

EXECUTIVE SUMMARY: QEP YEAR 1

The purpose of the Quality Enhancement Plan (QEP) for Tarrant County College is to improve the percentage of First Time In College (FTIC) students who enter TSI liable and become TSI met within their first year of college. Strategies to achieve this goal include Career Pathway Presentations in STSC-0111 courses, visits with faculty mentors, and Career Pathways events.

Overview

Students in STSC-0111 courses took an assessment at the start of the course to assess their understanding of the role of Career Pathways and the resources available to them and another assessment at the end of the course. A total of 497 FTIC students enrolled in an STSC-0111 course and completed both the pre and post assessments during the 2024FL term with valid IDs.

Pre and Post Assessments

Knowledge of Career Pathways increased from pre-assessment to post-assessment, as did confidence in their chosen Career Pathway. (N=497)

	Pre-Assessment	Post-Assessment
Do you know what Career Pathways are at TCC? (Yes)	53%	88%
How confident are you in your chosen Career Pathway? (Very confident)	54%	63%

Overall, there were high levels of agreement for each statement about Career Pathways. Additionally, the percentage of respondents who *strongly agreed* or *agreed* increased for each statement from pre-assessment to post assessment. (N=497)

	Pre-Assessment	Post-Assessment
I understand the purpose of selecting a Career Pathway.	95%	95%
I know what TCC resources are available to support me along my Career Pathway.	82%	93%
I know how to access the available resources at TCC to support me along my Career Pathway.	71%	89%

When asked how many QEP Pathways events they attended during the semester on the post assessment, more than three-fourths of respondents indicated they had not attended any events. About one in five respondents reported attending one event, while fewer attended two events (3%) or three or more events (<1%)

Regarding visits with a faculty mentor about Career Pathways, about half of respondents indicated on the post assessment they had not visited with a faculty mentor. One in three respondents reported visiting with a faculty mentor once, while about 10% had two visits, and 4% had three or more visits.

To better understand the impact of these QEP interventions on student success outcomes, a QEP index was created using the maximum composite score of the three Career Pathways knowledge items from the pre and post assessments, number of times they reported visiting with a faculty mentor, and number of times they reported attending QEP Pathways events. Each component was weighted equally, and the QEP index was used to examine differences in success, cumulative credit hours earned, retention, and TSI status.

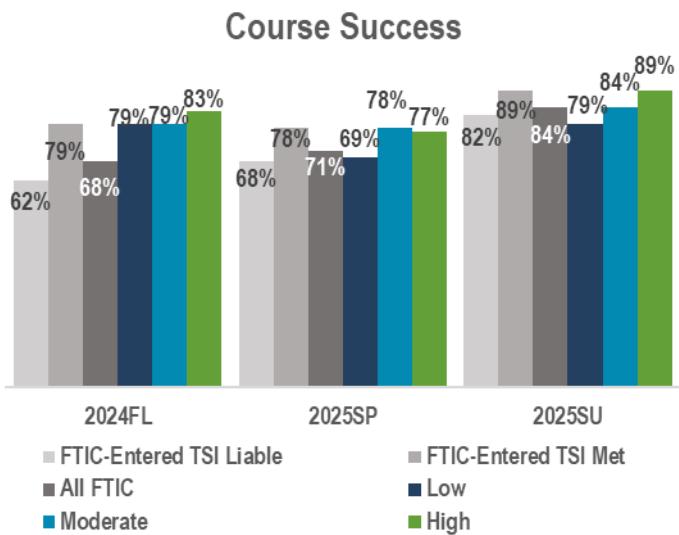
- Low QEP score: >1 standard deviation below the mean (N=83)
- Moderate QEP score: within 1 standard deviation of the mean (N=313)
- High QEP score: >1 standard deviation above the mean (N=101)

All 2024FL FTIC were included as a comparison group to the index groups, as were FTIC students who were not in the pre/post group broken out by those who were TSI Met entering 2024FL and those who were TSI Liable.

