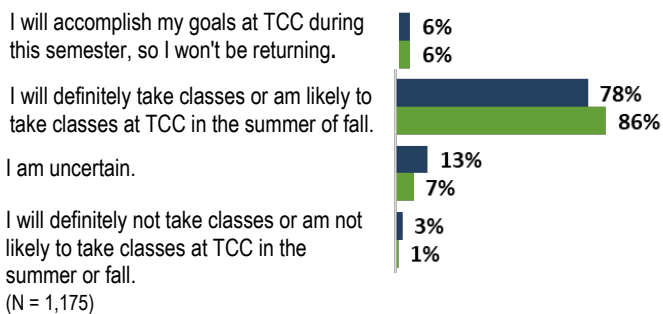
## Connections between Preferred Schedule and Future Enrollment

Overall, respondents overwhelmingly (89%) indicated that they either *accomplished their goals* or they would *definitely or likely enroll at TCC next year*. This percentage mirrored the percentage that was reported in prior surveys. As in prior surveys, returning to TCC seems correlated with whether students could select their preferred schedule.



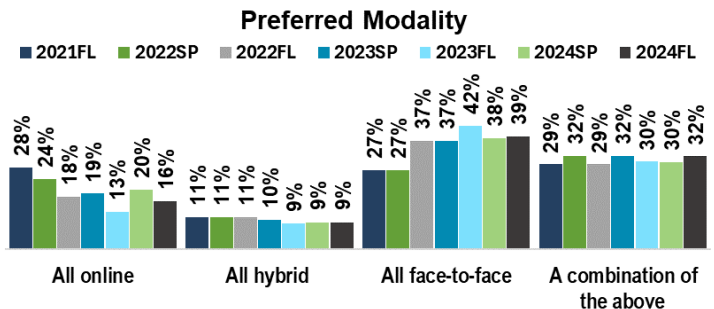
Respondents either accomplished their goals OR would definitely or likely enroll at TCC in summer or fall (N = 1,176)

- were unable to to select preferred schedule in 2024FL
- could select preferred schedule in 2024FL



## Preferred Modality

A plurality (39%) of respondents preferred all face-to-face classes. The reported preference for online waned to 13% in 2023FL but has been closer to 20% in more recent terms.



N = 1,195 for 2024FL; No preference ranged from 2% to 6%.

- In 2024FL, respondents who worked full-time were about 2 times more likely to prefer an all-online schedule compared to those who were solely students.
- In 2024FL, respondents who were primary caregivers were about 2 times more likely to prefer an all-online schedule compared to those who were not primary caregivers.

## Alignment between Preferred Method and Enrolled Method

In 2024FL, about 98% of respondents who preferred all face-to-face reported that they were primarily enrolled in face-to-face, while only 84% of respondents who preferred all online reported that they were primarily enrolled in online. This mismatch between preferred modality and the modality in which the respondent was actually enrolled was seen in prior surveys as well.

| 2024FL                     |                                 |        |
|----------------------------|---------------------------------|--------|
| Preferred Method           | Reported Primarily Enrolled In: |        |
|                            | Face-to-face                    | Online |
| All online                 | 16%                             | 84%    |
| All hybrid                 | 83%                             | 17%    |
| All face-to-face           | 98%                             | 2%     |
| A combination of the above | 73%                             | 27%    |

| 2024SP                     |                                 |        |
|----------------------------|---------------------------------|--------|
| Preferred Method           | Reported Primarily Enrolled In: |        |
|                            | Face-to-face                    | Online |
| All online                 | 24%                             | 76%    |
| All hybrid                 | 72%                             | 28%    |
| All face-to-face           | 97%                             | 3%     |
| A combination of the above | 75%                             | 25%    |

2023FL

| Preferred Method           | Reported Primarily Enrolled In: |        |
|----------------------------|---------------------------------|--------|
|                            | Face-to-face                    | Online |
| All online                 | 13%                             | 87%    |
| All hybrid                 | 87%                             | 13%    |
| All face-to-face           | 98%                             | 2%     |
| A combination of the above | 78%                             | 22%    |

### Preferred Method for those with Children

About 75% of respondents with children indicated that they would take more classes if childcare was available on campus or nearby. Among those who would take more classes, almost 50% would take more on campus, about 20% would take more online, and about 30% didn't have a preference. (N = 214)

## Multiple Campuses

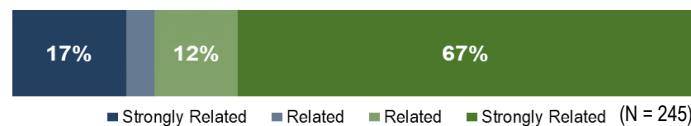
About 23% of respondents indicated taking classes on multiple campuses, which was near what might be expected since census day enrollment data showed that 26% of students took classes at multiple campuses in 2024FL. Survey results, however, provide more insight into why students were taking courses on multiple campuses. For respondents taking courses on multiple campuses, about 8 in 10 reported it was due to schedule design. About 2 in 10 indicated it was a personal choice.



