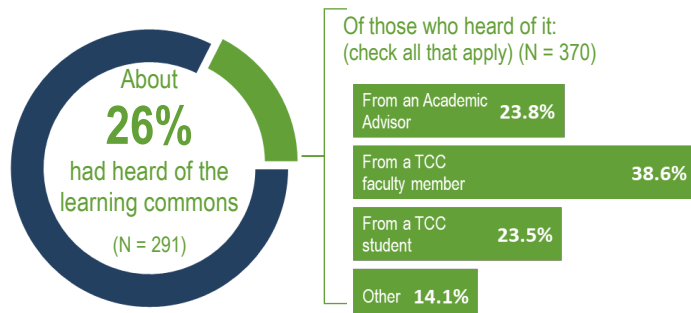# EXECUTIVE SUMMARY: 2023SP LEARNING COMMONS STUDENT SURVEY

To better gauge students' awareness, satisfaction, and perceived importance and to further understand their attitudes towards usage, a survey was administered to all 2023SP students to gain insights about enhancing students' experiences beyond the classroom through TCC's learning commons. Results from that survey are presented in this report.
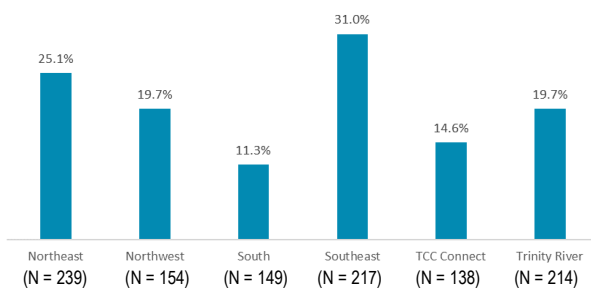
Awareness

Out of the approximately 42,000 students who received the survey, about 1,100 (~3%) responded.* Only about 26% of respondents had heard of the learning commons. Of those who had heard of it, a plurality (38%) received information about the resource from a TCC faculty member. (N=291)

About **26%** had heard of the learning commons (N = 291)

Of those who heard of it: (check all that apply) (N = 370)

From an Academic Advisor	**23.8%**
From a TCC faculty member	**38.6%**
From a TCC student	**23.5%**
Other	**14.1%**

Other: Respondents listed campus advertising, email, website, staff member, etc.

The survey sampled responses from students all over the district. Compared to students with a majority campus at Spring 2023 Census Day, there was an underrepresentation of "majority-TCC Connect" students and an overrepresentation of "majority-Trinity River" students. The samples for each campus varied from a low of 154 responses for majority-South and a high of 239 for majority-Northeast.

Awareness by Majority Campus

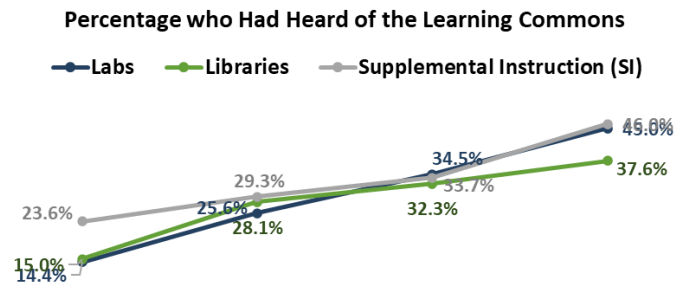|	
Northeast (N = 239)	25.1%
Northwest (N = 154)	19.7%
South (N = 149)	11.3%
Southeast (N = 217)	31.0%
TCC Connect (N = 138)	14.6%
Trinity River (N = 214)	19.7%

Awareness of the Learning Commons was highest (31%) among majority-Southeast students and lowest (11%) among majority-South.

