



TRINITY RIVER CAMPUS

Leveraging the Early Experiences of First Time Students

Fall 2022 Survey of Student Engagement (SENSE)

**Office of Institutional Research
Tarrant County College**

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EXECUTIVE SUMMARY: DEMOGRAPHICS (SENSE FALL 2022)

The Survey of Entering Student Engagement (SENSE) is a national survey administered each fall during the fourth and fifth weeks of the term. It is designed to collect information for first time in college students regarding institutional practices and student behaviors from students' earliest experiences at college so the institution can improve practices associated with student success in their first year. In this report, data from some of the demographic questions are presented and provide estimates for TCC's first time college students on characteristics not typically collected internally.

Overview

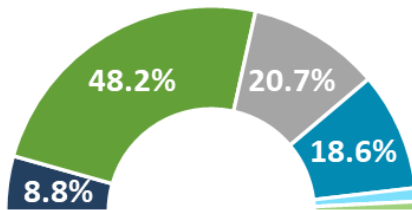
About 6,500 students attending TCC in Fall 2022 were first time in college students*. About 54% were female, and 54% were part-time.

Students from introductory English or math courses (ENGL-1301 ~ 40% and MATH-1314/MATH-1332/MATH-1342 ~ 60%) were surveyed. In total, about 2,250 first time students completed the survey. Responses from this sample were weighted on full-time/part-time status and gender due to sampling design and to better mirror the Fall 2022 entering student population.

Educational Experience

An estimated one-half of students had an A- to B+ grade average in high school.

High School Grade Average



■ A ■ A- to B+ ■ B ■ B- to C+ ■ C ■ C- or lower



An estimated 87.5% of students took math every school year while in high school, and an estimated 84.4% took math during their senior year.

For those who took math their senior year and took a placement test, an estimated 36% tested into developmental math.

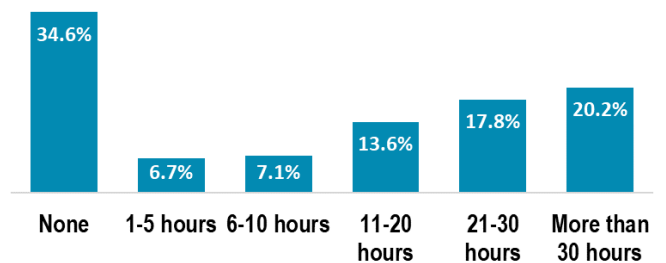


An estimated 94.2% of students' highest academic certificate/degree earned was a high school diploma or GED, and an estimated 3.6% had earned a vocational/technical certificate or Associate degree.

Typical Week

An estimated one-third of entering students did not work while an estimated one-fifth worked more than 30 hours per week.

Hours Spent Working For Pay in Typical 7-day Week



Additional Characteristics

Estimated demographics for entering students:

95%
Not Married

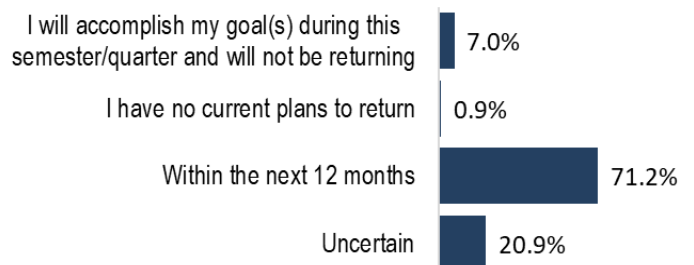
8.5%
Cared for Dependents

31%
English was not First Language

Future Plans & Recommending TCC

While an estimated **97% recommended TCC**, an estimated one-fifth of entering students were uncertain whether they planned to take classes again at TCC.

When do you plan to take classes again at TCC?



* Source: 2022FL Extended Campus Profiles (Census Day)

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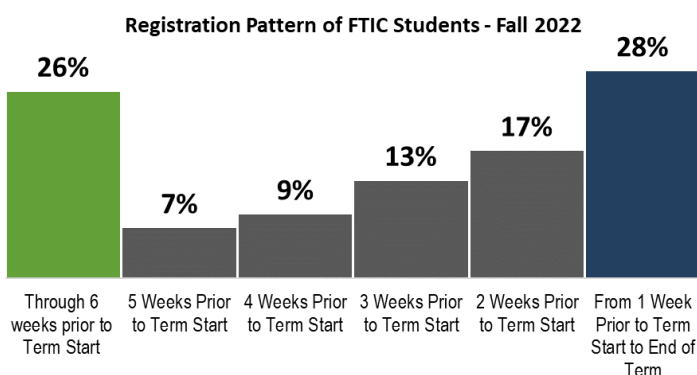
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Registration

In Fall 2022, about one quarter of the approximately 6,500 FTIC students registered early (through 6 weeks prior to start of the term), and almost 30% registered late (from 1 week prior to start of the term to end of term). Those students who registered early (success rate of 79%) outperformed those who registered late (success rate of 59%) by about 20 percentage points.**



79% Success rate for FTIC students who registered early

59% Success rate for FTIC students who registered late

* 2022FL Extended Campus Profiles (Census Day)

** Registration Dashboard

*** DRS 132505

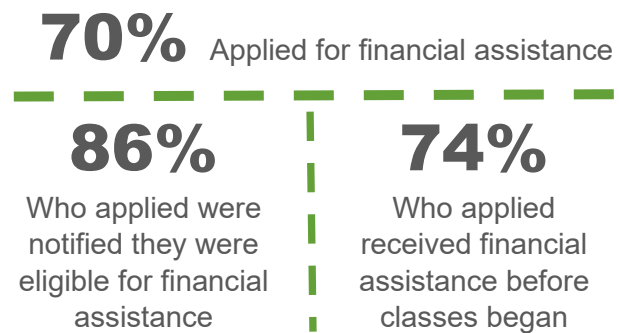
Student Orientation



About 6% of students indicated that they were not aware of a college orientation. This coincides with internal data that found about 5.3% of Fall 2022 FTIC students were not enrolled in NSOR sections.***

Financial Assistance

Students were asked a series of questions regarding financial assistance (scholarships, grants, or loans, etc.) that help with college costs.