For those on multiple campuses, almost 80% indicated it was due to schedule design.

Personal choice (e.g., preferred professor, modalities, preferred schedule)

Schedule design (e.g., registered late, course only offered on one campus)



About 64% of respondents taking courses on multiple campuses reported being able to select their preferred schedule compared to 71% for those taking courses on one campus.

## Conclusion

Student respondents provided valuable information regarding what factors they considered most important when selecting their schedule. *Time of Day, Campus, and Modality* seem to be the most

important factors while *Length of Course* seemed to be least important. Factors appeared correlated since a respondent often had a tied top choice.

About 8 in 10 respondents indicated that they would still enroll if their top schedule considerations were not an option. Most of them would simply switch to a different course to find a better match for their top factors.

Similar to results from several prior surveys, about 70% of respondents reported being able to select their preferred schedule, and about 89% reported they would accomplish their goals or would definitely or likely enroll at TCC in the future. Lastly, being able to select a preferred schedule was correlated with returning to TCC, and taking courses on multiple campuses was correlated to schedule design.

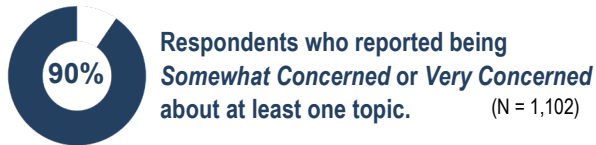
## Considerations

- **Investigate misalignment between preferred modality and primary enrollment modality more deeply for online students:** While the vast majority of respondents who preferred face-to-face were enrolled primarily face-to-face, about 13% (2023FL), 24% (2024SP), and 16% (2024FL) who preferred all online were not enrolled primarily online.
- **Leverage different course lengths where appropriate:** Respondents seemed to place the least importance on length of course when selecting their schedule. Additionally, research in IR Corner articles showed that success rates in 8-week courses were generally comparable to 16-week courses depending on the subject area. In addition, prior survey results indicated that about one-third of students who were part-time would switch to full-time status if 8-week classes were available. Lastly, dual credit students enrolled in 8-week courses had higher success rates and higher retention to the next "term" when compared to 16-week enrollments included in the respective analyses. While the dual credit 8-week outcomes were driven by a single campus model with only a few high schools (ENGL-1301 to ENGL-1302 model), they warrant discussion about whether 8-week courses could/should be explored for dual credit students, especially in light of HB8. Historically, dual credit students complete about 12 to 14 hours, on average, in their dual credit career. The eight-week model might allow for them to complete 15 hours - the threshold for HB8 funding.

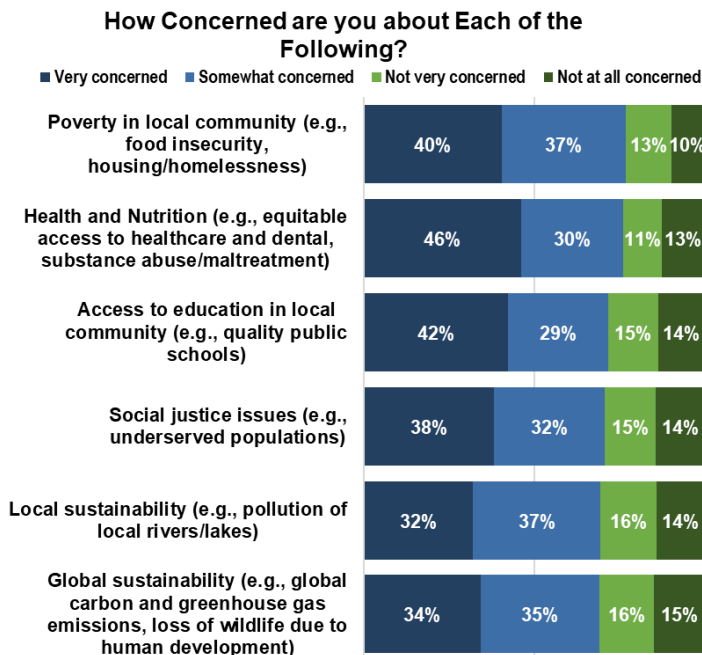
## SECTION V: ADVOCACY & ENGAGEMENT

A survey was administered in Fall 2024 with questions to evaluate students' levels of concern with various topics related to sustainability, poverty, social issues, education, and health. Results from those questions are presented in this section.

