



STUDENT PREFERENCES & EXPERIENCES SURVEY

SPRING 2025

**Office of Institutional Research
Tarrant County College**

TARRANT COUNTY COLLEGE
TRINITY RIVER CAMPUS

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Includes responses to questions regarding potentially changing the final exam schedule.

SECTION I: SURVEY OVERVIEW

Survey methodology, demographics, and Net Promoter Score for the Spring 2025 *Student Preferences and Experiences Survey* respondents are presented in this section.

Methodology

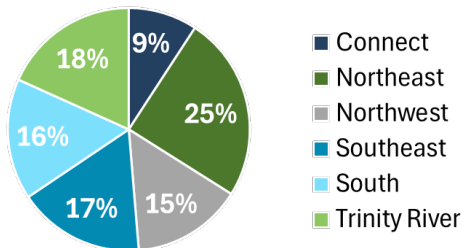
All 2025SP students (N~47,000) received the survey invitation by email. In addition, students received a series of text messages with the survey link. About 1,600 (~3%) participated by answering at least one question.

- 64% responded through email link
- 36% responded through text link
- 1% responded through Canvas link

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 44% of respondents reported being full-time and about 56% reported being part-time. (N = 1,250) Based on the reported home campus, about 300 Northeast students responded to the survey. For Northwest, Southeast, South, and Trinity River, about 200 students responded. About 100 Connect students responded. (N = 1,247)

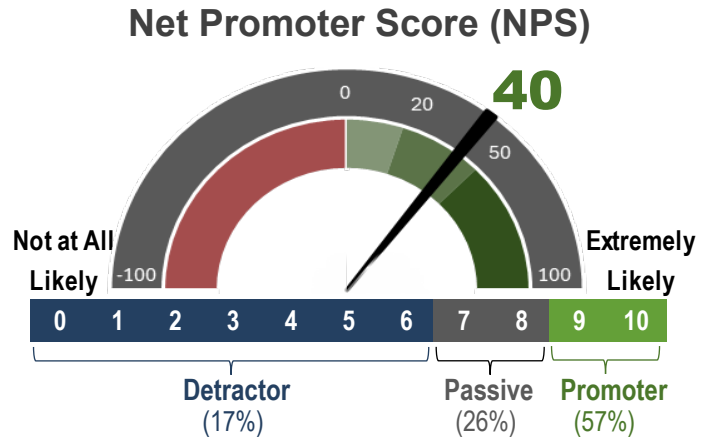


Net Promoter Score (NPS)

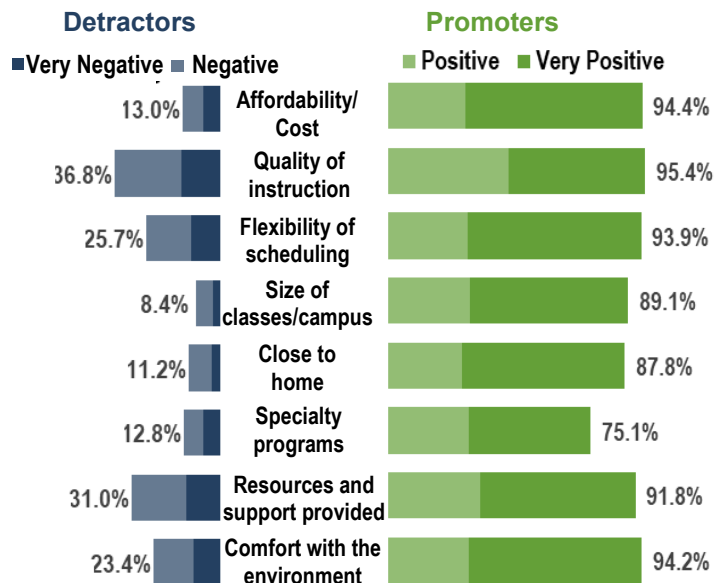
The students' Net Promoter Score (NPS) is a measure of student loyalty and satisfaction. Respondents were asked to consider how likely they were to recommend TCC to others using a 0 to 10 scale. Promoters were those who responded with a score of 9 or 10 and were generally considered being enthusiastic 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 2025SP was 40. Almost six in ten respondents were promoters. (N = 1,556)



Promoters' scores were most impacted by quality of instruction, affordability/cost, and comfort with the environment. Scores were impacted much less by specialty programs. Detractors' scores were most impacted by quality of instruction followed by flexibility of scheduling and were least impacted by size of classes/campus.



The NPS differed substantially by enrollment status and campus with full-time students having a lower score than part time students.