Course Success and Credit Hours Earned

Course success rates were similar across groups but did generally trend upward across the QEP index. Success rates were higher for respondents in 2024FL compared to all 2024FL FTIC. In 2025SP and 2025SU, the Low score group had lower success

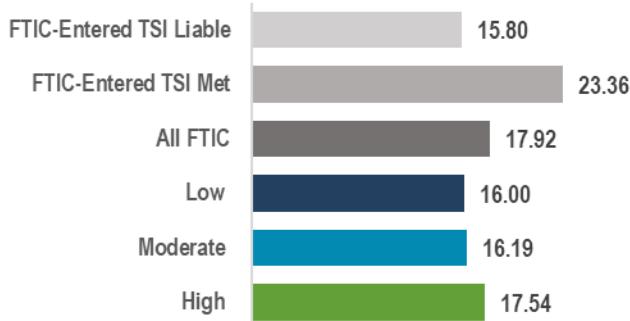
rates than all other groups, while the Moderate and High score groups had similar or higher success rates than their peers in the All FTIC group.



Note: Excludes credit types N and D, audits, and missing grades.

Reflecting the trends in course success rates, those in the Low QEP score group earned an average of 16.00 credit hours in the first year, while those in the Moderate score group earned 16.19 credit hours and those in the High score group earned 17.54 credit hours. All three QEP groups earned more hours than FTIC students who entered TSI Liable (15.80 hours).

Cumulative Credit Hours Earned by End of FTIC Year



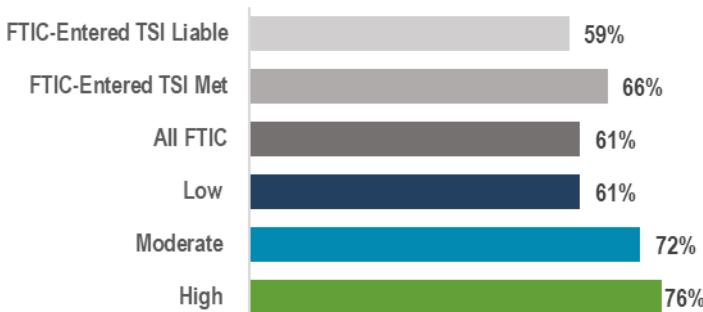
Note: Hours reflect cumulative credit hours earned, excluding developmental courses, by the end of their FTIC year.

Retention

There were no substantial differences in retention across the QEP index for 2024FL to 2025SP. The overall FL to SP retention for pre/post respondents was 88%, while FL to SP retention for all 2024FL FTIC was 79% and 76% for those who entered TSI Liable. One year retention (FL to FL) was higher for the Moderate QEP score and High QEP score groups

compared to the Low QEP score group, which was similar to the overall FTIC cohort.

