



# **STUDENT PREFERENCES & EXPERIENCES SURVEY**

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## **FALL 2025**

**Office of Institutional Research  
Tarrant County College**

# CONTENTS

## Section I: Survey Overview

Includes survey methodology, demographics, and Net Promoter Score.

## Section II: Students' Preferences on the Schedule

Includes responses to questions evaluating whether a student was able to select their preferred schedule, reasons for enrolling part-time, and whether they would return to TCC.

## Section III: Student Engagement

Includes responses to questions evaluating multiple aspects of students' involvement in their education to better understand how the students' experience at TCC may influence whether a student would recommend TCC to others and whether they would return to TCC.

## Section IV: Student Services

Includes responses to questions evaluating awareness, usage, and perceived helpfulness of TCC services to better understand the students' experience at TCC.

## Section V: Student Events & Activities

Includes responses to questions related to students' familiarity/participation with TCC events and activities, the factors that influence their attendance, and potential barriers students experience with attending these events.

# SECTION I: SURVEY OVERVIEW

Survey methodology, demographics, and Net Promoter Score for the Fall 2025 *Student Preferences and Experiences Survey* respondents are presented in this section.

## Methodology

All 2025FL students (N~49,500) received the survey invitation by email. In addition, students received a series of text messages with the survey link, and a survey link was posted in Canvas. Lastly, the survey was promoted at various campus events and by faculty. About 3,750 (~8%) participated by answering at least one question.

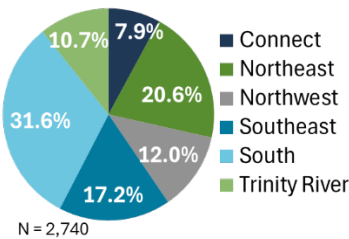
- 47% responded through QR code (event/after class)
- 24% responded through Canvas link
- 18% responded through text link
- 11% responded through email link

Since not all respondents answered every question, the analysis of each question is based on the total number of respondents who answered that question.

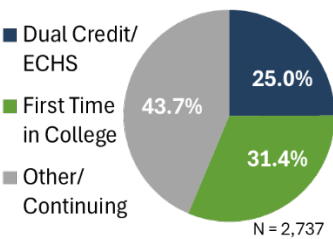
## Respondent Demographics

About 51% of respondents reported being full-time and about 49% reported being part-time. (N = 2,966) Based on primary campus, South was the most frequently reported campus followed by Northeast. About one-quarter of respondents reported being dual enrolled, and almost one-third reported being first time in college.

Primary Campus:



Student Type:

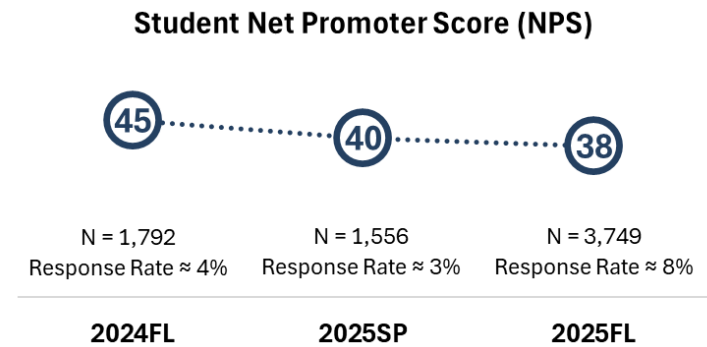
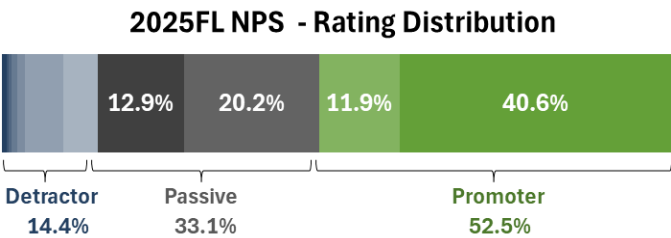


## Net Promoter Score (NPS)

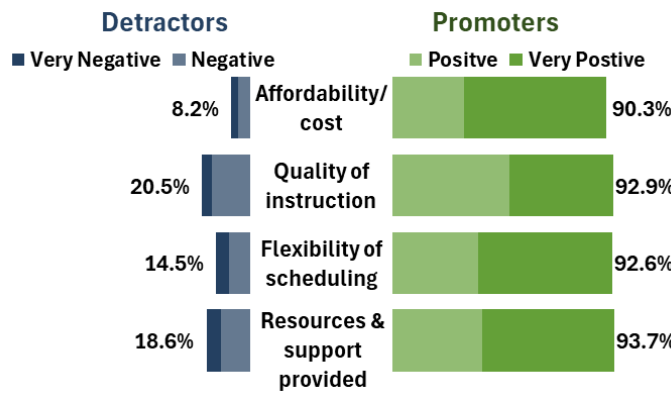
The students' Net Promoter Score (NPS) is a measure of student loyalty and satisfaction. Respondents were asked to consider how likely they were to recommend TCC to others using a 0 to 10 scale. Promoters were those who responded with a score of 9 or 10 and were generally considered being enthusiastic about the College. Passives were those who responded with a score of 7 or 8 and were generally satisfied with the College but might not promote it. Detractors were those who responded with a score of 0 to 6 and were dissatisfied to some

extent with the College and might dissuade others from attending. The NPS was calculated by taking the difference between the percentage of promoters and the percentage of detractors. Any positive value is good, with a score above 20 generally considered great.