* Not all respondents answered every question; the analysis of each question is based on the total number of students who responded to that question.
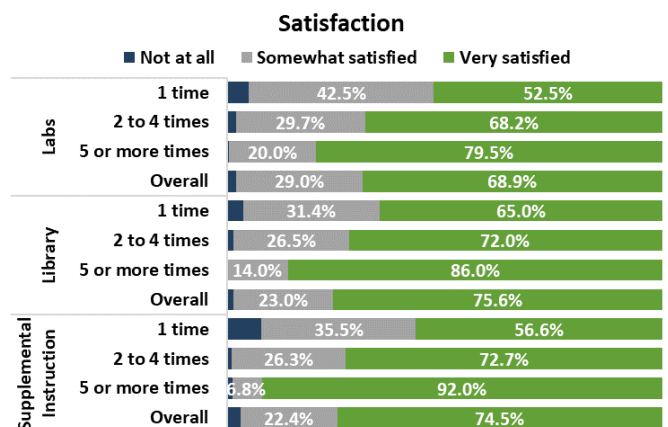
Association between Awareness & Usage

Dividing responses regarding awareness based on reported usage of learning commons services suggested a strong association between awareness and usage. For example, about 24% of respondents who had never used supplemental instruction had heard of the learning commons compared to about 46% who had used supplemental instruction 5 or more times.

Percentage who Had Heard of the Learning Commons

Legend: Labs — Libraries — Supplemental Instruction (SI)

	Never	1 time	2 to 4 times	5 or more times
Labs	15.0%	25.6% / 28.1%	34.5% / 32.3%	46.0%
Libraries	14.4%		33.7%	37.6%
SI	23.6%	29.3%		45.0%

Respondents who used these services (labs, libraries, SI) 5 or more times were at least 2 times more likely to have heard of the learning commons than those who had never used them.

Satisfaction

Among those who reported using a service at least once, the rate of *very satisfied* ranged from almost 70% (Supplemental Instruction/Labs) to 75% of respondents (Libraries). Usage and satisfaction seemed associated since satisfaction increased as usage increased.

Satisfaction

Legend: Not at all — Somewhat satisfied — Very satisfied

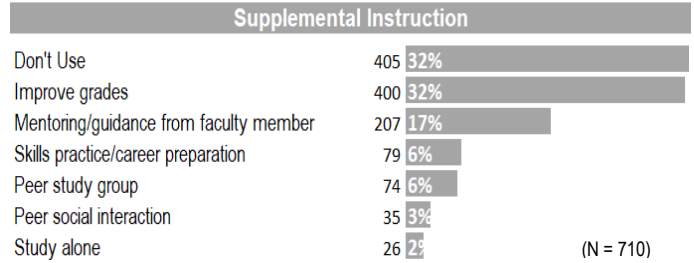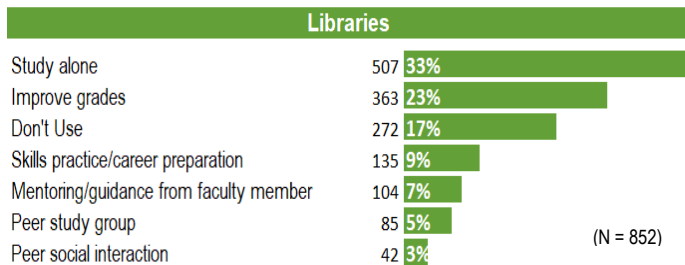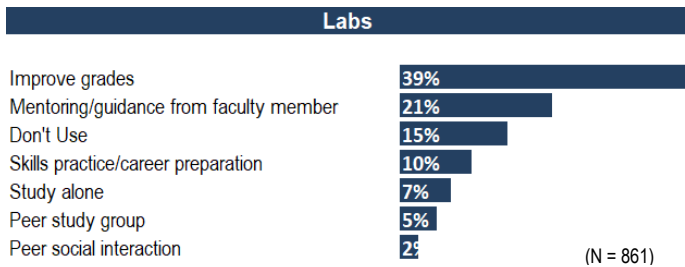|		Somewhat satisfied	Very satisfied
Labs	1 time	42.5%	52.5%
	2 to 4 times	29.7%	68.2%
	5 or more times	20.0%	79.5%
	Overall	29.0%	68.9%
Library	1 time	31.4%	65.0%
	2 to 4 times	26.5%	72.0%
	5 or more times	14.0%	86.0%
	Overall	23.0%	75.6%
Supplemental Instruction	1 time	35.5%	56.6%
	2 to 4 times	26.3%	72.7%
	5 or more times	6.8%	92.0%
	Overall	22.4%	74.5%

