INSIGHTS FROM THE CCSSE/CCFSSE SURVEY

SPRING 2022

Office of Institutional Research
Tarrant County College

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EXECUTIVE SUMMARY: STUDENT EXPERIENCE (CCSSE SPRING 2022)

Administered to community college students across the United States each spring, the Community College Survey of Student Engagement (CCSSE) is an instrument designed to assess institutional practices and student behaviors correlated with student learning and retention. Tarrant County College (TCC) students participated in the CCSSE in Spring 2022 and responded to questions about their experiences during the 2021-2022 academic year. Questions related to students' experiences with various institutional services and resources are summarized in this report.

Overview

About 42,000 students attended TCC in Spring 2022 with the majority enrolling part-time (about 77%)*. About 60% were female, and about 40% were male.

A wide range of courses were selected for the CCSSE administration. Students in these courses received a pencil-and-paper version of the survey. Students enrolled exclusively online were invited to participate in the online version. In total, about 3,800 students completed the survey. Responses from this sample were weighted based on full-time/part-time status and gender to better mirror the Spring 2022 student population.

Experiences Related to the Classroom

Respondents answered questions related to tutoring other students, participating in serious conversations with students different from them, and skipping class while at TCC, with estimates suggesting:

In your experiences at this college during the current academic year, about how often have you done each of the following?

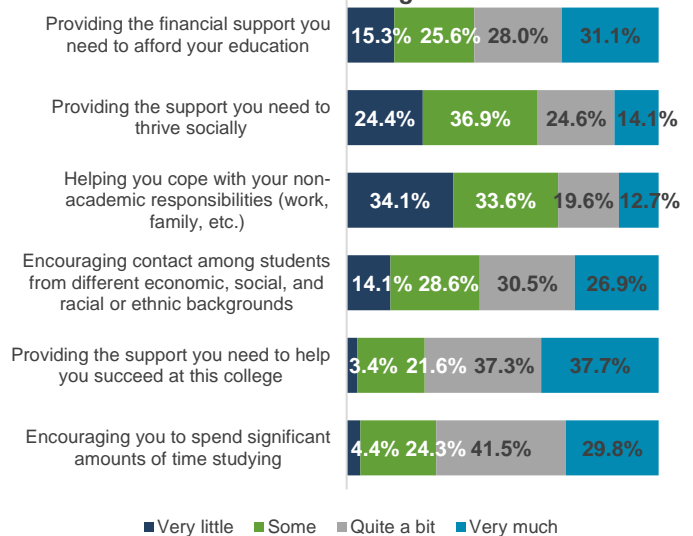| **82.1%**	**80.4%**	**93.9%**
Estimated as *never* tutoring or teaching other students	Estimated as *never or sometimes* having serious conversations with students different from them	Estimated as *never or sometimes* skipping class

Institutional Emphasis on Activities

Regarding institutional emphasis on various processes and activities, data suggested:

➢ ***Most students believed TCC emphasized spending a significant amount of time studying*** (an estimated 71.3% of students believed *quite a bit* or *very much*).

➢ Similarly, ***most students felt that TCC provided the support they needed to succeed*** (an estimated 75.0% of students believed *quite a bit* or *very much*).

➢ Conversely, when asked about assistance towards non-academic responsibilities such as family or work, data suggested that ***most students felt very little or some institutional emphasis*** (an estimated 67.8% of students).

How much does this college emphasize the following?

	Very little	Some	Quite a bit	Very much
Providing the financial support you need to afford your education	15.3%	25.6%	28.0%	31.1%
Providing the support you need to thrive socially	24.4%	36.9%	24.6%	14.1%
Helping you cope with your non-academic responsibilities (work, family, etc.)	34.1%	33.6%	19.6%	12.7%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	14.1%	28.6%	30.5%	26.9%
Providing the support you need to help you succeed at this college	3.4%	21.6%	37.3%	37.7%
Encouraging you to spend significant amounts of time studying	4.4%	24.3%	41.5%	29.8%

Time Usage

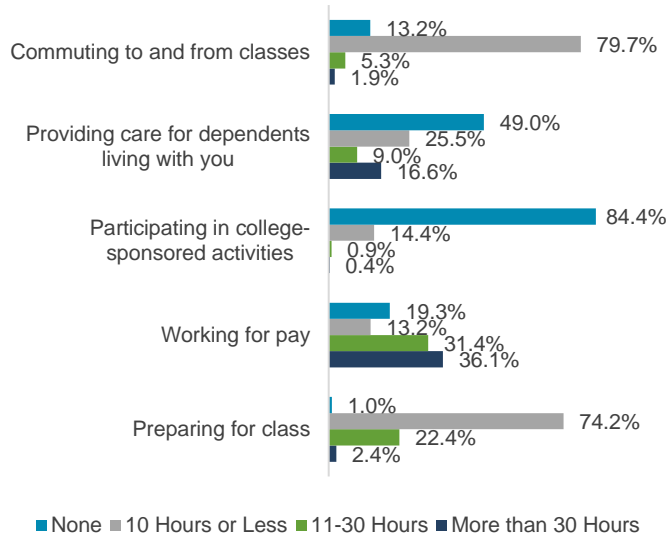When asked about how students spent their time, data suggested:

➢ Student were ***likely to have spent one to ten hours commuting to class each week*** (an estimated 79.7% of students).

➢ Students were ***equally likely to spend time versus not spend time during the week caring for dependents*** (an estimated 49.0% *did not care for dependents*).

➢ Students were ***not likely to spend time participating in college-sponsored activities*** (an estimated 84.4% of students *did not participate*).

➢ Students were ***very likely to work for pay*** (an estimated 80.7% of students *worked for pay*).

* Source: 2022SP Statistical Handbook

Note: *Faculty Perspective Sections – Based on CCFSSE results (About 375 Faculty)*

- Students were ***very likely to spend between one and ten hours per week studying*** (an estimated 74.2% of students *studied for one to ten hours each week*).

About how many hours do you spend in a typical 7-day week doing each of the following?

Commuting to and from classes	13.2%, 79.7%, 5.3%, 1.9%
Providing care for dependents living with you	49.0%, 25.5%, 9.0%, 16.6%
Participating in college-sponsored activities	84.4%, 14.4%, 0.9%, 0.4%
Working for pay	19.3%, 13.2%, 31.4%, 36.1%
Preparing for class	1.0%, 74.2%, 22.4%, 2.4%

■ None ■ 10 Hours or Less ■ 11-30 Hours ■ More than 30 Hours

Faculty Perspective on Time Usage

When asked about how faculty believed their students spent their time, data suggested:

- About ***84.3%*** of faculty respondents believed students spent between one and ten hours commuting to and from classes. (N = 357)
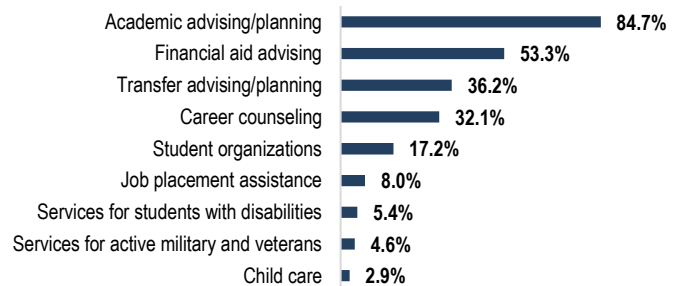
Different from Student Estimates:

- About ***97.0%*** of faculty respondents believed students spent some amount of time caring for dependents each week. (N = 356)
- About ***81.8%*** of faculty respondents believed students spent between one and ten hours participating in college-sponsored activities each week. (N = 356)
- About ***98.9%*** of faculty respondents believed students work for some amount of time each week. (N = 357)
- About ***87.7%*** of faculty respondents believed students spent between one and ten hours per week preparing for classwork. (N = 358)

Use of Institutional Services

Respondents were asked their usage of, satisfaction with, and the importance of a variety of institutional services. Data suggested:

- Students were ***very likely to utilize academic advising/planning*** with a majority finding the service important and being satisfied with the service (an estimated 84.7% of *students utilized the service more than once* with 93.7% finding it important and 94.2% being satisfied).
- Students were ***somewhat likely to utilize financial aid advising*** with a majority of those who used the service finding it important and being satisfied with the service (an estimated 53.3% of students *utilized the service more than once* with 81.9% finding it important and 91.7% being satisfied).
- Students ***were not likely to utilize services related to veterans or military or services related to childcare*** (an estimated 4.6% of students *used veterans or military services* and 2.9% *used childcare services*).