The student NPS for 2025FL was 38. About half of respondents were promoters. The NPS remained near 40 or above since 2024FL, and while it decreased from 2024FL to 2025FL the response rate doubled, which likely means the 2025FL is more accurate estimate.



Promoters' scores were impacted about equally by each factor considered. Detractors' scores were most impacted by quality of instruction followed by resources and support provided.



The NPS differed substantially by campus and student type with dual credit/ECHS students having a lower score than other students.

	N	NPS
Full-time	1,497	41
Part-time	1,468	43
Connect	217	47
Northeast	564	39
Northwest	328	44
Southeast	470	41
South	866	39
Trinity River	294	60
Dual Credit/ECHS	682	12
First Time in College	859	51
Other/Continuing	1,195	54

## TCC Brand

While about 90% of respondents reported feeling proud to be part of TCC was *somewhat like me* or *very much like me* and almost 95% of respondents reported trusting that TCC will help me reach my goals TCC was *somewhat like me* or *very much like me*, only about three-quarters reported feeling connected to TCC was *somewhat like me* or *very much like me*.

## Student Comments

Some respondents provided other factors that impacted whether they would recommend TCC to others. Many referenced specific experiences with TCC faculty and staff – both positive and negative. Others referred to specific processes, resources, or the TCC environment in general. (N = 765)

*“I would recommend TCC because of the excellent instructors, affordable tuition, and helpful campus resources. The only area that could be improved is making academic advising and class scheduling a bit more efficient.”*

- TCC Student

*“I like how supportive all the students and teachers are. Always comfortable to ask questions.”*

- TCC Student

*“The course work needs to be consistent among professors. While some offer great resources, others do not.”*

- TCC Student

*“Another factor would be the amount of outreach towards the students, it's very clear how the school makes an effort to keep students informed and connected.”*

- TCC Student

*“If there were more parking and food options. I would [recommend].”*

- TCC Student

*“I transferred here from another college due to some personal issues, and Tarrant County College has made it very easy to get the ball rolling on finishing my degree. The help I need is available when I need it, and everything is very straightforward when enrolling in classes.”*

- TCC Student

*“My degree is taking longer to complete because my classes keep getting canceled.”*

- TCC Student

*“The library is cool, also there's all sorts of resources for studying at school in the learning commons”*

- TCC Student

*“Some services take a while to respond, but I understand it's most likely a situation of not enough people for the amount of students”*

- TCC Student

*“Very communicative, helpful and supportive professors”*

- TCC Student

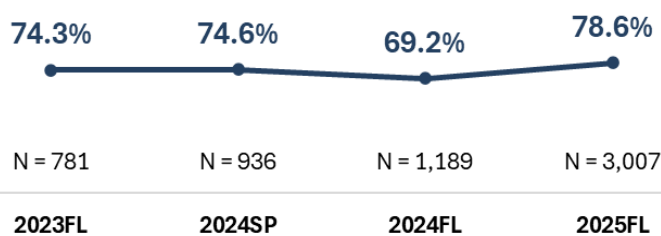
## SECTION II: STUDENTS' PREFERENCES ON THE SCHEDULE

In the continuous effort towards a student-centered schedule, a survey was administered in Fall 2025 with questions evaluating whether a student was able to select their preferred schedule, reasons for enrolling part-time, and whether they would return to TCC. Results from those questions are presented in this section.

### Schedule Considerations

About 79% of respondents indicated yes they were able to select their preferred schedule. The percentage able to select their preferred schedule has ranged from about 70% to 80% over the past several surveys.

#### Percentage Who Could Select Preferred Schedule



The percentage who could select their preferred schedule in 2025FL:

- Did not differ markedly between full-time and part-time respondents
- Differed substantially between student types. (The percentage for dual credit/ECHS (about 70%) was roughly 10 percentage points lower than other student types. For dual credit/ECHS respondents who could not select their preferred schedule, about six in ten indicated that their schedule was pre-selected.)
- TCC Connect had the highest percentage (85.9%) – a couple of percentage points higher than the next highest campus.

Among those who could not select their preferred schedule, the primary factor that contributed to their inability to select their preferred schedule was *course not available* (28.9%) followed by schedule was *pre-selected based on my program* (25.8%).

