

EXECUTIVE SUMMARY: GOALS WHILE AT TCCD

In an effort to gauge the intentions, goals, and needs of all students at TCCD, a survey was administered during the week of May 6, 2021, through May 14, 2021. The survey comprised of three questions, two of which had two parts: choose all options that apply and then choose only the best option. A summary of the survey results is presented in this report

RESPONDENT DEMOGRAPHICS

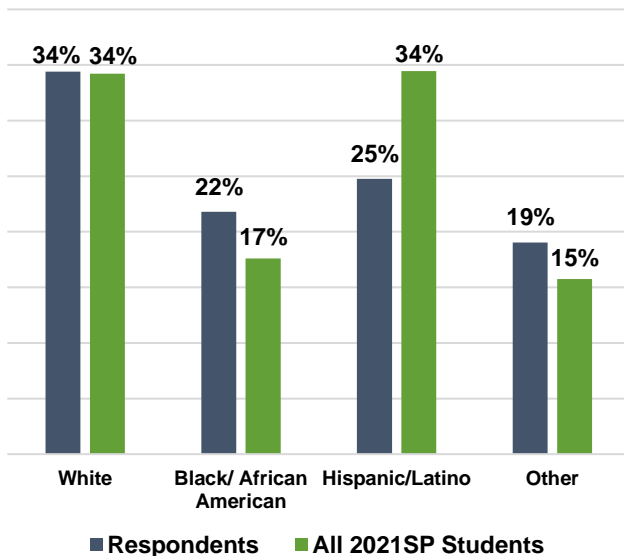
Out of the approximately 46,600 students who received the survey, 1,083 students (about 2%) responded.*

Ethnicity

The respondents' ethnicities were somewhat representative of the 2021SP student population¹.

- While about 34% of the 2021SP student population identified as Hispanic/Latino, only a quarter of the respondents identified as Hispanic/Latino.
- Conversely, about 17% of the 2021SP student population identified as Black/African American, but about 22% of respondents identified as Black/African American.
- About 1 in 3 of the respondents and of the 2021SP student population identified as White. (N = 945, 2021SP = 43,732)

ETHNICITY

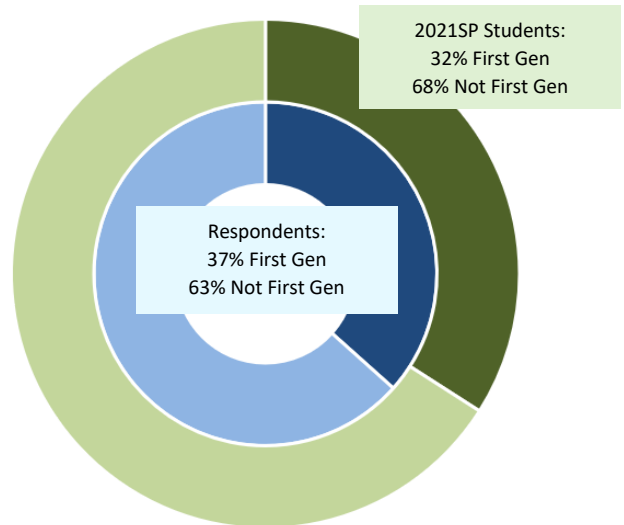


* Not all respondents answered every question; the analysis of each question is based on the total number of students who responded to that question. For questions given to a subset of students based on answer to prior question, N is shown.

[1] ST Student Enrollment Data – Orbit

First Generation

When asked “Are you the first in your family to go to college?”, the respondents answered with roughly 1 in 3 being First Generation. This ratio is somewhat comparable to the overall 2021SP population with known First Generation status.¹ (N = 940, 2021SP = 27,370)

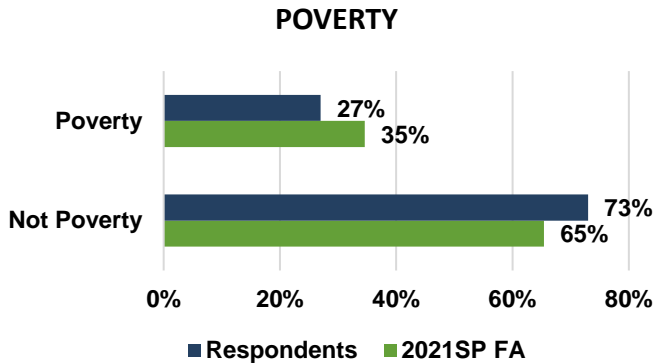


Poverty Status

Of the respondents who reported household income and/or family size information:

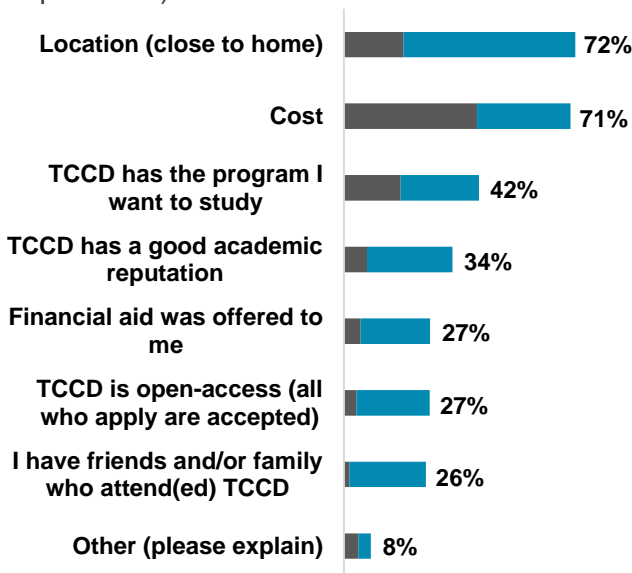
- About 13% reported earning less than \$13,000 annually, compared to about 19% of 2021SP students with financial aid data. (N = 625, 2021SP FA = 16,786)
- About 27% reported earning over \$58,000 annually, compared to about 23% of 2021SP students with financial aid data. (N = 625, 2021SP FA = 16,786)
- About 11% of respondents reported living alone, compared to 18% of 2021SP students with financial aid data. (N = 874, 2021SP FA = 16,942)

- About 24% of respondents reported living as a family of four, compared to 20% of the 2021SP students with financial aid data. (N = 874, 2021SP FA = 16,942)
- When applying 2020 federal poverty guidelines², about 27% of respondents fell at or beneath poverty level, compared to about 35% of 2021SP students with financial aid data.³ (N = 608, 2021SP FA = 16,779)



WHY DID YOU CHOOSE TCCD?

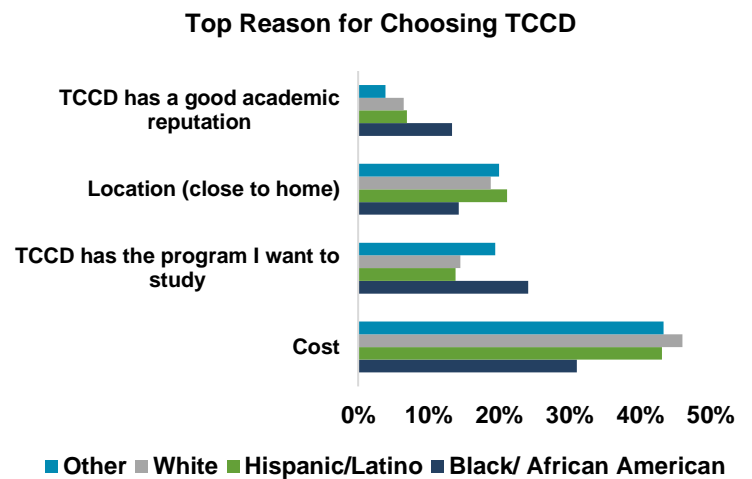
As to why a student chose TCCD, a majority of respondents selected TCCD’s location (72%) and the cost (71%). When asked for only their top reason for choosing TCCD (shown in gray), about 41% of respondents selected cost as their top reason. (All options = 1,078 respondents, Top option = 1,037 respondents)



When examining respondents’ top reasons for choosing TCCD and their demographics:

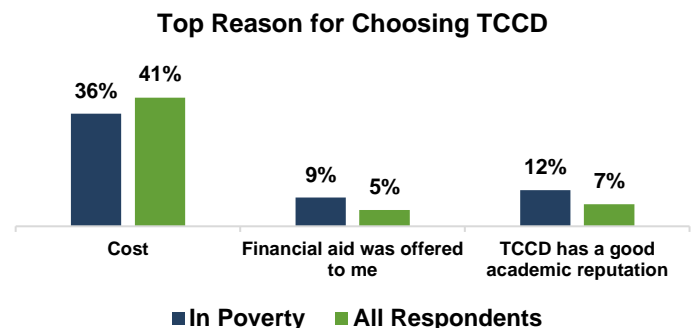
Ethnicity:

- While 43-46% of most ethnic groups selected “Cost” as the top reason for selecting TCCD, only 31% of Black/African American respondents selected “Cost.”
- “TCCD has the program I want to study” was selected as a top reason by about a quarter of Black/African American respondents, compared to 14-19% of Hispanic/Latino, White, and Other ethnicity respondents.



First Generation: The distribution of top reasons for selecting TCCD from First Generation students was comparable to the entire group of responses.