Utilized Service One or More Times

Academic advising/planning	84.7%
Financial aid advising	53.3%
Transfer advising/planning	36.2%
Career counseling	32.1%
Student organizations	17.2%
Job placement assistance	8.0%
Services for students with disabilities	5.4%
Services for active military and veterans	4.6%
Child care	2.9%

Faculty Perspective Service Usage

When asked about how often faculty referred students to various institutional services:

- About ***77.0%*** of faculty respondents sometimes or often referred students to services for students with disabilities. (N = 343)
  - About ***60.1%*** of faculty respondents sometimes or often incorporated the use of disability support services into their selected course section. (N = 346)
- About ***74.0%*** of faculty respondents sometimes or often referred students to academic advising/planning services. (N = 339)
  - About ***41.2%*** of faculty respondents sometimes or often incorporated the use of academic advising/planning services into their selected course section. (N = 350)
- Less than half of faculty respondents sometimes or often referred students to childcare services (***13.0%***, N = 291) or job placement services (***35.6%***, N = 329).
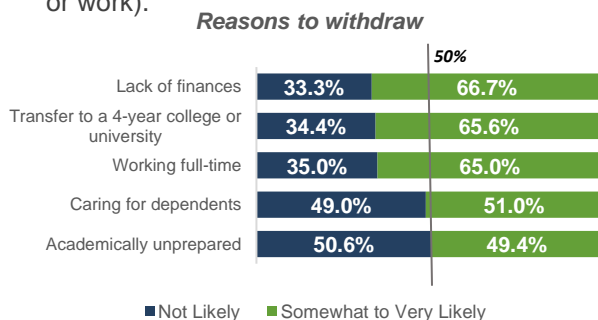
Questions about Advising Usage

Respondents were asked specific questions related to advising services. Data suggested:

➢ A *majority of students had met with an advisor about selecting a major or pathway of study prior to the survey administration* (an estimated 65.9% of students).

➢ Additionally, *most students knew what they wanted to study prior to meeting with their advisor* (an estimated 67.4% of students).

➢ After meeting with their advisor, students were *equally likely to add time to versus not change their academic timelines for completion* (an estimated 29.2% of students *added more time* and 28.9% of students *did not change their timeline*).

➢ While meeting with their advisor, students were *equally likely to have discussed versus to not have discussed term courseload related to outside commitments* (an estimated 40.0% of students *agreed* or *strongly agreed* about discussing outside commitments and courseload, and 45.5% of students *disagreed* or *strongly disagreed* about discussing outside commitments and courseload).

➢ Before the end of their first academic term, *most students had not developed a personalized academic plan* (an estimated 53.5% of students had *not yet developed an academic plan*).

Reasons for Withdraw

Respondents were asked questions related to barriers to completion and withdrawing from TCC. Data indicated:

➢ A *majority of students were somewhat or very likely to withdraw from TCC due to lack of finances, transferring to a four-year school, or working full time* (an estimated 65.0%-66.7% of students were *somewhat* or *very likely* to withdraw from TCC due to finances, transferring, or work).

Reasons to withdraw

	Not Likely	Somewhat to Very Likely
Lack of finances	33.3%	66.7%
Transfer to a 4-year college or university	34.4%	65.6%
Working full-time	35.0%	65.0%
Caring for dependents	49.0%	51.0%
Academically unprepared	50.6%	49.4%

■Not Likely ■Somewhat to Very Likely

Questions about Academic Support

Respondents were asked specific questions related to missing classes and academic support. Data suggested:

➢ Students were *not likely miss class one or more times in the semester due to work* (an estimated 66.9% of students *did not miss class one or more times in the semester due to work*).

➢ After missing class due to work, students were *more likely to reach out to their instructors for assistance than their peers* (an estimated 45.2% of *students contacted their instructor for assistance* versus about 29.0% *contacting classmates*).

➢ Students were *not likely to stay enrolled at TCC to keep financial aid* (an estimated 74.0% of students *stayed enrolled at TCC for reasons excluding keeping financial aid*).

➢ A *majority of students were not contacted by someone from TCC when they were struggling academically* (an estimated 55.7% of students *had not been contacted*).

Faculty Perspective on Academic Support

When asked about how faculty supported their students who were struggling academically:

➢ About **86.0%** of faculty respondents indicated that they had "communicated with students outside of class." (N = 335)

➢ About **65.1%** of faculty respondents indicated that they had "communicated with students during class." (N = 335)
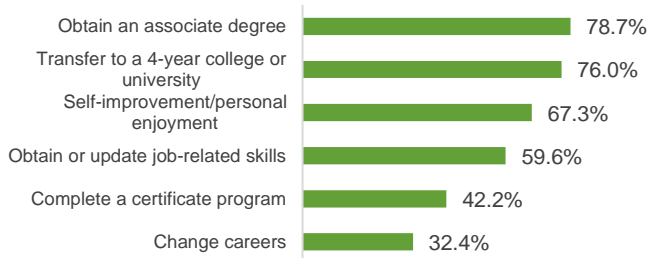
"Other" comments from faculty about academic support for struggling students included emailing students, suggesting attending supplemental instruction, and encouraging students to attend in-person or MS Teams office hours (N = 24).

Goals for Education

Respondents were asked questions about their educational goals at TCC. Data suggested:

A *majority of students were enrolled at TCC to obtain an associate degree and/or to transfer to a four-year school* (an estimated 76.0%-78.7% of students *hoped to obtain an associate degree or transfer to a four-year institution*).

Reasons/goals for attending this college

Reason	Percentage
Obtain an associate degree	78.7%
Transfer to a 4-year college or university	76.0%
Self-improvement/personal enjoyment	67.3%
Obtain or update job-related skills	59.6%
Complete a certificate program	42.2%
Change careers	32.4%

Support from Peers and Family

Respondents were asked about the support they received from peers and family members. Data suggested that a **vast majority of students felt extremely or very supported by family and/or by friends** (an estimated 82.4% of students *felt quite a bit or extremely supported by friends* and 88.7% of students *felt quite a bit or extremely supported by their family*).

How supportive is your immediate family of your attending this college?

Friends 82.4% **Family** 88.7% — Quite a bit or Extremely Supportive
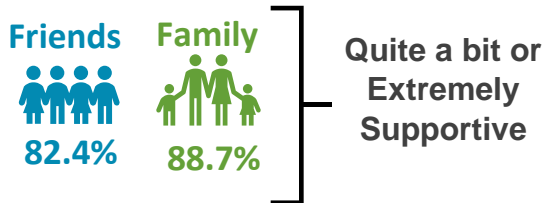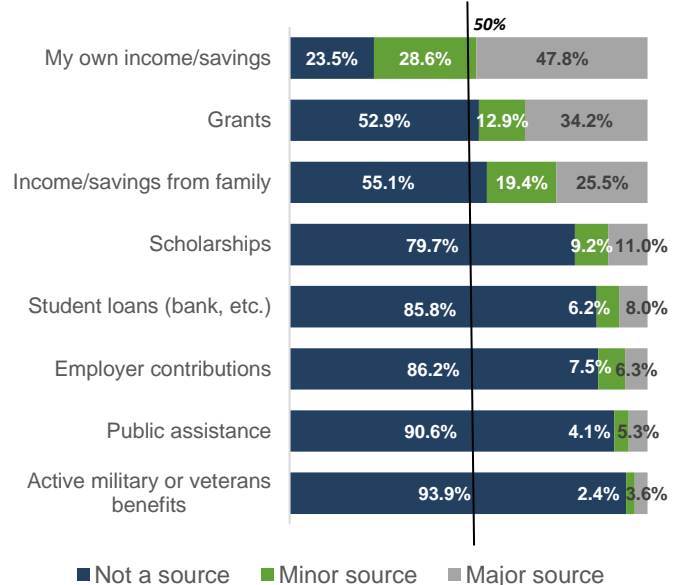
Financial Resources

Respondents were asked about the various methods with which they pay for tuition. Data suggested

- ➢ A **majority of students used their own income/savings as a source** (an estimated 23.5% of students *suggested that their own income was not a source towards tuition*).

- ➢ Students were **roughly divided into thirds when asked about personal debt**, with an estimated 31.6% having *too much other debt owed to family or friends*, and an estimated 34.5% *having no debt.*

- ➢ A **majority of students felt that TCC provided adequate information about financial assistance** (an estimated 69.0% of students *believed TCC provided enough information*).

