

December 2020: Uncovering the Story - Insights through Data

College for Kids: Starting Students Early on the Path to College

Comparing outcomes of 8th graders who attended TCC's College for Kids to outcomes of 8th graders in Tarrant County and Texas public schools (2003 through 2007), the article showcased data indicating higher college attendance and completion amongst those who attended College for Kids. For students who participated in College for Kids at TCC, about 3 in 4 students attended a two- or four-year college in Texas within six years of completing high school compared to about 1 in 2 students at the state level or Tarrant County level. Of those who attended college, about 1 in 2 students who participated in College for Kids completed a degree or certificate within six years of completing high school compared to about 2 in 5 students at the state level or Tarrant County level.

Keywords: Eighth graders' future college attendance, Eighth graders' future college completion, College for Kids

Accelerating Completion of Mathematics? An Early Look at the New Co-Requisite Model

The article highlighted the goal of the co-requisite model (House Bill 2223) as accelerating the time to completion of college level math by allowing students to take a developmental or non-course based option (NCBO) alongside a college-level math course. While students enrolled in College Algebra for the first time through the co-requisite model had a success rate lower than students without a prior developmental/NCBO math course (59%), they outperformed students who used the sequential model by about 12 percentage points. Over six in ten students who did not require developmental math completed College Algebra on their first attempt – within one term. Almost six in ten students who needed developmental math and enrolled in a co-requisite also completed College Algebra within one term instead of two or more typically required under the sequential model.

Keywords: co-requisite, House Bill 2223, math, college algebra, developmental education, non-course based option

Long-Term Success of Dual Credit Students

The article explored one of the fastest growing TCC student populations, the Dual Credit student population, which increased about 85% from about 3,700 students (Fall 2010) to 6,900 (Fall 2019). For the most recent cohorts of FTIC students, approximately 10% had dual credit experience at TCC, each with about 3 to 4 dual credit courses (about 10 to 11 hours). The FTIC students who entered with more dual credit hours had higher retention rates. The 4-year graduation rate from TCC or a four-year institution increased as the number of dual credit hours earned increased.

Keywords: dual credit, success, retention, graduation, transfer

Redefining the Classroom: Transition to Online

The article discussed how the definition of "classroom" dramatically changed after the onset of the COVID-19 pandemic, as various teaching platforms became widespread and necessary. Specifically, the article highlighted survey results from Dual Credit/ECHS students and faculty regarding the transition to online education. For both students and faculty who responded, about 30% changed modality

preference from before online-only transition and after transition. Overall preference shifted towards hybrid and online. About 25% of student respondents found the transition to online-only very difficult or somewhat difficult.

Keywords: COVID-19, pandemic, online, virtual, dual credit, early college high school

Educating our Future Nurses: TCC’s Nursing Students: Success Before, During, and Beyond TCC

The article tracked the educational journeys of nursing students, both prior to starting TCC’s RN program and subsequently following their completion of the nursing program. Of the Nursing graduates from TCC through 2019FL, about one in three graduates had earned a degree or certificate prior to their Nursing degree from TCC. Overall, within four years from their graduation from TCC, about 20% of TCC nursing students earned their BSN degree.

Keywords: nursing, RN, transfer, BSN

Supporting Academic Success: Supplemental Instruction at TCC

The article discussed Supplemental instruction (SI); a free academic enrichment program aimed at helping students succeed in historically difficult courses. In SI-supported sections, students who utilized SI had a success rate about 15 percentage points higher than students who did not use SI. A model using starting cumulative GPA and whether or not the student visited SI was a fair predictor of success. The difference between the success rates for SI participants and non-SI participants was higher for both academically underprepared students and students who had less prior academic success.

Keywords: supplemental instruction, success, academic preparedness, TSI, predictive model

High Success in Wintermester: Are Students from 4-year Schools Returning to TCC?

The article was written in reaction to the high success rates of Wintermester courses, which averaged about 15 percentage points higher than the success rate of spring, non-Wintermester courses. Data showed students from four-year schools returned in Wintermester and comprised a larger portion of the term population. The success rate of Wintermester students who had not attended a four-year school the prior fall was about two percentage points lower than the success rate of Wintermester students who had attended a four-year school the prior fall.

Keywords: Wintermester, success rate, transfer

Repeats

The first of three articles written about repeated courses, the analysis examined enrollment data between the spring of 2004 and the summer of 2018, of which roughly 10% of course enrollments were repeats. Courses that were repeated the most often were “Gateway” courses: ENGL-1301, MATH-1314, HIST-1301, ENGL-1302, and GOVT-2305. About one quarter of repeats were courses taken within one term of the student’s first attempt, and about 60% were repeats within one year of the student’s first attempt. Overall, success rates decreased with additional attempts.

