

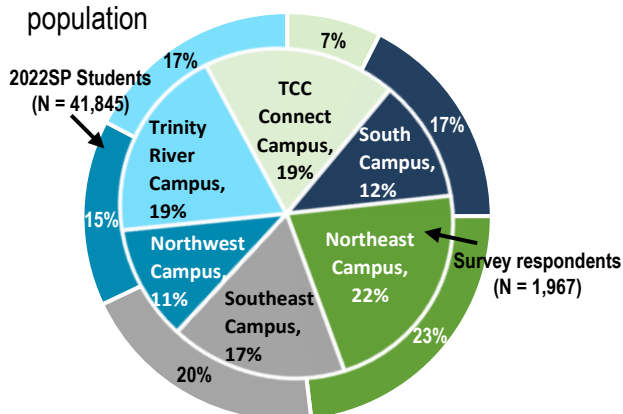
EXECUTIVE SUMMARY: 2022SP STUDENTS' PREFERENCES ON THE SCHEDULE

In the continuous effort towards a student-centered schedule, the Scheduling and Facilities Utilization (SFU) Panel administered its standard operational survey to all 2022SP students to gain further insights about students' preferences regarding the schedule. Results from that survey are presented in this report.

RESPONDENT DEMOGRAPHICS

Out of the approximately 44,000 students who received the survey, about 2,000 (about 4.5%) responded.*

- 41% FTIC (N = 1,958)
- 67% had completed more than 15 hours, and about 51% had completed more than 30 hours (N = 1,962)
- 56% part-time (N = 1,965)
 - About 1 in 3 part-time respondents would attend full-time if an 8-week schedule were available (N = 1,086)
- 19% selected TCC Connect Campus as their primary campus, but TCC Connect students represented just 7% of the 2022SP student population

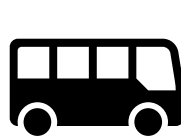


- 53% did not have dependents
- 20% cared for dependents 40+ hours per week (N = 1,881)
 - 64% cared for two or more dependents (N = 871)



- 24% were solely students
- 28% worked 40+ hours per week (N = 1,881)
- 15% did not work outside of school and did not have any dependents (N = 1,879)
- 9% worked and cared for dependents for 40+ hours each week (N = 1,879)

ACCESS TO RESOURCES



91%

had reliable transportation to campus (N = 1,882)



95%

had a reliable device outside of TCC (N = 1,846)



96%

had a reliable internet connection outside of TCC (N = 1,848)

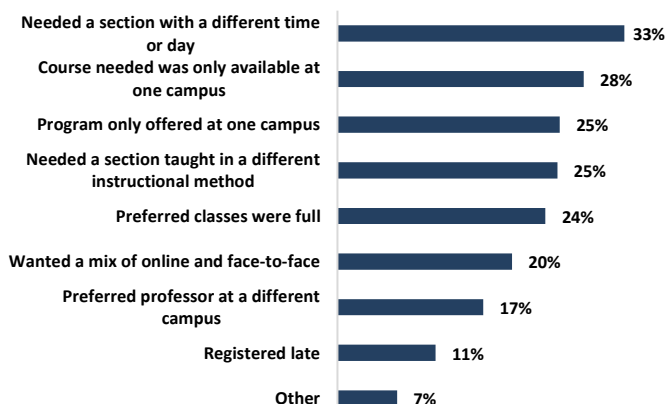
- Of the respondents who did not have reliable transportation to campus, about 58% did not know about the free bus transportation through the EasyRide program (N = 84)

ONE COLLEGE

About 80% of respondents indicated taking courses at only one campus. (N = 1,822)

- 86% of respondents with 15 or fewer completed hours were enrolled at only one campus (N = 582)
- Almost 1 in 3 respondents with 46 to 60 hours attended multiple campuses (N = 254)
- About 85% of respondents who were solely students enrolled at only one campus (N = 429)

In this past semester, I took classes on multiple campuses for the following reasons:



* Not all respondents answered every question; the analysis of each question is based on the total number of students who responded to that question, represented by N.

