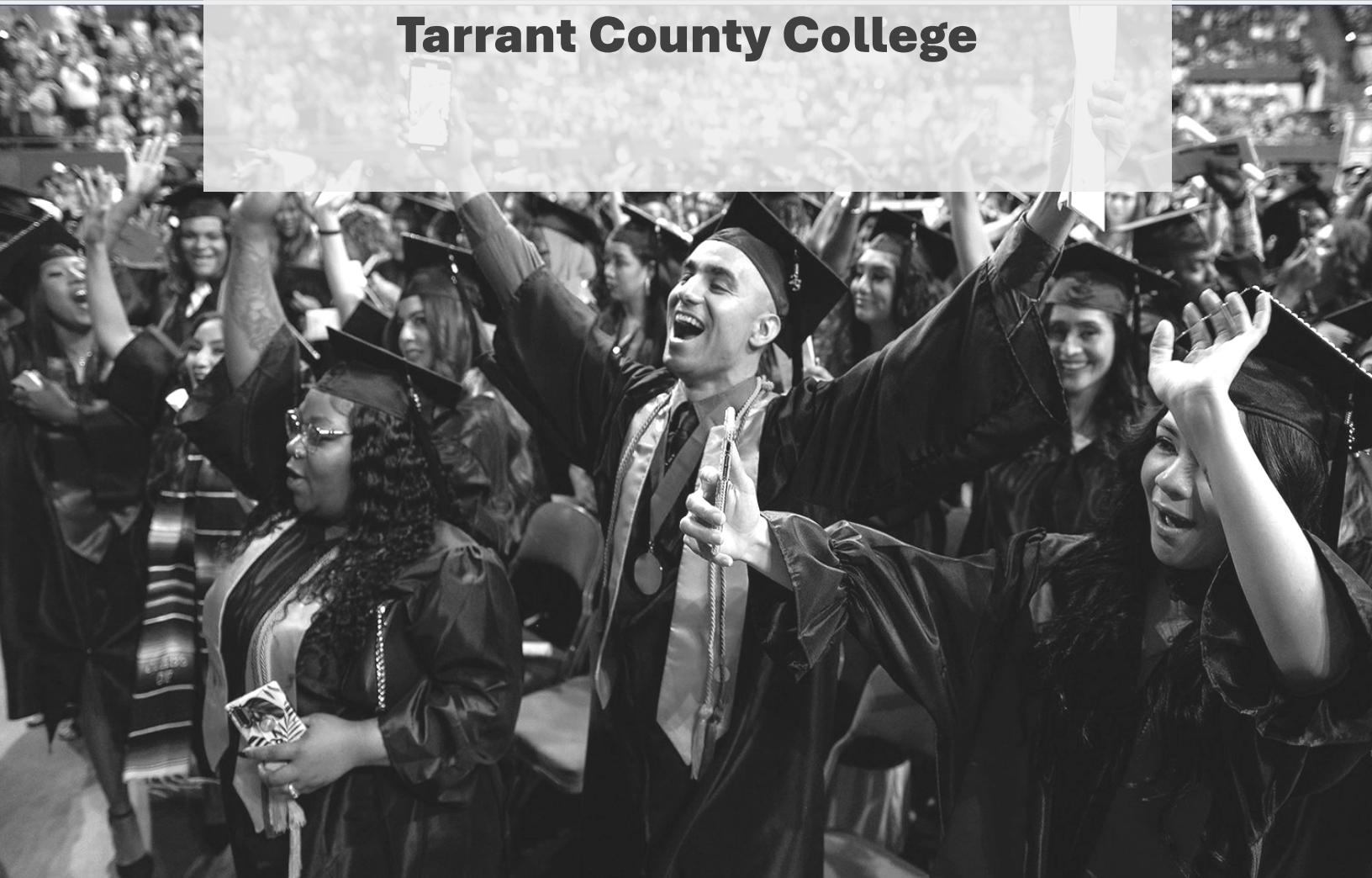# STUDENT READY SURVEY

## FALL 2023

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## Office of Institutional Research

## Tarrant County College

# CONTENTS

## Section I: Survey Respondent Demographics

Includes demographic information for students, staff, and faculty who responded to the survey.

## Section II: Students' Preferences on the Schedule

Student respondent scheduling preferences regarding campus, modality, and future enrollment are included. Additionally, faculty respondent preparedness regarding modality is examined.

## Section III: TCC Services for Students

Includes student respondents' awareness, usage, and perceived importance of student services, as well as faculty respondent comfort with and frequency of referring students to services.

## Section IV: Academic Support Services - Faculty and Staff

Questions related to faculty and staff respondent use of Academic Support Services, as well as items about support from leadership and work-related resources are included.

## Section V: Communication Overview

Includes findings from questions related to preferred methods of communication, frequency, and quality of TCC communications for students, faculty, and staff respondents.

## Section VI: Student Engagement

Questions related to student respondents' sense of belonging and engagement at TCC are explored.

## Section VII: Barriers to Success at TCC

Includes questions about barriers student respondents face regarding their basic needs, academic preparedness, and social readiness. Additionally, faculty respondents perceptions of barriers faced by students and referrals to resources are included in this section.

# SECTION I: SURVEY RESPONDENT DEMOGRAPHICS

Demographics of the 2023FL Student Ready Survey respondents are presented in this section.

## Methodology

All 2023FL students (N ~46,000) received the survey, and about 900 (~2%) participated with about two-thirds completing the entire survey. All faculty and staff (N ~5,000) also received a companion survey, and about 1,200 (~25%) responded with about 85% completing the entire survey.

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

## Student Demographics

Respondents were evenly distributed among the campuses. About one-third identified as White, and almost 70% identified as female.



**68% Female / 28% Male**

White 34%

Hispanic/Latino 24%

Black or African American 21%
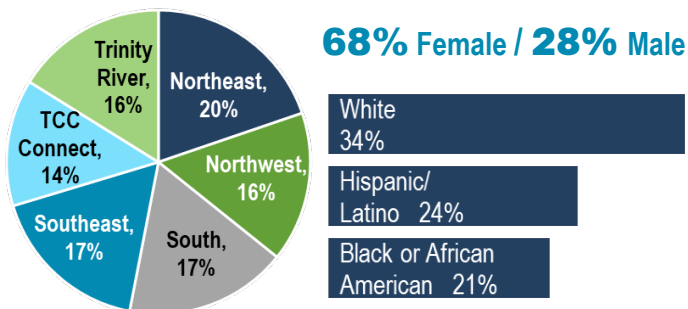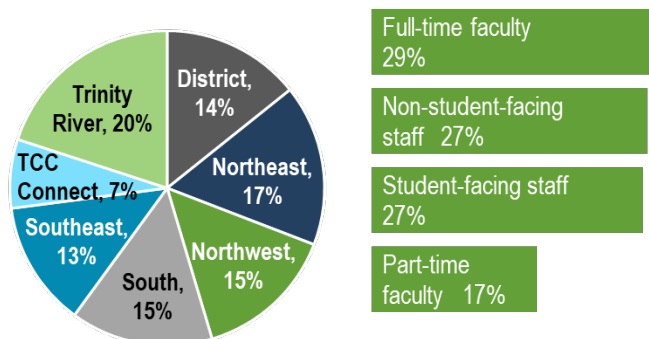
N ~ 600 for student demographic questions

About two-thirds of respondents were continuing college students while about 29% were first time in college students. Although dual credit/ECHS represent a large portion of the population (about 25% in 2023FL), only 4% of respondents were dual credit/ECHS students. Overall, almost 8 in 10 students spent time each week working and/or caring for dependents.

➢ **Working:** About **two-thirds** of respondents **worked** with about **one-fifth** reporting that they worked **40 or more hours per week**.

➢ **Caring for Dependents:** About **45%** of respondents **cared for dependents** with about **18%** reporting that they cared for dependents **40 or more hours per week**.

➢ **Part-time:** About **50%** of respondents were taking fewer than 12 hours.

➢ **Online:** About **22%** of respondents were primarily taking classes online.

➢ **First-Gen** About **47%** of respondents were first generation.

➢ **Poverty:** About **30%** of respondents were estimated to be in poverty based on the number of dependents and reported household income.

## Faculty/Staff Demographics

Respondents were split about 45% faculty and about 55% staff. About 75% of faculty had been employed at TCC five or more years while about 58% of staff had been employed at TCC five or more years.



Full-time faculty 29%

Non-student-facing staff 27%

Student-facing staff 27%

Part-time faculty 17%

N ~ 440 for faculty demographic questions
N ~ 600 for staff demographic questions

➢ **Teaching Area:** About **34%** of faculty respondents taught in **Arts & Humanities**. About **27%** of faculty respondents taught in **STEM**. About **10%** of faculty respondents taught in **Business & Industry**.

➢ **Teaching Experience:** About **86%** of respondents had five or more years of teaching experience.

➢ **Dual Credit/ECHS:** About **9%** of faculty respondents taught primarily dual credit/ECHS.

## Generalizing Results

Survey respondents were not necessarily reflective of the entire population. Results are not intended to be used as estimates for all students or all faculty/staff but rather to gain insights about their perspectives and experiences at TCC.

# SECTION II: STUDENTS' PREFERENCES ON THE SCHEDULE

In the continuous effort towards a student-centered schedule, a survey was administered in Fall 2023 with questions to evaluate students' preferences about the schedule, to determine potential reasons for students to stop out, and to assess whether faculty felt prepared to teach in any modality. Results from those questions are presented in this section.
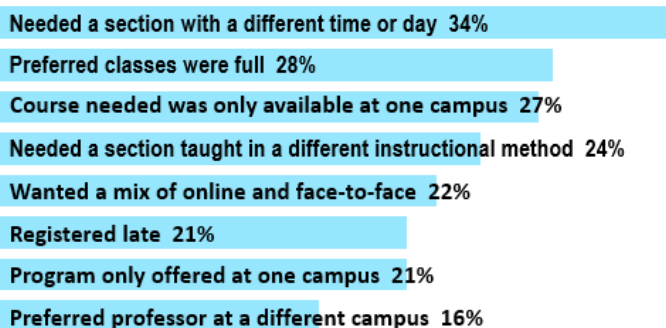
## Multiple Campuses

About one in five respondents reported attending multiple campuses, which is roughly reflective of the historical average of about 20% of fall students attending multiple campuses. Respondents who attended multiple campuses chose reasons for attending more than one campus. About 36% of respondents attended multiple campuses because their program or a course needed was only offered on one campus. About 22% of respondents purposely created a schedule with multiple campuses because they "*wanted a mix of online and face-to-face*".

**18% indicated attending multiple campuses with over one in five wanting to attend more than one campus due to modality.** (N = 799)

**Reason for Multiple Campuses:**

Needed a section with a different time or day  34%
Preferred classes were full  28%
Course needed was only available at one campus  27%
Needed a section taught in a different instructional method  24%
Wanted a mix of online and face-to-face  22%
Registered late  21%
Program only offered at one campus  21%
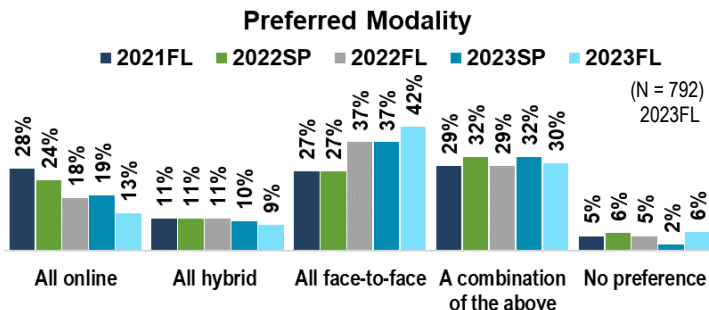Preferred professor at a different campus  16%

(* Respondents could select all that applied) (N = 135)

- About 23% of full-time respondents attended multiple campuses compared to about 13% of part-time respondents.
- About 22% of respondents who worked attended multiple campuses compared to about 13% of respondents who were solely students.

## Preferred Modality

A plurality (42%) of respondents preferred all face-to-face classes. While about 13% of respondents reported wanting a completely online schedule, about 17% of 2023FL students took a completely online schedule. Immediately post-pandemic (2021FL), the reported preference for all online was near 30%. At the time it was unclear if there was a permanent increase in th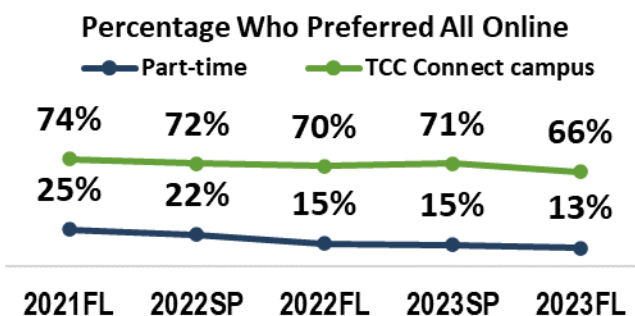e preference for online or if there were lingering fears from the pandemic. Since then, the reported preference for online waned to 13% in 2023FL. This shift back toward face-to-face could be indicative of a reversion of preferences and/or changing demographics of the respondents.

**Preferred Modality**

■ 2021FL  ■ 2022SP  ■ 2022FL  ■ 2023SP  ■ 2023FL

(N = 792)
2023FL

| | All online | All hybrid | All face-to-face | A combination of the above | No preference |
|---|---|---|---|---|---|
| 2021FL | 28% | 11% | 27% | 29% | 5% |
| 2022SP | 24% | 11% | 27% | 32% | 6% |
| 2022FL | 18% | 11% | 37% | 29% | 5% |
| 2023SP | 19% | 10% | 37% | 32% | 2% |
| 2023FL | 13% | 9% | 42% | 30% | 6% |

- In 2023FL, respondents who worked for pay at a job were about 1.6 times more likely to prefer an all-online schedule compared to those who were solely students.
- In 2023FL, respondents who cared for dependents were about 2.5 times more likely to prefer an all-online schedule compared to those who were solely students.