		N	NPS
Enrollment	Full-time (12 or more hours)	554	40
Status	Part-time (fewer than 12 hours)	695	49
	Connect	115	36
	Northeast	308	52
Home	Northwest	184	45
Campus	Southeast	211	33
	South	201	48
	Trinity River	227	48

Student Comments

Some respondents provided other factors that impacted whether they would recommend TCC to others. Many referenced specific experiences with TCC faculty and staff – both positive and negative. Others referred to specific processes or the TCC environment in general. (N = 281)

“One thing that I wish was different about TCC is focusing on established adults (ages 30-40ish) in terms of community groups or clubs/support groups or some sort of childcare - even if it's not a full-time daycare. There are SO MANY really talented and smart moms and dads in my nursing cohort as there are in every other degree program. Going to school is such a gift for us and a lot of times our identities and responsibilities as parents have to come first, which means school comes second (or third, behind spouses or jobs). I am fortunate to not be a single parent, but many of my peers are. I would like to see more established/adult/family-centered speakers, clubs, or communities/support. That being said, I cannot begin to tell TCC how much this school means to me and what it has done in my life. I'm very thankful and grateful and always will be.”
- TCC Student

“Professors who are considerate and still professional and teach well. Professors are usually organized and explain themselves well and provide realistic expectations is greatly appreciated as well as advisors that go above and beyond for us students.” - TCC Student

“Parking and healthy food availability! A lot of students complain and are concerned about parking at the Trinity River campus. The overflow lot doesn't always feel safe. Healthy affordable food options aren't available so I tend to go home to study instead or go hungry in class.”
- TCC Student

“The scheduling process is [hard] year after year. There needs to [be] a clearer tab and notification to pay immediately after registering. There needs to be a posted list of classes to take for each major, and all faculty should give the same information, I should not be given 75 different answers on things. Also get rid of the endless go no where loops on the main website.” - TCC Student

“Everyone in every department is willing to help in anyway they can and if they can't, they are so willing to find you the help that you need and that is a positive impact for me to order to recommend TCC to someone else.”
- TCC Student

“The software and requirements to get stated are hard to navigate. No instruction or help in the beginning with that. I am also having a hard time with registering for summer classes. No instruction on how to do that online or answers about financial aide. Frustrating.”
- TCC Student

“I would like to acknowledge that the environment in class is more welcoming that I thought it would be. I appreciate the ability to voice opinions without fear of judgment or retribution.”
- TCC Student

“Well you guys need to bring back to child care for students with kids. Personally its one of the reasons I wont be able to do summer classes, and open more options for online classes for Photography or photoshop.”
- TCC Student

“The monthly meet-ups with the Dean are awesome for transparency. Library staff genuinely seem to love what they do and enjoy helping out in any way.” - TCC Student

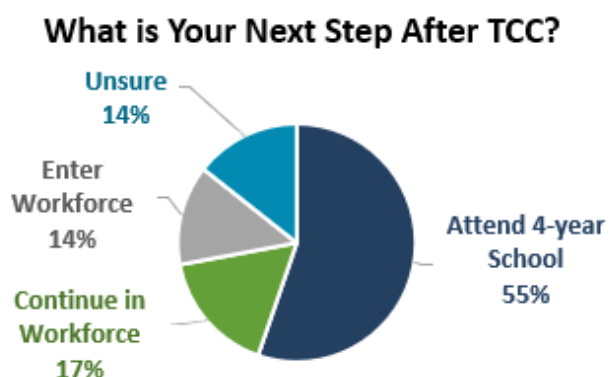
“Well, when construction impedes classes at specific campuses I'm less likely to recommend because the focus should be education not building cosmetics. It's extremely disruptive and unfair to people who don't have the privilege of time/money to go to a campus further away. I expected online classes to rise and it did not, so the school is messing up students educational plans.”
- TCC Student

SECTION II: NEXT STEPS & HOW TCC PREPARED YOU

Students who participated in the 2025SP *Student Preferences and Experiences Survey* reported their next steps after TCC. Additionally, these students indicated how well they felt TCC had prepared them for these steps. Results and analyses from the responses to these questions are presented in this section.

Next Steps

Overall, respondents were most likely to indicate that they planned to attend a four-year school after they left TCC, with more than half (**55%**) of respondents choosing this response. (N=1,364)



Preparation

On the whole, respondents indicated that TCC had helped to prepare them for life after college; of the 1,340 respondents who answered the question:

“Do you agree that TCC has helped you prepare for your next steps?”

1,087 (or about **81%**) either *somewhat agreed* or *strongly agreed*.

When asked how TCC helped them feel prepared, respondents mentioned the faculty, academic support services, advising services, and the information and resources that were available.