*"When you cancel a class it makes it hard on me. I have to change my requirement for help taking care of wife. This semester I had to take two classes on the same day. The class that was canceled was a requirement to take further classes, so I had no choice. But taking the class at a different time. That class is 6 hours long on top of the other class makes for a long day. The other option was to put off graduation by a year."*  
- TCC Student

#### Primary factor that contributed to inability to select preferred schedule

- Course I needed was not available (sections were full or not offered): 28.9%
- My schedule was pre-selected based on my program: 25.8%
- Timing (day of week, time of day): 21.7%
- Location (course not available on my preferred campus): 9.7%
- Instructor: 7.5%
- Modality (online, face-to-face, hybrid/blended): 4.4%
- Length of course (8-week vs 16 week): 1.9%

N = 636

### Part-Time

About 49% reported being part-time. (N = 2,966). Among those who reported being part-time, other obligations (e.g., work, caring for dependents) was the most frequently reported factor impacting the decision to enroll part-time with almost half of respondents selecting this factor.

#### Factors that impacted decision to enroll part-time in 2025FL

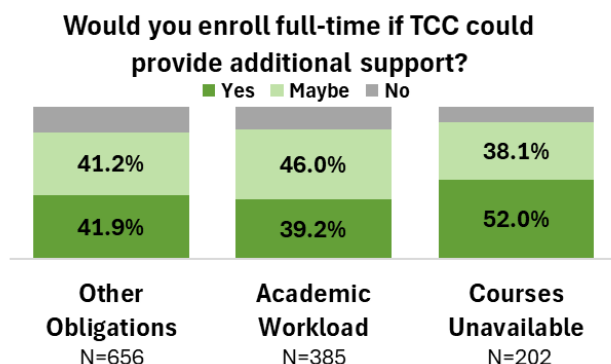
- Other obligations (e.g., work, caring for dependents): 46.1%
- Academic workload (i.e., difficulty of courses, study time required): 27.0%
- I am a high school student who is dual-enrolled: 23.1%
- The courses I needed were unavailable: 14.1%
- I prefer taking fewer courses at a time: 10.9%
- Other: 10.6%
- I do not have consistent transportation to and from campus: 4.0%

N = 1,430

Respondents could select all that applied. Other included comments about finances, not needing a full-time schedule to transfer/graduate, feeling overwhelmed, medical issues, and a low GPA.



About 42% of those who indicated other obligations impacted decision to enroll part-time said yes they would enroll full-time if TCC could provide additional support, and about 39% of those who indicated academic workload impacted decision to enroll part-time said yes they would enroll full-time if TCC could provide additional support. About 52% of those who indicated course unavailable impacted decision to enroll part-time said yes they would enroll full-time if TCC made courses available.



## Completion & Future Enrollment

Almost 90% of respondents indicated that they would accomplish their goals at TCC during this semester or were likely/would definitely take classes at TCC next year (N = 3,359). However, for those who indicated that they could not select their preferred schedule, only 83% indicated they would accomplish their goals or return next year (N = 641.)

## Conclusion

Many (almost 80%) were able to select their preferred schedule. For those who could not, courses being full or not offered was a top contributing factor followed closely by having their schedule pre-selected based on program. Among part-time respondents, other obligations (e.g., work, caring for dependents) was the top factor impacting their decision to enroll part-time followed by academic workload (i.e., difficulty of courses, study time required). It is important to note that for those who indicated other obligations as a factor, about four in ten would enroll full-time if TCC could provide additional support. For those who indicated academic workload as a factor, about four in ten would enroll full-time if TCC could provide additional support. For those who indicated course unavailable a factor, over half enroll full-time if TCC could provide additional support.

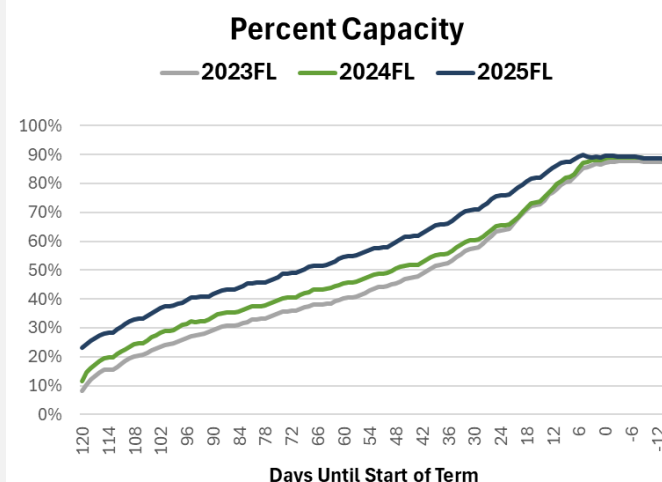
Lastly, these survey data alongside trend data for percent capacity suggests that finding courses towards the end of fall registration (start of fall term) was more difficult this fall compared to prior fall terms.