### *Subgroups – Preferences of Part-Time and TCC Connect Campus Student Respondents*

As an illustration of changing demographics of survey respondents, the percentage of part-time respondents decreased from near 60% in 2021FL to about 50% in 2023FL, and the percentage of TCC Connect Campus respondents decreased from near 20% to near 15%. Since these groups have historically been more likely to prefer an all-online schedule compared to their comparison groups, decreases in these groups could impact the overall percentage who preferred all online. Interestingly, however, the percentage within these subgroups who preferred all online decreased.

**Percentage Who Preferred All Online**

— Part-time  — TCC Connect campus

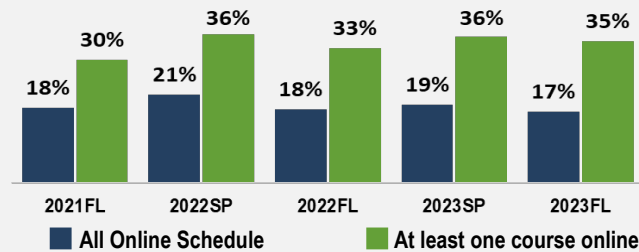| | 2021FL | 2022SP | 2022FL | 2023SP | 2023FL |
|---|---|---|---|---|---|
| TCC Connect campus | 74% | 72% | 70% | 71% | 66% |
| Part-time | 25% | 22% | 15% | 15% | 13% |

## Alignment between Preferred Method and Enrolled Method

About 98% of respondents who preferred all face-to-face reported that they were primarily enrolled in face-to-face, while only 87% of respondents who preferred all online reported that they were enrolled primarily online.

| Preferred Method | Reported Primarily Enrolled In: | |
|---|---|---|
| | Face-to-face | Online |
| All online | 13% | **87%** |
| All hybrid | 87% | 13% |
| All face-to-face | **98%** | 2% |
| A combination of the above | 78% | 22% |

### Actual Enrollment in Online:

Based on course enrollment data, roughly one-third of all students enrolled in at least one online course and roughly one-fifth had a completely online schedule.



Bar chart values:
- 2021FL: All Online Schedule 18%, At least one course online 30%
- 2022SP: All Online Schedule 21%, At least one course online 36%
- 2022FL: All Online Schedule 18%, At least one course online 33%
- 2023SP: All Online Schedule 19%, At least one course online 36%
- 2023FL: All Online Schedule 17%, At least one course online 35%

Legend: All Online Schedule | At least one course online

*Source: Enrollment by Term (Census Day)*

*"Elder care is also a big issue as it pertains to availability for courses-I need as many online classes as possible since I have no trusted daycare provisions for them."*
— - TCC Student Respondent

*"TCC does not offer enough face-to-face courses in each degree program offered. Each degree program offered should rotate campuses."* - TCC Student Respondent
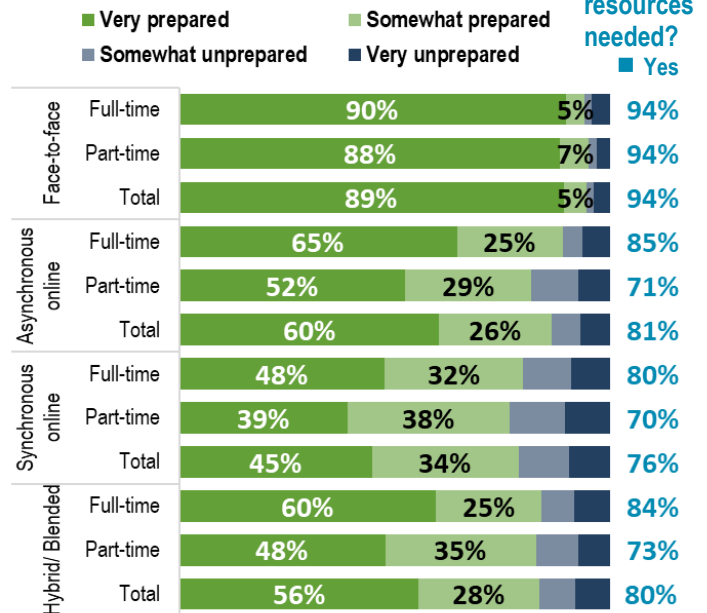
# Teaching in Different Modalities

Faculty responded to whether they felt prepared to teach in each modality and if they felt they had the resources to teach in each modality. Overall, faculty respondents felt most prepared to teach face-to-face with about 95% feeling *somewhat* or *very prepared*. Faculty respondents felt least prepared to teach synchronous online with about 79% feeling *somewhat* or *very prepared*. Preparedness correlated with whether the faculty respondents felt they had the resources they needed with

respondents being most likely to say they have resources for face-to-face and least likely to say they have resources for synchronous online. With the exception of face-to-face, part-time faculty respondents generally indicated feeling less prepared to teach in the given modality.



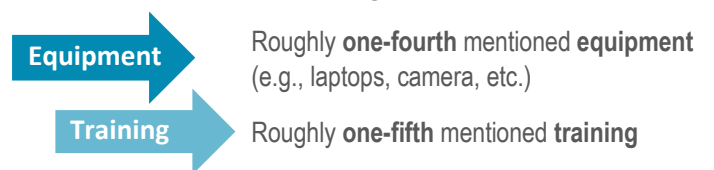**How prepared do you feel to teach in the following modalities?**

**Do you have resources needed?**

Legend: Very prepared | Somewhat prepared | Somewhat unprepared | Very unprepared | ■ Yes

| Modality | | Very prepared | Somewhat prepared | Yes |
|---|---|---|---|---|
| Face-to-face | Full-time | 90% | 5% | 94% |
| | Part-time | 88% | 7% | 94% |
| | Total | 89% | 5% | 94% |
| Asynchronous online | Full-time | 65% | 25% | 85% |
| | Part-time | 52% | 29% | 71% |
| | Total | 60% | 26% | 81% |
| Synchronous online | Full-time | 48% | 32% | 80% |
| | Part-time | 39% | 38% | 70% |
| | Total | 45% | 34% | 76% |
| Hybrid/ Blended | Full-time | 60% | 25% | 84% |
| | Part-time | 48% | 35% | 73% |
| | Total | 56% | 28% | 80% |

(N ~ 475 for each question)

## Resources Needed

Ninety faculty respondents provided comments regarding resources needed. The two major themes were equipment and training.

**Equipment** → Roughly **one-fourth** mentioned **equipment** (e.g., laptops, camera, etc.)

**Training** → Roughly **one-fifth** mentioned **training**

*"Understanding how to use technology tools available to teach synchronous online. Most of the tools we have training on are for either asynchronous online or face-to-face instruction."* - TCC Faculty Respondent

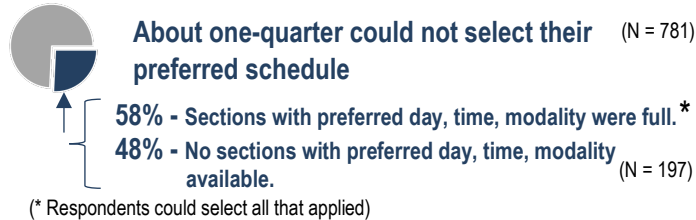*"Classroom technology that allows for simultaneous in-person/online presentation of course material."* - TCC Faculty Respondent

*"Better technology that could work with my field and posting videos on canvas etc."* - TCC Faculty Respondent
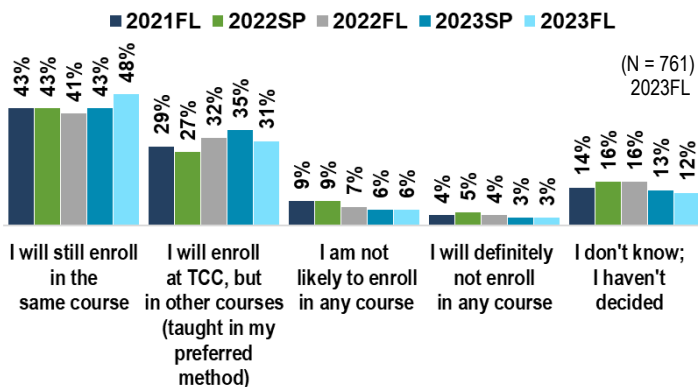
## Preferred Schedule

The majority of student respondents (about 3 in 4 respondents) indicated that they were able to select their preferred schedule. Among those who could not select their preferred schedule, about 6 in 10 reported that their preferred sections were full.

**About one-quarter could not select their preferred schedule** (N = 781)

**58%** - Sections with preferred day, time, modality were full. *
**48%** - No sections with preferred day, time, modality available. (N = 197)

(* Respondents could select all that applied)

- The percentage who indicated they could not select their preferred schedule differed some between these groups: full-time (28%) compared to part-time (25%), face-to-face (26%) compared to online (28%), and students who worked (27%) compared to those who did not (26%).

- The percentage who indicated they could not select their preferred schedule for those who cared for dependents (33%) was about 11 percentage points higher than those who did not care for dependents (22%).
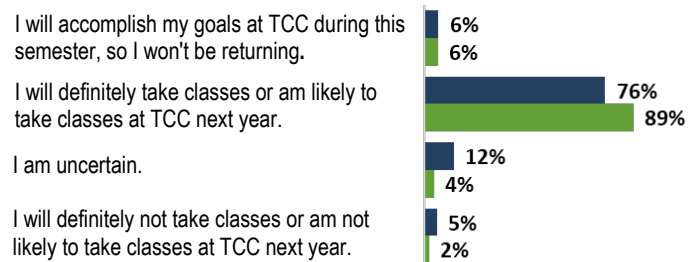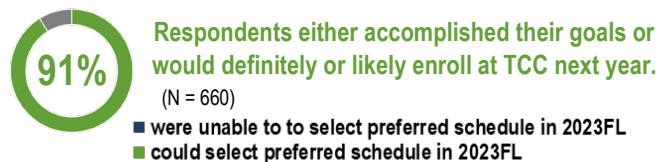
### If Preferred Modality Is Not an Option
■ 2021FL ■ 2022SP ■ 2022FL ■ 2023SP ■ 2023FL

(N = 761) 2023FL

| | I will still enroll in the same course | I will enroll at TCC, but in other courses (taught in my preferred method) | I am not likely to enroll in any course | I will definitely not enroll in any course | I don't know; I haven't decided |
|---|---|---|---|---|---|
| 2021FL | 43% | 29% | 9% | 4% | 14% |
| 2022SP | 43% | 27% | 9% | 5% | 16% |
| 2022FL | 41% | 32% | 7% | 4% | 16% |
| 2023SP | 43% | 35% | 6% | 3% | 13% |
| 2023FL | 48% | 31% | 6% | 3% | 12% |

Almost half of respondents reported that they would still enroll in the same course if their preferred modality was not an option. In other words, if they wanted to enroll in ENGL-1301 online but it was not an option, they would still enroll in ENGL-1301 in an available modality. About 31% reported that they would switch courses and enroll in another course in their preferred modality if that modality was not an option. In other words, if they wanted to enroll in ENGL-1301 online but it was not an option, they would switch to another course (e.g., HIST-1301) that was online. Historically, more than 40% of respondents placed precedence on course while closer to 30% placed precedence on modality.
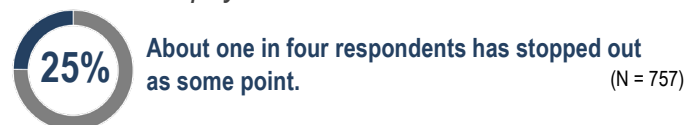
### Connections between Preferred Schedule and Future Enrollment

Overall, overwhelmingly respondents indicated that they either *accomplished their goals* or they would *definitely or likely enroll at TCC next year*. However, the percentage who were definitely or likely to enroll next year was 12 percentage points lower for those who reported that they were unable to select their preferred schedule in 2023FL compared to those who were able to select their preferred schedule in 2023FL.

**91%** **Respondents either accomplished their goals or would definitely or likely enroll at TCC next year.** (N = 660)

■ were unable to to select preferred schedule in 2023FL
■ could select preferred schedule in 2023FL

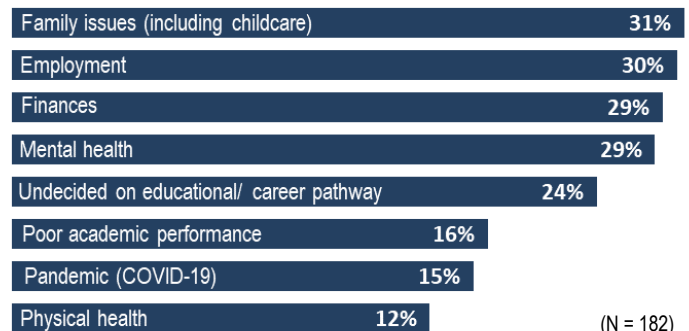| | unable | could select |
|---|---|---|
| I will accomplish my goals at TCC during this semester, so I won't be returning. | 6% | 6% |
| I will definitely take classes or am likely to take classes at TCC next year. | 76% | 89% |
| I am uncertain. | 12% | 4% |
| I will definitely not take classes or am not likely to take classes at TCC next year. | 5% | 2% |

## Stopping Out

Respondents indicated whether they had ever taken a semester or longer break from TCC and later returned – not including summer semesters. About 25% indicated that they had taken a break with about 31% citing *family issues (including childcare).* About 48% cited *employment* or *finances*, and about 36% cited *mental* or *physical health*.