- ➢ A **majority of students felt confident about having the skills and knowledge related to managing their finances well** (an estimated 76.4% students *felt confident*).

- ➢ A **majority of students were working concurrently while enrolled at TCC in order to afford tuition** (an estimated 59.2% of students *worked for pay in order to afford enrollment*).

  - ○ Students **were not likely to be concurrently working in the same field as their area of study** (an estimated 20.1% of students).

Sources used to pay for tuition

Source	Not a source	Minor source	Major source
My own income/savings	23.5%	28.6%	47.8%
Grants	52.9%	12.9%	34.2%
Income/savings from family	55.1%	19.4%	25.5%
Scholarships	79.7%	9.2%	11.0%
Student loans (bank, etc.)	85.8%	6.2%	8.0%
Employer contributions	86.2%	7.5%	6.3%
Public assistance	90.6%	4.1%	5.3%
Active military or veterans benefits	93.9%	2.4%	3.6%

50%

■ Not a source ■ Minor source ■ Major source

Conclusion

Results from the CCSSE and CCFSSE provided insights related to how student experiences, activities, services, goals, and barriers affect their success at TCC and beyond. In the classroom, an estimated 90% of students never or rarely skipped class. Data suggested that most students believed that TCC provided the support they needed to succeed academically but highlighted a need for additional support towards non-academic demands. An estimated 80% of students worked outside of the classroom. Data suggested that the advising and financial aid services were being utilized by many students and were noted for their need and importance. An estimated 70% of students believed they received adequate financial aid information. Data suggested that a majority of students did not believe work could be a factor for them possibly withdrawing from TCC, with an estimated 1 in 3 students missing class due to work commitments. Lastly, a large majority of students expressed receiving considerable support from friends and family towards achieving their goals at TCC, many of which were aimed towards earning a degree at TCC or transferring to a four-year institution.

Considerations:

Support Student Needs Related to Non-Academic Demands

Create a student support plan inclusive of both academic and non-academic goals, in an effort to address and possibly lessen the demands/barriers students face outside of the classroom.

Emphasize Importance of Campus and Student Engagement

Encourage students to participate in extracurricular activities outside of the classroom, with the intention to promote engagement, inclusiveness, and retention.

Increase Awareness of the Variety of Student Support Services

Explain the roles and importance of the many student support services available to students, especially related to childcare, military, career advisement, and disability services.

Explore Additional Avenues for Financial Assistance

Promote knowledge of the diverse forms of tuition assistance available, students could utilize these resources and remove a possible financial barrier towards academic success.

EXECUTIVE SUMMARY: CLASSROOM EXPERIENCE (CCSSE SPRING 2022)

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Overview

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A wide range of courses were selected for the CCSSE administration. Students in these courses received a pencil-and-paper version of the survey. Students enrolled exclusively online were invited to participate in the online version. In total, about 3,800 students completed the survey. Responses from this sample were weighted based on full-time/part-time status and gender to better mirror the Spring 2022 student population.

Course Work

For several items, respondents reflected on how often they had participated in or completed certain activities related to course work. Data suggested:

➢ Students were **highly likely** to have "**worked on a paper or project** that required **integrating ideas or information** from **various sources**" (Estimated 63.5% of students had *often* or *very often*.)

➢ Students were **highly likely** to have "**asked questions in class or contributed to class discussion**" (Estimated 59.5% of students had *often* or *very often*.)

➢ Students were **not likely** to have "*participated in a community-based project (service-learning activity) as part of a regular course*" (Estimated 5.3% of students had *often* or *very often*.)

➢ Students were **not likely** to have "**come to class without completing readings or assignments**" (Estimated 14.2% of students had *often* or *very often*.)

* Source: 2022SP Statistical Handbook

Note: Faculty Perspective Sections – Based on CCFSSE results (About 375 Faculty)

In your experience at this college during the current academic year, about how often have you done each of the following?
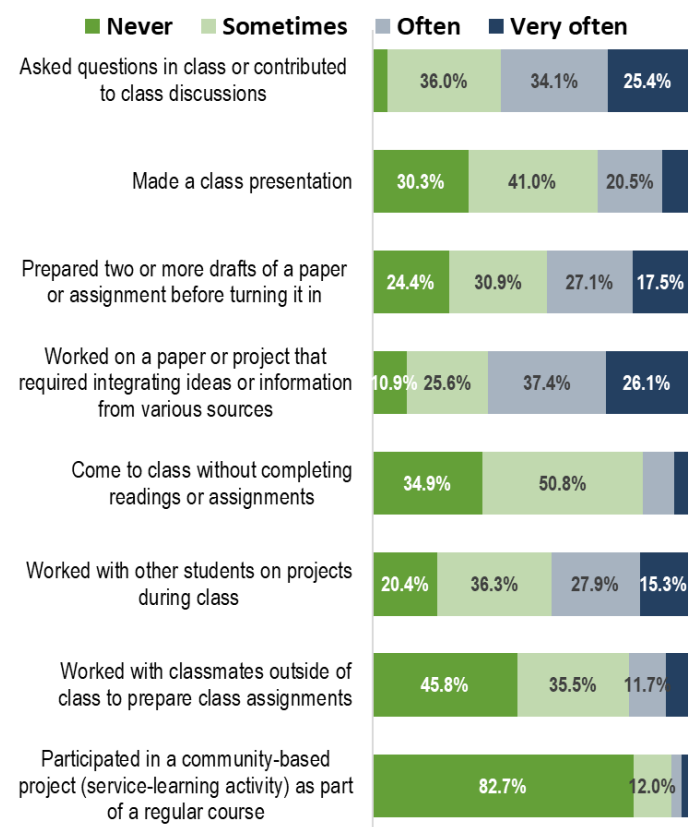
Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college.
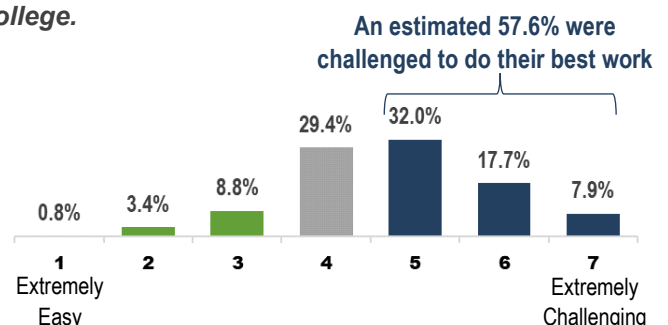
Faculty Perspective

Data Suggested Similar to Students:

➢ Faculty were **highly likely** to have asked students to have "***worked on a paper or project*** *that required* ***integrating ideas or information*** *from* ***various sources***" or to have "***asked questions in class or contributed to class discussion***" (The responses are in line with the activities estimated to be more likely based on student responses.)

➢ Faculty were **not likely** to have asked students to have "***participated in a community-based project (service-learning activity) as part of a regular course***" (About 5.9% of faculty respondents reported *often* or *very often* which was very similar to the estimated 5.3% of students had *often* or *very often*.)

Data Suggested Different from Students:

➢ Faculty believed that a much higher percentage of students "*come to class without completing readings or assignments*" than the estimated percentage based on student responses.

➢ Faculty believed that a much higher percentage of students were challenged to do their best work than the estimated percentage based on student responses (faculty respondents reported 85.2%).

Reading & Writing

Several items gauged how much reading and writing students did at the college.

- **An estimated 47.0% had five or more textbooks, manuals, books, or packets assigned as course readings**

- **An estimated 20.7% read five or more books on their own (not assigned) for personal enjoyment or academic enrichment**
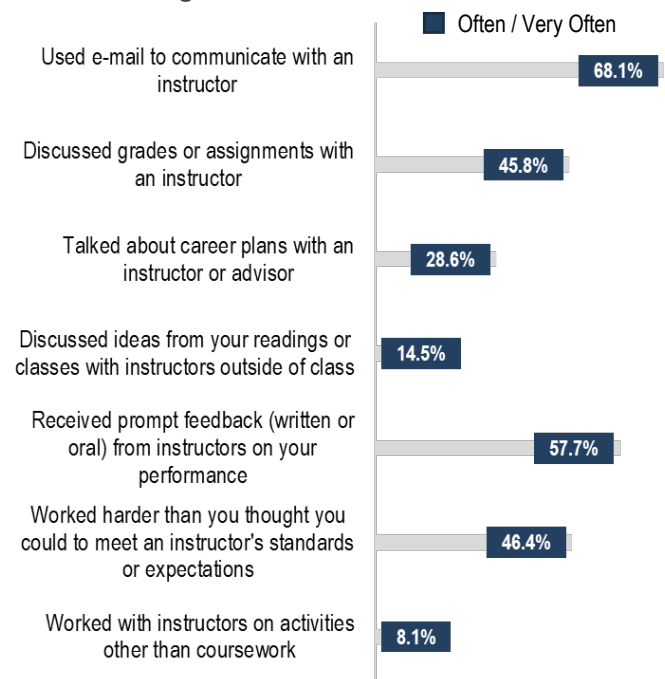
- **An estimated 49.0% wrote five or more papers or reports of any length**

Faculty Interaction

For several items, respondents reflected on how often they had interacted with their instructor. Data suggested:

➢ Students were **highly likely** to have "***used email to communicate with an instructor***" (Estimated 68.1% of students had *often* or *very often*.)