Conclusion

Registration data alongside results from the SENSE survey provide details regarding FTIC students' onboarding experience. Data showed that a large percentage of FTIC students registered late which could have implications regarding their success at TCC since there was a connection between early registration and course success. SENSE data suggested that roughly 5% of students were not aware of orientation which aligns with the percentage who did not enroll in NSOR in Fall 2022. Lastly, about 70% applied for financial assistance.

Considerations:

- Promote early registration.
- Ensure awareness and clearly communicate information regarding processes such as orientation and financial assistance.

EXECUTIVE SUMMARY: STUDENT EXPERIENCE (SENSE FALL 2022)

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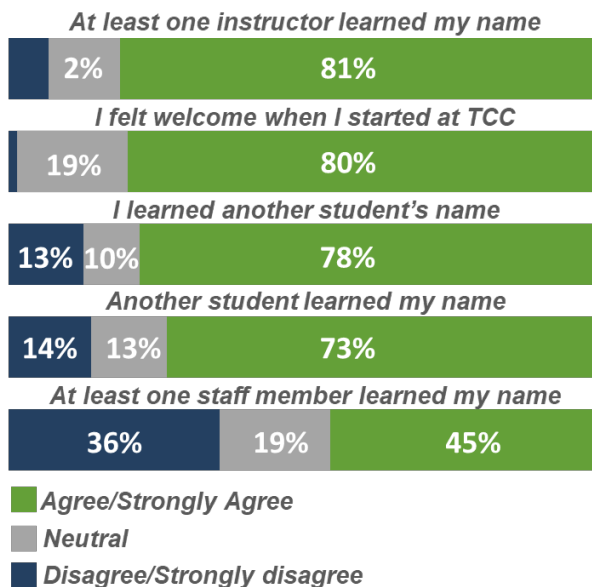
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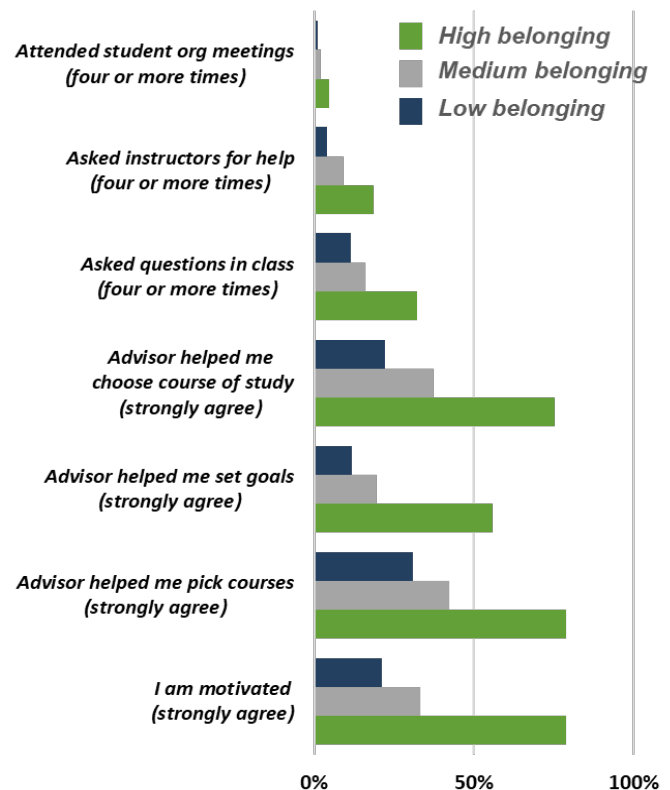
Sense of Belonging

Notably, when a **non-instructor staff member learned a student's name**, that student as estimated to be about **14% more likely** to feel welcome at TCC than if the staff member had not learned their name. If a **peer** the student did not know previously **learned the student's name**, that student was further estimated to be **21% more likely** to feel welcome at TCC than if no peers learned their name.



Belonging and Student Engagement

In addition to being directly asked whether they felt welcome at TCC, students were asked whether various figures had learned their name as seen above. The responses of these questions were used to determine whether a student felt a high, medium, or low sense of belonging at TCC.



When the derived index for 'sense of belonging' was high, students were generally more likely to indicate a stronger engagement with TCC services (e.g., advising, assistance from instructors) as well as a greater sense of motivation to succeed academically. Additionally:

- Students with a 'Low belonging' score were estimated to be **about 5 percentage points more likely** to add or drop a class without discussing with college staff than those with a 'High belonging' score.

- Students with a **'High belonging'** score were estimated to be **about 18 percentage points more likely** to indicate that they most preferred to ask their instructor for help than those with a **'Low belonging'** score.

Extracurricular Involvement

Students were asked about their experiences regarding student organizations at TCC.

An estimated **73%** of students were aware of the existence of student organizations at TCC.



Despite this, an estimated **84%** of students **never attended any** student organization meetings.



Among those who participated in student organizations, an estimated **58%** of students were **very** satisfied with the experience and an additional **32%** were at least **somewhat** satisfied.



Notably, students who were heavily involved in student organizations (four or more meetings) were estimated to more likely feel welcomed at TCC - about **9%** more than students who were somewhat involved (one to three meetings) and about **14%** more than students who were not involved at all.