**25%** **About one in four respondents has stopped out as some point.** (N = 757)

**Top Reasons:** *

| Reason | |
|---|---|
| Family issues (including childcare) | 31% |
| Employment | 30% |
| Finances | 29% |
| Mental health | 29% |
| Undecided on educational/ career pathway | 24% |
| Poor academic performance | 16% |
| Pandemic (COVID-19) | 15% |
| Physical health | 12% |

(N = 182)
(* Respondents could select all that applied)

- Part-time respondents were almost twice as likely to have stopped out with 37% reporting that they had stopped out at some point.

- Among respondents, stopping out in the past was not associated with future enrollment plans with about 8% indicating they were uncertain, unlikely, or would definitely not take classes at TCC in the next year.
- Among respondents, stopping out in the past did not seem highly associated with having earned mostly Cs, Ds, and/or Fs in the past.

## Conclusion

Student respondents provided valuable information regarding why they attended multiple campuses, their preferred schedule and whether they could select it, and reasons they had stopped out in the past. Faculty respondents provided important feedback on their preparedness to teach in different modalities and whether they had the resources needed. Roughly one-fifth of student respondents reported attending multiples campuses. Among the respondents who reported attending multiple campuses, there was a split between those who chose to do so and those who did so by necessity; about 22% chose multiple campuses because they wanted a mix of modalities while the remainder needed multiple campuses because the program/course was only at one campus, preferred classes were full, registered late, etc.

The reported percentage of respondents who preferred all online courses decreased by about half from about 28% in 2021FL to about 13% in 2023FL. While the demographics such as the percentage of part-time and percentage of TCC Connect Campus respondents changed, the decreases in these subgroups of respondents who have historically preferred all online at higher rates may not explain the overall decrease in preference for all online since within these subgroups there was a decrease in the preference for all online. In addition, based on actual enrollment data, the percentage of students who enrolled in at least one online course or were enrolled in only online courses had not markedly changed in the past few terms. Additional research regarding online enrollment is provided in the *IR Corner (December 2022 Issue).*

Faculty respondents indicated feeling less prepared to teach in other modalities beyond face-to-face with them feeling the least prepared to teach synchronous online. Their preparedness was correlated with feeling they had the resources needed to teach in that modality. The two major themes that emerged from their comments related to resources needed were equipment and training.

About 25% of respondents reported being unable to select their preferred schedule. Among those who could not select their preferred schedule, roughly 60% reported sections with their preferred time, day, or modality were full while roughly 50% reported their preferred time, day, or modality were not available. Being able to select a preferred schedule could have important implications as it appeared to be correlated with a student's future enrollment plans. Overall, about 90% of respondents indicated that they had accomplished their goals at TCC or would return to TCC next year.

Lastly, about one-quarter of respondents reported that they had stopped out in the past. Almost half of those who had stopped out cited *employment* or *finances*, and about 36% cited *mental* or *physical health*. About 31% specifically cited *family issues (including childcare)*

## Considerations

➢ **Continually monitor course preferences regarding modality:** Preferences may continue to evolve, and continual assessment will aid in trying to develop a schedule in line with student demand.

➢ **Discuss opportunities for multiple modalities:** Based on two years of scheduling surveys, respondents have alluded to the possibility of being able to switch between modalities within a given section (e.g. attending a section primarily face-to-face but attending online for any given class day when needed). In addition, multiple modalities could provide options for programs/courses offered on only one campus.

➢ **Provide and market training for teaching in modalities outside of face-to-face & continually evaluate faculty equipment needs.**

➢ **Market and connect students with resources for financial, child care, and mental/physical health assistance:** Making these connections for students may influence their decision to remain enrolled at TCC instead of stopping out.
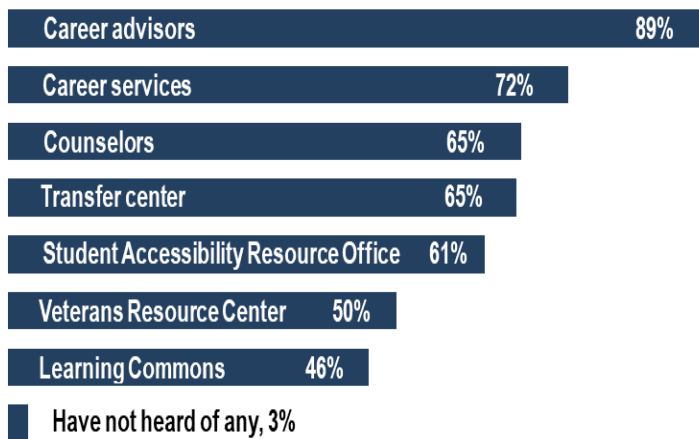
# SECTION III: TCC SERVICES FOR STUDENTS

To better assist students through services offered at TCC, the 2023FL survey included questions to evaluate students' awareness of the services available to them as well as their experiences with these services. Student experiences with applying for financial aid were also included in this section. Additionally, faculty were asked how often they referred students to these services and their comfort with doing so. The results from those questions are presented in this section.

## Awareness and Use of Services

The majority of respondents had heard of each of the services provided by TCC, with almost 90% having heard of career advisors, followed by career services (72%). Learning Commons was the least heard of service with slightly less than half of respondents (46%) being familiar with it.

**How often have you used this service?** (N~713)



**Services you have heard of** (N=737)

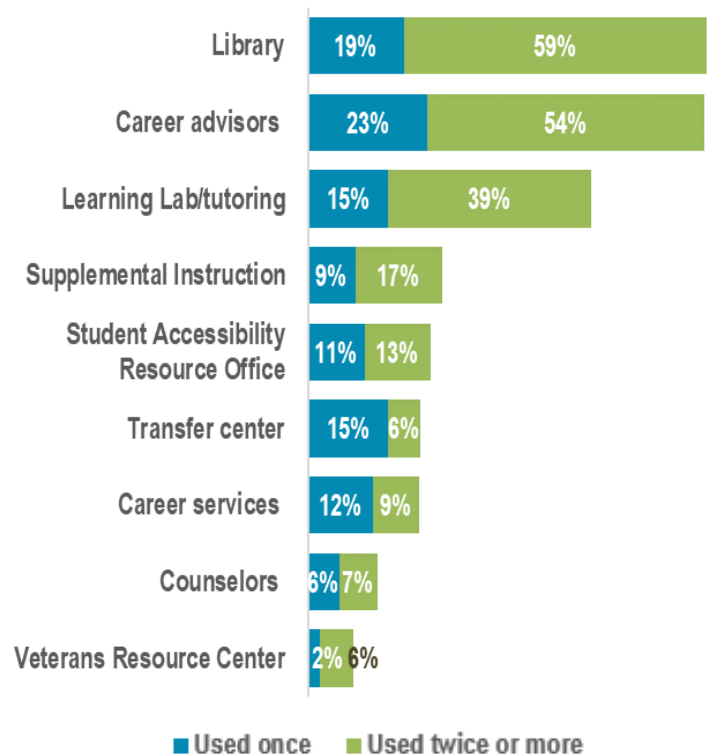| Service | % |
|---|---|
| Career advisors | 89% |
| Career services | 72% |
| Counselors | 65% |
| Transfer center | 65% |
| Student Accessibility Resource Office | 61% |
| Veterans Resource Center | 50% |
| Learning Commons | 46% |

Have not heard of any, 3%

While respondents were less likely to say they had heard of Learning Commons than other services, awareness increased 20 percentage points from 2023SP[†], and Library and Learning Lab/tutoring were some of the most used services. Career advisors were also frequently used by respondents, with about three-fourths of respondents having used them one or more times.

- Those estimated to be in **poverty** reported using services more than other respondents.
- Respondents who primarily took classes **face-to-face** were more likely to use the Learning Commons services than those who primarily took courses **online**.
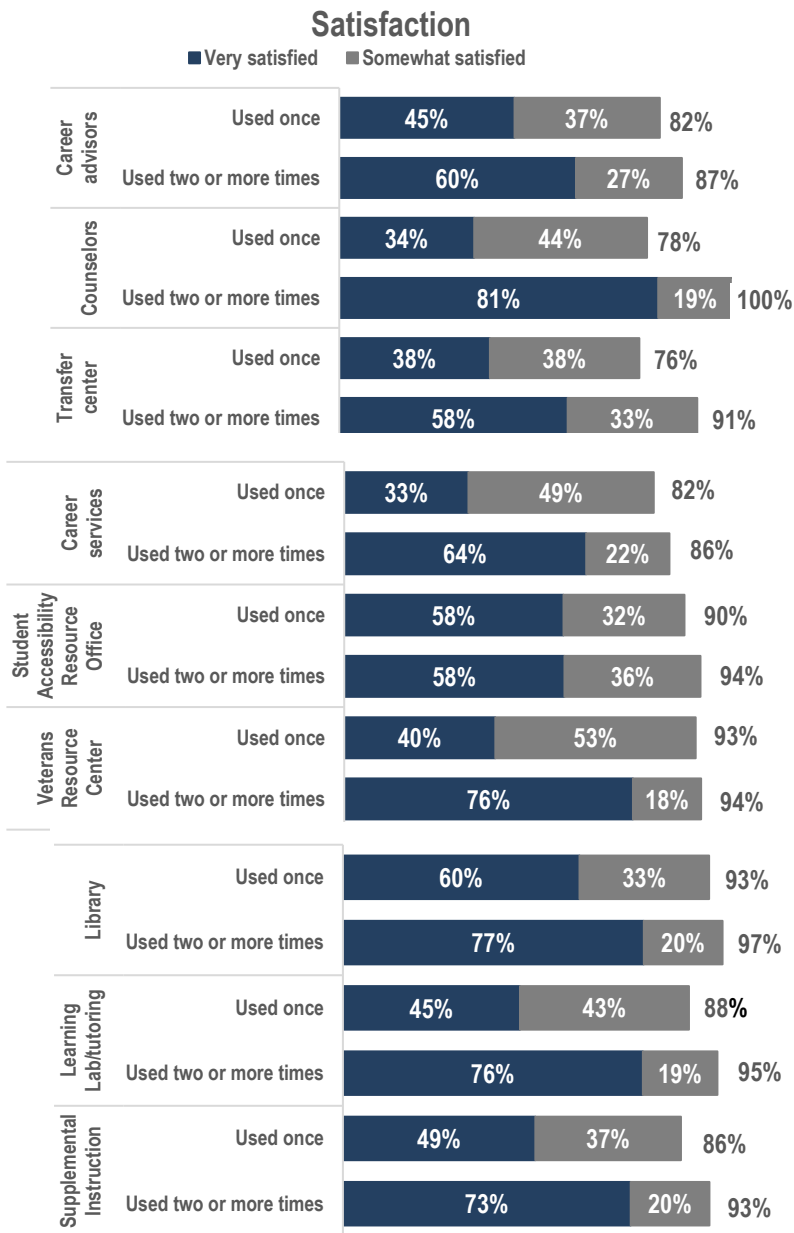
*"I did not know that mental health counseling was an offer so I have not used it but I will likely use it in the future."*          -TCC Student Respondent

*"The SAR (Student Accessibility Resource) room has helped me tremendously every time have needed to use it at any campus."*          -TCC Student Respondent

*"Also when people are registered they should be notified about TRIO, Veterans office, SAR and not just told verbally but given pamphlets of information."*          -TCC Student Respondent

***Note**: Not all respondents answered every question; the analysis of each question is based on the total number of respondents who answered that question.*

*† 2023SP Learning Commons Student Survey*

## Satisfaction with Services

Of those who indicated they had used TCC services, more than 80% were *somewhat* or *very satisfied* with each of the services used. Usage and satisfaction seemed connected since satisfaction increased as usage increased.