Importance

Overall, about 60% of respondents felt labs were very important, and about 50% felt supplemental instruction was very important. Almost two-thirds felt libraries were very important. There was a clear relationship between usage and importance with importance increasing with usage.
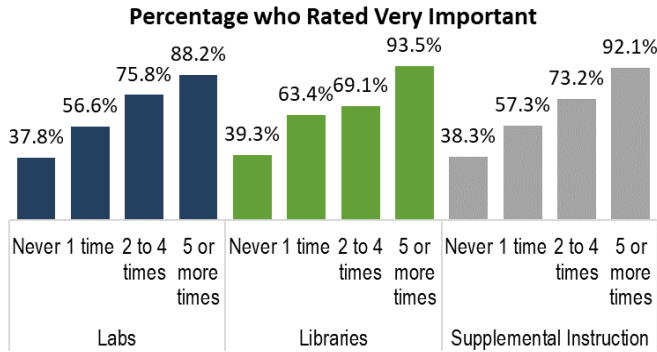
Percentage who Rated Very Important

Respondents who used these services (labs, libraries, SI) 5 or more times were at least 2 times more likely to rate the service as very important than those who did not use the service.

Respondents who believed the service was *somewhat* or *very important* provided their top reason for why the service was important. For labs, *improving grades* was the top reason (39%), and for libraries *studying alone* was the top reason (31%). For supplemental instruction, *improving grades* (36%) was the top reason.

Labs

Improve grades	39%
Mentoring/guidance from faculty member	21%
Don't Use	15%
Skills practice/career preparation	10%
Study alone	7%
Peer study group	5%
Peer social interaction	2%

(N = 861)

Libraries

Study alone	507	33%
Improve grades	363	23%
Don't Use	272	17%
Skills practice/career preparation	135	9%
Mentoring/guidance from faculty member	104	7%
Peer study group	85	5%
Peer social interaction	42	3%

(N = 852)

Supplemental Instruction

Don't Use	405	32%
Improve grades	400	32%
Mentoring/guidance from faculty member	207	17%
Skills practice/career preparation	79	6%
Peer study group	74	6%
Peer social interaction	35	3%
Study alone	26	2%

(N = 710)

I see the value in having it for others to use (don't use) = Don't Use
For each service, 3% or less selected Other.

Usage

Respondents indicated reasons the service was used a particular number of times.

Never Used or Used Once

Respondents who never used the service or used it once tended to state that they *didn't need to use the service or didn't have time. I didn't need to use the service* was overwhelmingly the most frequent reason. For those who did not use the service, *I didn't know where it was located/how to access it* was the second or third most frequent reason.

Top Reasons:

	Labs	Libraries	Supplemental Instruction
Never Used:	N = 443	N = 310	N = 655
I didn't need to use the service	56.9%	73.5%	58.6%
I didn't have time	25.7%	20.0%	16.9%
I didn't know where it was located/how to access it	25.1%	10.0%	23.4%
Used Once:	N = 129	N = 146	N = 82
I didn't need to use it more than once	48.1%	65.8%	39.0%
I didn't have time	27.9%	17.8%	31.7%

Used More Than Once

Respondents who used the service more than once tended to continue using because the *service was helpful*. Fewer stated that their continued use was because the service was *available at convenient times* or because the service was *welcoming*.

Why have you used labs and/or tutoring services at TCC more than once? (Check all that apply)
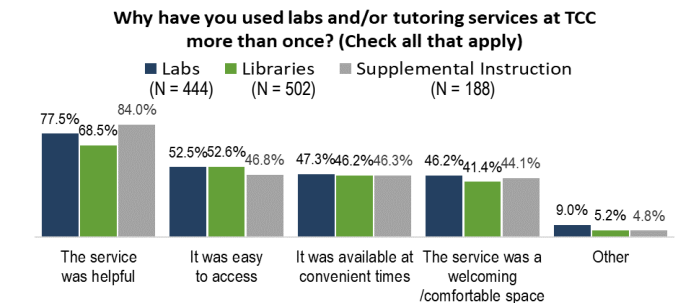
Helpful Features of the Learning Commons

Respondents commented on features of the learning commons that they found helpful. (N = 261)

➢ Roughly one-fifth mentioned labs/tutoring
➢ Roughly 1 in 10 mentioned the libraries
➢ Roughly 1 in 10 commented on the availability/ accessibility of support (staff/times/resources)

Each of the following areas included roughly 2% to 5% of comments.