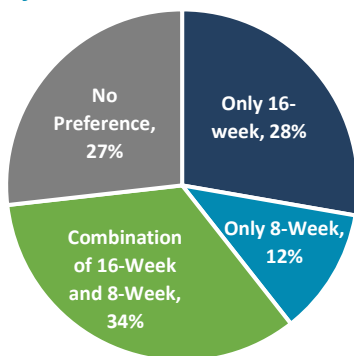
- Of those who enrolled at multiple campuses, about **33%** selected needing a section with a different time or day, and about **28%** stated their course was only offered at one campus (N = 366)

Of the **25** comments for “Other” reasons for enrolling at multiple campuses, about **1 in 3** reiterated preferring a different teaching method. About **20%** of comments related to the convenience of a location being closer to work or home and campus-specific programs.

LENGTH & MODALITY

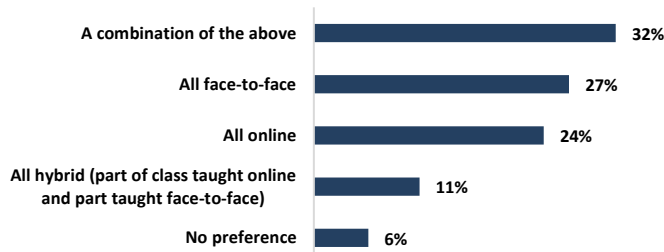
About **1 in 3** respondents preferred a combination of 16-week and 8-week classes. (N = 1,792)

Do you have a preference between 16-week and 8-week classes?



- About **2 in 3** respondents preferring only 8-week courses were part-time (N = 209)
 - Of the part-time respondents who stated they would attend full-time if an 8-week schedule were available, about **21%** preferred only 8-week classes (N = 321)

I prefer my classes are taught:



- About **1 in 3** preferred a combination of face-to-face, online, and hybrid classes (N = 1,722)
- About **36%** of FTIC respondents preferred all face-to-face classes (N = 675)
- About **38%** of respondents working 40+ hours a week preferred all online classes (N = 490)

- About **62%** of respondents stated their choice of modality was related to the course subject (N = 1,696)

CHOOSING ONLY FACE-TO-FACE

For the respondents who preferred face-to-face only classes, about **95%** ranked “I learn better being in a classroom with the teacher” as one of their top three reasons. (N = 461)

Why would you choose all face-to face?

	Rank 1	Rank 2	Rank 3	
I learn better being in a classroom with the teacher	55%	23%	23%	(N = 437)
I like social interaction	18%	43%	39%	(N = 341)
Home environment is not conducive to online learning (stressful, distractions, etc.)	20%	43%	37%	(N = 357)
I don't have resources for online courses	44%	25%	31%	(N = 89)
My classes can't be taught online	31%	26%	43%	(N = 159)

CHOOSING ONLY ONLINE

For the respondents who selected preferring online-only classes, about **89%** ranked “I like the time flexibility” as one of their top three reasons. (N = 418)

Why would you choose all online?

	Rank 1	Rank 2	Rank 3	
I like the time flexibility (works around time obligations such as work)	63%	18%	19%	(N = 373)
I can be at home with/take care of family members	21%	58%	21%	(N = 240)
I learn better at home (can focus, etc.)	21%	36%	44%	(N = 194)
I like not commuting to school/distance from home/work to school makes online better for me	15%	38%	47%	(N = 258)
I am not comfortable being around people (social anxiety)	21%	31%	48%	(N = 94)
I have concerns about being in-person due to Covid-19.	36%	15%	49%	(N = 95)

FACE-TO-FACE OR HYBRID

TIME OF DAY

For the respondents who selected all face-to-face classes or all hybrid classes, about **40%** of choices for “Mornings (8:00 AM - 11:59 AM)” were Rank 1. Conversely, about **42%** of choices for “Early mornings (6:30 AM - 7:59 AM)” were Rank 5. (N = 552)

Rank the time of day you would prefer to attend classes.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Early mornings (6:30 AM - 7:59 AM)	21%	10%	15%	11%	42%
Mornings (8:00 AM - 11:59 AM)	40%	22%	9%	16%	12%
Afternoons (12:00 PM - 4:59 PM)	20%	34%	27%	12%	8%
Early evenings (5:00 PM - 5:59 PM)	6%	23%	36%	30%	5%
Evenings (6:00 PM - 8:59 PM)	14%	10%	13%	30%	33%

Time of Day by Demographics:

- **Caring for dependents for 40 or more hours:** about 38% of choices for “Mornings (8:00 AM - 11:59 AM)” were Rank 1 (N = 71)
- **Working 40 or more hours:** about 53% of Rank 1 choices were for times after 12:00PM (N = 100)
- **Solely a student:** about 48% of choices for “Mornings (8:00 AM - 11:59 AM)” were Rank 1 (N = 159)

Ability to Choose Preferred Time:

- About 4 in 5 respondents were able to select their preferred class time (N = 537)
- For respondents who were unable to select their preferred time, about half (49%) selected not having the time offered and the other half (51%) stated their preferred time was full (N = 106)

DAY OF WEEK

Respondents who selected all face-to-face or all hybrid classes ranked their preferred day of week to attend face-to-face or hybrid classes. About 49% of Rank 1 choices were “Monday and Wednesday.” (N = 552)

Rank the time of day you would prefer to attend classes.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7
Monday and Wednesday	49%	22%	4%	3%	2%	5%	15%
Tuesday and Thursday	25%	46%	5%	2%	3%	13%	6%
Friday only	4%	6%	56%	9%	18%	4%	4%
Saturday only	4%	8%	7%	49%	15%	12%	6%
Sunday only	5%	3%	12%	8%	38%	16%	19%
Friday and Saturday	2%	12%	11%	20%	16%	36%	4%
Saturday and Sunday	11%	4%	7%	9%	9%	14%	47%

Preferred Day of Week by Demographic Groups:

- **Caring for dependents for 40 or more hours:** about 46% of choices for “Monday and Wednesday” were Rank 1 (N = 72)
- **Working 40 or more hours:** about 38% of Rank 1 choices were not Monday, Tuesday, Wednesday, or Thursday (N = 101)
- **Solely a student:** about 52% of choices for “Monday and Wednesday” were Rank 1 (N = 159)

Ability to Choose Preferred Day of Week:

- About 4 in 5 respondents were able to select their preferred day of the week (N = 537)
- For respondents who were unable to select their preferred day of week, about 60% selected not having the day of week offered and about 40% stated sections on their preferred day of week were full (N = 98)

COMING TO CAMPUS

Respondents who selected all face-to-face or all hybrid classes indicated whether they visited a TCC campus or center on days they were not in class. About 59% of respondents stated they “never” or “rarely” visited campus on days outside of class. (N = 546)

About how often do you come to a TCC campus or center on a day you do not have class?

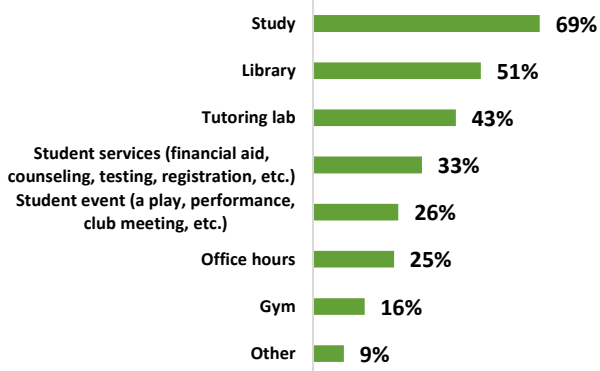
Never, 24%	Rarely (less than twice in a semester), 35%	Sometimes (a few times a month), 19%	Often (weekly), 22%
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Visiting a Campus or Center by Demographic Groups:

- **Caring for dependents for 40 or more hours:** about 46% of respondents sometimes or often came to campus on days without class (N = 70)
- **Working 40 or more hours:** about 43% of respondents sometimes or often came to campus on days without class (N = 101)
- **Solely a student:** about 37% of respondents sometimes or often came to campus on days without class (N = 157)

For the respondents who visited a TCC campus or center “Sometimes” or “Often,” the top reasons for visiting were to study (69%) and to visit the library (51%). (N = 223)

I come to a TCC Campus or center on a day I do not have class for the following reasons.