TCC Word of Mouth

Students were asked whether they would recommend TCC to friends or family members. Based on the responses, it was estimated that **97%** of students would recommend TCC as a good option to their close connections. Notably, students who felt welcomed at TCC were estimated to be **19% more likely** to recommend TCC to their loved ones compared to those who did not feel welcome.



Prepared to Study

Students were asked whether they felt motivated and academically prepared to succeed at TCC. Additionally, students were asked whether they had spoken with a TCC staff member about their life outside of school to try and determine an optimal schedule.

Notably, **students who spoke with a staff member were estimated to be about 9% more likely to feel** as though they were **academically prepared** compared to students who did not have this planning discussion.

	Motivated to succeed	Academically prepared
Strongly agree	38%	35%
Agree	44%	45%
Neutral	15%	19%
Disagree	2%	1%
Strongly disagree	1%	0%

Conclusions

The results of SENSE survey questions related to the student experience indicated that the student experience at TCC was broadly positive. Students were estimated to feel welcomed at a high rate, to feel motivated and prepared to succeed, and were estimated to recommend TCC to friends and family. Interestingly, students who felt more welcomed were estimated to be more likely to recommend TCC to their loved ones. In turn, this sense of feeling welcomed appeared to be more likely if simple actions of recognition (e.g. learning the student's name) and community building (e.g. student organization participation) were performed.

Considerations:

Sense of Belonging Associated with Involvement

Students who indicated feeling like they belonged at TCC appeared to also engage with the college's services in a positive manner at markedly higher rates.

Staff Engagement

Conversations with TCC staff were associated with both a greater feeling of inclusion (if the student's name was learned) as well as feeling more academically prepared to succeed (if the staff member helped the student optimize their schedule).

Leverage Students to Aid in Recruitment

Utilizing student testimonies may help to close the current enrollment gap.

Promote Student Organizations

While student awareness of organizations was high, involvement was low.

EXECUTIVE SUMMARY: STUDENT SERVICES (SENSE FALL 2022)

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Overview

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Awareness, Utilization, & Satisfaction

Respondents indicated awareness of, utilization of, and satisfaction with a variety of student services at TCC, including advising, financial aid, and tutoring-related services.

Awareness of a service was correlated with service usage. Further, usage of a service correlated with higher satisfaction with the service: **students who used a service more tended to be more satisfied with it.**

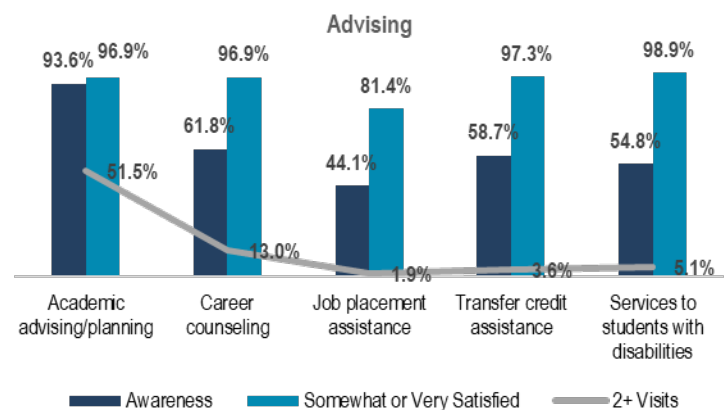
ADVISING

In general, students were **somewhat aware of the various advising services** provided at TCC. As well, students who utilized the services were **generally satisfied with them.**

- An estimated **93.6% of students** were aware of academic advising/planning.
 - An estimated **one in two students** visited academic advising/planning two or more times.
 - An estimated **96.9% of students** who utilized academic advising/planning were satisfied with the service.
- An estimated **61.8% of students** were aware of career counseling.



- An estimated **one in four students** visited career counseling only one time.
- An estimated **96.9% of students** who utilized career counseling were satisfied with the service.
- An estimated **44.1% of students** were aware of job placement assistance.
 - An estimated **8.4% of students** visited job placement assistance services one time.
 - An estimated **81.4% of students** who utilized job placement assistance were satisfied with the service.
- An estimated **58.7% of students** were aware of transfer credit assistance.
 - An estimated **10.9% of students** visited transfer credit assistance services one time.
 - An estimated **97.3% of students** who utilized transfer credit assistance were satisfied with the service.
- An estimated **54.8% of students** were aware of services to students with disabilities.
 - An estimated **5.1% of students** visited services to students with disabilities two or more times.
 - An estimated **98.9% of students** who utilized services to students with disabilities were satisfied with the service.



* Source: 2022FL Extended Campus Profiles (Census Day)

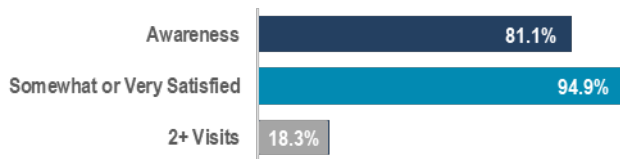
FINANCIAL AID

In general, students were **aware of the financial assistance advising** provided at TCC. As well, students who utilized the services were **generally satisfied with them**.

- An estimated **four in five students** were aware of financial assistance advising.
 - An estimated **18.3% of students** visited financial assistance advising two or more times.
 - An estimated **94.9% of students** who utilized financial assistance advising were satisfied with the service.