Keywords: repeat, grade forgiveness, success rate, course enrollment

Enduring a Pandemic

The timeline presented in the article showcased a variety of measures and data points associated with TCC and Tarrant County surrounding the COVID-19 pandemic, including survey response rates, withdrawal rates, unemployment rates, and area COVID-19 cases.

Keywords: COVID-19, pandemic, withdraw, survey, curve, unemployment

[June 2021: Using Data in the Presence of Uncertainty - Can Numbers go Wrong?](#)

Online, Choose Your Time

The article explored TCC's shift to most of its classes being online during and following the pandemic. The online scheduling options were divided into two categories: synchronous or asynchronous, where students 'attended' classes at the same time or at different times, respectively. Overall, the success rate for asynchronous classes was about 5% higher than for synchronous classes, though this difference varied by subject. The fill-rate during the registration period was hypothesized to be an indicator of modality preference; however, by the end of registration, asynchronous sections were filled at 80% section capacity and synchronous sections were filled at 75% section capacity. Course evaluations were similar between the two options at the end of the semester. Students commented in their course evaluations that they hoped online options would remain after the pandemic subsided, as the more flexible schedule had made it easier for many to complete their coursework.

Keywords: online, asynchronous, synchronous

Changing Course

As a way for faculty members to alert students who missed an assignment or class, the article highlighted these early alerts and the subsequent course outcomes following an alert. Whether a student received one of these alerts within the first three weeks of class appeared to relate to several factors including college-preparedness (via TSI status), course load, FTIC status. An alert during the first three weeks was a strong indicator of a student's propensity to eventually withdraw from the course. Whether students attended a TCC learning lab following their alert in the first three weeks also had a strong bearing on the student's course outcome.

Keywords: early alert, learning labs, first-alert

Lost in the Pandemic

The article compared national and TCC data regarding the dramatic drop in student headcounts during and following the pandemic; TCC experienced a slightly smaller decline (-6.9% versus -7.8% statewide and -9.5% national). Percent changes and percentage point differences were assessed for the general student population as well as for subgroups. Additionally, attrition rates for 2019FL to 2020FL were calculated for each of these subgroups and compared to attrition rates for 2018FL to 2019FL. Findings showed that TCC experienced the largest losses for male and Hispanic/Latino students (-16.6% for students who are male and Latino) which was consistent with national findings.

Keywords: COVID-19, pandemic loss, attrition

Frozen

The article utilized the “once in a generation or even once in a lifetime” cold experienced in North Texas and presented some staggering statistics from February 2021. An extremely uncommon period of winter weather resulted in an average temperature of 10.8° F, a low temperature of -2° F, and a snowfall of 4”, only being beat by decades-old records. This weather event was used to discuss concepts of uncertainty and what it means for an occurrence to be designated as an “extreme” event.

Keywords: Snowpocalypse, snow, ice, uncertainty, winter

From Developmental to College-Level English

The article examined the changes made to the developmental pathway for students taking English courses in Texas between 2010 and 2021. Among these changes were the introduction of INRW courses, the adoption of and subsequent changes to the TSI assessment, and the model for developmental courses (i.e., concurrent vs. sequential). Overall, students taking English for the first time without developmental courses outperformed those who took developmental courses by about 10 percentage points. When comparing the sequential and concurrent models for students who took developmental, students in the sequential model tended to outperform students in the concurrent model, however this was not consistent across all years analyzed.

Keywords: developmental education, corequisite, sequential, English

Continuing the Path

The article highlighted “stackable” credentials offered at TCC, or credentials that were earned as a student progressed along a path of study. Students were tracked after earning their first certificate to determine who earned an associate degree. Based on those who earned a certificate from Fall 2010 to Summer 2019 about 40% of students who earned their first certificate also earned their associate degree within one year, and about 20% of students graduated with their first certificate and their associate degree simultaneously. Almost 90% of associate degrees awarded within the first year were Associates of Applied Science.

Keywords: credential, certificate, associate degree, path, stackable

STEM: The Leaky Pipeline

The article examined the various pathways offered at TCC and focused on the STEM pathway’s concern of keeping their declared students within STEM fields. Fall 2017, Fall 2018, and Fall 2019 FTIC students were tracked to determine their status one year after starting a STEM pathway. Overall, 61% of these students stayed in their STEM major while 17% had switched to a non-STEM pathway and 22% had left TCC. Whether a student remained in STEM appeared to be potentially related to their success within their first semester. For students who switched to a non-STEM pathway, the most common result was their declaration as an Arts & Humanities student (about 85%).

Keywords: STEM, pathway

Sharing a Birthday

Utilizing TCC student birthdays as an example, the article explored the implications from the educational system following an academic calendar with age cutoffs for different years and cohorts. The distribution of TCC birthdays was used to illustrate some hypothetical scenarios where analysis using probability yielded some counter-intuitive results. One of these was the birthday paradox: a statistics problem which asked how likely it was that two people in a room shared a birthday. Simulation methods helped illustrate that an event might be improbable but not impossible.