- Did not use the services
- Was not aware of the services
- Space/Area to Study
- Supplemental Instruction
- Better grades

Survey as Marketing Tool?

"Never used it, just learned about it today."

- TCC Student

Improving the Experience

Respondents provided suggestions regarding how the learning commons experience could be improved. Two main themes emerged: 1) Awareness & 2) Availability / Accessibility. (N = 250)

Awareness
Roughly 12% suggested better marketing of Learning Commons services.

TCC Students:

"Reminders of TCC learning commons throughout the semester."

"If there were more information about the TCC Learning Commons available it would be appreciated, this is the first time I've heard of it."

"It's definitely be mentioned to newcomers, as well as returning students who have not attended in a while. I would've loved to gotten help with a lot of these features, and I believe that it would have actually helped me to stay in school this semester."

"An online site with more information and a list of upcoming events."

"Keep up with posters around campus to remind us of TCC Learning Commons are open and available."

"Let professors have locations and resource access on their syllables so when student ask is their another way to get more help or tutoring they can find in their syllables that would be very helpful in my Opinion."

Availability / Accessibility
Roughly 12% suggested flexible hours, online options, and/or more staffing.

TCC Students:

"Longer hours (if classes are in session, it'd be nice that the lab is also open)."

"I really feel that Lab and Library times should be extended on weekends and weekdays. It would be nice if everything would stay open until at least 10 or 11 PM on both weekdays and weekends, when most classes are not being held. It is really difficult to schedule classes around the times that labs and the library are open."

"Extend the available open hours."

"I feel that sometimes when life is at a fast pace and time management is crucial, the last minute assignments are terrifying if you need help and don't have time to make appointments in the allotted time available that is needed."

Conclusion

Results from the survey suggest that increasing awareness of learning commons services through marketing and branding the TCC learning commons is a vital first step towards increasing usage. About one-quarter of respondents indicated that they had heard of the learning commons. Faculty likely play a key role in promoting awareness since about 40% of those who had heard of the learning commons had received this information from a TCC faculty member.

There was a strong association between awareness and importance as well as awareness and usage. Respondents who used these services (labs, libraries, SI) five or more times were at least two times more likely to have heard of the learning commons and at least two times more likely to rate them as very important. The main reasons respondents did not use the learning commons services or used them only once was because they did not feel they needed them, did not have time, or did not know how to access them. The main reason respondents used the services more than once was because the service was helpful; fewer indicated continued use was due to easy access, availability at convenient times, or a welcoming/comfortable space.

Respondents' suggestions to improve the learning commons experience tended to center on advertising the services to students and enhancing access through convenient/flexible hours, online options, and appropriate staffing. Some student ideas on marketing include introducing the services provided in the learning commons during orientation, having the faculty mention them in class, hosting club meetings in the spaces, and connecting classes with available appointments in labs associated with those classes.

Considerations

Market and Brand the Learning Commons

Utilize faculty and staff to further market learning commons resources. Leverage students to promote the learning commons to other students and consider continuing to ask for their ideas about what messages regarding using the learning commons will most resonate with other students.

Ensure Flexible Time and Staffing

Continue to evaluate the hours of operation and staffing levels to align them to student demand. Flexibility is needed since peak demand times such as mid-terms or finals might mean adjusting the schedule.

Emphasize Importance

While about 77%, 85%, 90% believed that supplemental instruction, labs, and libraries, respectively, were *somewhat important* or *very important,* empowering students with information regarding the association between increased usage and better grades may influence the opinion of students who do not believe that they need to use the service.