➢ Students were **not likely** to have "***worked with instructors on activities other than coursework***" (Estimated 8.1% of students had *often* or *very often*.)

In your experience at this college during the current academic year, about how often have you done each of the following?

■ Often / Very Often

Used e-mail to communicate with an instructor	68.1%
Discussed grades or assignments with an instructor	45.8%
Talked about career plans with an instructor or advisor	28.6%
Discussed ideas from your readings or classes with instructors outside of class	14.5%
Received prompt feedback (written or oral) from instructors on your performance	57.7%
Worked harder than you thought you could to meet an instructor's standards or expectations	46.4%
Worked with instructors on activities other than coursework	8.1%

Faculty Perspective

Data Suggested Similar to Students:

➢ Faculty were **highly likely** to report students have "***used email to communicate with instructor***". Email was likely the most frequent activities for both students and faculty.

➢ Faculty were **not likely** to report students have "***worked with instructors on activities other than course work***". This activity was likely least frequent for both students and faculty.
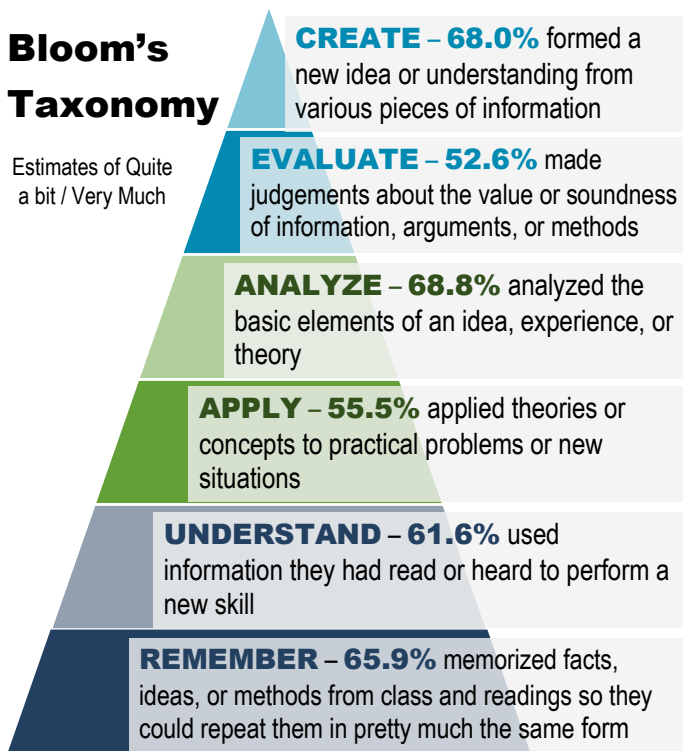
Data Suggested Different from Students:

➢ While "receiving prompt feedback" was likely one of the most frequent activities for both students and faculty, faculty estimated it happened more often. This difference could be related to how students defined prompt versus how faculty defined it.

Level of Curriculum

Several items gauged level of curriculum along a continuum from simple to complex and concrete to abstract. Data suggested that students perceived utilizing skills across the levels of Bloom's taxonomy and not employing higher-level skills less frequently than the lower-level skills.

During the current academic year, how much has your coursework at this college emphasized the following mental activities?

Bloom's Taxonomy

Estimates of Quite a bit / Very Much

CREATE – 68.0% formed a new idea or understanding from various pieces of information

EVALUATE – 52.6% made judgements about the value or soundness of information, arguments, or methods

ANALYZE – 68.8% analyzed the basic elements of an idea, experience, or theory

APPLY – 55.5% applied theories or concepts to practical problems or new situations

UNDERSTAND – 61.6% used information they had read or heard to perform a new skill

REMEMBER – 65.9% memorized facts, ideas, or methods from class and readings so they could repeat them in pretty much the same form

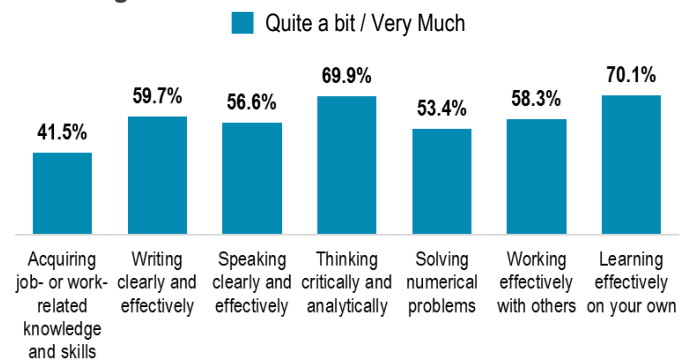### *Faculty Perspective*

Data Suggested Different from Students:

➢ Unlike estimated student responses, there was a stronger correlation between how often the skill-level was required and the level of Blooms taxonomy for faculty estimates. Faculty respondents reported requiring the lowest level, remember, at 39.2% compared to the highest level, create, at 76.4%. This difference could be related to faculty being better trained to distinguish between the levels of Bloom's taxonomy.

Extending Classroom Knowledge for Professional Development

For several items, respondents assessed how skills gained extended beyond the classroom. Data suggested:

➢ **Experience** at the college had **contributed** the **most to** "**learning effectively on your own**" and "**thinking critically and analytically**". (Contributed *quite a bit* or *very much* an estimated 70.1% and 69.9%, respectively.)

How much has your experience contributed to your knowledge, skills, and personal development in the following areas?

■ Quite a bit / Very Much

Acquiring job- or work-related knowledge and skills	Writing clearly and effectively	Speaking clearly and effectively	Thinking critically and analytically	Solving numerical problems	Working effectively with others	Learning effectively on your own
41.5%	59.7%	56.6%	69.9%	53.4%	58.3%	70.1%

Faculty Perspective

Data Suggested Similar to Students:

➢ Both faculty and students estimated "*Thinking critically and analytically*" as one of the top areas in which students gained experience.

Data Suggested Different from Students:

➢ Faculty estimated "*Learning effectively on your own*" as one of the bottom areas in which students gained experience while students ranked it their top area.

➢ Faculty estimated that a much higher percentage of students acquired job related skills than the estimated percentage based on student responses.

➢ Faculty estimated that a much lower percentage of students solved numerical problems than the estimated percentage based on student responses. This could be related to faculty responding based on their discipline whereas students responded based on coursework across all disciplines in which they were enrolled.

Conclusion

Results from CCSSE provide faculty with insights into which activities related to course work were more commonly experienced by students, students' exposure to reading and writing, how students interacted with faculty most often, the level of skill required on coursework, and how students transferred skills to real-world applications. Students were likely to have participated in course activities that may be more traditionally required such as asking questions in class or preparing a paper; however, course work activities outside of the classroom such as service-learning projects or working with other classmates outside of class were less common. In general, students seemed challenged to do their best work during exams with likely only a small percentage feeling very unchallenged. While students were likely to have read or written for class, they were probably only about half as likely to have read for personal enjoyment or academic enrichment. Like coursework activities, students likely interacted with faculty in manners that may have been more traditionally required such as emailing and receiving feedback on assignments. They were much less likely to have interacted with instructors outside of class especially on topics other the course work. Curriculum seemed to span the levels of Blooms taxonomy with the highest-level skill, creating new ideas, likely being used at a similar rate or more often than the lowest-level skill, recalling basic facts. Lastly, in terms of transferable skills, students seemed more likely to have gained experience thinking critically and analytically and less likely to have gained experience acquiring job related skills.