Keywords: birthday, probability, paradox

Repeats

The second of three articles about repeated courses, the article further examined students who repeated a course to determine their demographic profile and what measurable characteristics might have served as predictors of repeating a course. Most notably, repeaters and non-repeaters differed by Pell Eligibility and Age, with repeaters being more likely to be Pell eligible and under 21 years old than their non-repeater counterparts.

Keywords: repeat, follow-up

[December 2021: Data Democratization - An Increasing Reliance on Data for an Evidence-Based Approach](#)

The importance of Education: A Fight Against Poverty

The article combined external data sources with internal financial aid data to highlight the implications of earning a degree and future financial stability. The estimated median earnings for those with some college or an associate degree was about \$8,000 higher than high school graduates. Those with a bachelor's degree were expected to earn about \$25,000 more than high school graduates, additionally graduate/professional degree holders were estimated to earn \$40,000 more than high school graduates. Although the estimated poverty rate in Tarrant County was about 12%, TCC's mission, lower costs/affordability, student resources, and broad programs/trainings strive to support individuals in the community escape the cycle of generational poverty.

Keywords: attainment, graduates, earnings, poverty, affordability, earnings, cost

Tarrant County Demographic Comparisons

The article compared TCC demographic data from the 2019-2020 academic year to Tarrant County data from the 2020 Census. Only 27% of dual credit students at TCC were Hispanic compared to about 40% of Tarrant County high school students. About 59% of TCC students were female compared to 51% of Tarrant County residents. About 66% of TCC faculty were White compared to about 34% of students being White.

Keywords: demographics, race/ethnicity, census

A TCC Campus is Just Down the Road: Does Location Matter?

The study explored whether proximity or other factors were the main determinants of which campus a student attended. About 34% of full-time students attended multiple campuses in Fall 2021 (including TCC Connect). The percentage of full-time students who were enrolled completely online grew to almost 15% in Fall 2021. About 66% of students' "majority campus" (where the student had the most semester hours enrolled) was their closest campus in Fall 2021.

Keywords: campus, location, online, multiple, attend, proximity, travel, modality, closest

Choosing Completely Online: What Factors Matter?

Utilizing findings from a survey administered in November 2021 to students who preferred a completely online course schedule, the article summarized the results of the survey. Results suggested that working, caring for dependents, and access to a reliable device, internet connection, and mode of transportation were important factors when selecting a completely online schedule. Students who worked 40+ hours per week, cared for dependents for 40+ hours per week, and didn't have reliable transportation were more likely to attend completely online.

Keywords: online, dependents, work, schedule, transportation, internet, connect, preference, commute

Courses Taken Together

The study examined the success rate of many course pairings in the same or different subject areas. The most successful pairings were between RNSG-1105 & RNSG-1360 (97% success in both courses) and between ENGL-1301 & ENGL-1302 (93% success in both courses). The least successful pairings included BIOL-1406 & MATH-1314 (40% success in both) as well as BIOL-2401 & ENGL-1301 (42% success in both).

Keywords: success, rate, pairings

Texas Success Initiative: TSI Scores

The article provided a general overview of the Texas Success Initiative Assessment and how the assessment was used to determine if students were ready for college-level courses. Annually, about 20-30% of math assessments resulted in college level course placement, and about 60% of students tested into developmental education. Prior to the TSI2 assessment implementation in January 2021, about 40-52% of English scores placed students as college-ready and 47-55% were placed into developmental education. The TSI2 assessments through October 2021 placed over half of English assessments (about 55%) into adult basic education and about 29% into college level coursework.

Keywords: TSI, scores, exemption, mathematics, reading/writing, test, placement, assessment, HB 2223

Second Year Experience: Does GPA Improve?

The 2015-2019 FTIC cohorts were utilized in the article to determine whether first-year performance was a strong indicator of second-year performance. Overall, the fall-to-fall retention rate for FTIC students who had 12 or more hours towards GPA in their first year increased as their first-year GPA increased. On average, the second-year GPA was about 0.1 grade points lower than first-year GPA.

About 25% of students' GPAs decreased 0.5 or more grade points while another 25% increased 0.3 or more grade points.

Keywords: GPA, FTIC, cohort, retention

Dashboards: Data on Demand

The article provided a quick walkthrough of IR's Dashboards available on the TCC website. These dashboards allowed for data transparency and act as consistent repositories for easily digestible information such as student demographics, enrollment, programs, faculty, retention, transfer/graduation rates, and IPEDS.

Keywords: dashboards, visualization, data, democratization

Repeats

The final of three articles about repeated courses, the analysis compared the various success rates of the repeated courses taken by a student. The average success rate of students' first attempt at a course was about 73%, compared to about 79% for the final attempt. The percentage of "A" final grades was about 1.8 percentage points higher than the percentage of "A" first grades. The percentage of "W" final grades was about 2.7 percentage points lower than the percentage of "W" first grades.