### Satisfaction



**Legend:** ■ Very satisfied ■ Somewhat satisfied

**Career advisors**
- Used once: 45% / 37% — 82%
- Used two or more times: 60% / 27% — 87%

**Counselors**
- Used once: 34% / 44% — 78%
- Used two or more times: 81% / 19% — 100%

**Transfer center**
- Used once: 38% / 38% — 76%
- Used two or more times: 58% / 33% — 91%

**Career services**
- Used once: 33% / 49% — 82%
- Used two or more times: 64% / 22% — 86%

**Student Accessibility Resource Office**
- Used once: 58% / 32% — 90%
- Used two or more times: 58% / 36% — 94%

**Veterans Resource Center**
- Used once: 40% / 53% — 93%
- Used two or more times: 76% / 18% — 94%

**Library**
- Used once: 60% / 33% — 93%
- Used two or more times: 77% / 20% — 97%

**Learning Lab/tutoring**
- Used once: 45% / 43% — 88%
- Used two or more times: 76% / 19% — 95%

**Supplemental Instruction**
- Used once: 49% / 37% — 86%
- Used two or more times: 73% / 20% — 93%

## Importance of Services

When asked to rate the importance of services, around one-fourth of respondents indicated several services were not applicable to them, including:

- Counselors (mental health), 24%
- Transfer center, 26%
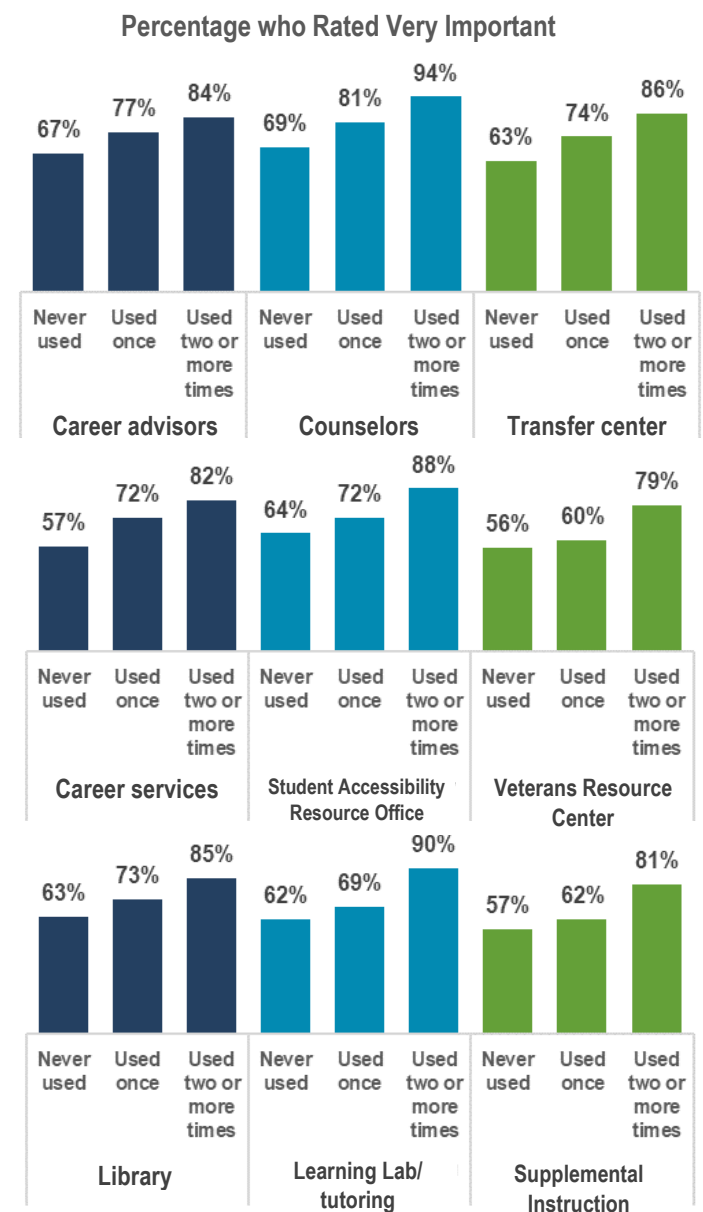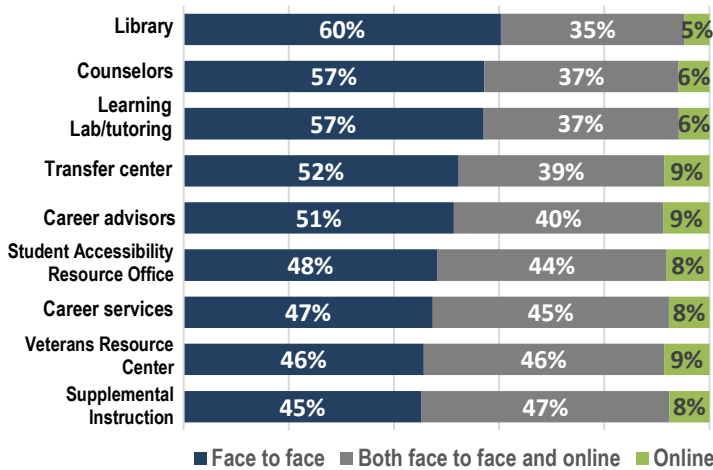- Career services (student employment), 25%

- Supplemental Instruction, 29%

Additionally, 47% of respondents did not feel the Veterans Resource Center was applicable to them.

Of those who rated the importance of the services, more than 9 in 10 respondents indicated each of the services was *somewhat important* or *very important* to them as a student, except for the Veterans Resource Center, which had about 82% of respondents rate it *very important* or *somewhat important*.

Service importance appeared positively related to usage in that as usage increased, those who rated the service as *very important* also increased.

### Percentage who Rated Very Important



**Career advisors**
- Never used: 67%
- Used once: 77%
- Used two or more times: 84%

**Counselors**
- Never used: 69%
- Used once: 81%
- Used two or more times: 94%

**Transfer center**
- Never used: 63%
- Used once: 74%
- Used two or more times: 86%

**Career services**
- Never used: 57%
- Used once: 72%
- Used two or more times: 82%

**Student Accessibility Resource Office**
- Never used: 64%
- Used once: 72%
- Used two or more times: 88%

**Veterans Resource Center**
- Never used: 56%
- Used once: 60%
- Used two or more times: 79%

**Library**
- Never used: 63%
- Used once: 73%
- Used two or more times: 85%

**Learning Lab/tutoring**
- Never used: 62%
- Used once: 69%
- Used two or more times: 90%

**Supplemental Instruction**
- Never used: 57%
- Used once: 62%
- Used two or more times: 81%

## Preferred Way to Use Services

Of respondents who indicated the services were applicable to them, most reported a preference to access TCC services *face to face*. Fewer than 10% of respondents preferred to use the services solely *online*, and about 35 to 47 percent preferred the services to be available *both online and face to face.*

**How would you prefer to use these services?**
**(N~636)**

| Service | Face to face | Both face to face and online | Online |
|---|---|---|---|
| Library | 60% | 35% | 5% |
| Counselors | 57% | 37% | 6% |
| Learning Lab/tutoring | 57% | 37% | 6% |
| Transfer center | 52% | 39% | 9% |
| Career advisors | 51% | 40% | 9% |
| Student Accessibility Resource Office | 48% | 44% | 8% |
| Career services | 47% | 45% | 8% |
| Veterans Resource Center | 46% | 46% | 9% |
| Supplemental Instruction | 45% | 47% | 8% |

■ Face to face  ■ Both face to face and online  ■ Online

Respondents preferred services to be available both **online** and **face to face** at almost equal rates as solely face to face for several services, including career services, the veteran resource center, and supplemental instruction.

## Financial Aid

About two-thirds of respondents (**62%**) indicated they applied for financial aid at TCC. A few respondents (**6%**) reported they started the process but did not finish, and **32%** did not apply.

(N=675)
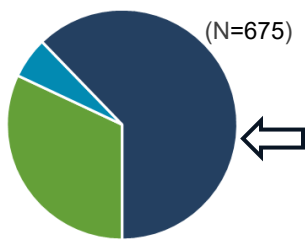
Of those who **DID** apply, **78%** reported the aid they received covered the cost of their attendance. About **1 in 10** applied for aid but did not receive aid.

Of those who **DID NOT** apply:
- **37%** Didn't think they needed to
- **13%** Didn't know where to start
- **13%** Had difficulty locating required documentation
- **11%** Didn't know they could apply
- **9%** Missed the deadline

*Other* reasons for not applying for financial aid included ineligibility (e.g., immigration status), as well as receiving funding through other sources (e.g., veterans' benefits, scholarships).
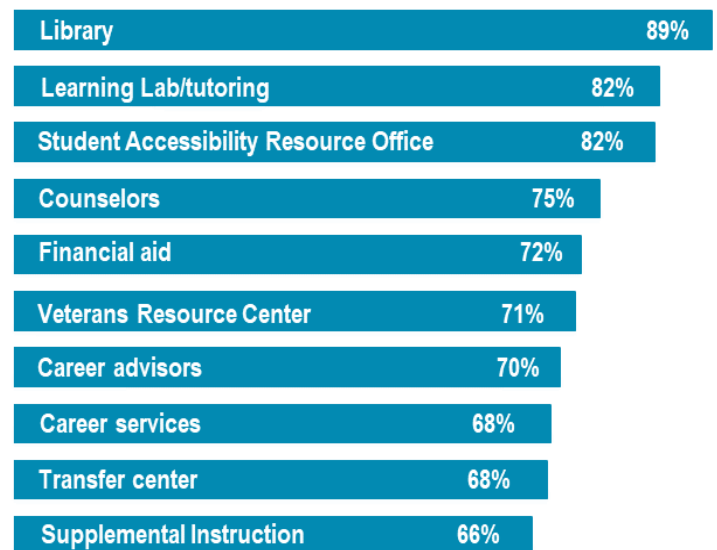
## Faculty Referrals to Services

Faculty were asked to rate their comfort level in referring students to services at TCC. Very few faculty reported they were *not aware* of the services. **Part-time faculty** indicated more often than **full-time faculty** that they were unaware of services.

Of those who were aware of the service, five percent or fewer indicated they were *not comfortable* referring students to a service, and about 10 to 30 percent were *neutral* about referring.

**Two-thirds or more** of faculty indicated they were comfortable referring students to each service offered by TCC.
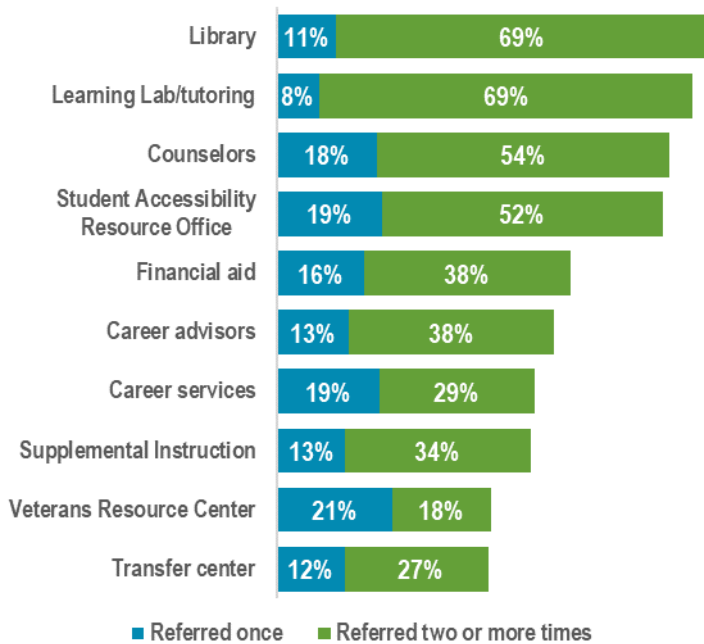
**Comfortable referring students to service (N~513)**

| Service | % |
|---|---|
| Library | 89% |
| Learning Lab/tutoring | 82% |
| Student Accessibility Resource Office | 82% |
| Counselors | 75% |
| Financial aid | 72% |
| Veterans Resource Center | 71% |
| Career advisors | 70% |
| Career services | 68% |
| Transfer center | 68% |
| Supplemental Instruction | 66% |

While most faculty were comfortable or neutral about referring students to service, a majority had not referred students to the Transfer Center (61%), Veterans Resource Center (60%), Supplemental Instruction (53%), or Career Services (52%). **Part-time faculty** reported at higher rates that they had never referred students to services compared to **full-time faculty**.

Of those who had referred students, faculty respondents most commonly referred students to the Library (80%), Learning lab/tutoring (77%), Counselors (73%) and the Student Accessibility Resource Office (71%).

**How often have you referred students to this service in the last academic year?** (N~510)



■ Referred once   ■ Referred two or more times

Faculty respondents who had been **teaching five years or more** indicated being *comfortable* referring students to many services at higher rates than those who had been **teaching a shorter amount of time**. Additionally, those who had been teaching longer indicated at higher rates that they more frequently referred students to most services. Of particular note, faculty who had **five or more years** of experience were more *comfortable* referring students to the Student Accessibility Resource Office and did so more often than those who had been **teaching less than five years**.

# Conclusion

Most student respondents were aware of the services offered by TCC. Of those who used the services, the majority were somewhat or very satisfied. While about one-fourth of respondents did not believe several of the services were applicable to them, of those who did, respondents viewed the services as important to their role as a student.

Respondents were split on the best way to access the services, with 45 to 60 percent indicating face to face and an additional 35 to 47 percent saying both face to face and online. Fewer thought any service should be available solely online.

About two in three respondents applied for financial aid, and of those who applied, the majority indicated that the aid received covered their expenses at TCC. Those who did not apply indicated a variety of reasons including not needing to, not knowing where to start, and having difficulty locating the required documentation.

Overall, the majority of faculty respondents were comfortable referring students to services, and many reported they frequently did so.

# Considerations

### *Explore Service Delivery Both Face to Face and Online*

There was a notable number of respondents who preferred to access services both face to face and online. Of interest, almost equal amounts of respondents preferred face to face and online to solely face to face for the Student Accountability Resource Office, Career Services, the Veterans Resource Center, and Supplemental Instruction.

### *Assistance Applying for Financial Aid*

About one in three student respondents did not apply for financial aid. Reasons for not applying included not knowing where to start, experiencing difficulties locating the necessary documents, and missing the deadline to apply. Students may benefit from additional support with the financial aid application process.

### *Provide Faculty with Information About Student Services*

While very few faculty respondents were unaware of the services available to students, a number were neutral about referring. Even fewer respondents indicated they had referred students to these services in the last academic year. Part-time faculty and newer faculty may benefit from additional information about services that are available to students and where to refer them if a need arises.

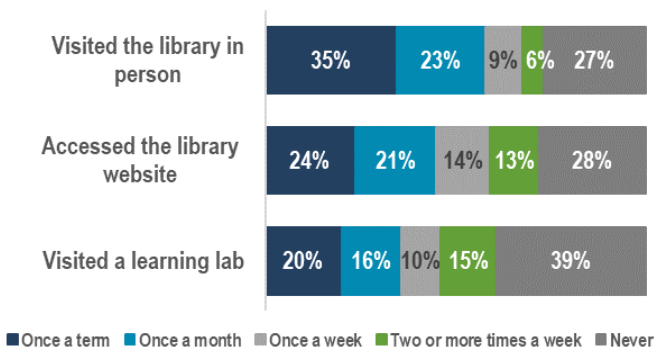# SECTION IV: ACADEMIC SUPPORT SERVICES - FACULTY AND STAFF

The survey included questions to evaluate the use of Academic Support Services by faculty and staff at TCC. The results from those questions are presented in this section.