Considerations:

Integrate More Opportunities for Activities Outside Classroom

If possible, increase opportunities for students to work with other classmates on projects outside of the classroom and/or to participate in service-learning projects.

Suggest Additional Readings

In addition to reading and written assignments, suggest related or interesting readings throughout the semester and consider adding optional readings under an optional section in the course syllabus.

Increase Awareness for Faculty Engagement Outside Class

Where possible, make students aware of opportunities to interact with faculty on areas beyond course work such as career planning. Many faculty are available and willing to mentor, advise, and connect students with additional advising and counseling resources offered at TCC.

Ensure Curriculum Demands Higher-Order Skills

Continue to design and utilize curriculum that spans the levels of Bloom's taxonomy.

Connect Curriculum with Real-World Applications

Emphasize connections between knowledge gained in the classroom and real-world applications so that students understand how the skills transfer to their current and future jobs. As an example, understanding these connections helps students reference them in their resume, interviews, etc.

EXECUTIVE SUMMARY: LEARNING COMMONS (CCSSE SPRING 2022)

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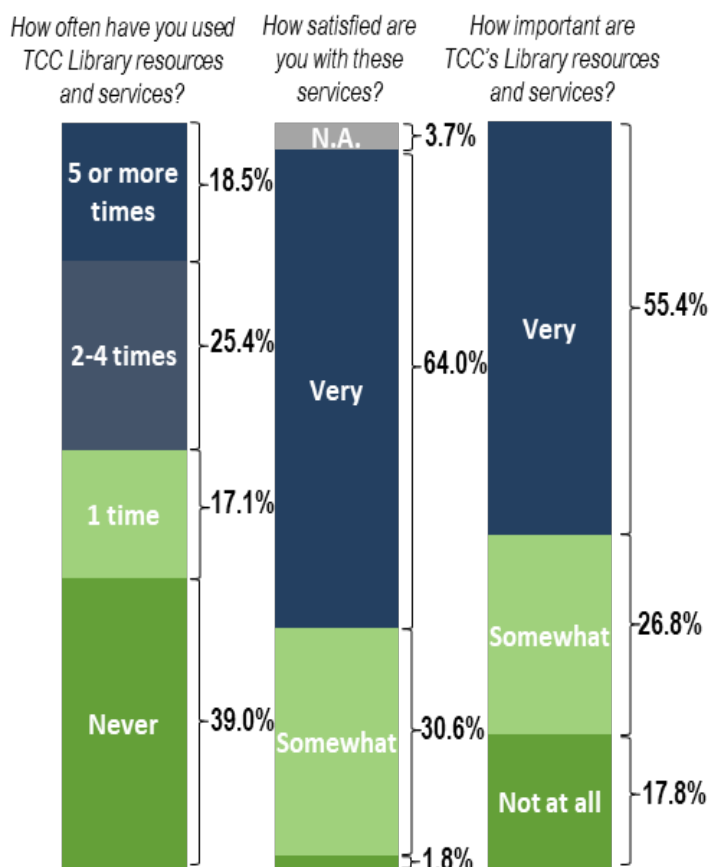
Library

Students were asked about the frequency of library visits, their satisfaction with resources and services, the importance of TCC's libraries to their college experience, and whether librarians had presented information in their courses. Data suggested:

➢ Students were **likely** to have used TCC library services or resources. (Estimated **61.0%** of students had used resources this year.)

➢ Students were **extremely likely** to be satisfied with library services or resources. (Estimated **94.6%** of students were *very* or *somewhat* satisfied.)

➢ Students were **highly likely** to believe that library services or resources are important to their TCC experience. (Estimated **82.2%** of students believed library resources were *very* or *somewhat* important.)

➢ Librarians presented to roughly one-fifth of students. (Estimated **19.1%** of students had librarian present.)

Library Website Visits and Resource Use

Students were asked whether they visited the library in person or virtually to access materials. Data suggested:

➢ An estimated **61.8%** of students had **rarely** or **never** accessed the library website from a different location other than the library.

➢ An estimated **72.0%** of students had **rarely** or **never** gone to the library to seek assistance with finding resource materials to help with coursework**.**

How often have you used TCC Library resources and services?
- 5 or more times — 18.5%
- 2-4 times — 25.4%
- 1 time — 17.1%
- Never — 39.0%

How satisfied are you with these services?
- N.A. — 3.7%
- Very — 64.0%
- Somewhat — 30.6%
- 1.8%

How important are TCC's Library resources and services?
- Very — 55.4%
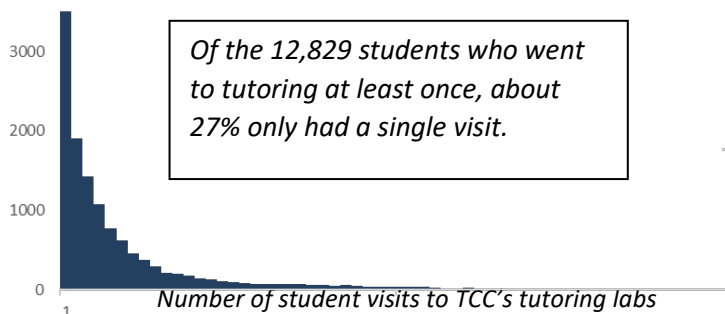- Somewhat — 26.8%
- Not at all — 17.8%

Tutoring & Lab Facilities

Students were asked about the frequency of use, satisfaction, and importance to their college experience regarding TCC's tutoring, skills, and computer labs. Data regarding the frequency of tutoring and skills lab visits in Spring 2022 were from *TutorTrac*.

Frequency of Usage

Differences were found regarding lab use between students enrolled in developmental education (DE) courses and the rest of the student population.
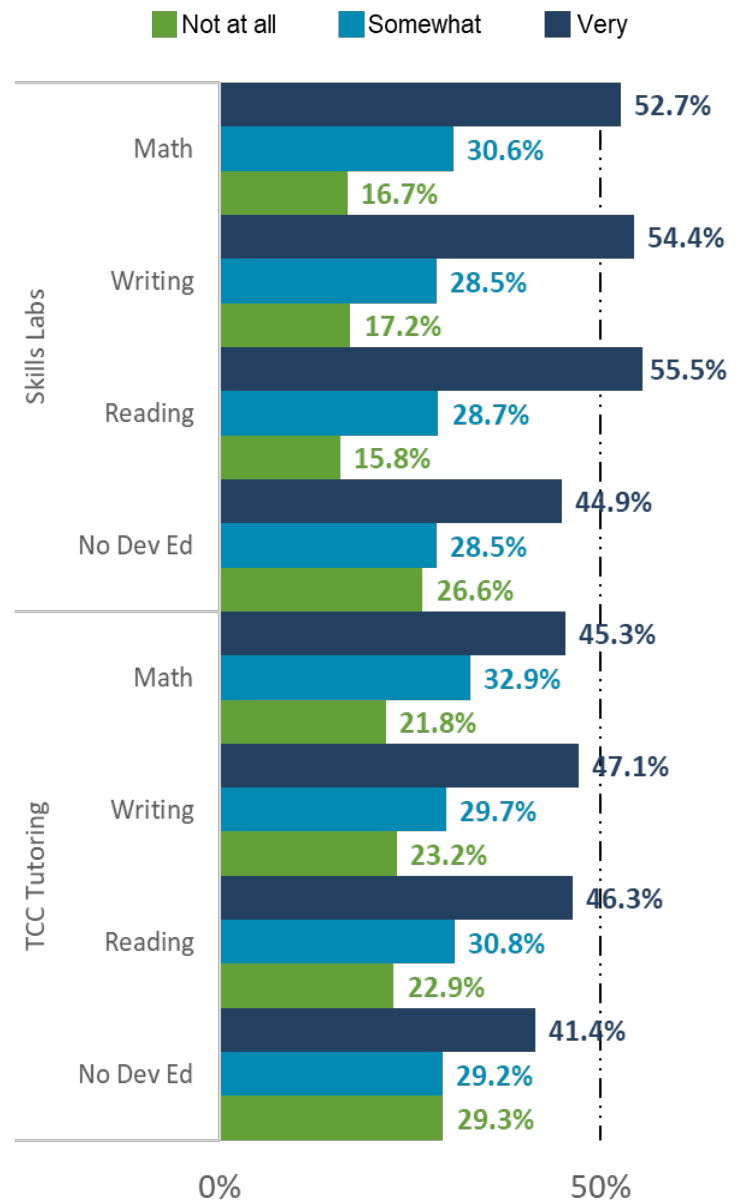
➢ In Spring 2022, **12,829** students made at least one visit to TCC's skills and tutoring labs, and the total number of visits was **85,664**.