Keywords: repeats, repeated

Summertime at TCC: Students from 4-year Schools

The article highlighted the roughly one in four summer students who attended a four-year school the prior fall/spring term. Of those who attended a four-year school in the prior fall/spring, about 25% of those students attended the University of Texas at Arlington (UTA). The top courses taken over the summer included HIST-1302, GOVT-2306, HIST-1301, MATH-1342, and GOVT-2305. Historically, summer success rates were about 8 to 10 percentage points higher than fall or spring. The summer success rate of students who attended a four-year school in the prior fall/spring (83%) was about three percentage points higher than students who had not attended a four-year school the prior fall/spring (80%).

Keywords: summer, four-year, enrollment

[June 2022: Rooted in Data - Its Past, Present, and Future Use at TCC](#)

Who Persisted? Using an Equity Index to Compare Progression during the Pandemic

The analysis examined all credit students at TCC in 2019FL and 2020FL and where these students were the subsequent fall semesters – through retention, transfer, or graduation (collectively called progression). When comparing a metric like progression amongst the groups, equity was determined by considering the proportionality of each group within the larger population. Parity (perfect equity) was achieved when the proportion of the target group progressing out of all students progressing equaled to the proportion of the target group within the total population – an equity index value of one. Students who were full-time, TSI Met, and had more cumulative hours, had a higher progression rate.

Keywords: persistence, retention, equity, parity, Pandemic, progression

Springing Forward: An Exploration of Factors That May Have Helped Spring 2022 Enrollment Surpass Fall 2021

The study examined the implications and factors that lead to the Spring 2022 enrollment surpassing Fall 2021. Only twice since 1976 had Spring enrollment been greater than the Fall in an academic year – in 2009-2010, amid the Great Recession and the opening of Trinity River Campus, and in 2021-2022, two years after the COVID-19 pandemic began.

Keywords: surpassing, enrollment, Spring, pandemic

Near Completion: How Many TCC Students Stop within 15 hours of Graduation?

The article expanded upon the national data statistic showing that 10% of the “some college, no degree” population were “potential completers” with at least two years of academic progress. TCC students who stopped during the pandemic were tracked to determine the group of potential TCC completers. There were about 1,300 TCC “near completers.” These near completers had a median of 55 earned hours and a median age of 26 at the time of their enrollment in 2019. For almost all component areas, at least 70% of the near completers earned the hours (i.e., course(s)) required in that component area. Life and Physical Sciences had the lowest percentage of near completers who met the required hours (51%) while Social and Behavioral Sciences had the highest percentage (88%).

Keywords: near, completers, graduation, hours, declared

A New Direction: Do Students Change Programs?

The report explored the prevalence of students who changed programs during their time at TCC. Around 95% of FTIC students were still enrolled in a program they had originally declared in the first fall term the following spring term. For those who started with one program and were retained the following spring in the same program, about 5% added at least one additional program. Of FTIC students who graduated in two years, almost 80% graduated from a program they had declared in their first fall term.

Keywords: program, change, choice

The Dual Credit Experience: Does Performance Differ Based on Section Location and Type?

The article examined the impact of section location and section type for Dual Credit (DC) students from Fall 2016 to Fall 2021 (excluding Fall 2020). On average, the success rate for students in offsite DC sections was about 6.5 percentage points higher than the success rate for students in DC sections on TCC campuses. On average, the success rate for students in DC sections was about 2 percentage points lower than the success rate for students in mixed sections.

Keywords: dual credit, location, performance, success

Learning Loss in High Schools During the Pandemic?: Academic Preparedness of Incoming College Students

The study explored COVID-19’s potential long-term impacts on Higher Education’s future students (Region 11) in terms of academic preparedness. In general, incoming students enrolled in traditional first

year (“Gateway”) courses such as English, Math, Biology, and History could possibly need additional academic support.

Keywords: preparedness, learning, loss, expectation

TSI Assessment Retesting

The article examined the students who retook the TSI assessment. For both Math and English assessments, about 25-30% of students took the assessment more than one time. For students who attempted the Math assessment twice, about 43.8% improved their scores. For students who attempted the English assessment twice, about 48.5% improved their scores. A comparison of the TSI and TSI2 assessment results was also provided to show differences in the tests’ scoring.

Keywords: TSI, assessment, retesting, development, college-ready, TSI2

Student-Initiated Withdrawals in 16-Week Courses: When do Students Withdraw? And What are Potential Indicators?

The article examined the various student-initiated withdrawal rates from courses from before, during, and after the pandemic. Historically, the withdrawal rate for 16-week fall courses had been near 9%. After a large increase in Fall 2020, the rate returned closer to pre-pandemic levels with the Fall 2021 rate being slightly lower than fall terms prior to the pandemic. The withdrawal rate for online courses in pre-pandemic fall terms was about 4 percentage points higher than non-online courses. Students who withdrew from online courses were more likely to have withdrawn in the first month of the course compared to students who withdrew from non-online courses. Lastly, receiving an early alert prior to census day and having withdrawn from a course in the prior academic year were strong indicators of student-initiated withdrawals in 16-week courses.