## Use of Academic Support Services

### Faculty

About half of faculty respondents visited the library in person (58%) or accessed the library website (45%) about *once a term* or *once a month* in the last academic year with fewer visiting *weekly* or more often. One in five respondents reported visiting a Learning Lab *once a term*, while about 10 to 15 percent visited monthly, weekly, or more often. Several respondents indicated they had not visited or accessed these Academic Support Services in the last academic year.

**Frequency of using services in the last academic year (N~453)**



Visited the library in person: Once a term 35%, Once a month 23%, Once a week 9%, Two or more times a week 6%, Never 27%

Accessed the library website: Once a term 24%, Once a month 21%, Once a week 14%, Two or more times a week 13%, Never 28%

Visited a learning lab: Once a term 20%, Once a month 16%, Once a week 10%, Two or more times a week 15%, Never 39%

Legend: ■ Once a term ■ Once a month ■ Once a week ■ Two or more times a week ■ Never

**Full-time faculty** respondents used the Academic Support Services more frequently than **part-time faculty**, and those who had been **teaching longer** also used the services more frequently.

Respondents who indicated they never used the Academic Support Services were asked why not. The majority of respondents indicated there was *no need* for them to use the services, and fewer than 10% indicated there was *no time* for each service.

*Other* reasons for not using services included:
- Not local
- Primarily teach online or dual credit
- Services are not nearby, across campus
- New hire
- Unsure with how they would benefit from the service

*Note: Not all respondents answered every question; the analysis of each question is based on the total number of respondents who answered that question.*

## Why didn't you use the service?
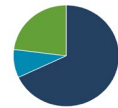


**Visited the library in person (N=121)**
- No need, 68%
- No time, 9%
- Other, 23%

**Accessed library website (N=126)**
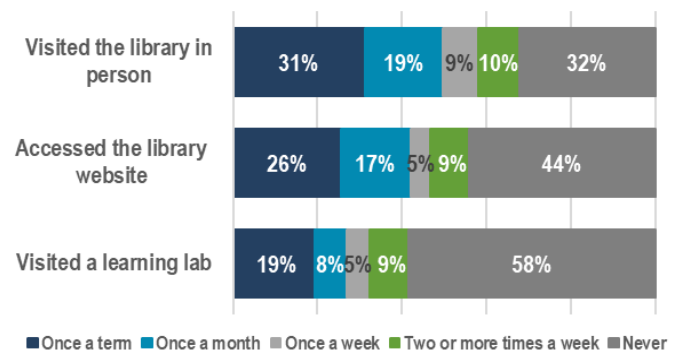- No need, 86%
- No time, 5%
- Other, 10%

**Visited a learning lab (N=173)**
- No need, 70%
- No time, 11%
- Other, 19%

### Staff

Staff respondents were much less likely than faculty respondents to report using the Academic Support Services, with more than half *never* visiting the learning lab (58%) and 44% *never* accessing the library website. When staff respondents did utilize the services, they most often reported using them *once a term*.

**Frequency of using services in the last academic year (N~600)**



Visited the library in person: Once a term 31%, Once a month 19%, Once a week 9%, Two or more times a week 10%, Never 32%

Accessed the library website: Once a term 26%, Once a month 17%, Once a week 5%, Two or more times a week 9%, Never 44%

Visited a learning lab: Once a term 19%, Once a month 8%, Once a week 5%, Two or more times a week 9%, Never 58%

Legend: ■ Once a term ■ Once a month ■ Once a week ■ Two or more times a week ■ Never

**Student-facing staff** respondents reported using the Academic Support Services more frequently than **non-student-facing staff.**

More than 8 in 10 respondents who never used the Academic Support Services indicated there was *no need*. Very few (6%) indicated there was *no time* to access the services, and a few provided *other* reasons for not using including:
- New hire
- Services not relevant to their role at TCC
- Unsure what services were available to staff

**Why didn't you use the service?**

**Visited the library in person (N=190)**
- **No need, 81%**
- **No time, 6%**
- **Other, 13%**

**Accessed the library website (N=264)**
- **No need, 86%**
- **No time, 6%**
- **Other, 8%**
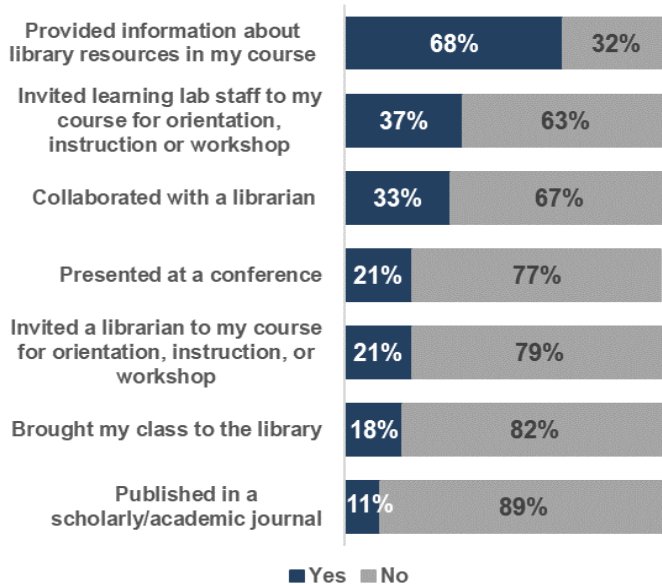
**Visited a learning lab (N=347)**
- **No need, 87%**
- **No time, 6%**
- **Other, 7%**

# Collaboration and Participation

## Faculty

About one in five respondents indicated for each activity that it was not applicable to them. Of those who did find it applicable, almost 70 percent of faculty respondents indicated they had provided information about library resources in their course. About one in three respondents had invited learning lab staff to their course (37%) or collaborated with a librarian (33%).

**Have you done the following in the last academic year (N~386)**

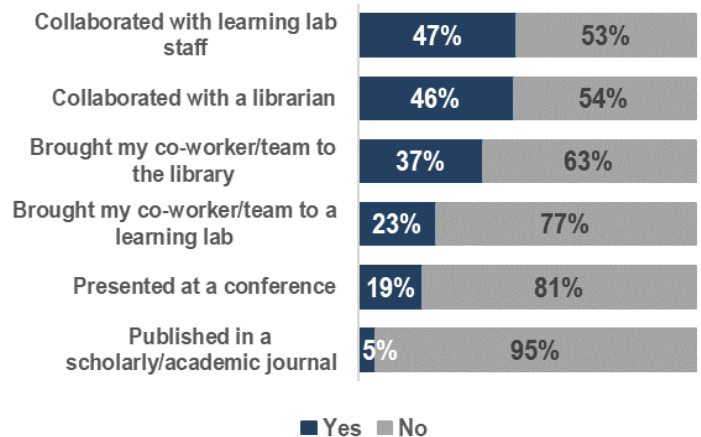| Activity | Yes | No |
|---|---|---|
| Provided information about library resources in my course | 68% | 32% |
| Invited learning lab staff to my course for orientation, instruction or workshop | 37% | 63% |
| Collaborated with a librarian | 33% | 67% |
| Presented at a conference | 21% | 77% |
| Invited a librarian to my course for orientation, instruction, or workshop | 21% | 79% |
| Brought my class to the library | 18% | 82% |
| Published in a scholarly/academic journal | 11% | 89% |

■ Yes ■ No

**Full-time faculty** respondents and those who had **taught five or more years** reported doing these activities at higher rates than those who were **part-time faculty** or had **taught less than five years** except for *brought their class to the library* and *published in a scholarly/academic journal*.

## Staff

Overall, 25 to 35 percent of staff respondents indicated that the following activities related to the learning commons were not applicable to them. Of those who did find it applicable, close to half of respondents reported collaborating with learning lab staff (47%) or collaborating with a librarian (46%). Several respondents also indicated they brought their co-worker or team to the library (37%) or to a learning lab (23%).

**Have you done the following in the last academic year?** (N~446)

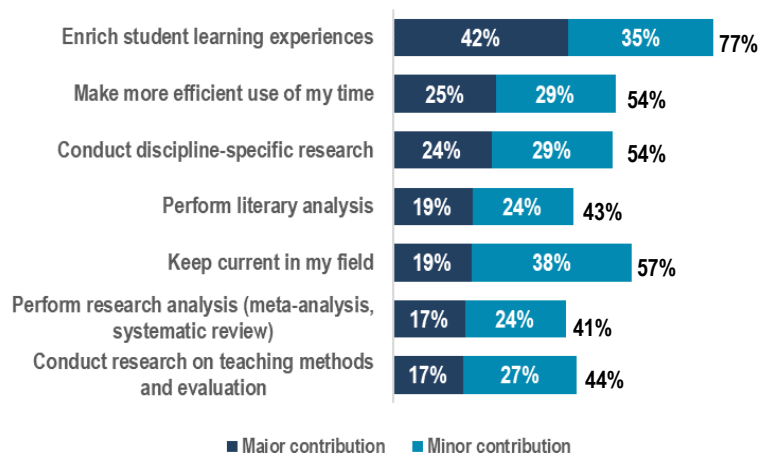| Activity | Yes | No |
|---|---|---|
| Collaborated with learning lab staff | 47% | 53% |
| Collaborated with a librarian | 46% | 54% |
| Brought my co-worker/team to the library | 37% | 63% |
| Brought my co-worker/team to a learning lab | 23% | 77% |
| Presented at a conference | 19% | 81% |
| Published in a scholarly/academic journal | 5% | 95% |

■ Yes ■ No

# Libraries

## Faculty

More than 40% of faculty respondents reported that the TCC Libraries had a major contribution in their ability to enrich student learning experiences. Additionally, about one in four respondents said the libraries had a major contribution in their ability to make more efficient use of their time (25%) and conduct discipline-specific research (24%).
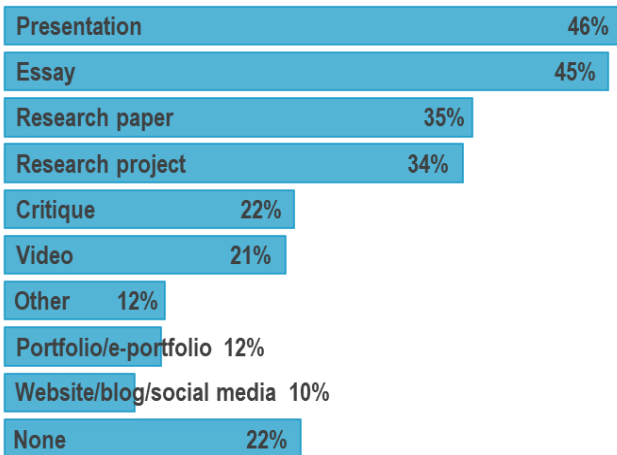
**Indicate the level of contribution the TCC Libraries have made in your ability to:** (N~438)

| Ability | Major contribution | Minor contribution | Total |
|---|---|---|---|
| Enrich student learning experiences | 42% | 35% | 77% |
| Make more efficient use of my time | 25% | 29% | 54% |
| Conduct discipline-specific research | 24% | 29% | 54% |
| Perform literary analysis | 19% | 24% | 43% |
| Keep current in my field | 19% | 38% | 57% |
| Perform research analysis (meta-analysis, systematic review) | 17% | 24% | 41% |
| Conduct research on teaching methods and evaluation | 17% | 27% | 44% |

■ Major contribution ■ Minor contribution

**Full-time faculty** respondents reported the libraries contributed to their abilities regarding these activities at higher rates than **part-time faculty**. Likewise, those who had been **teaching five years or more** reported at higher rates that the libraries contributed to their abilities versus those who had been **teaching less than five years**.

Faculty were also asked to identify the types of activities and projects they assigned to their students. Almost half of respondents indicated they assigned presentations (46%) and essays (45%) to their students, while about one in three assigned a research paper (35%) or research project (34%).

**Which of the following activities or projects are you assigning to students?** (N~443)

| Activity | Percentage |
|---|---|
| Presentation | 46% |
| Essay | 45% |
| Research paper | 35% |
| Research project | 34% |
| Critique | 22% |
| Video | 21% |
| Other | 12% |
| Portfolio/e-portfolio | 12% |
| Website/blog/social media | 10% |
| None | 22% |

Some *other* assignments included:
- Discussion boards
- Hands-on labs, lab reports
- Online simulations
- Case studies

## Support and Resources

### Faculty

Most faculty respondents *somewhat* or *strongly agreed* that they were supported by leadership and had adequate resources:
- *I feel supported by college leadership,* **66%**
- *I feel supported by my division leadership,* **86%**
- *My classroom facilities are adequate,* **80%**
- *Technology in my classroom is adequate,* **79%**
- *I have adequate professional development,* **86%**

**Part-time faculty respondents** and those who had been **teaching less than five years** *agreed* that they felt supported by college leadership and that the classroom facilities and technology were adequate at higher rates. Respondents who were **full-time faculty** and those who had been **teaching more**

than **10 years** were more likely to *somewhat* or *strongly agree* that they have adequate professional development than their counterparts.