## Considerations

- **Investigate flexibility within programs that have pre-selected schedule:** While some programs have logistical constraints such as working with a high school schedule or clinical site schedule, where possible leverage opportunities to create a flexible schedule within the program.
- **Monitor schedule closely during registration**
- **Market support:** A large portion of part-time respondents suggested they would consider full-time enrollment if TCC could provide additional support. For those with other obligations, TCC might enhance marketing for financial resources or child care options. For those concerns about their academic workload, TCC might enhance connections with the Learning Commons.

### Percent Capacity

Within about a week of open registration for 2025FL, total course enrollment reached almost 25% of total section capacity. A month prior to the start of the term, about 80% of capacity was used compared to about 70% of capacity at the same time point in prior fall terms.



*"If a class isn't available for different times they should at least have it available online if needed. - TCC Student"*

## SECTION III: STUDENT ENGAGEMENT

In the continuous effort to support student engagement, a survey was administered in Fall 2025 with questions evaluating multiple aspects of students' involvement in their education to better understand how the students' experience at TCC may influence whether a student would recommend TCC to others and whether they would return to TCC. Results from those questions are presented in this section.

### Components of Student Engagement

Student Engagement is composed of several factors in a student's college experience. These components include affective engagement (feelings about their education), behavioral engagement (observable actions that support their academic performance), cognitive engagement (attention and interest given to their education), and social engagement (connection to others).

### Student Engagement Scale

Students rated several statements about their college experience. A four-point scale of *Very much like me* to *Not at all like me* was used. Mean scores for each statement are included below (max score of 4). Mean scores for each subscale were calculated based on the scores of the five statements (max score of 20). (N=2,705)

	MEAN
<b>Affective Engagement</b>	<b>18.05</b>
I am committed to my educational goals.	3.75
I am confident that school will benefit me.	3.69
College is a top priority at this phase in my life.	3.64
I am optimistic about my future.	3.52
I generally have positive emotions (passion, joy, curiosity) in regard to my educational experience.	3.44
<b>Behavioral Engagement</b>	<b>15.75</b>
I attend class regularly.	3.86
I spend time each week preparing for class (e.g., studying, reading).	3.36
I regularly ask questions in class or contribute to the class discussion.	3.09
I seek academic support (e.g., use faculty office hours, visit math/writing/science center) when needed.	2.94
I participate in co-curricular or extra-curricular activities regularly.	2.49

	MEAN
<b>Cognitive Engagement</b>	<b>17.40</b>
I am motivated to plan my academic journey.	3.59
I understand how my coursework relates to future real-world application.	3.49
I am excited about the information I have learned.	3.48
I feel challenged by my coursework.	3.47
I practice applying what I've learned in class.	3.38
<b>Social Engagement</b>	<b>13.93</b>
I feel connected to the TCC faculty.	2.90
I feel connected to my classmates/peers.	2.88
I rarely experience feelings of loneliness and isolation.	2.87
I feel connected to the TCC staff.	2.81
I participate in student groups (e.g., informal study groups, student clubs/organizations).	2.48

Overall, the Affective Engagement and Cognitive Engagement subscales had the highest mean scores. The Behavioral Engagement subscale had the highest rated statement on the entire scale in "I attend class regularly" but also had one of the lowest mean scores in "I participate in co-curricular or extra-curricular activities regularly". The Social Engagement subscale had the lowest mean score with no statement having a mean above 3.0.

### Engagement by Group

Continuing students and First Time In College (FTIC) students had slightly higher engagement scores than dual enrolled students. Likewise, full-time students reported slightly higher engagement than part-time students.

### Student Engagement Index

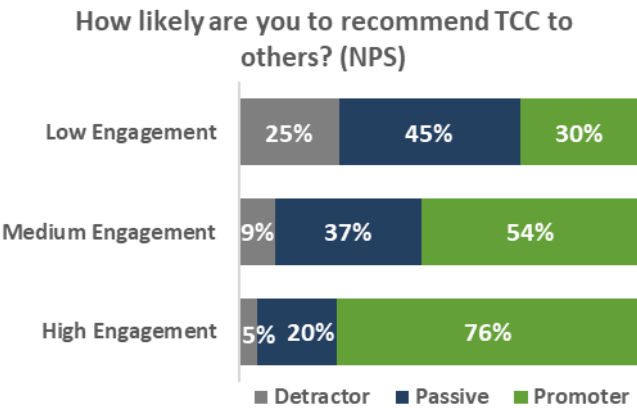
A Student Engagement index was created using the combined totals of the four engagement subscales to examine differences in likelihood to recommend TCC to others and likelihood to return to TCC, as well as

demographic differences. The index was composed of three groups:

- Low Engagement – bottom 30% of overall engagement scores
- Medium Engagement – 31%-65% of overall engagement scores
- High Engagement – top 34% of overall engagement scores

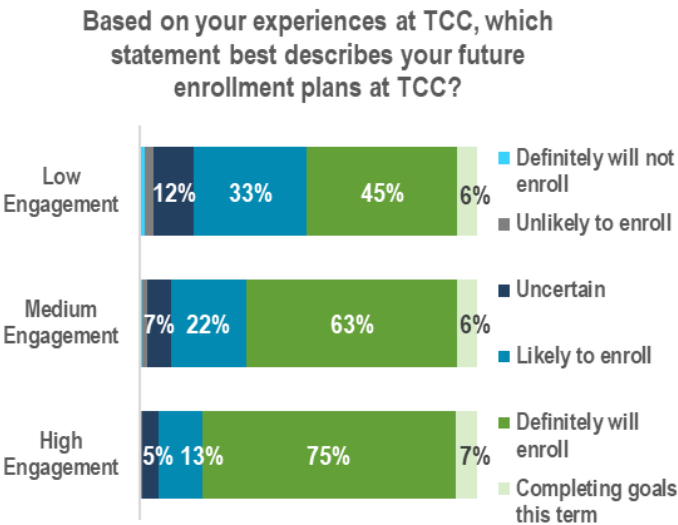
### Likelihood to Recommend TCC

Respondents with high engagement scores were 2.5 times more likely than those with low engagement scores to recommend TCC to others.



### Future Enrollment at TCC

With regard to enrollment at TCC in future terms, those in the high engagement group were 1.67 times more likely than those in the low engagement group to indicate they will definitely take classes at TCC next year.



### Student Comments

- "It has been a quality experience here at TCC and I feel challenged and feel that my education will transfer well into my future work occupation."* – TCC Student
- "I love that I am able to conveniently attend classes in my own time at home. However, I am facing loneliness...Discussion boards are standard and done because of requirements. I am searching for an open space to be able to chat amongst my peers that are seeking the same career as me."* – TCC Student
- "Genuinely a good college, even though I don't interact with very many classmates, I've noticed I feel more upbeat afterwards just by being around them and my professor!"* – TCC Student
- "My experience at TCC has impacted me in many ways. It has allowed me to grow academically and personally. I believe that the opportunity I have here at TCC as a dual credit student will set me up for my future success."* – TCC Student
- "I wish there was a way to connect with other students on the campus more. Or some kind of event that could join us all together. Other than that I think TCC is great!"* – TCC Student
- "My current advisor is very helpful with my course planning. A factor that keeps me motivated every time I enroll."* – TCC Student
- "I think I am way more capable than what TCC has to offer and feel out of place."* – TCC Student

### Considerations

Respondents had lower scores on the Social Engagement subscale, suggesting that this is a possible area where the college can focus efforts to improve overall student engagement. Additionally, encouraging students to seek academic support by increasing awareness of the resources available and creating a culture of utilizing the help available could also positively impact engagement.

There was a strong relationship between student engagement and likelihood of recommending TCC to others. As such, future research could further examine student engagement for dual enrolled students, as their NPS was the lowest of all groups. Additional research could also explore possible relationships between student engagement and student outcomes such as retention and completion.



## SECTION IV: STUDENT SERVICES

In the continuous effort to support TCC students, a survey was administered in Fall 2025 with questions evaluating awareness, usage, and perceived helpfulness of TCC services to better understand the students' experience at TCC. Results from those questions are presented in this section.

### Awareness & Usage of TCC Student Services

Respondents reported how familiar they were with a variety of TCC student services. For any service a respondent indicated being aware of, they could report their usage and satisfaction with that service. For this section, the responses analyzed only include those respondents who indicated being aware of at least one service. (N = 2,964).

Overall, respondents were most aware of Academic/Career Advising, TCC Libraries, and Learning Labs/Tutoring. Respondents were least aware of Supplemental Instruction, the Student Empowerment Center, and the Veterans Resource Center.