Keywords: withdrawal, pandemic, retention

TCC Data Through Time

The visual highlighted a few of the key moments in TCC’s history, reinforced by data, photos, and diagrams.

Keywords: history, timeline, graduates, TCC, TCJC

[December 2022: Data-Informed Decisions - Leveraging the Power of Data](#)

Towards 50,000: Investigating the Pandemic Enrollment Decline and Signs of Recovery

The article highlighted the goal of TCC enrolling 50,000 students following the pandemic. Although enrollment dropped dramatically in 2020FL, the largest drop in enrollment was observed in 2021FL. However, enrollment growth was witnessed in 2022SP and continued in 2022FL. The increase in new-to-TCC students in 2022FL contributed the most to the overall growth at TCC between 2021FL and 2022FL. Part of the recovering enrollment was due to increased online enrollment. In 2022FL, the headcount at

TCC Connect (CN) campus reached its highest point yet at 14,763 students. Two other major groups that have recovered much of their enrollment were Dual Credit students and ECHS students.

Keywords: enrollment, growth, increase, online, TCC Connect, FTIC, dual credit, ECHS

Retaining Students: A look at the Fall 2021 Cohort – A Historic High

The article explored possible reasons as to why retention increased following the pandemic. The fall-to-fall retention rate for degree-seeking first time in college (DS FTIC) cohorts had been between 51-55% from Fall 2014 to Fall 2020. It markedly increased from 2020FL by about ten percentage points to 61% for 2021FL. While it was likely expected that the Fall 2021 DS FTIC cohort's fall-to-fall retention rate might be about 5 percentage points higher based on better first-term performance compared to previous cohorts, this cohort outpaced the prediction in part due to students with lower GPAs returning at much better rates.

Keywords: retention, degree-seeking, FTIC, GPA

Tarrant To & Through (T3): A Partnership to Support Student Success

The article showcased Tarrant To & Through (T3) - a local partnership between ISDs, colleges, employers, and organizations - aimed at ensuring more Tarrant County students earn a postsecondary credential and prepare to successfully enter the workforce. Students in the program had access to support and resources from the T3 program. Although the first-term success rate for T3 students (68%) was about three percentage points lower than non-T3 students (71%), their fall-to-spring retention and fall-to-fall retention rates were much higher than non-T3 students. There was evidence to support that T3 had an impact on retention. Future research should be conducted to investigate, where possible, what components of the T3 program seemed to be most strongly correlated with retention.

Keywords: Tarrant To & Through (T3), retention, student resources, ISDs, workforce readiness

Progress Towards Completion: Credit Hours Completed in First Year

The article examined two metrics important for tracking first-year progress: the credit hour completion rate and the total credit hours accumulated. The credit hour completion rate reached a five year high (79.8%) for the 2021FL FTIC cohort. FTIC students who entered TSI met progressed much more quickly than those who entered TSI liable, and FTIC students who were former Dual Credit/ECHS students progressed more quickly as well. The credit hour completion rates differed by gender and ethnicity such that Asian females were about 2 classes ahead of Black/African American males based on first-year performance. The same was true for credit hours accumulated with Asian females accumulating an average of 18 credit hours and Black/African American males averaging 10 credit hours.

Keywords: FTIC, credit hour completion rate, credit hours accumulated, TSI liable, TSI met, dual credit, ECHS

TCC, Gen Z is here today, and Gen Alpha is on the way...

The article summarized findings from the research found in *Gen Z @ Work: How the Next Generation is Transforming the Workplace* by David Stillman and Jonah Stillman and how the generational traits might

impact higher education. The concepts of **Phigital** (blurring of the barriers between the physical and digital worlds), **Realistic** (a pragmatic view of the world), **Weconomists** (sharing of goods and services using coordinated efforts such as community-based online platforms) were discussed in light of the various generations present within post-secondary student and staff populations. Agility and adaptation were recommended as TCC navigated the differing perspectives.

Keywords: Gen Z, generations, technology, customize, Gen Alpha, Phigital, Weconomists

2022 K-12 School Pulse Panel

Results noted in the article summarized some of the longitudinal findings from the Institute of Education Sciences K-12 School Pulse Panel questions related to learning mode, food & nutrition, learning recovery, and mental health & well-being. Most schools (over 97%) offered full-time in-person instruction beginning in January 2022. The percentage of experiencing about the same level of ease or difficulty in operating the USDA School Meal programs as before the pandemic increased from March 2022 to October 2022. Schools also reported that the percentage of their students who were behind grade level dropped from the start of the school year to the end. About 70% of all schools experienced an increase in students utilizing mental health services and about 29% indicated an increase in staff and faculty members using services.