Poverty Status: For students who fell at or below the federal poverty level, about 36% of respondents selected “Cost” as their top reason for selecting TCCD, compared to 41% of all respondents. A higher percentage of students in poverty selected “Financial aid was offered to me” and “TCCD has a good academic reputation” when compared to all respondents, with both being about four percentage points higher than all respondents.



[2] <https://aspe.hhs.gov/2020-poverty-guidelines>
 [3] TCCD Financial Aid Data

“Other” Comments for Choosing TCCD:

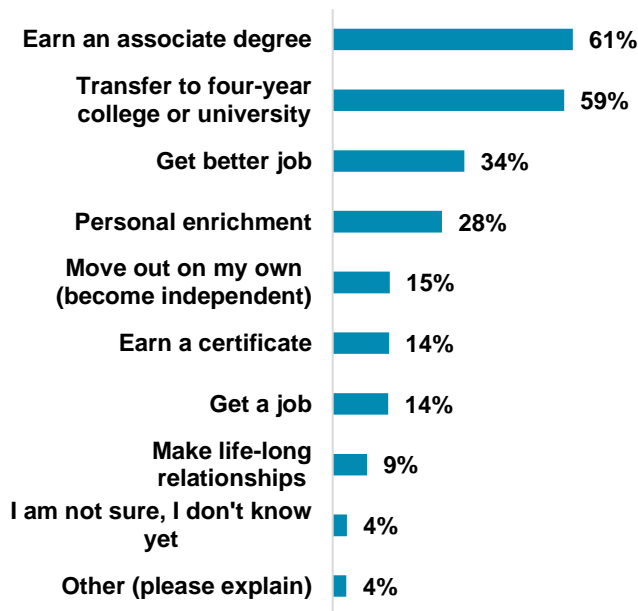
Most comments for choosing TCCD were related to respondents being enrolled in ECHS or dual credit programs. As well, some respondents mentioned the benefits from the flexibility offered at TCCD, the transferability of credits to a four-year school, and veteran services. (N = 47)

IN AN IDEAL WORLD, WHAT CAN TCCD DO TO HELP YOU ACHIEVE YOUR COLLEGE, CAREER, AND LIFE GOALS?

Regarding how TCCD can ensure respondents’ goals are met, helping transfer to a four-year school (53%), reducing costs (46%), and career advising (46%) were most often selected. When asked to select only one choice (shown in gray), helping transfer to a four-year school and reducing cost were tied as the top choice with 21% of respondents each. Additionally, providing access to a Faculty or Peer Mentor had the lowest rating of all options. (All options = 947, Top option = 934)

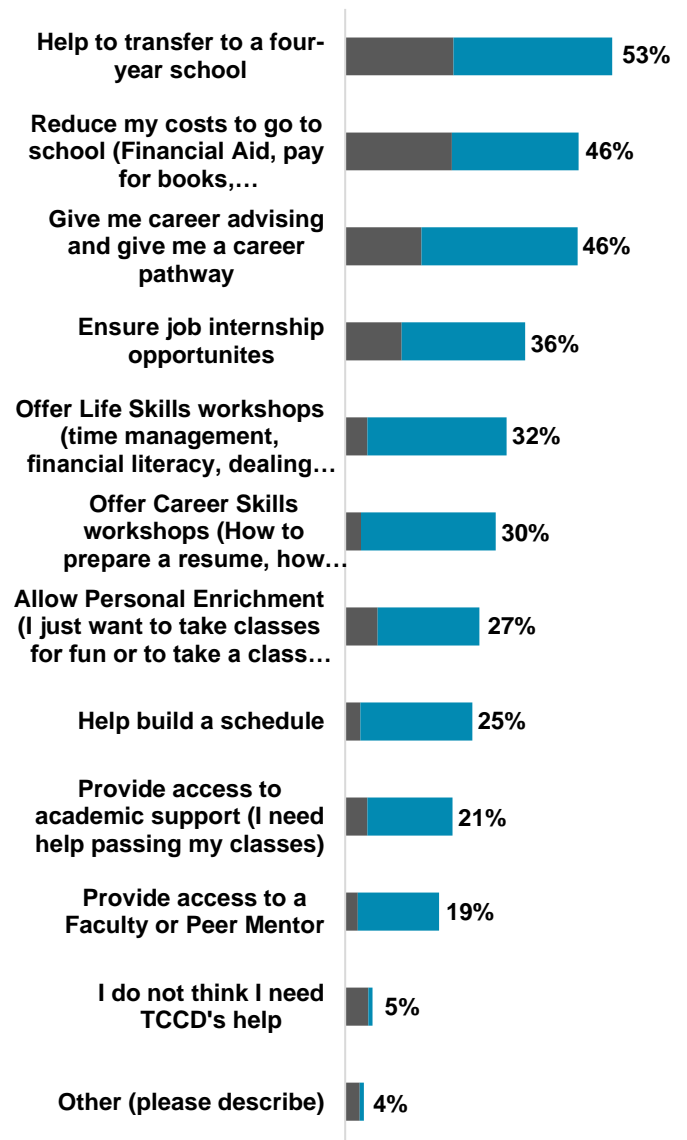
WHAT IS YOUR GOAL WHILE AT TCCD?