### Staff

Three-fourths or more of staff respondents *somewhat* or *strongly agreed* that they were supported by leadership and had adequate resources:
- *I feel supported by college leadership,* **75%**
- *I feel supported by my division leadership,* **84%**
- *Facilities/resources provided for my role are adequate,* **81%**
- *Technology provided for my role is adequate,* **83%**
- *I have adequate professional development,* **86%**

**Non-student-facing staff** respondents *somewhat* or *strongly agreed* that they felt supported by college leadership and division leadership and that the facilities and technology provided for their role were adequate at higher rates than **student-facing staff**.

## Conclusion

Most faculty respondents indicated they used the Academic Support Services throughout the academic year. Many of those who did not use these services reported that they did not have a need to.

About two-thirds of faculty respondents provided information about library resources in their course work, and close to half of staff reported collaborating with learning lab staff and a librarian highlighting the collaboration with Learning Commons across the college.

With regard to TCC Libraries, many faculty reported the libraries played a contributing role in their abilities to enrich their teaching and conduct research.

Most faculty and staff respondents reported feeling supported by leadership and having adequate resources and professional development for their roles.

## Considerations

### *Communicate Resources Available to Faculty and Staff*

A number of faculty and staff reported not using Academic Support Services in the last academic year, primarily because there was no need. To increase collaboration and participation with Academic Support Services, faculty and staff can be made aware of the resources and opportunities available.

# SECTION V: COMMUNICATION OVERVIEW

Students, faculty, and staff receive information from a variety of sources, and a multitude of methods are used for different kinds of outreach. Preferred method of communication and amount of communication were assessed across multiple types of communication.  Results from those questions are presented in this section.

## Student Preferences

Student respondents selected and ranked their two most preferred communication methods for different outreach categories. (N ~ 600)

### *Preferred Method*

For all types of communication except *emergency alerts*, respondents preferred email with at least **3 in 4** selecting this method as their preferred for each communication type.  For *emergency alerts*, respondents preferred text with **75%** selecting this method.  Methods seemed to have some alignment with type.  For example, Canvas and announcement/class conversation were among the more highly preferred methods for *instructor communication*; poster/campus flyer gained some preference when the communication was for *campus events*; phone calls gained some preference when the communication was for *emergency alerts*. Social Media was the least preferred method of communication overall – being least selected or second least selected method for every communication type.

### *Amount*

Respondents disagreed the most with the amount of communication for *campus events* with only about **2 in 3** indicating that amount was "just right," and the others were split about 60/40 between "not enough" and "too much."  Respondents agreed the most with the amount of communication for *IT outages/changes* and *emergency alerts* with over **80%** indicating that amount was "just right," and the others were split about 60/40.  While almost **80%** of respondents thought the amount of *instructor communication* was "just right," the others split such that about every 12 indicated "not enough" for every one respondent who indicated "too much."

### *Content*

Respondents were most likely to agree that communications were *Clear* followed closely by *Concise* – roughly **9 in 10** agreed with these statements.  Respondents were least likely to agree that communications were *Relevant* (76% agreed).

*Preferred method: the percentage at the end of the bar shows the total percentage who selected/ranked this method.  The white percentage shows the percentage who ranked it as their number one method.*
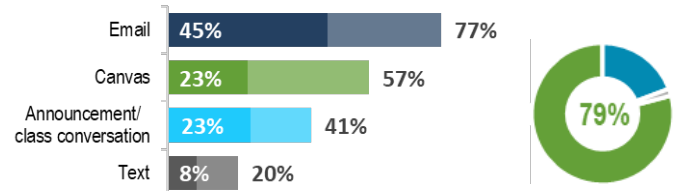
*Preferred Communication Method*  *Amount of Communication*

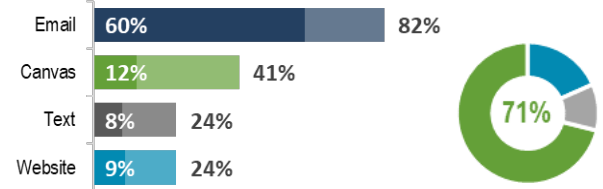Legend: ■ Just right  ■ Not enough  ■ Too much

**Instructor Communication**
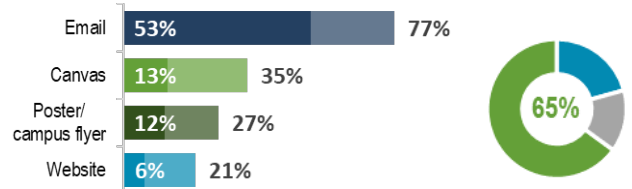
| Email | 45% | 77% |
| Canvas | 23% | 57% |
| Announcement/class conversation | 23% | 41% |
| Text | 8% | 20% |

79%

**General TCC information**

| Email | 60% | 82% |
| Canvas | 12% | 41% |
| Text | 8% | 24% |
| Website | 9% | 24% |

71%

**Campus Events**

| Email | 53% | 77% |
| Canvas | 13% | 35% |
| Poster/campus flyer | 12% | 27% |
| Website | 6% | 21% |

65%

**Emergency Alerts**

| Text | 51% | 75% |
| Email | 28% | 62% |
| Phone call | 14% | 28% |
| Canvas | 4% | 21% |

82%

**IT Outages/Changes**

| Email | 44% | 75% |
| Text | 35% | 57% |
| Canvas | 7% | 30% |
| Phone call | 8% | 18% |

82%

*Content: Communications from TCC are...*

| Clear | 91% | 9% |
| Concise | 90% | 10% |
| Timely | 85% | 15% |
| Relevant | 76% | 24% |
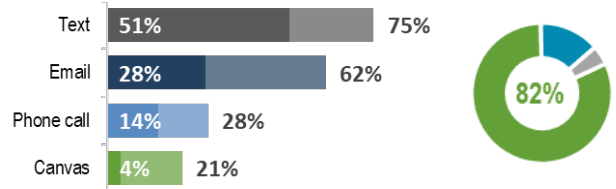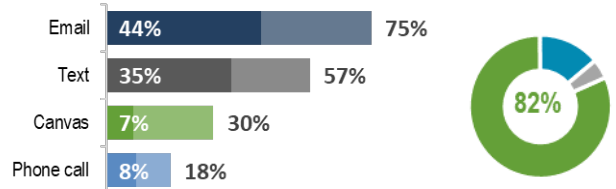
■ Agree  ■ Disagree
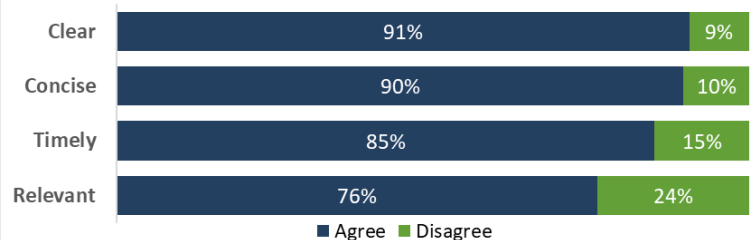
## Faculty & Staff Preferences

Faculty and staff respondents selected and ranked their two most preferred communication methods for different outreach categories. (N ~ 1,000)

### Preferred Method

For all types of communication except *emergency alerts*, respondents preferred email. For *information specific to the department*, almost all selected email with **93%** ranking it first. For *emergency alerts*, respondents preferred text with **87%** selecting this method and almost **half** ranking it first. Methods seemed to have alignment with type. For example, website was among the more preferred methods for *general TCC information*, while text was a clear second after email for *IT outages/changes*. Social Media was the least preferred method of communication overall – being the least selected or second least selected method for every communication type.

### Amount

Respondents disagreed the most with the amount of communication for *campus events* and *general TCC information* with only about **2 in 3** indicating the amount was "just right" for these types of communications. For those who disagreed with the amount of communication for *general TCC information*, about **70%** indicated that it was "not enough," and for those who disagreed with the amount of communication for *campus events*, about **75%** thought it was "not enough." While about **70%** of respondents thought the amount of *information specific to the department* was "just right," the others split such that about 15 indicated "not enough" for every one respondent who indicated "too much."

### Content

Respondents were most likely to agree that communications were *Clear* followed closely by *Concise* – roughly **8 in 10** agreed with these statements. Roughly **three-quarters** agreed that communications were *Relevant*. Respondents were least likely to agree that communications were *Timely* (70% agreed).

**Preferred method:** *the percentage at the end of the bar shows the total percentage who selected/ranked this method. The white percentage shows the percentage who ranked it as their number one method.*
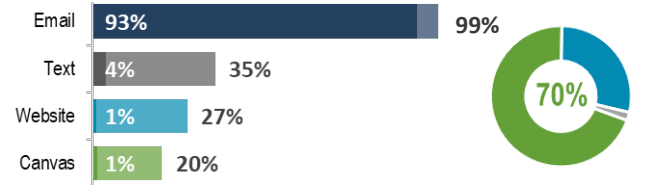
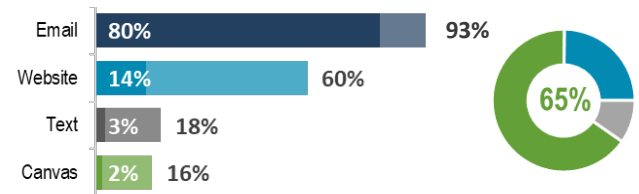### Faculty Communication with Students



Canvas 57% · Email 26% · Other 12% · Phone call 1% · Text apps (Remind, Group Me) 3%

■ Canvas ■ Email ■ Other ■ Phone call ▪ Text apps (Remind, Group Me)

*Preferred Communication Method*     *Amount of Communication*
■ Just right ■ Not enough ■ Too much

#### Information Specific to Dept.
- Email 93% | 99%
- Text 4% | 35%
- Website 1% | 27%
- Canvas 1% | 20%

70%

#### General TCC information
- Email 80% | 93%
- Website 14% | 60%
- Text 3% | 18%
- Canvas 2% | 16%

65%

#### Campus Events
- Email 77% | 87%
- Website 10% | 46%
- Poster/campus flyer 7% | 31%
- Canvas 1% | 14%

64%

#### Emergency Alerts
- Text 67% | 87%
- Email 21% | 55%
- Phone call 11% | 44%
- Website 1% | 10%

86%

#### IT Outages/Changes
- Email 49% | 78%
- Text 42% | 68%
- Website 3% | 26%
- Phone call 5% | 21%

78%

*Content: Communications from TCC are...*

| | Agree | Disagree |
|---|---|---|
| Clear | 80% | 20% |
| Concise | 79% | 21% |
| Timely | 70% | 30% |
| Relevant | 77% | 23% |
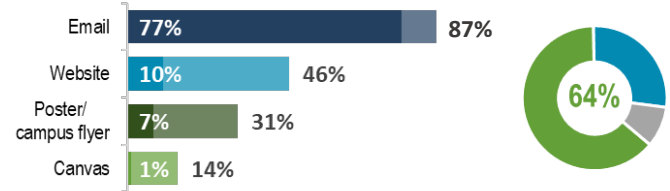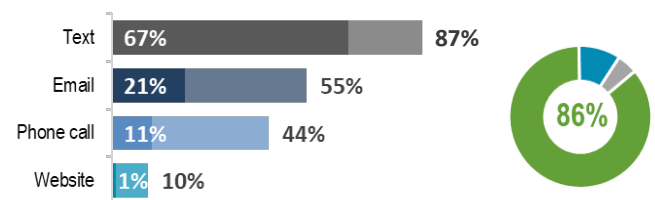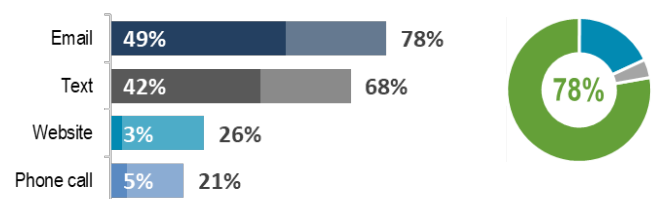
■ Agree ■ Disagree
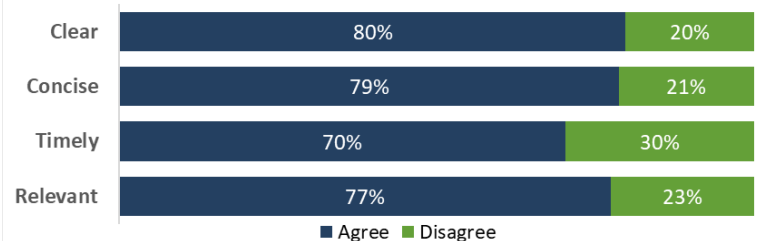
## Conclusion

Student and faculty/staff respondents tended to prefer email communication for every outreach category except for *Emergency Alerts*, which both groups preferred Text. Based on the type of communication, other methods gained in preference. For example, Canvas was a strong second preference for students to receive *instructor communication*. A majority of student and faculty/staff respondents felt that communication from TCC was "just right" for almost every outreach category. *Campus Events* had highest percentage of "not enough" for both groups - about **21%** of student respondents and **27%** faculty/staff respondents. For faculty/staff respondents, about **1 in 4** respondents felt that there was not enough communication about *General TCC Information*. **Over half** of faculty respondents preferred communicating with their students through Canvas, followed by about **1 in 4** preferring email communication.

About **3 in 4** student and faculty/staff respondents found communication from TCC to be *Relevant* to them. However, a higher percentage of student respondents agreed that communication from TCC was *Clear*, *Concise*, and *Timely* when compared to faculty/staff respondents.

## Considerations

**Use a variety of methods but select methods based on type of communcication:** with email being voiced as the main mode of communication by the respondent groups, the other communication options were still highly ranked for most of the types of communciations.