Keywords: K-12, mental health, USDA school meal program, in-person instruction, remote instruction, learning recovery

Reframing Course Schedules with 8-week Sessions

The article explored the idea of 8-week courses being utilized to help deter burnout and increase concentration by allowing students to focus on two classes at a time rather than four, in comparison to 16-week courses. About one-third of students who were part-time said they would switch to full-time status if 8-week classes were available. Overall success rates between 8-week and 16-week sections appeared to be generally comparable, but performance for some courses differed. MATH-1314 and ECON-2301 taken as 16-week courses were about 4 and 8 percentage points higher than 8-week success rates.

Keywords: 16-week, 8-week, course length, full-time, success rates

Our Students' Educational Journeys: Where Does TCC Land on our Students' Educational Road Maps?

Utilizing National Student Clearinghouse data from 2010FL to 2022FL, the article indicated that about 70% of TCC students started at TCC or concurrently at TCC and elsewhere. About one in three TCC students began their educational journey outside of TCC. For students who started at TCC and later enrolled elsewhere, about two-thirds had enrolled at the other institution within two years; whereas, for students who started elsewhere and later enrolled at TCC, less than half had enrolled at TCC within two years.

Keywords: articulation agreements, bridge programs, educational road maps, enrollment, concurrent enrollment

Our Dual Credit Students: Are They Seniors in High School?

The article compared the success rates of dual credit students by estimating grade level using birthdate. More than half of high school students who took dual credit classes through TCC during fall terms from 2017 to 2021 were high school seniors. While the success rate for freshmen and sophomore dual credit students was similar (about 85%), it was about five percentage points lower than the success rate for junior and senior dual credit students (over 90%). Seniors who had not taken dual credit courses prior to their senior year performed similarly to juniors, while seniors who had taken dual credit their junior year outperformed them by almost 3 percentage points.

Keywords: dual credit, success rate, high school students

[June 2023: Stretching the Limits of Data](#)

Success of TCC Dual Credit & ECHS Students at 4-Year Schools

The article examined TCC dual enrolled students and their continuation to a four-year institution and completion of a bachelor's degree within a six-year period. For students who completed a dual credit course at TCC, more than half attended a four-year school in the fall term following their high school graduation, and almost three in four students attended a four-year school within four years. Similarly, almost half of ECHS students attended a four-year school in the fall term following their senior year and almost 60% attended within four years. Additionally, 8 out of 10 dual credit students who attended a four-year school in their first fall term after dual credit completed their bachelor's degree within six years, while it was about 60% for ECHS students.

Keywords: dual credit, ECHS, four-year school, bachelor's degree

From a Tarrant County ISD to TCC: Serving as the Path from High School to a Four-Year School or the Workforce

The article highlighted how TCC functioned as a pathway for high school students to transition from high school to a four-year university or to the workforce. For the classes of 2016-2022, almost 20% of seniors in Tarrant County ISDs attended TCC as a Dual Credit or ECHS student by the end of their senior year. Almost one in three Tarrant ISD seniors attended TCC as a Dual Credit/ECHS student by the end of their senior year or as a student in the summer or fall following their high school graduation. The success rates for Tarrant ISD Dual Credit/ECHS students were about 89%, while the success rates for Tarrant ISD students who attended TCC during the summer/fall semesters after their anticipated graduation was more than 70 percent.

Keywords: dual credit, ECHS, ISD, senior year, success rate

The Demographic Cliff: What Does it Mean for TCC?

The article explored the implications on TCC of Tarrant County's declining birth rates since 2003. And while the number of high school graduates increased during the time period of the analysis, that number leveled off. When looking forward, it was suggested that TCC enrolls out of county and out of state students and recruit both dual enrolled and non-traditional students such as individuals currently in the workforce for continued growth.

Keywords: birth rates, Tarrant County, dual credit, ECHS, employed

Night Classes

The article focused on students enrolled in predominately night classes at TCC. Of those students who took only night classes, the mean age was higher (about 30 years old) than the overall student body, and they were more likely to be part-time students (97%). Students who indicated a preference for night classes were more likely to indicate working in addition to being a student and caring for dependents. Additionally, when comparing success rates of night classes to not-night classes, students in night courses outperformed their counterparts by an estimated 1.4 percentage points.

Keywords: night classes, full-time, part-time, availability, dependents, success rates

Selecting Courses: Who is Dropped for Non-payment?

The article examined the de-registration process and the students who were dropped for non-payment. Students who did not complete the payment process were de-registered (dereg) from their courses for non-payment. When looking at potential risk factors for being dereg, there were correlations between being dereg and the number of classes enrolled and the amount of time remaining in the registration window. A model was created to show the risk of dereg, and the lowest risk group were students enrolled full-time who registered early, while the highest risk group were students who enrolled in one class and registered at the end of the enrollment window.