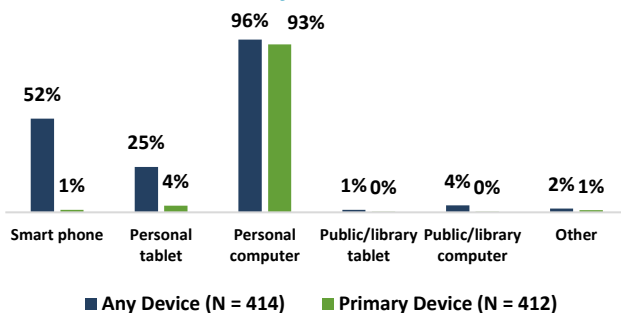


Of the 21 comments for “Other” reasons, about 50% reasons for visiting campus on a day without classes were for work. A few comments mentioned visiting campus for the social component.

ONLINE

For the respondents who preferred to enroll in only online courses, about 96% of respondents used a personal computer for online coursework, with about 93% stating the personal computer was their primary means for completing online coursework.

Devices Used for Online Classes

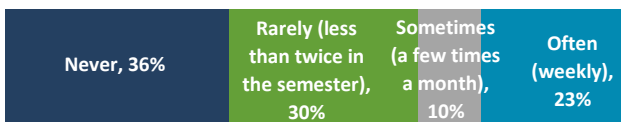


The 14 comments for “Other” devices used to coursework specified the type of device as being a loaned computer from TCC, a work device, or a laptop.

COMING TO CAMPUS

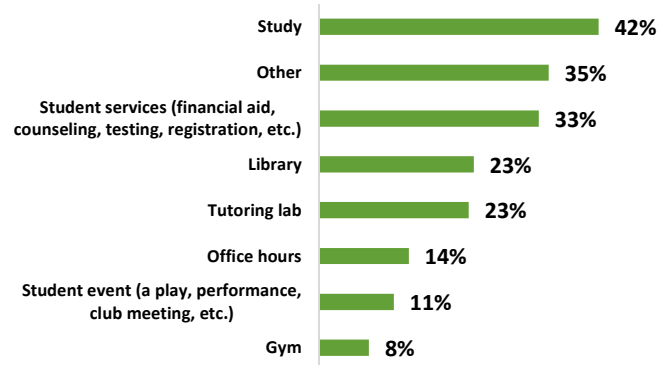
Compared to respondents who preferred face-to-face or hybrid courses, about 2 in 3 respondents who preferred online-only “Rarely” or “Never” visited a TCC campus or center. (N = 413)

How often do you come to a TCC campus or center?



For the respondents who visited a TCC campus or center “Sometimes” or “Often,” the top reason for visiting was to study (42%). (N = 132)

I come to a TCC Campus or center on a day I do not have class for the following reasons.

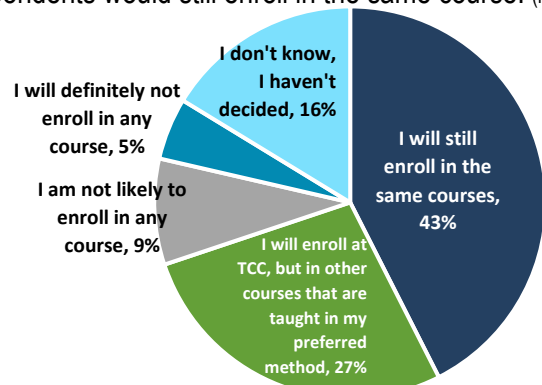


Of the 46 comments for “Other” reasons, about 75% of the reasons for visiting a campus were to attend a face-to-face class. About 15% of the comments mentioned working on campus.

CONCLUSION QUESTIONS

IF YOUR PREFERRED METHOD OF TEACHING (ONLINE, FACE-TO-FACE, HYBRID) IS NOT AN OPTION

When asked how they would proceed with a course if their preferred method was not available, about 43% of respondents would still enroll in the same course. (N = 1,566)



