

# Entering Student Survey 2014

## Results

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An Achieving the Dream™ Institution

Community Colleges Count

# Why Study Entering Students?

## Foster Student Success

- Defined as the achievement of milestones via skill development with the goal of either transferring or receiving the sought degree and/or certification.

# Why Study Entering Students?

- The Survey of Entering Students may help TCCCD understand the experience of students starting college
- Examples:
  - What influences enrollment at TCCCD
  - How students balance work, life, and school
  - Developing a connection with TCCCD

# Student Respondent Profile



# Survey Respondents Profile

- Survey sent to all First Time in College (FTIC) students in Fall 2014
- 200 out of 8,138 students (2.46%) completed the survey

# Survey Respondents Profile

## Demographic summary

- Gender
  - 25.93% - Male
  - 72.49% - Female
  - 1.59% - N/A
- Enrollment status
  - 65.78% - Full-time
  - 34.22% - Part-time
- 62% - less than 20 years old
- 17.97% - married
- 21.93% - in committed relationship
- 25.4% - had at least one child
- *Please note: Race/Ethnicity followed district trends*

# Survey Respondents Profile

## First in Generation Data

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District	Father	Mother
No college education	43.08%	40.00%
Parents have some college	20.21%	21.08%
Parents have degree or certificate	25.53%	28.11%
Did not respond or know	6.91%	10.81%

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# Survey Respondents Profile

## Employment Data

District	Work on campus	Work off campus
0 Hours	80.54%	36.56%
1-5 Hours	7.03%	6.99%
6-10 Hours	4.32%	6.99%
11-15 Hours	2.70%	6.99%
16-20 Hours	1.08%	9.14%
21-25 Hours	1.08%	10.75%
26-30 Hours	0%	5.38%
More than 30 Hours	3.24%	17.20%



# Areas of Focus

- Deciding on TCCD
- Student Services
- Student Culture
- Student Course Load



# Deciding on TCCD

## Rated Statements

- Cost
- Size of TCCD
- TCCD graduates get good jobs
- Desire to attend near home
- Ability to live at home while attending college
- Job, career, and internship opportunities available in Fort Worth while attending school
- Social opportunities associated with TCCD located in Fort Worth

# Deciding on TCCD

## Rated Statements

- Availability of specific academic programs (majors)
- Institution's academic offerings such as courses, certifications, and degrees
- TCCD's reputation
- Social climate/activities at the college
- Availability of financial aid/scholarships
- Importance of a visit to campus before classes start
- Parent/relatives desire for student to attend college
- Advisor or guidance counselor recommendation

# Deciding on TCCD

In making a decision to choose TCCD or transfer to TCCD from another institution, please rate how important the following factors were:

District	Not important	Somewhat important	Moderately important	Very important	Extremely important
Cost	6.45%	5.91%	12.90%	24.73%	50.00%
Size of TCCD	29.95%	10.16%	28.88%	19.79%	11.23%
TCCD Graduates get good jobs	16.22%	8.65%	24.32%	24.32%	26.49%
Wanted to attend college near home	4.92%	4.92%	14.75%	33.88%	41.53%
Ability to live at home while attending college	9.19%	4.32%	11.35%	31.89%	43.24%
Job, career, and internship opportunities available in Fort Worth while attending school	19.89%	14.52%	23.66%	19.35%	22.58%
Social opportunities associated with TCCD located in Fort Worth	31.02%	19.25%	21.93%	18.72%	9.09%

# Deciding on TCCD

In making a decision to choose TCCD or transfer to TCCD from another institution, please rate how important the following factors were:

	Not important	Somewhat important	Moderately important	Very important	Extremely important
Availability of specific academic programs (majors)	7.57%	8.65%	18.38%	32.97%	32.43%
Institution's academic offerings such as courses, certification and degrees	6.59%	6.59%	18.13%	34.07%	34.62%
TCCD's reputation	13.98%	7.53%	27.96%	21.51%	29.03%
Social climate/activities at the College	19.13%	15.30%	31.15%	19.67%	14.75%
Availability of financial aid/scholarship	5.98%	3.26%	14.13%	25.54%	51.09%
A visit to campus before classes start	12.97%	13.51%	20.54%	27.03%	25.95%
My parent/relatives wanted me to attend	38.71%	16.67%	15.05%	15.05%	14.52%
Advisor or guidance counselor recommendation	34.05%	9.73%	18.92%	19.46%	17.84%

# Deciding on TCCD:

## Implications of Data

- TCCD is viewed as low-cost to attend
- Respondents indicate the reputation of TCCD is perceived as high
  - View TCCD degree/certification may lead to a good job
  - Students also reported they liked the programs that TCCD offers
- Location of the campuses has an impact on the decision to attend
- Not having to relocate. Local job market may also drive enrollment
- Low rating of influence by counselors may be the outcome of students starting college later in life, home schooling, or GED students
- Lower rated influence of parents/relatives:
  - May not be assisting with financial cost
  - May be encouraging, but also an impediment