Financial Assistance Advising



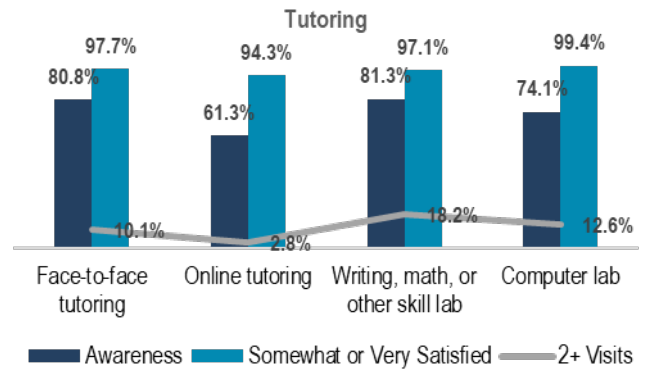
TUTORING

In general, students were **somewhat aware of the various tutoring services** provided at TCC. As well, students who utilized the services were **generally satisfied with them**.

- An estimated **four in five students** were aware of face-to-face tutoring.
 - An estimated **10.1% of students** utilized face-to-face tutoring two or more times.
 - An estimated **97.7% of students** who utilized face-to-face tutoring were satisfied with the service.
- An estimated **61.3% students** were aware of online tutoring.
 - An estimated **6.5% of students** utilized online tutoring one time.
 - An estimated **94.3% of students** who utilized online tutoring were satisfied with the service.
- An estimated **four in five students** were aware of writing, math, or other skill labs.
 - An estimated **18.2% of students** utilized writing, math, or other skill labs two or more times.
 - An estimated **97.1% of students** who utilized writing, math, or other skill labs were satisfied with the service.
- An estimated **three in four students** were aware of computer labs.
 - An estimated **12.6% of students** utilized computer labs two or more times.



- An estimated **99.4% of students** who utilized computer labs were satisfied with the service.



Initial Experiences with Services

Respondents were asked to think about their first experiences with student services from the time of deciding to attend TCC through the end of the first three weeks of the first semester.

ADVISING

83.8%

Estimated percentage of students who were **not assigned a specific person** to ask for assistance or information.

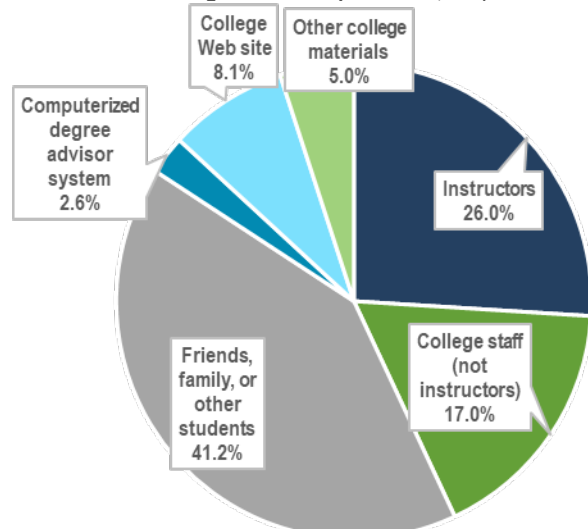
Estimated percentage of students whose **main source of academic advising was family, friends, or other students.**

41.2%

31.0%

Estimated percentage of students whose **instructor recommended to meet with an academic advisor.**

What has been your MAIN source of academic advising (help with academic goal setting, planning, course recommendations, graduation requirements, etc.)?





76.9%

Required to meet with an academic advisor prior to registering for classes in first academic term

89.1%

Met with an academic advisor prior to registering for classes for this academic term

An estimated **three in four students** were required to meet with an advisor prior to registering for classes, and further, an estimated **89.1% of students** met with an advisor prior to registering for classes.



76.1%

First time meeting with an academic advisor was in-person & one-on-one

72.2%

First time meeting with an academic advisor was 30 minutes or less

79.3%

Able to meet an advisor at a convenient time

An estimated **three in four students** had an in-person and one-on-one first meeting with an advisor, and an estimated **three in four students** met with an advisor for 30 minutes or less.

An estimated **79.3% of students** met with an advisor at times convenient for them.

FINANCIAL AID

Estimated percentage of students who felt that a TCC staff member helped to determine qualification for financial assistance.

30.6%

55.0%

Estimated percentage of students who felt that TCC provided adequate information about financial assistance (scholarships, grants, loans, etc.)

Advising Meeting Topics

Respondents were asked questions related to topics covered during meetings with an advisor. Topics were grouped as discerning area of study, exposure to academic support services, and career advisement.

AREA OF STUDY

- An estimated **three in four students** knew their major prior to meeting with an advisor.
- An estimated **85.3% of students** received assistance from an advisor in identifying the courses needed in their first term.
- An estimated **54.7% of students** received assistance from an advisor in setting academic goals and creating a plan for achieving them.

- An estimated **three in four students** received assistance from an advisor in selecting a course of study, program, or major.

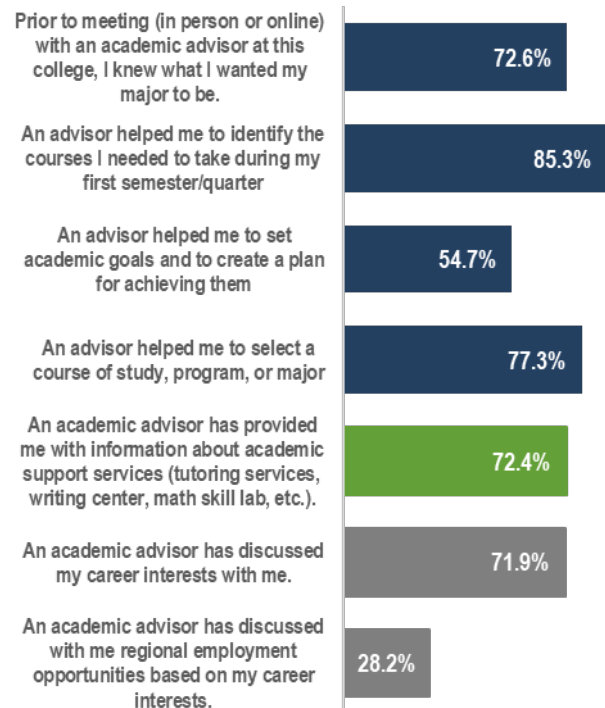
ACADEMIC SUPPORT SERVICES

- An estimated **three in four students** received information about academic support services (tutoring services, writing center, math skill lab, etc.) from an advisor.