Keywords: De-registered, dereg, non-payment, enrollment, payment plan, financial aid

Pathways: Aligning Program of Study with Career Interest

The article explored pathways, or degrees/certificate programs with curriculum designed to teach similar skills and lead to careers staffed by those with similar interests which were grouped into career areas including Arts & Humanities, Business & Industry, Health Science, Human & Public Services, and STEM. Apart from health science students, overall success rates did not differ markedly by pathway. Students on the health science pathway had the highest progression and overall course success rate. Students on the human & public service or STEM pathways were more likely to progress in a different pathway.

Keywords: Pathways, career interests, credit hours, completion

Employment

The article showcased academic performance by student workers at TCC. Students who were employed by the college outperformed those who were not employed by the college in average GPA, average credit hours completed per semester, persistence rates, and graduation rates. A 2023 call campaign found that about three-quarters of graduates contacted reported they had been employed since graduating, with close to half of those indicating their job was related to their studies.

Keywords: student employment, campus employment

Fields of Study: How TCC Students Specialize their Associate's Degrees

The article discussed the purpose and results of the Fields of Study (FOS) programs at TCC. FOS were created as a way for students to seamlessly transfer from a two-year institution to a four-year institution within Texas for a specific major. There were over 1,600 FOS designations awarded through 2023SP, with over 80% being Business/Business Administration and Management. Students who earned a FOS designation at TCC in Business/Business Administration & Management or Nursing (the top-two FOS majors at TCC) were tracked for enrollment at and graduation from a four-year school.

Keywords: Fields of study, FOS designation, transfer, four-year institution, graduation

Tarrant County College: Sharing Our Story

The article summarized internal data, state licensure rates, IPEDS data, and the Fall 2022 SENSE survey results to share how TCC was working towards its three goals. Despite enrollment at TCC declining - in part by the pandemic - the Fall 2022 enrollment showed signs of recovery with an increase of approximately 3,000 students over Fall 2021. With regard to affordability, TCC ranked second in affordability among Texas' big ten community colleges, and compared to public universities in Texas, TCC graduates finished with less debt. When considering student experience, an estimated 97% of first time TCC students would recommend TCC with an estimated eight in ten feeling welcomed at TCC based on results from the SENSE survey. Regarding student success, students were progressing and completing programs, with about 30% of TCC's FTIC students earning a credential from any institution of higher education within six years of starting at TCC. About nine in ten students who graduated from technical programs with state reported licensure rates passed their licensure exams.

Keywords: affordability, credentials, licensure, enrollment, student experience, engagement

From Applicant to Enrollment

The article examined applicant and enrollment data at TCC from 2017 to 2022. About 40% of students who applied to TCC became students by enrolling in courses in the fall term in which they applied (the applicant-to-enrolled yield rate.) Regarding gender, the applicant pool mirrored the enrolled students with close to six in ten applicant and enrolled students being female and about 40% being male. Yield rates for ethnicity were highest for Asian applicants (50%) and lowest for Black/African American applicants (31%), even though applicant demographics mirrored the student population. The yield rates for applicants from Tarrant County were 16 percentage points higher than those from "surrounding-county" applicants.

Keywords: applicant, enrolled, yield rate

December 2023: Be Inspired by the Magic of Data

Online Coursework at TCC: Then and Now

This analysis sheds light on online coursework at TCC through the lens of enrollments and headcounts, student success, and any change in preference throughout time. In terms of modality preference, the reported percentage of respondents who preferred all online courses decreased by about half from about 28% in 2021FL to about 13% in 2023FL. While the demographics such as the percentage of part-

time and percentage of TCC Connect Campus respondents changed, the decreases in these subgroups of respondents who have historically preferred all online at higher rates may not explain the overall decrease in preference for all online since within these subgroups there was a decrease in the preference for all online. In addition, historical data showed that online sections available to students when the schedule went live filled faster. Moreover, the pre-pandemic percent of students in all online and at least one online was somewhat consistent – roughly one in ten and one-quarter respectively. Post-pandemic these percentages were closer to roughly one in five and above one-third respectively. Thus, even though reported preference for all online did not increase over the past few terms, enrollment patterns suggest a potentially permanent shift in the percentage of students enrolled online.

Keywords: Online courses, student success, part-time, pre-pandemic, post-pandemic

TCC is Focused on Student Success

TCC's "Goal 1" was to increase Fall Headcount to 50,000 in Fall 2025. Most recently, fall headcount increased about 3% from about 43,500 in Fall 2022 to about 45,000 in Fall 2023. As such, although TCC was short of the milestone goal of 45,700 in Fall 2023, House Bill 8 alongside the College's decision to waive tuition for dual credit students could accelerate the growth of new dual enrollment in the upcoming fall terms. TCC's "Goal 2" was to increase Progression to 8 in 10 students for Fall 2024 Cohort. Most recently, the rate has reached about 70% for the past two cohorts. TCC's "Goal 3" was to increase Degrees/Certificates to 8,000+ in 2024-2025. From academic years 2021-2022 to 2022-2023, there was almost a 5% increase to about 7,400 in 2022-2023. As such, TCC met the milestone goal of 7,333 degrees/certificates in 2022-2023 and is on track to meet the overall goal if the appropriate growth continues.