➢ Students enrolled in DE math courses were **the least likely** to have utilized TCC's tutoring labs.

➢ **5,073** students were enrolled in DE math courses. Of these, **537** students (about **10.6%**) visited TCC's math labs for math assistance at least once.

- o Out of the **537** DE math students who used TCC's math labs, **240** (about **44.7%**) only visited one time.

➢ **2,704** students were enrolled in developmental reading and writing courses. Of these, **980** (about **36.2%**) visited TCC's writing/language labs for assistance at least once.

- o Out of the **980** DE reading/writing students who used TCC's writing/language labs, **424** (about **43.3%**) only visited one time

➢ **35,993** students were not enrolled in any DE courses. Of these, **8,819** (about **24.5%**) attended tutoring at least once.

Of the 12,829 students who went to tutoring at least once, about 27% only had a single visit.

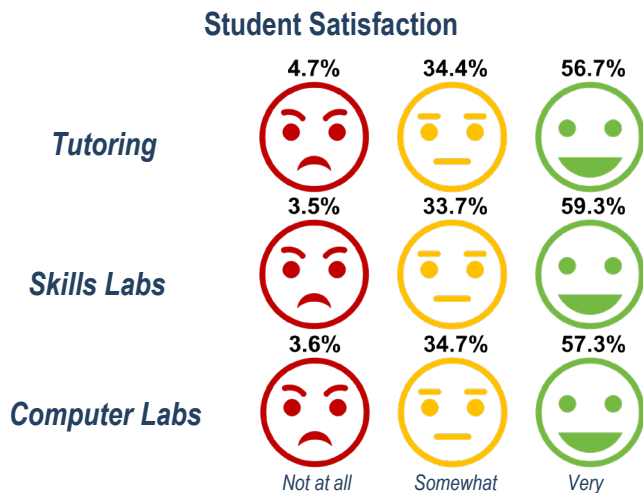*Number of student visits to TCC's tutoring labs*

Importance

All students were estimated to be highly likely to rate labs as **somewhat** or **very** important, however DE students were **at least 9.2%** more likely to rate skills labs as important, **at least 6.1%** more likely to rate tutoring as important, and **at least 2.5%** more likely to rate computer labs as important than non-DE students.

How important are TCC's tutoring and lab facilities?

Legend: Not at all (green), Somewhat (blue), Very (dark blue)

Skills Labs

Math: Very 52.7%, Somewhat 30.6%, Not at all 16.7%
Writing: Very 54.4%, Somewhat 28.5%, Not at all 17.2%
Reading: Very 55.5%, Somewhat 28.7%, Not at all 15.8%
No Dev Ed: Very 44.9%, Somewhat 28.5%, Not at all 26.6%

TCC Tutoring

Math: Very 45.3%, Somewhat 32.9%, Not at all 21.8%
Writing: Very 47.1%, Somewhat 29.7%, Not at all 23.2%
Reading: Very 46.3%, Somewhat 30.8%, Not at all 22.9%
No Dev Ed: Very 41.4%, Somewhat 29.2%, Not at all 29.3%

0% — 50%

Satisfaction

Estimated student attitudes regarding satisfaction with tutoring, skills labs, and computer labs suggested that students were highly likely to be **somewhat** or **very** satisfied with all of these services.

Student Satisfaction

	4.7%	34.4%	56.7%
Tutoring			
	3.5%	33.7%	59.3%
Skills Labs			
	3.6%	34.7%	57.3%
Computer Labs			
	Not at all	*Somewhat*	*Very*

Note: 'N.A.' is included in satisfaction totals, but not pictured

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Faculty Perspective on Tutoring

➤ **99.7%** of faculty respondents indicated tutoring was somewhat or very important.

➤ **78.2%** of faculty respondents indicated they sometimes or often referred students to tutoring.

➤ **62.2%** of faculty respondents indicated they sometimes or often incorporated tutoring into their course section.

Faculty Perspective on Skill labs

➤ **99.7%** of faculty respondents reported skills labs were somewhat or very important.

➤ **77.5%** of faculty respondents indicated they sometimes or often referred students to skills labs.

➤ **63.1%** of faculty respondents reported they sometimes or often incorporated skills labs into their course section.

Conclusion

The results of the survey suggested that students believe learning commons facilities and services were important, and they were satisfied with these resources. However, there were likely opportunities to increase usage. Students who may have highly benefited from additional academic support, developmental education students, likely placed a higher importance on tutoring and skills labs; however, developmental math students used labs at a lower rate.

Considerations:

Consider Library Outreach for Higher Library Engagement

If possible, assess whether low website and in-person visits reflect a lack of awareness and/or in inability to access the library due to lack of resources (i.e. no internet access at home), then evaluate methods for student outreach to increase student usage of library web-based and course-relevant resources and support library access where possible.

Encourage Non-Dev Ed Students to Use Tutoring and Skills Labs

As many students are not enrolled in developmental education courses, engaging this large group may lead to greater usage.

Investigate Reasons for Single Visits to Tutoring and Skills Labs

A large portion of students who visited tutoring and skills labs had no repeat visits. Investigating why these single-visit students do not come back may lead to insights regarding how to support and enhance the student experience with these services.

* Source: 2022 SP Statistical Handbook, 2022SP Enrollment, 2022SP TutorTrac

Note: Faculty Perspective Sections – Based on CCFSSE results (About 375 Faculty)

EXECUTIVE SUMMARY: FACULTY EXPERIENCE (CCFSSE SPRING 2022)

Often administered alongside the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE) is an instrument designed to assess faculty perspectives of teaching practices, time spent professionally inside and outside the classroom, and students' educational experiences. Tarrant County College (TCC) faculty participated in the CCFSSE in Spring 2022, and findings from questions related to time division in a typical 7-day week, teaching methods, professional development, and supporting students are summarized in this report.

Overview

About 375 faculty responded to the survey with about 60% being full-time faculty.

Highest Degree: About 64% of respondents reported a Master's degree & about 29% had a Doctorate/Professional Degree.

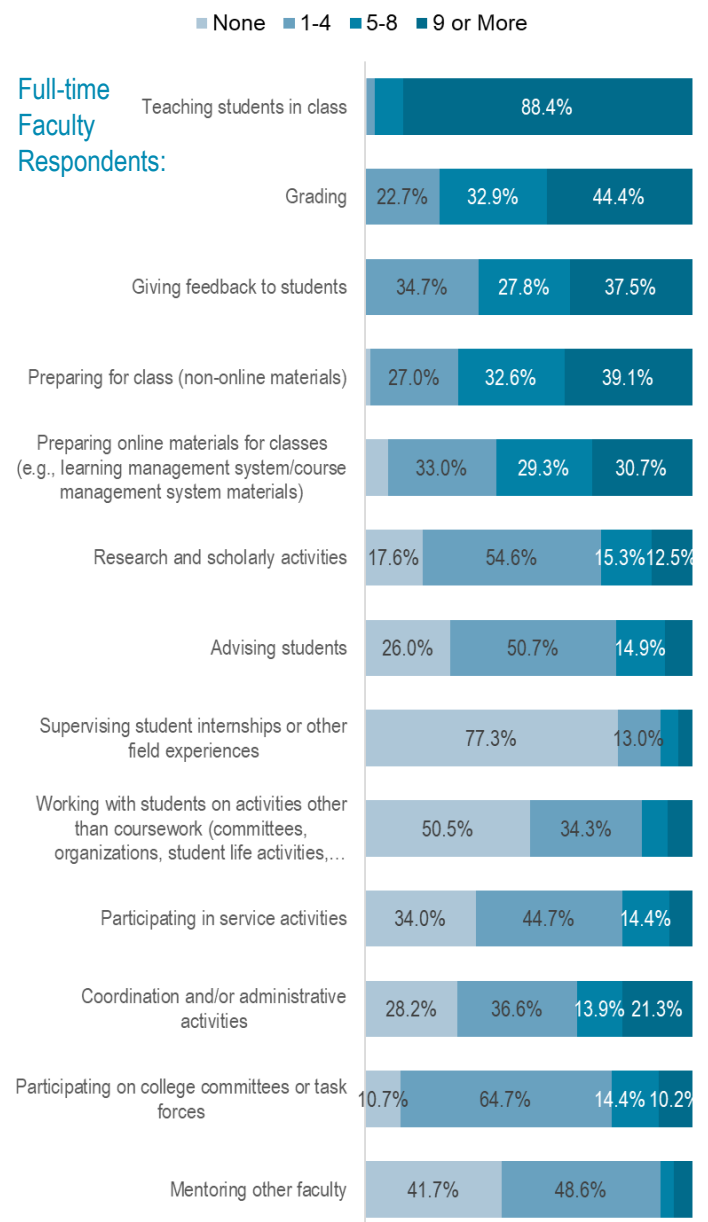**Teaching Outside of TCC:** About 31% of part-time faculty reported teaching at other colleges.