CAREER ADVISEMENT

- An estimated **71.9% of students** discussed their career interests with an advisor.
- An estimated **28.2% of students** discussed regional employment opportunities based on their career interests with an advisor.

Agree/Strongly Agree



For students who met with an advisor:

- An estimated **43.6% of students** were told they did not need to take developmental education.
- Of the estimated **56.4% of students** who were told they needed to take developmental education:
 - An estimated **three in four students** were clearly explained why they needed to enroll in developmental education.
- After meeting with an advisor, an estimated **44.0% of students** did not need to change their understanding of how long it would take to complete their academic goals.

- An estimated **one in four students** needed to add time to their expected academic goal completion timeline.
- An estimated **71.4% of students** did not discuss with their advisor about when their next advising session would be.

Conclusion

Results from SENSE provided insights into the early experiences of first time in college students at TCC. Data suggested that students are generally aware of the various student services available at TCC, with a correlation between service usage and satisfaction with the service. Students who used a service more often tended to be more satisfied with it. An estimated two in three students were aware of the various advising services offered at TCC, with academic advising/planning having the highest awareness at an estimated 94% and job placement assistance having the lowest at an estimated 44%. Comparatively, an estimated three in four students were aware of the various tutoring-related services at TCC, with online tutoring having the lowest at an estimated 61% awareness. An estimated four in five students were aware of financial assistance advising. Students seem to have entered TCC with some knowledge of advising expectations, with an estimated 90% having met with an advisor prior to enrolling in classes. An estimated majority of students met with their advisor face-to-face, one-on-one, for 30 minutes or less, and/or at times convenient for them. Lastly, most students received positive academic and financial aid guidance through their advising meetings, as evident through the estimated majority of students receiving assistance in major and/or course work selection through an advisor. However, an estimated less than one in three students discussed regional career opportunities with their advisor.

Considerations:

Emphasize Career Advisement

Awareness of career advisement and job placement assistance was low amongst students, and an estimated less than 30% of students discussed local employment opportunities with an advisor. Training in and utilization of TCC resources such as Lightcast Career Insights may assist both advisors and students with better accessing career-related information.

Establish Follow-Up Appointment Expectations

With almost an estimated three in four students not setting up additional appointments with their advisor, there is opportunity for meaningful connection between advisors and students through an emphasis on follow-up sessions.

Encourage Faculty to Suggest Academic Advising

Two SENSE questions inquired about instructor emphasis on and involvement with academic advising, with both results estimating less than one-third of students engaging with their instructor as it relates to advising. Students may benefit from additional prompting from their instructors and other TCC staff to continue engagement with their advisor.

Expedite Advisor Assignment

With an estimated 84% of students not receiving an assigned TCC staff member to ask assistance or information, a more automated method for advisor assignment once a student is registration ready would be beneficial for both the student and advising staff to better ensure a smooth onboarding process.

EXECUTIVE SUMMARY: CLASSROOM EXPERIENCE (SENSE FALL 2022)

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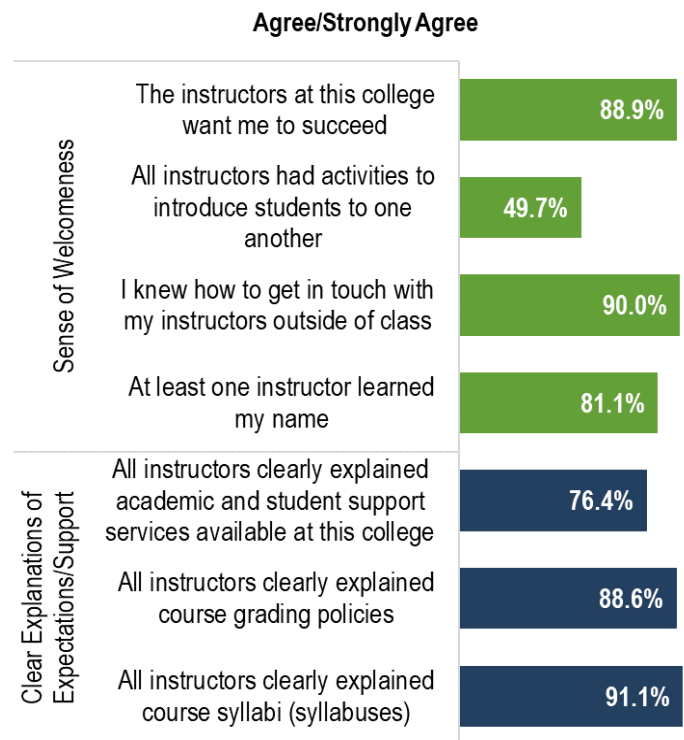
Sense of Welcomeness & Clear Explanations of Expectations/Support

For several items, respondents reflected on instructors and classroom activities based on their experiences in the first three weeks of the term. Data suggested:

- Students generally felt welcome. An estimated **nine in ten students felt instructors wanted them to succeed**, and an estimated **nine in ten students knew how to get in touch with their instructor outside of class**.
- Students were **least likely** to have **had instructors use activities to introduce students to one another** (Estimated 49.7% of students *agreed* or *strongly agreed*.)
- While an estimated **nine in ten students felt instructors clearly explained the course syllabus** and an almost **nine in ten students felt instructors clearly explained grading policies**, only about an estimated **three in four students felt instructors clearly explained support services at the college**.