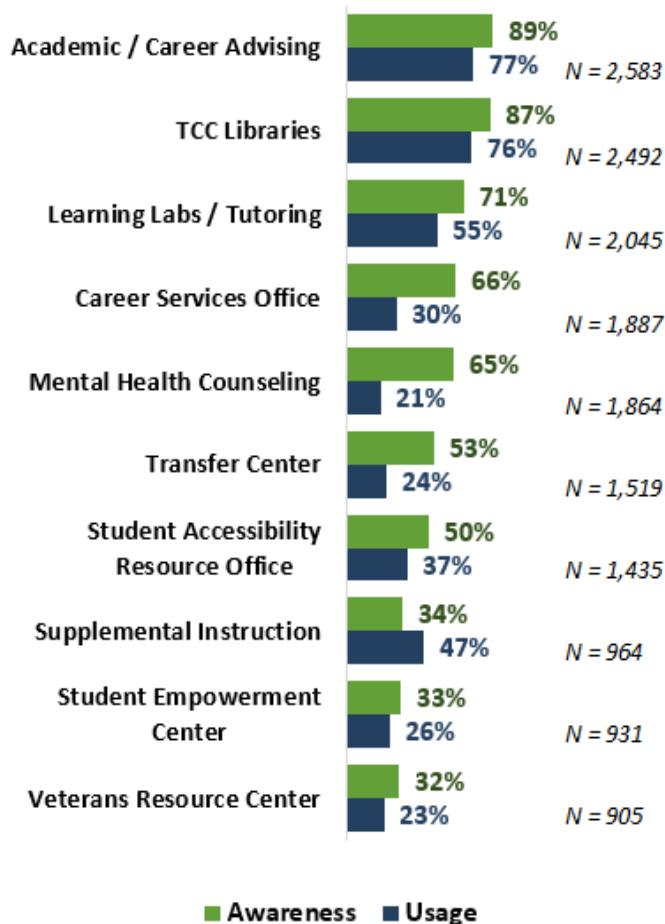
The most used services according to respondents were the same as those with the highest awareness: TCC Libraries, Academic/Career Advising, and Learning Labs/Tutoring. The least used services according to respondents were the Transfer Center, the Veterans Resource Center, and Mental Health Counseling.

*"The Veteran's center is absolutely amazing and so incredibly helpful!" – TCC Student*

Of the respondents who disagreed with the statement, *"I rarely experience feelings of loneliness and isolation"* (N = 870) (i.e., the respondent has felt these feelings), about 88% indicated they were aware of mental health counseling at TCC.

*"There are options for mental health support, but in my personal experience I have had to search very hard for them. Mental health in general is pretty ignored in Texas, as I am someone who has received mental health care since early adolescence. I think there should be more information/more promotion available for SAR and for mental health related issues at all TCC campuses. Personally, in order to receive SAR, I had to ask multiple staff and struggled with getting myself into SAR as it is mostly self advocacy based."*

– TCC Student



### Awareness by Student Group

The rate at which respondents stated that they were aware of each service listed varied between different student sub-groups (Dual Enrolled (N = 632), FTIC (N = 836), Continuing Student (N = 1,164)). All sub-groups indicated being aware of TCC libraries at roughly equivalent rates (between 85% and 88%), but larger gaps appear between these rates for other services. Most apparent are the lower rates for Dual Enrolled students. In several cases, their awareness was around 10 percentage points lower than other student groups.

Service	Dual Enrolled	FTIC	Continuing
Academic / Career Advising	73%	95%	94%
Career Services Office	57%	67%	70%
Learning Labs / Tutoring	67%	70%	75%
Mental Health Counseling	65%	65%	66%
Student Accessibility Resource Office	47%	51%	52%
Student Empowerment Center	26%	36%	35%
Supplemental Instruction	25%	30%	41%
TCC Libraries	88%	85%	88%
Transfer Center	34%	55%	63%
Veterans Resource Center	21%	32%	38%

Dual Enrolled students at the beginning of their higher education journey may not have thought about services such as career advising or transferring and thus may not have sought information about these available resources. In general, as respondents progress through their higher education journey at TCC (as indicated by their chosen student group), their awareness of services tended to increase.

## Usage by Student Group

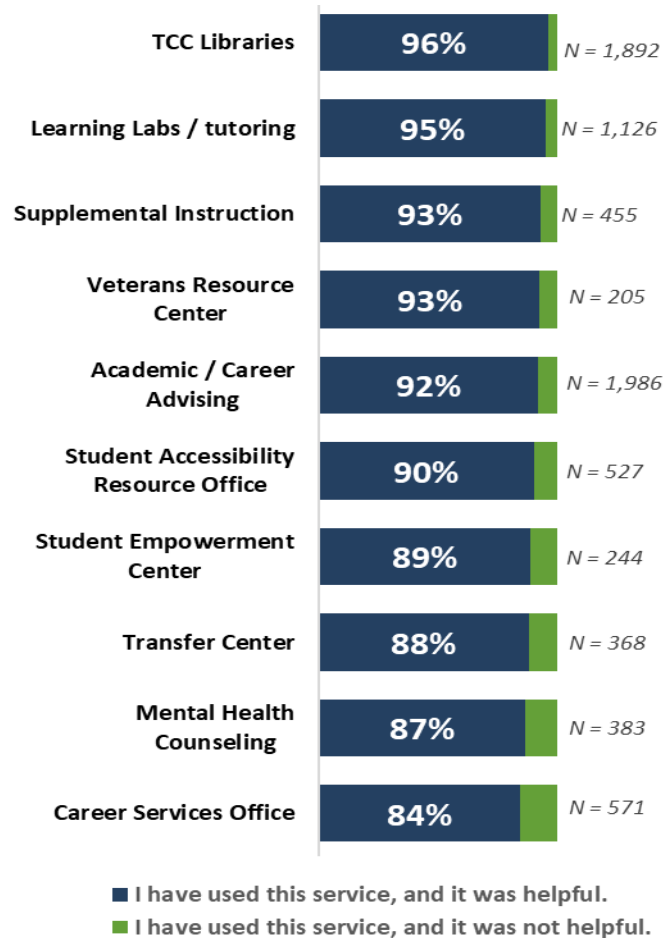
As with awareness, a respondent's usage of a service tended to increase as their "progression" increased (e.g., Career Services usage increased from Dual Enrollment, to FTIC, to Continuing).