**Explore social media for other topics/situations:** while social media was not highly ranked by either group of respondents for the types of communcations assessed in the survey, it might gain preference for others. For example, would it rank highly for communcation for large events such as graduation where social media offers additional features like live streaming or continual updates?

**Connect the use of Canvas and email:** despite Canvas being the majority preferred method of communication by faculty respondents to their students (57%), only about 1 in 4 student respondents selected Canvas as their first rank choice. Student and/or faculty training in Canvas' capabilities to use email may help bridge the divide in usage by the two groups.

# SECTION VI: STUDENT ENGAGEMENT

In the continuous effort towards a student-centered experience, TCC administered a Student Ready Survey in 2023FL which included questions to assess students' engagement with faculty, other students, and college-sponsored extracurricular activities. Results from those questions are presented in this section.

## The Effects of a Sense of Belonging on Engagement

Among the questions asked to student respondents in this survey were those that sought to measure the extent to which students felt they belonged at TCC.

- Has TCC provided you with the support you needed to thrive socially?
    o *80% agreed that TCC has done so*
- Has someone at TCC helped you cope with your non-academic responsibilities?
    o *49% said that someone has done so*
- Have you had serious conversations with students who differ from you?
    o *59% had these conversations*
- Has another student whom you didn't know previously learned your name?
    o *56% said this was the case*
- Have any of your instructors learned your name?
    o *75% said this was the case*

Notably, student respondents with higher senses of belonging also reported making use of college services at higher rates. Compared to student respondents with a 'Low' sense of belonging, student respondents with a 'High' sense of belonging were:

- **Twice as likely** to have visited college counselors for mental health (N = 636)
- **Twice as likely** to have used the transfer center (N = 634)
- **Four times as likely** to have used TCC's Career Services (N = 635)
- **Twice as likely** to have used TCC's SARO services (N = 637)
- **About 30% more likely** to have used TCC's library services (N = 639)
- **About 50% more likely** to have visited TCC's Learning Labs or Tutoring (N = 640)
- **Twice as likely** to have used Supplemental Instruction (N = 636)

Interestingly, modality preference and full-time status were somewhat correlated to the degree to which student respondents felt as though they belonged:

**Percent of Students Feeling a High Sense of Belonging:**

| By Modality | | By Full-time Status | |
|---|---|---|---|
| In Person | Online | Full-time | Part-time |
| **21%** | **7%** | **22%** | **14%** |

## Engagement

In a similar manner to the classification of student respondents by sense of belonging, student respondents were assessed as to how engaged they were at TCC.

- How often have you participated in college-sponsored activities?
    o *46% had participated at least once*
- How often have you worked harder than you thought you could to meet an instructor's standards or expectations?
    o *60% had done so*
- How often have you discussed ideas or readings with your instructor outside of class?
    o *63% had done so*
- How often have you discussed grades or assignments with your instructor outside of class?
    o *84% had done so*
- How often have you discussed future career plans or pathways with an instructor?
    o *62% had done so*

## Class Participation

Student respondents were asked questions that measured the extent to which they had participated in class-related activities at TCC. The overall results are as follows:

- About **94%** of respondents agreed that they knew how to get in touch with their instructors outside of the classroom (N = 731)

- About **63%** of respondents indicated that they had discussed ideas or readings with their instructor outside of the classroom at least once (N = 685)
    - *Correspondingly, **about 87%** of faculty indicated that they had discussed ideas or readings with students* (N = 464)
- About **62%** of respondents indicated that they had discussed career plans with an instructor at least once (N = 685)
    - *Correspondingly, **about 94%** of faculty indicated that they had discussed career plans with students* (N = 464)

## Extracurricular Involvement

A subset of the questions gathered information about the amount of involvement each respondent had with 'outside of the classroom' activities.

- About **80%** of respondents agreed that TCC has helped them to thrive socially (N = 727)
    - *Correspondingly, **about 78%** of faculty indicated that they had helped TCC students thrive socially* (N = 473)
- **Nearly half** of respondents agreed that TCC has helped them to cope with non-school issues (N = 720)
    - *Correspondingly, **about 83%** of faculty indicated that they had helped TCC students cope with non-school issues* (N = 475)
- About **46%** of respondents indicated that they have participated in college-sponsored activities (N = 711)
    - *Correspondingly, **about 59%** of faculty indicated that they had participated in TCC events as a sponsor* (N = 474)
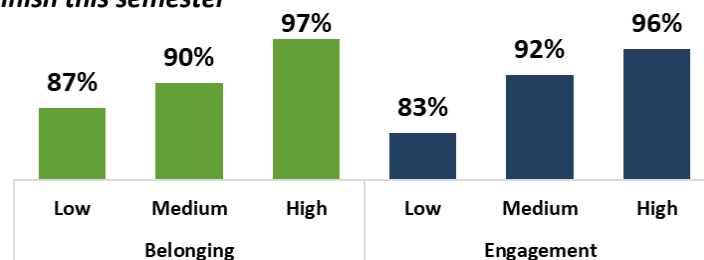
Student respondents were also asked more specifically about their participation in outside-of-the-classroom activities and assignments. **About 37%** reported having participated in at least one activity (N = 655).

| Percent of Outside-of-Class Activity Particpation | |
|---|---|
| Social Engagement | 16% |
| Event development and execution | 15% |
| Other | 10% |
| Civic engagement | 8% |
| Interdisciplinary learning communities | 8% |
| Service learning | 6% |

## Future Enrollment Plans (Effects from Belonging & Engagement)

Student respondents were asked about their plans for re-enrolling at TCC next year. Notably, whether a student respondent felt as though they belonged at TCC and whether a student respondent self-reported as being engaged seemed to make a large difference in determining whether to enroll the following year.

*Percentage 'definitely' or 'likely' to return to TCC, or 'will finish this semester'*



| | Belonging | | | Engagement | |
|---|---|---|---|---|---|
| Low | Medium | High | Low | Medium | High |
| 87% | 90% | 97% | 83% | 92% | 96% |

## Conclusions

Overall, student engagement appeared to be high in a classroom setting with most student respondents reporting that they were aware of how to reach their instructors and further, that they had discussions with their instructors about either class materials or grades.

Additionally, most (about 85%) of respondents reported that they were either definitely or likely to enroll at TCC next year. Grouping student respondents by their sense of belonging showed that belonging was correlated with engagement in several areas including likelihood of reenrolling, discussions with instructors, and participation in services and activities.

Engagement (as measured in this analysis) appeared to also be correlated with a student respondent's intent to reenroll in the following semester.

## Considerations

- **Investigate Belonging by Modality:** Student respondents in online modalities were much more likely to feel a low sense of belonging. Consider finding ways to engage these students as they comprise a considerable portion of the TCC student population.

- **Engagement & Belonging for Enrollment:** Student respondents who felt highly that they belonged at TCC and who reported being highly engaged reported a higher likelihood of reenrolling. Consider leveraging this information to improve the student experience as well as boost retention.

# SECTION VII: BARRIERS TO SUCCESS AT TCC

To gauge both academic and social barriers which may limit a student's success at TCC, a series of questions related to basic and academic needs were surveyed by students and faculty as part of the 2023FL Student Ready Survey. The results of these questions are presented in this report.

## Level of Barrier to Success at TCC

Respondents were asked if items related to **basic needs**, **academic preparedness**, and **social readiness** were potential barriers to their continuation at TCC. Out of a list of possible barriers to success at TCC, the following five were identified by 50% or more of student respondents as being either *somewhat of* or a *major barrier*. (N ~ 700)

- Time commitments outside of the classroom (60%)
- Finances (58%)
  - About 23% of respondents indicated finances were *a major barrier*
- Time management (58%)
- Needing to work full time (55%)
  - About 22% of respondents indicated needing to work full time was *a major barrier*
- Test taking (50%)

Six barriers were identified by 75% or more of student respondents as *not much of a barrier*.

- Feeling welcome at TCC (77%)
- Housing (78%)
- Feeling welcome in class (82%)
- Childcare (83%)
- Too many people in class (83%)
- Too small of a class (91%)

## Barrier Levels & Respondent Demographics

### Time commitments outside of the classroom

- **Caring for dependents:** about **63%** of student respondents who cared for dependents for any amount of time indicated time commitments outside of the classroom as a barrier versus about **57%** of respondents without dependents**.** (N = 253 & 346)

- **Working**: about **66%** of respondents who worked full-time indicated time commitments outside of the classroom as a barrier compared to about **51%** of respondents who were solely students (N = 387 & 214)

### Finances

- **Poverty Status**: about **72%** of student respondents who were estimated to be in poverty indicated finances to be a barrier versus about **55%** of respondents estimated to not be in poverty. (N = 167 & 427)

- **Amount of Financial Aid**: about **80%** of student respondents who responded that their financial aid received at TCC did not cover their cost of attendance indicated finances as a barrier, compared to about **71%** of student respondents whose aid covered their cost of attendance. (N = 41 & 317)

### Test Taking

- **GPA**: about **66%** of student respondents who estimated their GPA to be under 3.0 indicated test taking as a barrier versus about **41%** of respondents estimated to have a 3.5-4.0 GPA. (N = 135 & 277)

- **Modality**: about **56%** of student respondents who selected taking most of their classes online indicated test taking as a barrier, compared to about **50%** of student respondents who primarily took classes face-to-face. (N = 132 & 466)

**Basic Needs**     **Academic Preparedness**     **Social Readiness**

**Note:** *Not all respondents answered every question; the analysis of each question is based on the total number of respondents who answered that question (N).*

## Student Respondent Ranking Barriers

When asked to rank their **top five barriers** to success, the top barriers mirrored the top responses gauging level of barrier, with the addition of Mental health being added to the top five list: (N = 583)

1. Finances (51%)
2. Time management (46%)
3. Needing to work full time (38%)
4. Time commitments outside of the classroom (37%)
5. Mental health (32%)

Although indicated by most respondents as *not much of a barrier*, Transportation, Childcare, and Housing were ranked as a top five barrier for 23%, 12%, and 11% of respondents, respectively.

## Barrier Grouping & Returning to TCC

Through the creation of low, medium, and high barrier groupings by combining barriers by type, the likelihood of a respondent returning to TCC was estimated using the responses from the question "If my preferred method of teaching (online, face-to-face, hybrid) is not an option".

### Basic Needs Grouping

- About **80%** of respondents in the l*ow basic needs barrier* group would return to TCC compared to about **71%** of respondents in the *high basic needs barrier* group. (N = 112 & 127)
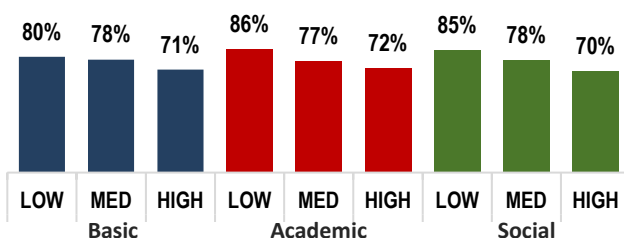
### Academic Preparedness Grouping

- About **86%** of respondents in the l*ow academic preparedness barrier* group would return to TCC compared to about **72%** of respondents in the *high academic preparedness barrier* group. (N = 112 & 101)

### Social Readiness Grouping

- About **85%** of respondents in the l*ow social readiness barrier* group would return to TCC compared to about **70%** of respondents in the *high social readiness barrier* group. (N = 111 & 134)

**Percent Who Would Return to TCC by Barrier Group**



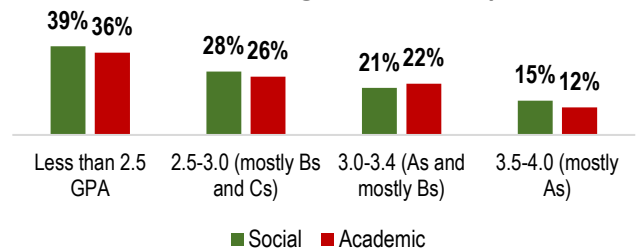| 80% | 78% | 71% | 86% | 77% | 72% | 85% | 78% | 70% |
| LOW | MED | HIGH | LOW | MED | HIGH | LOW | MED | HIGH |
| Basic | | | Academic | | | Social | | |

## Barrier Groupings by Respondent Demographics

The barrier groupings were disaggregated by respondent demographic groups, specifically poverty status, GPA, caring for dependents, ability to choose schedule this term, and first-generation status.