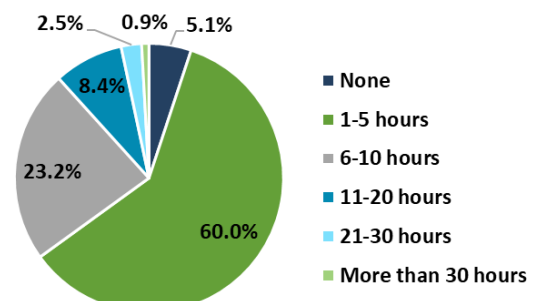
* Source: 2022FL Extended Campus Profiles (Census Day)

From the time of your decision to attend this college through the end of the first three weeks of your first semester, rate the following:



Classroom Preparation

Respondents indicated about how many hours they spent during a typical 7-day week preparing for class. Estimates from those responses suggested about two-thirds of students spent five or fewer hours per week preparing and roughly one-fourth spent six to ten hours preparing.



Connection between enrollment intensity and preparation time:

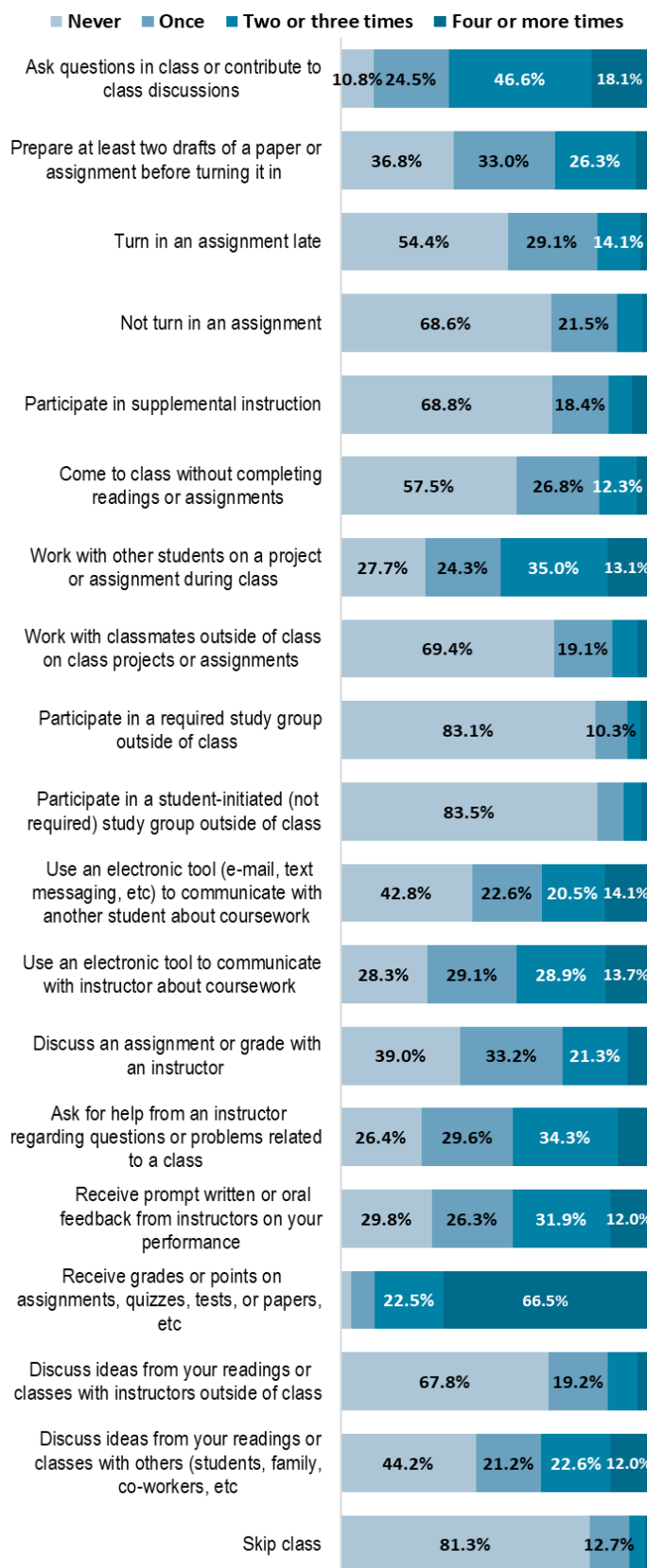
While the estimated percentage of students who spent ten or fewer hours preparing were somewhat similar regardless of whether the student was enrolled in one, two, or three courses, the estimated percentage of students preparing six to ten hours increased from 15.3% for students taking one class to 25.1% for students taking three classes – indicating a connection between number of hours spent preparing and number of courses, as expected. The estimated percentage of students who spent 11 to 20 hours preparing and were enrolled in four courses (12.0%) was double that of students enrolled in one, two, or three courses.

Classroom Engagement

Respondents indicated frequency of participation in certain classroom activities based on their experiences in the first three weeks of the term. Data suggested:

- Students generally were much less engaged in activities outside of class. An estimated **eight in ten students never participated in required study groups outside of class**, and an estimated **eight in ten students never participated in student-initiated study groups outside of class**. An estimated **seven in ten students never participated in supplemental instruction**, and an estimated **seven in ten students never worked with classmates outside of class on projects or assignments**.
- Students were **more likely** to have **participated in in-class activities** or have had “operational” experiences such as receiving a grade. An estimated nine in ten students received grades two or more times. An estimated two in three students had asked a question or contributed to a classroom discussion two or more times. An estimated one in two students had worked with other students on a project or in-class assignment two or more times.