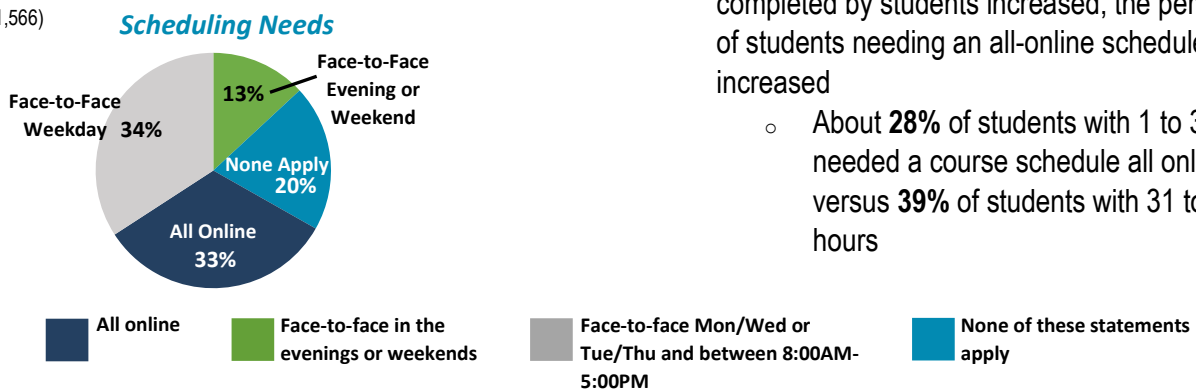
Enrollment Decision by Preferred Methodology:

- **All online:** about 18% of respondents who selected online-only as their preferred modality were not likely to enroll in any course if online was not available, which was the highest value in that enrollment decision group by 10 percentage points (N = 406)

- **All face-to-face:** about 36% of respondents who selected all face-to-face as their preferred modality were likely to enroll at TCC in other face-to-face courses, which was the highest value in that enrollment decision group by 9 percentage points (N = 374)
- **All hybrid:** about 57% of respondents who selected all hybrid as their preferred modality were likely to enroll in the same courses despite them being of a different modality, which was the highest value in that enrollment decision group by 3 percentage points (N = 151)

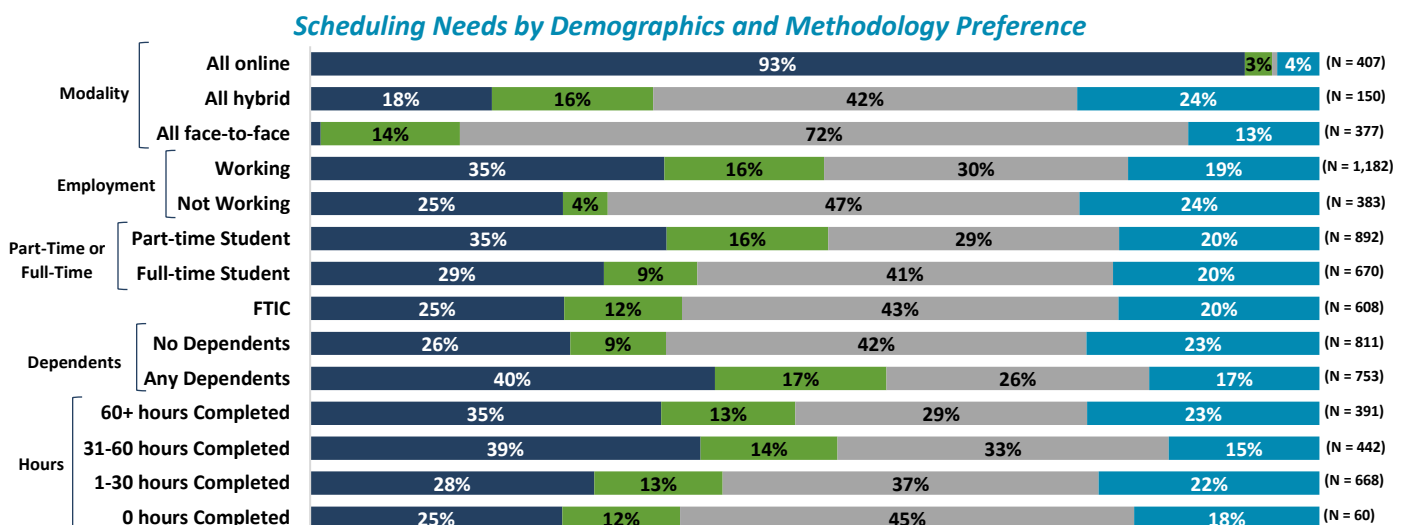
CHOOSE THE STATEMENT THAT BEST SUMMARIZES YOUR SCHEDULING NEEDS

When asked to select a statement that best described their scheduling needs due to preferences and/or other obligations such as work and children, about 1 in 3 respondents selected “I need a course schedule that is face-to-face Monday/Wednesday or Tuesday/Thursday and between 8:00AM-5:00PM” and another 1 in 3 respondents selected “I need a course schedule that is all online.” (N = 1,566)