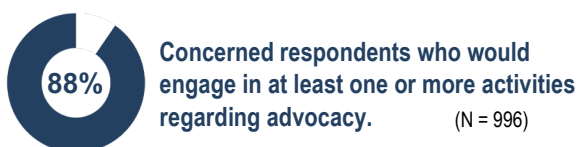
### How concerned are you about each of the following?



When asked about their levels of concern with various topics related to environmental/social issues, about **90%** of respondents indicated being *Somewhat Concerned* or *Very Concerned* with at least one of the topics. Based on being *Somewhat Concerned* or *Very Concerned*, respondents seemed most worried about *Poverty in the Local Community* (about **77%** of respondents) and least worried about *Global Sustainability* (about **69%** of respondents).

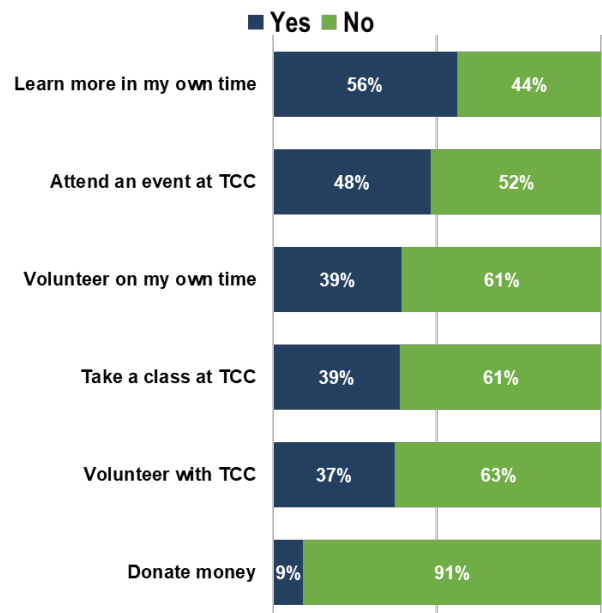


### Which of the following activities have you or would you engage in regarding advocacy (e.g., sustainability, social justice, health, and education)?



Of those respondents who indicated being *Somewhat Concerned* or *Very Concerned* with at least one of the topics, over half of respondents (about **56%**) reported they would *Learn More in My Own Time*. About half of respondents (**48%**) would *Attend an Event at TCC*, and about **4 in 10** respondents would *Volunteer on my Own Time*, *Take a Class at TCC*, or *Volunteer with TCC*. Comparatively, less than **10%** of respondents indicated that they would *Donate Money*.

#### Which of the following activities have you or would you engage in regarding advocacy?



### Considerations

- **Promote activities that raise awareness versus asking for time or donations:** With respondents indicating high rates of concern in every topic discussed as well as advocacy being mentioned in the 2024SP student forums, it is evident that students have passion for topics important to them. Providing a platform upon which students can spread awareness about topics important to them could be a possible avenue for engagement.
- **Consider incorporating opportunities through experiential learning:** About half of respondents indicated attending an event at TCC and about 4 in 10 would take a class or volunteer with TCC. The incorporation of various opportunities into curriculum would allow for students to engage with topics they care about while not requiring them to give additional time.

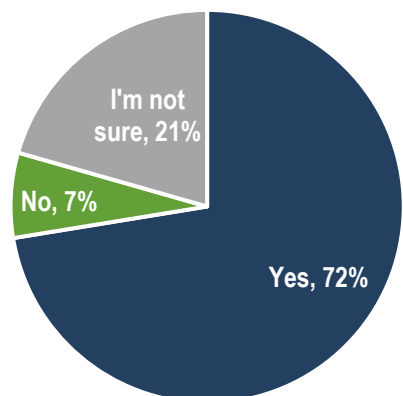
## SECTION VI: CAREER PATHWAYS AT TCC

A survey was administered in Fall 2024 with questions to evaluate if students had selected a Career Pathway at TCC and reasons for choosing their Career Pathway. Results from those questions are presented in this section.