Regarding respondents’ goals at TCCD, a majority of respondents selected to earn an associate degree (61%) and to transfer to four-year college or university (59%). Less than 5% of students indicated they were unsure of any goals. (N = 1,025)



“Other” Comments for Goals at TCCD:

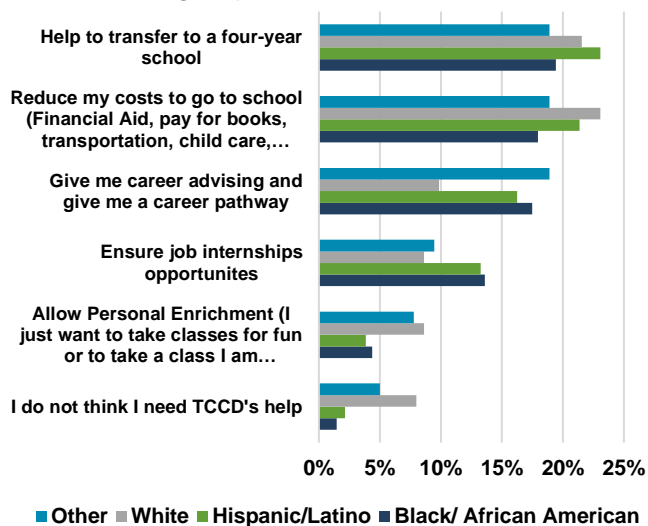
About a third of the comments about goals were personal in nature, and another third referred to completing a specific program that TCCD offers (IE: Nursing, Continuing Education, Sonography, Aviation programs). Other comments further elaborated on transferability goals and future new or updates to employment. (N = 36)



When examining respondents' top way TCCD can assist with achieving their goals and their demographics:

Ethnicity:

- Give me career advising and give me a career pathway was selected as a top choice by over 16% of Other, Hispanic/Latino, and Black/African American respondents, compared to 10% of White respondents.
- About 8% of White respondents selected I do not think I need TCCD's help as their top choice, compared to 5% or less for other ethnic groups.



First Generation: The top selection for First Generation students was “Help to transfer to a four-year school,” accounting for about a quarter of respondents, compared to about 19% of non-First Generation respondents.

Poverty Status: Similar to all respondents, respondents who fell at or below the federal poverty level selected help to transfer to a four-year school, reducing costs, and career advising most often. However, three top selections were three to five percentage points higher than all respondents:

- **Ensure job internship opportunities**
 - 15% of respondents in poverty compared to 11% of all respondents
- **Provide access to academic support**
 - 9% of respondents in poverty compared to 4% of all respondents
- **Offer Career Skills workshops**
 - 6% of respondents in poverty compared to 3% of all respondents

“Other” Comments about Help Towards Goals:

Many of the comments reiterated some of the options provided in the questions, specifically cost, advising, and career advisement. About 30% of comments revolved around topics related to flexibility - better scheduling, online options, class times for working adults, and easier access to resources. Other comments touched on topics of tuition and counseling services. (N = 27)

CONCLUSION

Respondent demographics were fairly representative of the larger TCCD community. Respondents indicated choosing TCCD for the location and low tuition. Many respondents specified hopes of completing a degree at TCCD and successfully transferring to a four-year school. Help with transferring, costs, and academic advising were voiced as areas where TCCD might have the opportunity to provide the most help.

Considerations:

PREPARING FOR TRANSFER

Respondents indicated that successfully transferring to a four-year school is both a goal and a struggle while at TCCD. Additional advising and scheduling of coursework were voiced as ideas to assist with this goal, specifically hands on assistance with choosing classes and ensuring coursework fits within both the two- and four-year degree plans.

TUITION AND AID

While TCCD has ensured to keep costs low, students still struggle to pay for tuition and other expenses. Additional methods of financial aid and alternative options for in-county tuition were options specified by respondents.

CONTINUED FLEXIBILITY

TCCD transitioned quickly and effectively to the remote learning environment at the onset of the pandemic, and many respondents communicated the intention of continuing online courses as their preferred method of learning. The flexibility provided through the asynchronous schedules and not requiring transportation to a campus were helpful and cost-efficient for many students. Having additional resources, services, and workshops online were ideas to help enhance their online experiences.