Service	Dual Enrolled	FTIC	Continuing
Academic / Career Advising	45%	83%	87%
Career Services Office	23%	28%	34%
Mental Health Counseling	20%	17%	22%
Learning Labs / Tutoring	45%	48%	64%
TCC Libraries	79%	71%	77%
Student Accessibility Resource Office	29%	38%	38%
Student Empowerment Center	22%	24%	28%
Supplemental Instruction	37%	38%	55%
Transfer Center	16%	22%	29%
Veterans Resource Center	14%	23%	25%

## Satisfaction with TCC Student Services

While usage ranged widely from 21% to 77%, the rates of respondents who indicated that they had

used and were satisfied with TCC services was 84% or above for all services.



*"It's been great! But if activities like SI and stuff more availability would be great and maybe add activities that help ensure that my path is right for me."*

– TCC Student

## Conclusions & Considerations

Respondent awareness and usage was highest for Academic/Career Advising, Libraries, and Learning Labs/Tutoring. Targeted efforts can be made to increase awareness for services such as Supplemental Instruction and Student Empowerment Center, which had lower levels of awareness. As mentioned above, dual enrolled students generally had lower rates of awareness and usage of student services than FTIC or continuing students. This presents an opportunity to engage students earlier in their journey to make them aware of services and resources that can provide additional support. Regarding satisfaction with the services offered at TCC, most respondents who used each service indicated the service had been helpful.

## SECTION V: STUDENT EVENTS & ACTIVITIES

The following section examines responses to the Fall 2025 Student Survey regarding TCC events and activities. Students answered questions related to their familiarity/participation with different types of events, the factors that influence their attendance, and potential barriers students experience with attending TCC events.

### Overview

Among all respondents, **1,798 (61%)** reported that they had attended or would consider attending events or activities across TCC campuses – meaning that **almost one-third** reported they had not attended or would not consider attending ( $N=2,943$ ).

Among continuing student respondents ( $N=1,184$ ), **61%** had attended or would consider attending, compared to **60%** of Dual-Credit ( $N=670$ ), and **57%** of FTIC ( $N=843$ ).

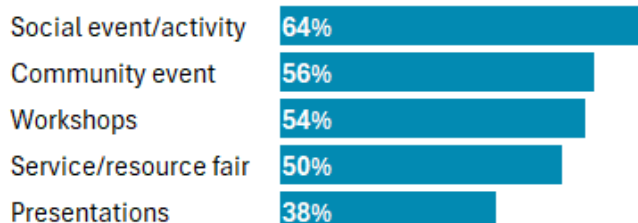
About **63%** of *Full-time* respondents stated that they had attended or would consider attending compared to **58%** of Part-time respondents. ( $N_{FT}=1,432$  &  $N_{PT}=1,384$ )

Respondents with a primary campus of TR had the highest percentage (**65%**) of attendance/would attend, while CN had the lowest (**40%**).

- TR - **65%** ( $N=289$ )
- NE - **64%** ( $N=558$ )
- SE - **63%** ( $N=464$ )
- SO - **61%** ( $N=851$ )
- NW - **54%** ( $N=321$ )
- CN - **40%** ( $N=215$ )

Survey respondents selected each kind of event or activity they had attended or would consider attending:

**Which of the following TCC events and activities have you attended or would you consider attending?** ( $N=1,798$ )



NOTE: Respondents could select all that applied.