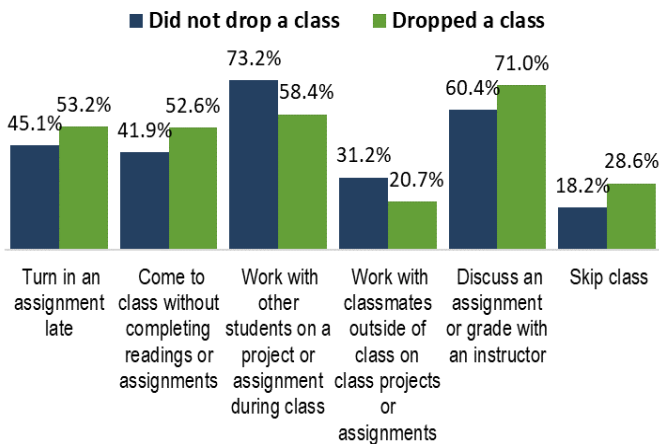
During the first three weeks of your first semester at this college, about how often did you do the following?



Potential Indicators for Dropping Classes:

For certain items, there was a bigger discrepancy between the percentage of students who had done the activity and dropped a course in the first three weeks of the term and the percentage of students who had done the activity but did not drop a course. For example, an estimated 18% of students who did not drop a course had skipped a class; whereas, an estimated 29% of students who had dropped a course had skipped a class.


Indicating Doing the Activity One or More Times




Overall data suggested students who turned in assignments late, came to class without completing assignments, had not worked with other students in class or outside of class, or skipped class were more likely to drop in the first three weeks of the term.

Skill- & Self-growth

Several items gauged skill-growth and self-growth.

 An estimated 74.6% had agreed/strongly agreed that they learned to improve study skills

 An estimated 71.3% agreed/strongly agreed that they learned to understand their academic strengths and weaknesses

 An estimated 55.6% agreed/strongly agreed that they learned skills and strategies to improve test-taking ability

Conclusion

Results from SENSE provided insights into the early experiences of first time in college students. Data suggested that students likely felt welcome with a large percentage knowing how to get in touch with their instructor outside of class and believing that their instructor wanted them to succeed. They felt informed on the syllabus and grading policies but less informed on student support services. An estimated 60% spent one to five hours preparing for class in a typical 7-day week. In general, students were more engaged in “traditional” in-class activities and less engaged in activities out of class. Skipping class, turning in assignments late, and coming to class unprepared were potential indicators for dropping a class. In addition, students who worked with other students inside and outside of class were less likely to drop a class. Lastly, an estimated 75% of students believed that they had learned to improve their study skills, but only an estimated 57% believed that they had learned skills and strategies to improve their test taking ability.

Considerations:

Promote Student Services

Ensure students are made aware of the multitude of resources and support that are available outside of the classroom since an estimated quarter of students may not be well-informed.

Integrate More Opportunities for Activities Outside Classroom

If possible, increase opportunities for students to work with other classmates inside and outside of the classroom since higher participation in these activities may be correlated with a lower drop rate. Only an estimated half of students engage in a “get to know your classmates” activity.

Use Early Interventions

Intervene early, where possible, when students miss class or turn in assignments late since these are likely strong indicators of dropping a class.

Teach Study Skills & Test-taking Strategies.

With an estimated one quarter not indicating improvement in study skills and an estimated 43% not indicating improvement in test-taking skills, students may benefit from more activities to strengthen these abilities.

EXECUTIVE SUMMARY: STUDENT SUCCESS COURSE (SENSE FALL 2022)

The Survey of Entering Student Engagement (SENSE) is a national survey administered each fall during the fourth and fifth weeks of the term. It is designed to collect information for first time in college students regarding institutional practices and student behaviors from students' earliest experiences at college so the institution can improve practices associated with student success in their first year. Students' perceptions of their first-term student success course are presented in this report.

Overview

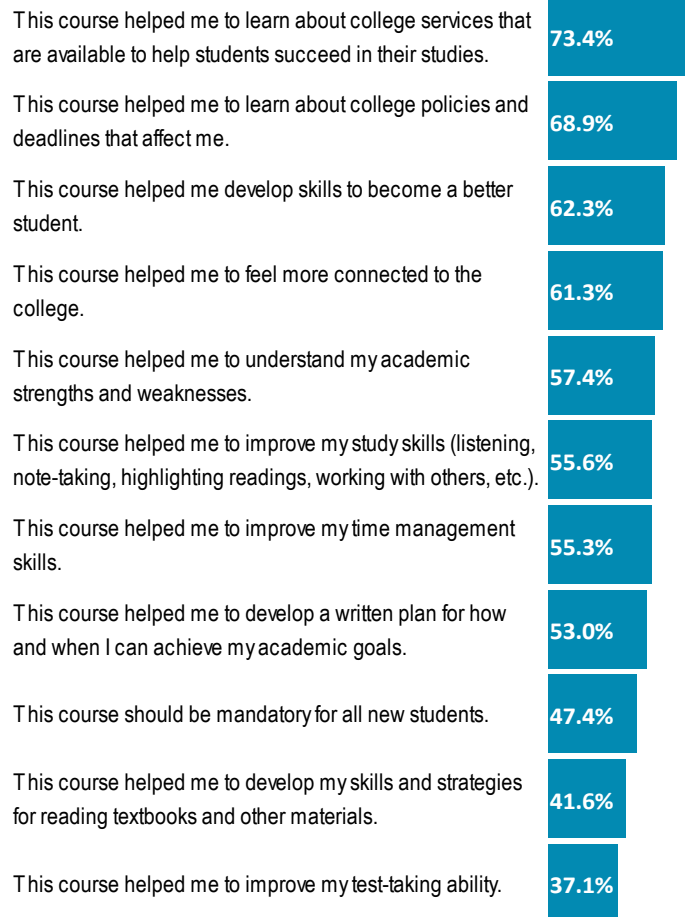
About 6,500 students attending TCC in Fall 2022 were first time in college students*. About 54% were female, and 54% were part-time.