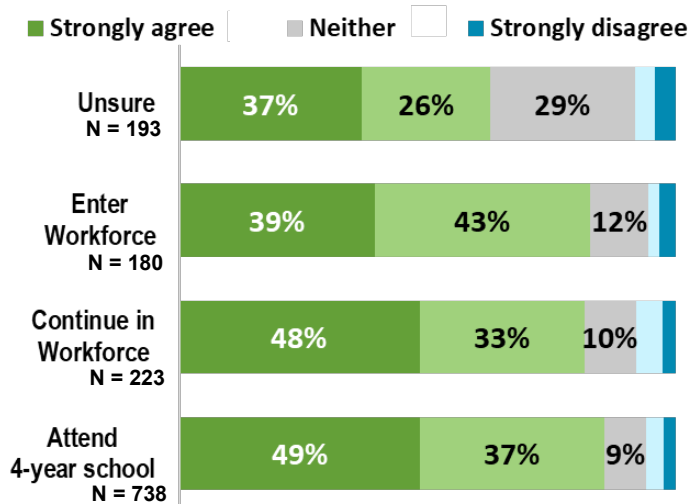
“Advisors and instructors are helpful and genuinely want to help, anytime I feel lost I know there will be someone on campus who understands and is willing to help”
– TCC Student

Those who did not agree that TCC prepared them for their next steps were asked how TCC could have helped them feel more prepared. Many of the comments focused on the instructors/instruction and advising services.

“more guidance from advisors and teachers would be helpful”
– TCC Student

“Be more assisting with the transfer process and take time to evaluate student needs during set advising appointments”
– TCC Student

Next Step vs. TCC Preparation



About **86%** of respondents who planned to attend a four-year school after leaving TCC either **somewhat** or **strongly** agreed that TCC had helped prepare them for their next steps; **49%** indicated a strong agreement with the statement. In contrast, although the overall agreement was similar at **83%**, only **39%** of respondents whose next steps were to enter the workforce **strongly** agreed that TCC had helped to prepare them. Interestingly, those respondents without post-TCC plans were least likely to say they felt TCC had prepared them for their future plans.

Conclusions & Considerations

Overall, respondents to the 2025SP *Student Experience Survey* felt that TCC had helped to prepare them for life after college. The degree to which this is true differs depending on what the respondent’s post-TCC goals are. Respondents whose next step was to attend a four-year school were more likely to feel that TCC helped prepare them than students whose next step was to either enter or continue in the workforce. Given this difference and the emphasis on faculty and advisors in the open-ended responses, it may be worthwhile to develop or enhance strategies that address the needs of students who aren’t planning on attending a four-year school.

SECTION III: FINAL EXAM SCHEDULE

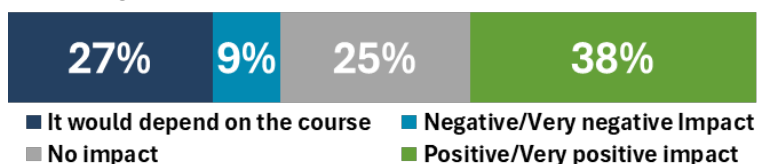
Students responded to two questions regarding potentially changing the final exam schedule. Results from those questions are presented in this section.

Student Preferences

When asked how additional days between the last day of class and the beginning of finals would impact their course grades, **roughly 27%** of respondents reported that *it would depend on the course*. (N=1,297)

- **About 38%** responded that additional days would have a *positive* or *very positive* impact on their course grade.
- Alternatively, **9%** responded that additional days would have a *negative* or *very negative* impact on their course grade.
- **One out of four** respondents stated that additional days would have *no impact* on their course grade.

If in future terms the final exam schedule changed to starting the Monday after classes end and going through Thursday (allowing additional days between the last day of class and finals), how do you think the change would impact your course grade? (N=1,297)



Student Preferences by Course Subject

Among the **27%** of respondents that stated their course grades would depend on the course if given more time before finals, the breakdown for large enrollment subjects was as follows:

- **55%** of respondents stated that additional days would have a positive or very positive impact on their **MATH** course grade. However, **16%** of respondents stated the opposite.
- **49%** of respondents stated that additional days would have a positive or very positive impact on their **ENGL** course grade while **7%** stated the opposite.
- **MATH** and **BIOL** had the highest percentage of respondents (about 70%) who indicated that more time between the end of class and finals **would have an impact** on their course grade – negative or positive.
- **ECON**, **ARTS**, **KINE**, **SPCH**, had the highest percentage of respondents (about 60%) who indicated that more time between the end of class and finals **would have no impact** on their course grade.

If in future terms the final exam schedule changed to starting the Monday after classes end and going through Thursday (allowing additional days between the last day of class and finals), how do you think the change would impact your course grade in the following subjects?