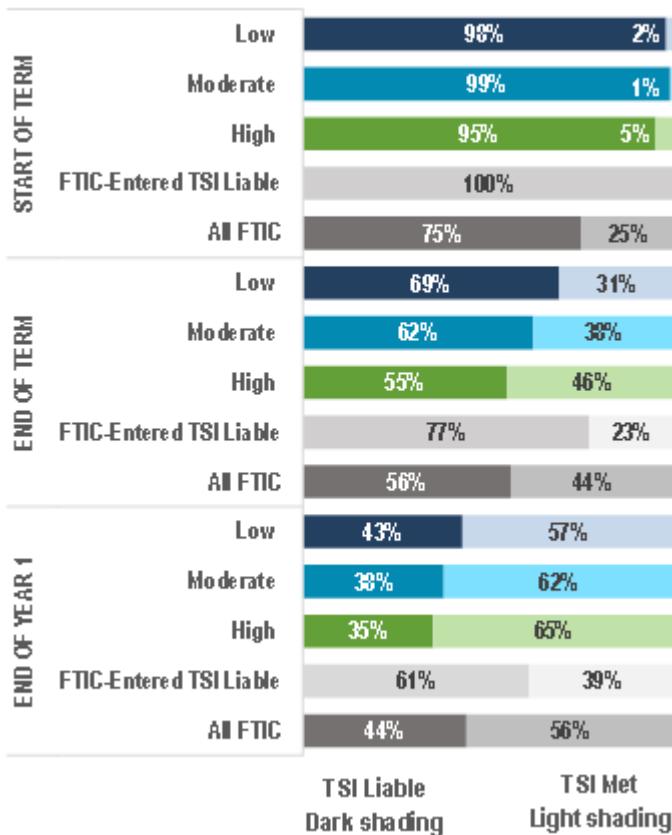
FL to FL Retention



TSI Status

Most respondents were TSI Liable at the start of the 2024FL term, which is why the QEP chose to focus on STSC-0111 courses as part of their strategy for improvement. While there were improvements for all groups across the QEP index in the first term, a larger percentage of Moderate QEP score and High QEP score groups were TSI Met at the end of 2024FL compared to Low QEP score. By the end of the first year, all QEP groups had a higher TSI Met percentage than the overall FTIC cohort.

TSI Status



Considerations and Future Research

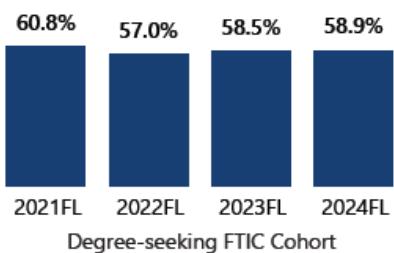
Overall, there are some positive trends in student outcomes for those with exposure to QEP interventions as part of STSC-0111 compared to all FTIC students. TSI met status increased over the course of the first year at higher rates than the overall FTIC cohort. Additionally, first term success and retention were at or above the percentage of all FTIC for all index groups. Cumulative hours earned trended upward with those in the High QEP score group earning on average 1.5 hours more than those in the Low QEP score group.

It should be noted that respondents self-reported the number of QEP Pathways events and visits with faculty mentors they had during the 2024FL term, and there may have been differences in understanding on what events and visits to include in those responses. Also, Career Pathway knowledge, event attendance, and number of mentor visits were all weighted equally in this analysis. It could be that one or more of these factors has a larger impact on student outcomes than the others. Future research can further examine the experience of the faculty mentor visits and events attended (e.g., time spent, topics discussed, learning outcomes, actions taken).

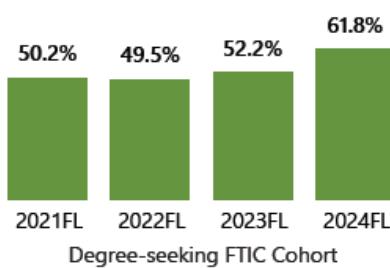
Institutional QEP Metrics

Below are the institutional metrics that are being monitored as part of the QEP for all degree-seeking FTIC students. At the completion of Year 1, all metrics are trending upward from the baseline data and are close to meeting or exceeding the targets set for 2026FL.

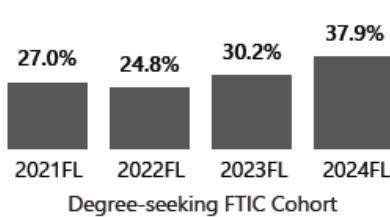
Fall-to-Fall Retention Rates



Percent Registered for Spring in First 30 Days of Open Registration by Term



Percent of those who Entered TSI Liable and were TSI Met By End of First Year



	QEP Metrics				Early Indicators		
	Degree-seeking FTIC Cohort	Cohort Size (N)	Fall-to-Fall Retention	Percent Registered for Spring in First 30 Days of Open Registration	Percent of those who Entered TSI Liable and were TSI Met By End of First Year	Percent of those who Entered TSI Liable and were TSI Met By End of First Term	Fall-to-Spring Retention
Historical	2021FL	2,798	60.8%	50.2%	27.0%	11.5%	78.2%
Historical	2022FL	3,549	57.0%	49.5%	24.8%	11.6%	74.3%
Baseline	2023FL	3,746	58.5%	52.2%	30.2%	15.2%	75.1%
Year 1	2024FL	3,773	58.9%	61.8%	37.9%	22.2%	76.4%
Goal 2026FL DS FTIC Cohort		60.0%	54.0%	32.0%			