Students from introductory English or math courses (ENGL-1301 ~ 40% and MATH-1314/MATH-1332/MATH-1342 ~ 60%) were surveyed. In total, about 2,250 first time students completed the survey. Responses from this sample were weighted on full-time/part-time status and gender due to sampling design and to better mirror the Fall 2022 entering student population.

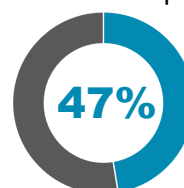
Enrollment in Student Success Courses

First time in college students at TCC who are TSI liable enroll in Student Transition to College Success (STSC-0111), a course that examines factors that underpin learning, success, and personal development in higher education. Topics include: information processing, memory, strategic learning, self-regulation, goal setting, motivation, education and career planning, and learning styles. In addition, techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. In Fall 2022, about 4,700** students were TSI liable. Based on students who indicated that they were enrolled in STSC-0111, data suggested:

- Students were **most likely** to have felt the course **helped them learn about college services and colleges polices and deadlines** with an estimated **seven in ten students** agreeing or strongly agreeing with these statements.
- Students were **least likely** to have felt the course **helped develop skills and strategies for reading textbooks or other materials or improve test-taking ability** with an estimated **four in ten students** agreeing or strongly agreeing with these statements.



- **Listening and Note-Taking:** Only an estimated 56% agreed/strongly agreed that the course helped.
- **Time Management:** Only an estimated 55% agreed/strongly agreed that the course helped.
- **Goal Setting:** Only an estimated 53% agreed/strongly agreed that the course helped.



Overall, it is estimated that **less than half** of the students who took the course **believed it should be mandatory** for all students.

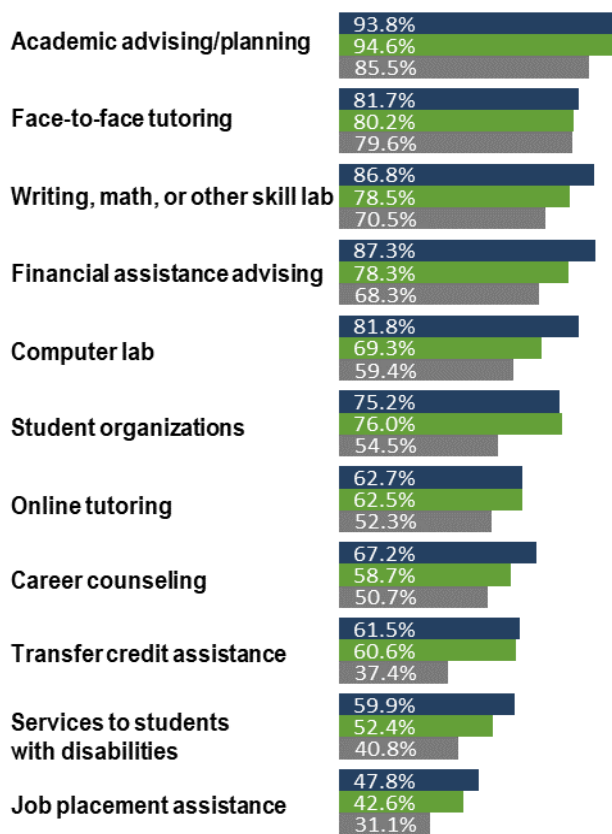
* Source: 2022FL Extended Campus Profiles (Census Day)
** ODR

Awareness of Services Based on Enrollment in Student Success Course

Students who indicated that they enrolled in a student success course tended to have a higher estimated rate of knowledge about various services offered by TCC when compared to students who had not enrolled in the course and students who did not recall enrolling in the course. Notably, estimated knowledge of job placement assistance was below 50% even for those who said they enrolled in the student success course.

Awareness of Services by Student Success Course Enrollment Status

■ Yes ■ No ■ Don't recall



Completion of Assignments & Academic Preparedness

Data suggested that students who indicated that they enrolled in a student success course were:

- More frequently doing a second draft on assignments compared to those who had not enrolled in a student success course (an estimated 12.7 percentage point difference).
- Turning assignments in late more often compared to those who had not enrolled in a student success course (an estimated 5.8 percentage point difference).

The substantial difference in estimated percentages for creating a second draft and turning in an assignment late indicate a possible association between academic preparedness and completion of assignments since TSI liable FTIC students take the student success course.

Conclusion

Results from the SENSE provided insights into student views of the outcomes of taking the student success course. Data suggested that students who took the course were more likely to feel the course helped them learn about the College's services, policies, and deadlines and less likely to believe the course helped in terms of developing skills and strategies for reading textbooks or improving test-taking ability. While the course is designed to teach listening and note-taking skills, time management, and goal setting, roughly half of students did not agree that the course helped with these skills. Overall, only about half of students felt the course should be mandatory.

Data suggested a connection between enrollment in the student success course and awareness of services such as tutoring; however, awareness of services such as job placement was low regardless of enrollment in the student success course. Lastly, data suggested a possible connection between academic preparedness and completion of assignments.

Considerations:

Assess Student Learning Outcomes

Ensure evaluation of students' mastery in the content areas such as time management, listening/note-taking skills, goal setting, etc. and modify curriculum as needed.

Evaluate Awareness and Promote Student Service

Determine whether students are aware of services and resources available at TCC and increase marketing and advertisement of resources such as job placement for which students are less aware. While STSC-0111 may be helping to better inform, additional means are needed since not all students take this course.

Give Further Guidance on Preparing for Exams

The estimated percentage of students who agreed or strongly agreed the student success course helped improve their test-taking ability was not high, which suggests that this is an area that could potentially be strengthened for the course overall.