Around **64%** of respondents have or would consider attending a *social event/activity* while **around 40%** have or would consider attending a *presentation* event. ( $N=1,798$ )

### Event Factors

Survey respondents ranked what they considered to be the **most impactful** factors when it comes to attending/participating in TCC events or activities:

	Top three Impactful Factors			
	1	2	3	Total
<i>Time of day</i>	33%	26%	17%	76%
<i>Topic/relevancy</i>	22%	18%	17%	56%
<i>Incentives</i>	14%	15%	17%	45%
<i>Friends attending</i>	16%	13%	12%	41%
<i>Event promotion/visibility</i>	7%	10%	12%	29%
<i>Length of presentation/session</i>	4%	10%	13%	27%
<i>Format (structured vs come &amp; go)</i>	4%	9%	11%	24%
<i>Other</i>	1%	0%	1%	2%



Among respondents who attended or would consider attending TCC events or activities, **about three-quarters** stated that the *Time of day* was one of their top three most impactful factors. ( $N=1,574$ )

Almost half of respondents stated that the event/activity *Length* or *Format* was one of their top three factors. ( $N=1,574$ )



Additionally, respondents commented on the most impactful factors that inhibit their ability to attend TCC events/activities:

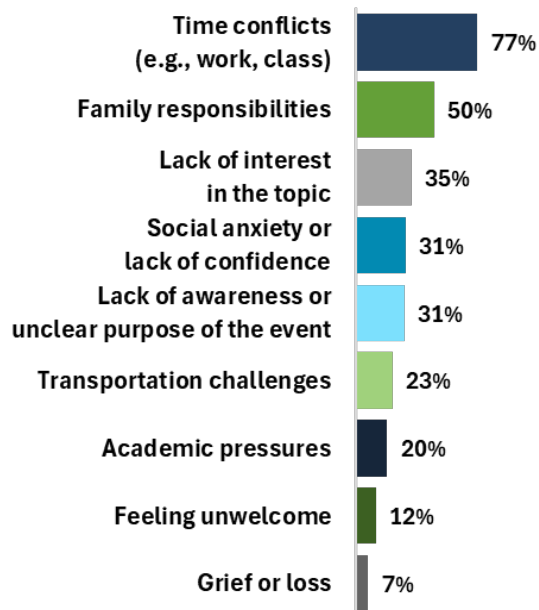
*"I would attend more events if they were offered during summer or closer to the beginning of semesters, rather than the middle or end (when students are busy with projects and exams)."* – TCC Student

*"There should be emails in advance to events happening, since sometimes emails are day-of and a few hours before the actual event."* – TCC Student

### Event Barriers

Survey respondents selected potential barriers they had experienced or are currently experiencing when attending campus events, presentations, or student activities:

## Event Barriers (N=1,708)



NOTE: Respondents could select all that applied.

- **77%** of respondents stated that *Time Conflicts (e.g., work, class)* were a prominent barrier to attending TCC events or activities.
- **Less than 15%** shared that *Feeling unwelcome* and **less than 10%** shared that *experiencing grief/loss* was a barrier to participating in TCC events.

Respondents shared more about their personal barriers, through additional comments:

*"I have not been able to attend a single event because they are always scheduled during my class times between 9:30am to 2:00pm. I have had several events I wanted to attend but couldn't because of scheduling conflicts." – TCC Student*

*"Many events come across as boring. I prefer events leaning towards students just having fun, not always having a set "goal". – TCC Student*

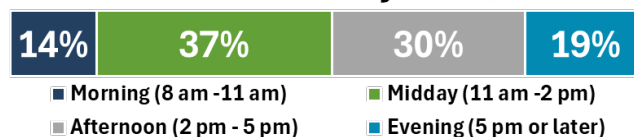
## Event Preferences

Survey respondents shared their preferences regarding the time of day, the duration/length, as well as the format for TCC events or activities.

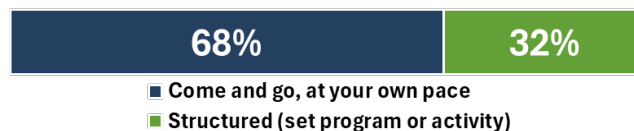
### Preferred - Time Length (N=423)



## Preferred - Time of Day (N=1,195)



## Preferred - Format (N=387)



- **Around 90%** of respondents preferred events or activities that are an hour or less. (N=423)
- **Over two out of three** respondents preferred events or activities that are held between *Midday (11am-2pm)* and the *Afternoon (2pm-5pm)*. (N=1,195)
- **Nearly 70%** of respondents preferred events or activities that are *Come and Go* rather than *Structured*. (N=387)
- *Part-time* students were more likely to prefer a shorter event and more likely to prefer an evening event.

## Event Recommendations

Survey respondents who had attended or would attend TCC events or activities recommended topics for mental health or wellness for presentations, events, or activities in the future. About **one out of five** comments mentioned wanting events or activities centered around addressing *anxiety, depression, burnout, addiction, stress management, or ADHD*.

## Conclusion & Considerations

Overall, about **six out of ten** respondents had attended or would consider attending a variety of TCC events or activities. Respondents stated that the time of day, topic relevancy, and incentives are the driving factors that influence their event participation. While time of day was the top factor, there was not a consensus on a preferred time of day and time conflicts were the largest barrier to attending

Other barriers like work or family commitments, and overall lack of interest, and general social anxiety contributed to their lack of event/activity participation.

Respondents largely preferred events that were shorter than one hour, occurred sometime between Midday and Afternoon, and were structured as a come and go event.