### Have you chosen a Career Pathway?

When asked whether they had selected a Career Pathway at TCC, about **3 in 4** respondents indicated having selected one. (N = 1,244)

#### Have you chosen a career pathway?



The rate of indicating having selected a Career Pathway varied slightly by student type.

- About **67%** of respondents who indicated that they **might be dropping a course** this semester stated they had chosen a Career Pathway, compared to about 73% of those who do not plan to drop a course. (N = 138)
- About **75%** of **Continuing College** respondents stated they had chosen a Career Pathway. (N = 704)

#### By Student Type

■ Yes ■ No ■ I'm not sure.

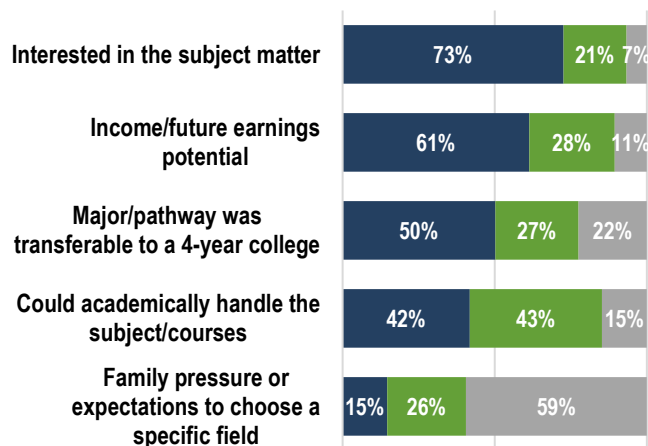
| Student Type                                | Yes | No  | I'm not sure |
|---|-----|-----|--------------|
| Primarily in online classes                 | 73% | 8%  | 19%          |
| Primarily in face-to-face classes           | 72% | 6%  | 22%          |
| Full-time student                           | 74% | 5%  | 21%          |
| Part-time student                           | 72% | 8%  | 21%          |
| Yes, I have dropped a course.               | 73% | 10% | 17%          |
| No, but I am considering dropping a course. | 67% | 10% | 23%          |
| No, and I don't plan to drop a course.      | 73% | 6%  | 21%          |
| Continuing College student                  | 75% | 6%  | 19%          |
| First Time in College student               | 70% | 7%  | 24%          |

### Why did you choose your Career Pathway?

Respondents who indicated having chosen a Career Pathway at TCC reported how much of an impact certain factors played into why they selected it. Overwhelmingly, respondents selected their Career Pathway because they were **interested in the subject** (~93% of respondents selected *major* or *little* impact). About **89%** of respondents selected **income/future earnings potential** as *major* or *little* factors in their Career Pathway selection. (N ~ 865)

#### Why did you choose your Career Pathway?

■ A major impact ■ Little impact ■ No impact



### Considerations

- **Engage with students receiving early alerts:** Compared to the whole of the respondent body and all other subgroups, respondents considering dropping a course were less likely to have selected a Career Pathway. Some of these respondents may be receiving early alerts, and this communication could be another touch point to discuss Career Pathways
- **Ensure ROI is being accurately and appropriately communicated:** With almost 90% of respondents indicating income/future earnings as a reason for their Career Pathway selection, providing the most relevant and accurate wage and labor market information for programs is crucial. Also, engaging with community partners to help facilitate streamlined pipelines for internships and job placement would be of great interest to the students.

## SECTION VII: RETURNING TO TCC

In this section, the relationship between various factors and a student’s intent to return to TCC/accomplish their goals at TCC is presented.

Whether a respondent would recommend TCC to others was the strongest predictor of whether they indicated that they would return next year/ accomplish their goals this term (return rate). The return rate for promoters (94%) was 26 percentage points higher than the return rate for detractors (68%). In other words, promoters were about 1.4 times more likely to indicate they would return next year/ accomplish their goals this term.

Though not as strong of a predictor as the net promoter group, the level of barriers faced as well as whether a respondent could select their preferred

schedule seemed to also potentially have a strong impact on the return rate. The return rate for those with low barriers (91%) was 8 percentage points higher than the return rate for those with high barriers (83%), and the return rate for those who could select their preferred schedule (92%) was 8 percentage points higher than those who could not select their preferred schedule (84%). Thus, data suggest that it is possible that being able to select a preferred schedule has a similar bearing on whether a student will return next year/ accomplish their goals this term as the level of barriers they face.

**Definitely or likely to re-enroll at TCC next year/ will accomplish their goals at TCC this term**