Note: unlike responses from the CCSSE, responses from the CCFSSE were not weighted; thus, demographics for respondents can be presented. (Weights for CCSSE were given to TCC by external administrators of the survey.)

Typical Week for Full-Time Faculty

For several items, respondents indicated how much time they spent in a typical 7-day week on certain activities. Data for full-time faculty respondents suggested:

➢ **Full-time faculty spent much of their time** on activities directly related to teaching such as **"*teaching students in class*", "*grading*", "*giving feedback to students*", and "*preparing for class*"**. (For each activity, over 30% of full-time faculty respondents reported spending 9 or more hours per week.)

➢ Full-time faculty spent the least amount of their time "*supervising student internships*", "*working with students on activities other than coursework*", and "*mentoring other faculty*". (For each activity, about 85% or higher of full-time faculty respondents reported spending fewer than 5 hours per week.)

About how many hours do you spend in a typical 7-day week doing each of the following?

Legend: ■ None ■ 1-4 ■ 5-8 ■ 9 or More

Full-time Faculty Respondents:

Activity	None	1-4	5-8	9 or More
Teaching students in class				88.4%
Grading		22.7%	32.9%	44.4%
Giving feedback to students		34.7%	27.8%	37.5%
Preparing for class (non-online materials)		27.0%	32.6%	39.1%
Preparing online materials for classes (e.g., learning management system/course management system materials)		33.0%	29.3%	30.7%
Research and scholarly activities	17.6%	54.6%	15.3%	12.5%
Advising students	26.0%	50.7%	14.9%	
Supervising student internships or other field experiences	77.3%	13.0%		
Working with students on activities other than coursework (committees, organizations, student life activities,...)	50.5%	34.3%		
Participating in service activities	34.0%	44.7%	14.4%	
Coordination and/or administrative activities	28.2%	36.6%	13.9%	21.3%
Participating on college committees or task forces	10.7%	64.7%	14.4%	10.2%
Mentoring other faculty	41.7%	48.6%		

Teaching Methods

For several items, respondents indicated how much time they spent on various teaching methods. Data suggested:

➢ *Lecture* was **likely the most used** method among faculty. About one-third of respondents indicated using this method for 50% or more of their class time

➢ *Hands-on practice* and *student-technology use* were likely among the most used methods. For each of these methods, about 1 in 5 respondents indicated using it for 50% or more of their class time

In your selected course section, on average, what percentage of class time is spent on the following?

Method	50% or More of Class Time
Lecture	33.8%
Hands-on Practice	21.1%
Student technology use	20.1%
Teacher-led discussion	13.8%
Small group activities	12.3%
Experiential (labs, field work, art exhibits, clinical placements, internships)	9.4%
Teacher-student shared responsibility (seminar, discussion, etc.)	8.3%
In-class writing	5.9%
Testing and evaluation	5.3%
Student presentations	4.1%
Performances in applied and fine arts (dance, drama, music)	2.4%

Comparison of Full-time and Part-time Faculty

Among the teaching methods that respondents reported they used most often, full-time and part-time faculty differed the most in their use of *lecture* and *student technology use*.

➢ About 42% of part-time faculty respondents indicated using *lecture* 50% or more of class time compared to 29% of full-time faculty respondents.

➢ About 28% of part-time faculty respondents indicated using *student technology use* as a method 50% or more of class time compared to 15% of full-time faculty respondents.

➢ While a similar percentage of full-time and part-time respondents indicated using small group activities 50% or more of the time (roughly 10%), 36% of part-time faculty respondents indicated using this method 20% or more of the time compared to 47% of full-time faculty respondents.
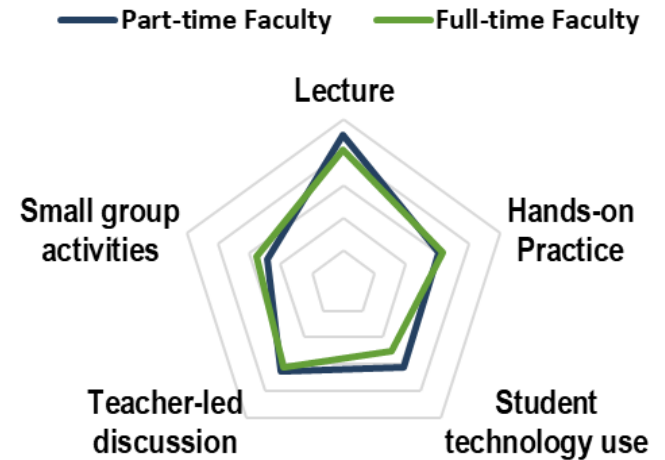

Figure above shows comparison of means

Professional Development

For several items, respondents reflected on professional development (PD) at the college. Essentially all respondents appropriately indicated that PD was available at the college. Almost all respondents indicated PD was required as part of their teaching role (95%) and reported participating in PD in the past 12 months (97%) with most finding it valuable.

88% Valued PD
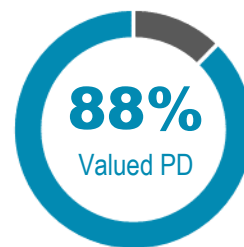
Of the 97% who reported participating in PD in the past 12 months, 88% reported it was valuable.

➢ Of those who participated in PD, about 92% of part-time faculty respondents reported that PD was valuable compared to 85% of full-time faculty respondents.
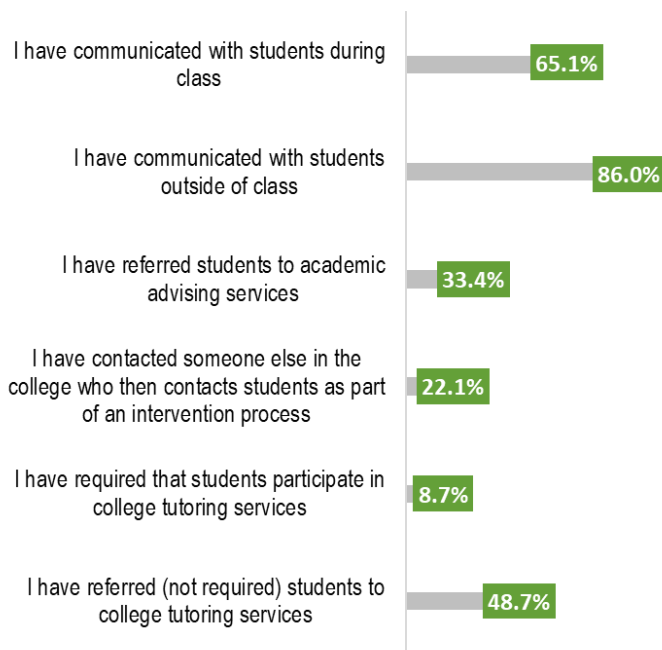
- About 35% of full-time faculty respondents reported receiving at least some release time from class when they participate in PD compared to 13% of part-time faculty.

- About 78% of full-time faculty respondents reported the college paid for PD at least some of the time compared to 37% of part-time faculty.

Supporting Students

For several items, respondents indicated what actions they took to support students who were struggling academically. Data suggested:

- Faculty were highly likely to communicate with the student. About 65% of respondents reported communicating with struggling students during class, and about 86% reported communication outside of class.

- Likely roughly half of faculty referred struggling students to tutoring services, but only a small percentage likely required the student to participate in tutoring services. About 49% of respondents reported referring struggling students to tutoring, and about 9% required it.

Which of the following statements best describe actions you take regarding students who have been struggling academically in your selected course section? (Mark all that apply)

I have communicated with students during class	65.1%
I have communicated with students outside of class	86.0%
I have referred students to academic advising services	33.4%
I have contacted someone else in the college who then contacts students as part of an intervention process	22.1%
I have required that students participate in college tutoring services	8.7%
I have referred (not required) students to college tutoring services	48.7%

Comparison of Full-time and Part-time Faculty

Data suggested:

- Full-time faculty were more likely to have "*contacted someone else in the college who then contacts students as part of an intervention process*". About 26% of full-time respondents indicated "Yes" compared to 15% of part-time respondents.