# Recommendations

- Continue to offer existing programs and courses advertised and known on the campuses that students attend possibly due to ease of location and future employability

# Student Services

## Rated Statements

- Tutoring or peer mentoring impact on a course
- Participation in student clubs/groups
- Participation in events or activities on campus
- Supplemental Instruction (additional in class tutoring/help), if offered, in the classroom



# Student Services

What is your best guess as to the chances you will:

District	No chance	Very little chance	Some chance	Very good chance
Get tutoring or peer mentoring help in a specific course	4.79%	18.09%	46.28%	30.85%
Participate in student clubs/groups	10.64%	28.19%	37.77%	23.40%
Participate in events or activities on campus	9.09%	28.88%	40.64%	21.39%
Take advantage of Supplemental Instruction (additional in class tutoring/help), if offered, in the classroom	2.13%	18.62%	34.04%	45.21%

# Student Services:

## Implications of Data

- Programs and activities are seen as though they may be useful at some point in time by students during their academic life
  - For example: Use of peer mentoring and/or Supplemental Instruction
- May foster student retention:
  - Increase success rate for students in historically low course
  - Long-term increase for alumni donations and student success points funding

# Recommendations

- Continue to develop student activities and groups on all campuses
  - **Northeast** - Cisco Users Club, Circle of Nations at TCC Club
  - **Northwest** - Biology Club, Disc Golf
  - **South** - Cornerstone Honors Program, Health Science Club
  - **Southeast** – Student Leadership Academy, Culinary/Hospitality Mgt., African Culture Club
  - **Trinity River** - Signum Lingua (American Sign Language Club), Sigma Tau (Surgical Tech)
- Market and advertise early to students through advisors and counselors about the benefits of Tutoring, Peer Mentoring, and Supplemental Instruction

# Student Culture

## Rated Statements

- I feel connected with other TCCD students.
- I am proud to tell others I am going to school here.
- I feel a sense of TCCD pride.

# Student Culture

Students were asked to rate how much they agree with each statement.

District	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I feel connected with other TCCD students	3.70%	8.47%	22.75%	46.03%	19.05%
I am proud to tell others I am going to school here	0.53%	1.59%	19.58%	34.92%	43.39%
I feel a sense of TCCD pride	.13%	5.32%	35.64%	30.32%	26.60%

# Student Culture:

## Implications of Data

- Sense of pride and connectedness may help to foster persistence
- May help students adjust to academic environment while simultaneously establishing professional networks
- Programs and activities (while underused by the survey participants) may contribute to sense of pride at TCCD
- Students rate feeling connected with their TCCD peers alongside balancing work and family life

# Recommendations

- Request TCCD students to be ambassadors to surrounding high schools
  - Student ambassadors may help to attract more students to TCCD
  - Ambassadors may also function to inform potential incoming students about the TCCD experience

# Course Load

## Rated Statements:

- How many years do you expect it will take you to graduate from TCCD?
- How many credits are you taking this semester?



# Student Course Load

District	1 Year	2 Years	3 Years	4 Years	5 Years	6 or more years	Do not plan to graduate from TCCD
How many years do you expect it will take you to graduate from TCCD?	0.53%	49.21%	23.28%	6.88%	1.06%	0.53%	18.52%

District	1-3	4-6	7 - 9	10-12	More than 12 credits	None, audit only
How many credits are you taking this semester?	11.17%	17.02%	13.30%	32.45%	25.53%	0.53%

# Student Course Load:

## Implications of Data

- Student time frame for graduation must contend with possible outside influences:
  - For example: Coping with child care and/or unplanned schedule changes by one's employer
- Completion: Number of courses taken as well as graduation are relevant towards student success points awarded
  - For example: 15 credits in a semester/30 credits in a year

# Recommendations

## Student Success Points Funding

- Leadership should provide information and updates to faculty, administration, and staff about the importance of degree/certificate completion for TCCD's future funding by the THECB
- Conduct scan for demand for child development daycare facilities similar to Northeast Campus for students with dependents.

# Conclusion

- The information gathered from this survey helps to facilitate discussions about how to maintain or improve student enrollment and the overall student experience at TCCD
- TCCD as an institution is rated highly as an educational institution by our students
  - Respondents differed from the student body as a whole (FT/PT, Gender)
  - While useful, better compliance (i.e., greater participation on the survey) from students will provide more refined information and will help shape decisions made that affect student life

# Questions?



# Credits:

**Robert Lorick**  
**Rosemary Reynolds EdD**  
**Holly Stovall PhD**

**And all other individuals involved with writing  
and conducting the survey.**

**Office of Institutional Intelligence & Research  
(IIR)**



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