Scheduling Needs by Demographics:

- **All online:** about 93% of respondents who preferred all online coursework needed a course schedule that was all online (N = 407)
- **All face-to-face:** about 72% of respondents who preferred all face-to-face coursework needed a course schedule that was face-to-face Monday/Wednesday or Tuesday/Thursday and between 8:00AM-5:00PM (N = 377)
- **Not working:** about 47% of respondents who were solely students needed a course schedule that was face-to-face Monday/Wednesday or Tuesday/Thursday and between 8:00AM-5:00PM (N = 383)
- **Working:** about 35% of respondents who worked needed a course schedule that was all online, and 30% needed a schedule that was face-to-face in the evenings or weekends (N = 1,182)
- **Any Dependents:** about 40% of respondents who cared for dependents needed a course schedule that was all online (N = 753)
- **Hours Completed:** as the number of hours completed by students increased, the percentage of students needing an all-online schedule increased
 - About 28% of students with 1 to 30 hours needed a course schedule all online versus 39% of students with 31 to 60 hours



IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE RELATED TO THESE QUESTIONS TO HELP US SERVE YOU BETTER?

A total of 375 comments were provided, with four general themes.

Coursework being delivered in all modalities

Respondents mentioned the need and want for flexibility with how and when they attend class and suggested that each course (when applicable) be delivered both in-person and virtually. Similarly, some respondents emphasized the need for all courses to be delivered in a wider variety of modalities, specifically hybrid for sciences classes – all lectures being delivered virtually while labs will be in-person.

"I prefer in person instruction, but due to being a stay-at-home Mom, it would be nice to have the option of online as well if for whatever reason I'm unable to make the in person instruction."

- TCC Student

Additional online and evening/weekend course offerings

One of the largest suggestions made in the comments was the need for more online course offerings (about 1 in 3 comments). From the respondents who indicated working and/or caring for dependents full-time, the need for additional program and course offerings in the evening and weekend hours was stressed. The root of these comments was in timing and flexibility: working around life commitments, traffic, and childcare.

"Evening and weekend class will help those of us that work and have families."

- TCC Student

Issues with registration and course availability

Some respondents mentioned the inability to register for a course required in a program due to course scheduling conflicts, a lack of desired modality being available, the course not being offered at all, and/or space availability. A few comments highlighted difficulty navigating TCC Track, in comparison to prior platforms.

"Some of the required courses for my degree aren't offered at all. Every time a required course isn't offered at all, it pushes my graduation back by a semester. It's very painful to be delayed a whole semester due to lack of availability of required courses."

- TCC Student

Location and timing

Some respondents stated the need for course offerings being made available at all campuses. Core curriculum courses were specifically pointed out. Some respondents mentioned the burden of rising gas prices and the inconvenience of bus stop locations in relation to their home, work, and childcare.

"When certain programs are only offered at certain campus it becomes an issue when public transportation in Tarrant County isn't the most reliable."

- TCC Student

CONCLUSION

Expanding upon previous iterations of this survey, respondents continue to express the need for a flexible schedule comprised of multiple modalities. With about 75% of the respondents working and about half with dependents, nonacademic obligations could potentially be driving the need for options. However, about 1 in 3 respondents still prefer face-to-face options with traditional options for day of week and time of day.

CONSIDERATIONS

Explore Offering Courses in Multiple Modalities

Respondents indicated the need to access coursework via all modalities throughout the term. By offering each course face-to-face, live online, and recorded online, faculty would be able to extend the classroom experience beyond the set class time while students would gain the flexibility required for their work/life commitments.

Identify Student Track at Start of Term

About 1 in 3 respondents identified as needing online-only courses while another 1 in 3 respondents identified as needing weekday, work-hour classes. By asking students on their application which "track" best fits their scheduling needs (online-only versus weekday/work-hours), academic advisors can better guide students as they select their coursework. A step further would be to create cohort-style offerings of courses within a program that fit either student track to best maximize the students' space and time.

Extend One-College Scheduling

Respondents commented positively on the consistent start/end timing of courses across the campuses. However, some respondents highlighted the need for more uniformity in the courses and programs offered at each campus. Ideas mentioned included offering the same courses and programs at all or most campuses (supplemented by online/hybrid coursework).