- Full-time faculty were more likely to have "*referred students to tutoring services*". About 52% of full-time respondents indicated "Yes" compared to 43% of part-time respondents.

Conclusion

In sum, results from CCFSSE suggested, as likely expected, that faculty spent most of their time during the week on activities directly related to class such as teaching, grading, and preparing for class. They likely spent less time on activities that were less directly related to class such as working with students on activities other than coursework and mentoring other faculty. Further research is needed to better determine whether faculty participated in these activities less often because of time constraints or lack of opportunity. Lecture was likely the most commonly used teaching method, but hands-on practice and student technology use were likely employed at high rates as well. Part-time faculty may have relied on lecture more often than full-time faculty. While faculty likely participated in PD and found it valuable, part-time faculty may have been less likely to receive class release time and less likely to have had the PD paid for by the college. Lastly, faculty were highly likely to have communicated with students who struggled academically but less likely to have required tutoring or contacted someone else at the college as part of an intervention process.

Considerations

- Ensure part-time faculty have access to training on teaching methods outside of lecture.

- Where time permits and funds are available, provide release time for PD to part-time faculty and pay for PD for part-time faculty.

- Ensure part-time faculty are aware of how to refer students to tutoring services and/or to others at the institution as part of the invention process for struggling students.

EXECUTIVE SUMMARY: EXPERIENCE FROM HIGH SCHOOL
(CCSSE SPRING 2022)

Administered to community college students across the United States each spring, the Community College Survey of Student Engagement (CCSSE) is an instrument designed to assess institutional practices and student behaviors correlated with student learning and retention. Tarrant County College (TCC) students participated in the CCSSE in Spring 2022 and responded to questions about their experiences during the 2021-2022 academic year. Considerations for faculty teaching dual credit/early collegiate high school (DC/ECHS) students and staff involved in DC/ECHS operations and findings from questions related to earning college credit while in high school are summarized in this report.

Overview

About 42,000 students attended TCC in Spring 2022 with the majority enrolling part-time (about 77%)*. About 60% were female, and about 40% were male.

A wide range of courses were selected for the CCSSE administration. Students in these courses received a pencil-and-paper version of the survey. Students enrolled exclusively online were invited to participate in the online version. In total, about 3,800 students completed the survey. Responses from this sample were weighted based on full-time/part-time status and gender to better mirror the Spring 2022 student population.

College Credit

One major aspect of TCC's many services is to provide high school students the opportunity to receive college credit while still in high school. A high school student can earn college credit as a dual credit student (DC) or through an early college high school (ECHS). Some questions on the CCSSE help illuminate these students' motivations and experiences with receiving college credit.

2022SP Students with Prior DC/ECHS Credit**

11.4%

88.6%

- ■ No Dual Credit or ECHS Credit
- ■ Prior Dual Credit or ECHS Credit
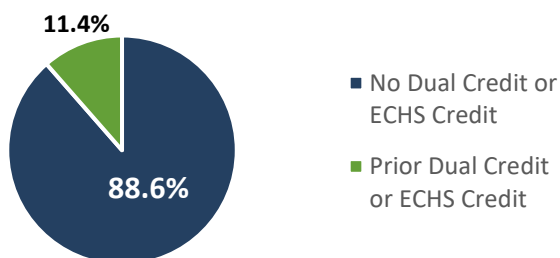
* Source: 2022SP Statistical Handbook
**Students with Prior DC/ECHS Credit were defined as 2022SP non-DC/ECHS students who had prior DC/ECHS enrollment.

For students with former DC/ECHS credit data suggested:

➢ **Someone who works at the high school** was the main source of information regarding which courses they should take for college credit **(estimated 66%)**.

➢ The **main motivation** for taking college courses in high school was to **get a jump start on completing a college degree or certification (estimated 72%)**. This was followed by a desire to **save money on their college education (estimated 19%)**.

➢ Most students felt they were **better prepared to take classes at TCC** because they had taken courses for college credit in high school **(estimated 81%)**.

Conclusion

Results suggested students who took TCC courses while in high school were primarily motivated to get a jump start on completing a college degree or certification and to save money on their college education and felt prepared to take classes at TCC after high school. Most of these students were likely primarily advised by someone at their high school when choosing courses to take for college credit.

Considerations:

Ensure high school advisors are knowledgeable about TCC

Continue to spread awareness of TCC offerings to high school advisors in the area by visiting high schools, sharing information about TCC programs, inviting high school advisors and administrators to TCC.

Ease the transition from high school to TCC advising

Ensure students continue to be advised in college as they leave high school and their old advisors.

EXECUTIVE SUMMARY: GUIDED PATHWAYS (CCFSSE SPRING 2022)

Often administered alongside the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE) is an instrument designed to assess faculty perspectives of teaching practices, time spent professionally inside and outside the classroom, and students' educational experiences. Tarrant County College (TCC) faculty participated in the CCFSSE in Spring 2022, and findings from questions related to guided pathways (GP) are summarized in this report.

Overview

About 375 faculty responded to the survey with about 60% being full-time faculty.

> **TCC's 5 Pathways:**
> - Arts & Humanities
> - Business & Industry
> - Health Science
> - Human & Public Services
> - STEM

Note: unlike responses from the CCSSE, responses from the CCFSSE were not weighted

Awareness

For several items, respondents rated their awareness of guided pathways. About 60% of respondents reported that the college is in the process of implementing guided pathways, and roughly 80% reported knowing at least something about guided pathways.

Is the college in the process of implementing guided pathways?

No, 0.8%
I do not know, 39.9%
Yes, 59.3%
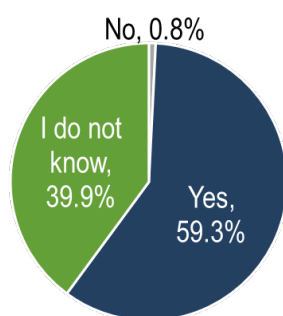
How much do you know about guided pathways?
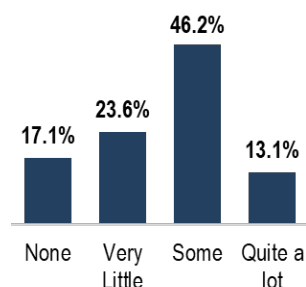
46.2%
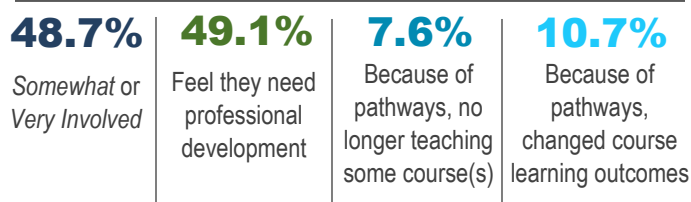23.6%
17.1%
13.1%
None | Very Little | Some | Quite a lot

> ➢ **Full-time** faculty respondents were about **2.5 times more likely than part-time faculty respondents to know the college is in the process of implementing guided pathways** with about 3 in 4 reporting awareness. In addition, about 92% of full-time faculty respondents reported knowing at least something about guided pathways compared to about 69% of part-time faculty respondents.

Involvement

Those who responded that they were aware that the college is in the process of implementing guided pathways answered additional items regarding involvement. In total, about 43% were *somewhat* involved in guided pathways and an additional 5% were *very involved*.

GUIDED PATHWAYS

48.7%	49.1%	7.6%	10.7%
Somewhat or *Very Involved*	Feel they need professional development	Because of pathways, no longer teaching some course(s)	Because of pathways, changed course learning outcomes

> ➢ **Part-time** faculty respondents were slightly **less likely to report involvement**.
> 45.5% reported involvement – 4 percentage points lower than full-time faculty respondents

> ➢ **Part-time** faculty were much **more likely to report needing professional development.**
> 63.6% – 18 percentage points higher than full-time faculty respondents

> ➢ **Full-time** faculty respondents were about **1.8 times more likely than part-time faculty respondents to have reported that they were no longer teaching some courses** because of guided pathways.

> ➢ **Part-time** faculty respondents were about **2.5 times more likely than full-time faculty respondents to have reported changing learning outcomes** because of guided pathways.

Conclusion

In sum, results from CCFSSE suggested that there may be opportunities to increase faculty awareness of and involvement in guided pathways, particularly among part-time faculty