Keywords: Headcount, House Bill 8, dual credit, progression, degrees/certificates, student success

STEM: The Future is Now

This article examines declared program upon admission to TCC, program headcounts, and completions for STEM fields compared to the greater TCC community as well as FTIC progression rates within the STEM pathway by various demographics and academic indicators. When disaggregating the data by gender, female student representation in STEM programs was consistently lower than male student representation at all stages in the student life cycle. Both First Term GPA and TSI status were correlated with STEM pathway progression. While many students declared a degree program upon admission to TCC, 6 of the top 10 STEM programs earned by graduates were certificate programs.

Keywords: STEM, FTIC, headcount, GPA, TSI status, graduates

Educational Opportunities in Just Eight Weeks

For DC students, it appeared that English may be well-suited to a shorter modality. Overall, findings for 8-week courses for DC students were limited since the model was largely used for English courses at the Northeast campus. However, using 8-week courses for DC students likely warrants discussion and further experimentation since this model might suggest that DC students can take more courses without detriment to their success. Retention from one term to the next appeared at first to be much higher for 16-week modalities; however, students with first 8-week classes had higher retention when allowing for

students to return the second eight weeks or the following Spring semester. Further research should be conducted to better understand the “second 8-week stop out” for these students with first 8-week classes.

Keywords: Dual credit, 8-week courses, English, student success, retention, 16-week courses

Adrift: Are Students in Cancelled Sections Lost?

While the goal is to align course offering with student demand, ultimately some sections must be cancelled due to low enrollment or other factors. The hope is that students in these cancelled sections are guided or find their way to other sections. Compared to the number of students lost due to non-payment, the number of students lost due to cancelled sections was much smaller in Fall 2023. However, while about 90% of students in cancelled sections remained enrolled in some other course, the number of credit hours the student took typically dropped. In Fall 2023, for those enrolled at the end of the term, about four in ten students from cancelled sections were re-enrolled in the same course, about 90% were in the same modality.

Keywords: Cancelled sections, low enrollment, modality

Are the New TSI English Cutoff Scores Placing Students Appropriately?

Recent test scores showed that over half of students who tested placed into ABE for English. In part, based on these findings, TCC adjusted the DE benchmark. Here, we seek to determine the impact of TCC changing the cutoff scores in March 2022. While the percentage who placed into ABE was reduced by almost 20 percentage points with TCC’s adjustment to the DE cutoff in March 2022, it is still much higher than it was prior to the introduction of the TSI2 in 2021. Combining 2022FL and 2023SP, the success rates in ENGL-1301 for students who were “bumped up” to DE was only about two percentage points lower than those who placed into DE under either TSI2 standard. Thus, it may be worth discussing whether more students who place into ABE could be moved up to DE considering the somewhat comparable success rates in ENGL-1301.

Keywords: TSI English, developmental education, ABE, TSI2, success rates

Senior Education Program Overview at Tarrant County College

The Senior Education Program (SEP) is a unique educational opportunity for individuals aged 55 and older. TCC offers a variety of course topics from current events and history to arts & crafts and recreational activities. The program is coordinated on each campus with Senior Advisory Councils organized through Lifestyle and Community Learning (LCL). Prior to the outbreak of COVID-19, the Senior Education Program had a consistent baseline of engagement/activity of roughly 2,000 seniors each academic year. Enrollment data from the last three years indicates the SEP program is steadily recovering from the pandemic’s negative enrollment impact and even has the potential to grow over the next decade.

Keywords: Senior Education Program, Lifestyle and Community Learning, enrollment, pandemic

What Helped you Learn the Material in this Course? A Qualitative Analysis of Course Evaluation Comments

Open-ended responses on course evaluations provide some information, but with small sample sizes and limited characters, much is not captured about a student's experience. By looking at comments in aggregate, a clearer picture emerges of what benefits students in learning the course material. While more comments were focused on the resources and instruction, it should be noted that the application of the learning material was frequently mentioned by respondents. They noted when the assignments, quizzes, and tests aligned with the material taught, as well as when it felt like busy work or disconnected. Respondents also focused on in-class activities and experiences that involved discussions and group work, as these experiences provided them with interaction with their peers and new perspectives. Communication was also a key area of importance, with respondents regularly mentioning a desire for feedback and clarification. In-depth explanations from the instructor and presenting the same information in different ways were highlighted by many students as beneficial to their learning.

Keywords: Course evaluation, qualitative, student experience, resources, instruction, learning material, communication