- **Poverty Status**: About **24%** of respondents who indicated being in poverty indicated having **high basic needs barriers** compared to **13%** of respondents not in poverty. (N = 168 & 431)

- **GPA**: Estimated respondent GPA was correlated with having both **high academic preparedness barriers** and **high social readiness barriers**, as more respondents in the lower GPA groups indicated higher levels of barriers than respondents with higher GPAs. (N = 36, 90, 196, & 280)

**Percent in High Barrier Group**



Less than 2.5 GPA: 39% Social, 36% Academic
2.5-3.0 (mostly Bs and Cs): 28% Social, 26% Academic
3.0-3.4 (As and mostly Bs): 21% Social, 22% Academic
3.5-4.0 (mostly As): 15% Social, 12% Academic

■ Social ■ Academic

- **Caring for Dependents**: About **24%** of respondents who indicated caring for dependents indicated having **high basic needs barriers** compared to **9%** of respondents who were solely students. (N = 254 & 348)

- **Ability to Choose Schedule this Term**: About **25%** of respondents who indicated not being able to select their preferred schedule this term indicated having **high social readiness barriers** compared to **18%** of respondents who were able to select their schedule this term. (N = 177 & 498)

- **First-Generation**: About **23%** of respondents who indicated being a first-generation student indicated having **high academic preparedness barriers** compared to **16%** of non-first-generation respondents. (N = 280 & 319)

## Student Level of Barrier (N ~ 700)

Legend: ■ Not much of a barrier ■ Somewhat of a barrier ■ A major barrier

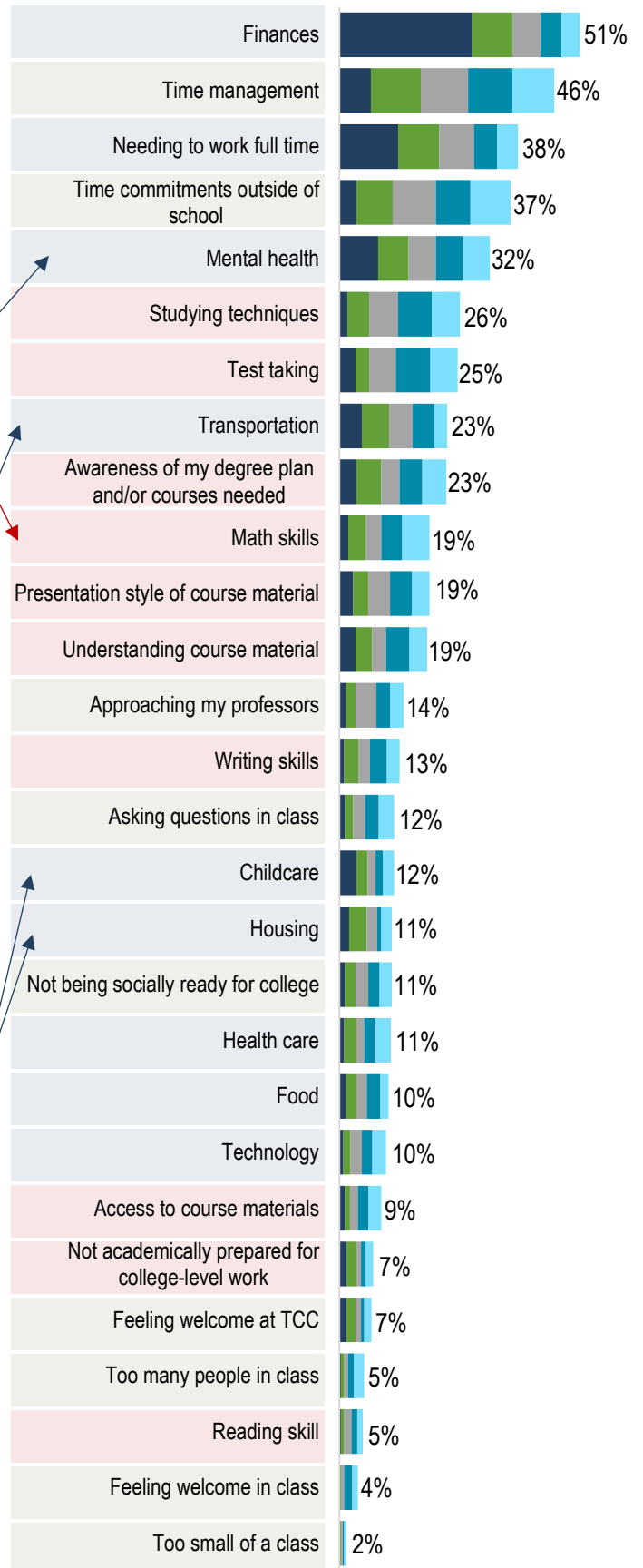| Barrier | Not much of a barrier | Somewhat of a barrier | A major barrier |
|---|---|---|---|
| Time commitments outside of school | 40% | 43% | 17% |
| Finances | 42% | 35% | 23% |
| Time management | 42% | 42% | 16% |
| Needing to work full time | 45% | 33% | 22% |
| Test taking | 50% | 34% | 16% |
| Math skills | 52% | 29% | 19% |
| Studying techniques | 53% | 35% | 11% |
| Mental health | 54% | 30% | 16% |
| Presentation style of course material | 57% | 31% | 12% |
| Awareness of degree plan and/or courses needed | 58% | 30% | 12% |
| Understanding course material | 59% | 32% | 10% |
| Writing skills | 62% | 27% | 10% |
| Transportation | 65% | 24% | 11% |
| Health care | 66% | 21% | 13% |
| Asking questions in class | 68% | 25% | 8% |
| Approaching my professors | 70% | 24% | 6% |
| Not being socially ready for college | 71% | 21% | 9% |
| Not academically prepared for college-level work | 71% | 23% | 5% |
| Food | 72% | 20% | 9% |
| Technology | 73% | 19% | 8% |
| Reading skills | 74% | 20% | 7% |
| Access to course materials | 74% | 19% | 7% |
| Feeling welcome at TCC | 77% | 16% | 6% |
| Housing | 78% | 14% | 9% |
| Feeling welcome in class | 82% | 13% | 5% |
| Childcare | 83% | 9% | 7% |
| Too many people in class | 83% | 12% | 5% |
| Too small of a class | 91% | 6% | 2% |

## Student Top Five Barrier Ranking (N = 583)

Legend: ■ Rank 1 ■ Rank 2 ■ Rank 3 ■ Rank 4 ■ Rank 5

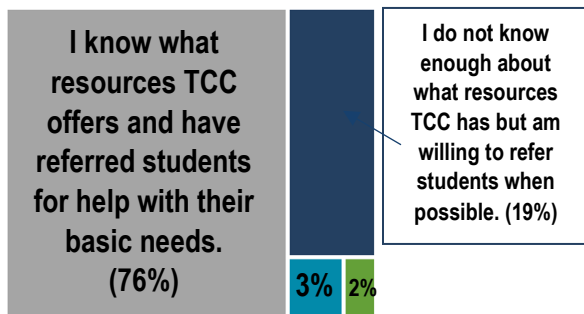| Barrier | Total |
|---|---|
| Finances | 51% |
| Time management | 46% |
| Needing to work full time | 38% |
| Time commitments outside of school | 37% |
| Mental health | 32% |
| Studying techniques | 26% |
| Test taking | 25% |
| Transportation | 23% |
| Awareness of my degree plan and/or courses needed | 23% |
| Math skills | 19% |
| Presentation style of course material | 19% |
| Understanding course material | 19% |
| Approaching my professors | 14% |
| Writing skills | 13% |
| Asking questions in class | 12% |
| Childcare | 12% |
| Housing | 11% |
| Not being socially ready for college | 11% |
| Health care | 11% |
| Food | 10% |
| Technology | 10% |
| Access to course materials | 9% |
| Not academically prepared for college-level work | 7% |
| Feeling welcome at TCC | 7% |
| Too many people in class | 5% |
| Reading skill | 5% |
| Feeling welcome in class | 4% |
| Too small of a class | 2% |

## Faculty Perspective on Student Barriers

Faculty were asked similar questions as the students regarding barriers to success at TCC. When asked, "In the last academic year, one or more students has come to talk to me about issues with meeting their basic needs in the following areas," about half of faculty respondents selected Finances (49%), Technology (48%), Transportation (47%), and Mental Health (46%). (N = 502)

**Students have Discussed with Me:**

| Barrier | Percent |
|---|---|
| Finances | 49% |
| Technology | 48% |
| Transportation | 47% |
| Mental health | 46% |
| Personal/relationship problems | 39% |
| Childcare | 35% |
| Housing | 26% |
| Health care | 25% |
| Food | 20% |
| None of the above | 19% |
| Feeling welcome at TCC | 7% |
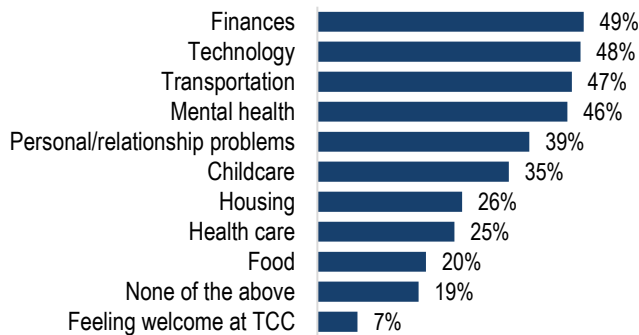
When asked about their comfort level referring students to services at TCC, over **3 in 4** faculty respondents indicated that they "know what resources TCC offers and have referred students for help with their basic needs." (N = 394)

I know what resources TCC offers and have referred students for help with their basic needs. **(76%)**

I do not know enough about what resources TCC has but am willing to refer students when possible. **(19%)**

**3%**  **2%**

- About **3%** of faculty respondents indicated that they "know what resources TCC offers but am uncomfortable referring students."
- About **2%** of faculty respondents indicated that they "have not referred students for help with their basic needs, because I am not sure what resources are available."
- **Note**: of the roughly **21%** of faculty respondents who selected a response indicating an unawareness of resources, about **64%** indicated working at TCC for *five or more years*. (N = 73)

## Faculty Respondent Ranking Barriers

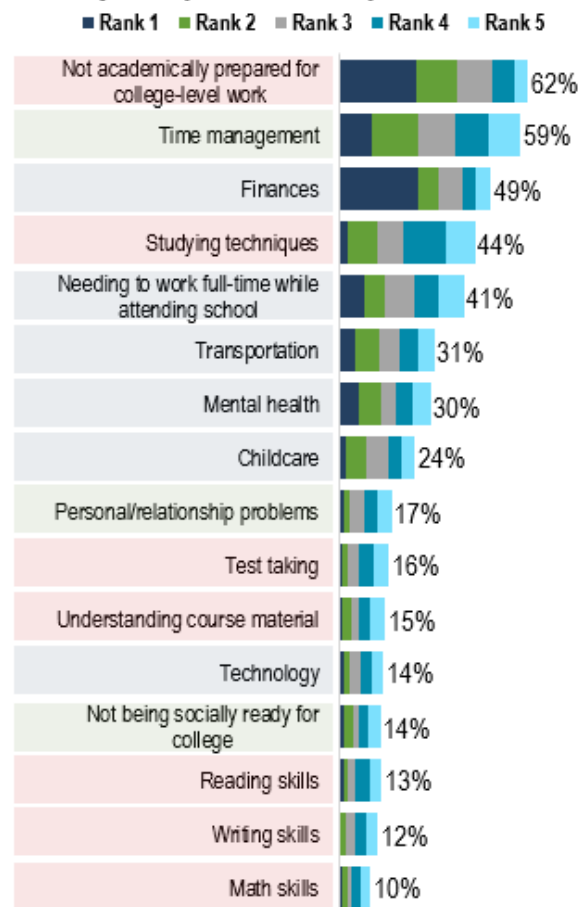When asked to rank the top five barriers to student success at TCC, **three of the top five barriers** ranked by faculty respondents matched the student respondents:

- Not academically prepared for college-level work (62%)
- Time management (59%), matched students
- Finances (49%), matched students
- Studying techniques (44%)
- Needing to work full-time while attending school (41%), matched students

Overwhelmingly, faculty respondents indicated that the top barrier for success at TCC was not being academically prepared for college-level work.

- For faculty respondents who indicated teaching in a STEM field, about **78%** listed academic preparedness as a top barrier. (N = 117)

**Faculty Perspective of Top Five Barriers** (N = 465)

Rank 1  Rank 2  Rank 3  Rank 4  Rank 5

| Barrier | Percent |
|---|---|
| Not academically prepared for college-level work | 62% |
| Time management | 59% |
| Finances | 49% |
| Studying techniques | 44% |
| Needing to work full-time while attending school | 41% |
| Transportation | 31% |
| Mental health | 30% |
| Childcare | 24% |
| Personal/relationship problems | 17% |
| Test taking | 16% |
| Understanding course material | 15% |
| Technology | 14% |
| Not being socially ready for college | 14% |
| Reading skills | 13% |
| Writing skills | 12% |
| Math skills | 10% |

**Note**: eleven additional barriers were ranked in the top five, but each accounted for less than 10% of the faculty respondent group. These barriers included: Feeling welcome in class, Presentation style of course material, Feeling welcome at TCC, Access to course materials, Health care, Too many people in class, Food, Approaching my professors, Awareness of their degree plan and/or courses needed, Housing, and Asking questions in class.

## Conclusion

Student and faculty respondents provided insight into the various barriers to success that students experience at TCC. Notably, barriers were grouped as either basic needs, academic preparedness, or social readiness.

For students, when respondents gauged the level a barrier posed for them at TCC, over half of respondents indicated that time commitments outside of the classroom/time management, finances/needing to work full time, and test taking each were *somewhat of* or *a major barrier*. However, feeling welcome at TCC/class, housing/childcare, and class size were not indicated as barriers for 3 in 4 respondents.

Barriers were assessed by respondent demographic groups, and some slight differences were seen when comparing respondents who worked versus those who did not work. About 51% of respondents who did not work indicated time commitments outside of the classroom as a barrier compared to about 66% of respondents who worked full-time.

While about 78% of respondents who received financial aid indicated it covering their cost of attendance, about 71% of these student respondents also indicated finances as a barrier.

Student respondents were also asked to rank their top five barriers, and results were similar to the overall level of barrier with the addition of mental health as a top barrier.

When comparing the level of a barrier percentage to the ranking of a barrier percentage, basic needs barriers more often increased in importance when respondents ranked all barrier options and academic preparedness barriers more often lowered in importance when respondents ranked all barrier options.

The barriers were combined into larger groupings and analyzed against the question regarding returning to TCC the following term. Overall, student respondents reporting the highest level of barriers indicated lower rates of intending to return. The greatest difference was seen in the social readiness barrier groupings: about 85% of respondents in the low social readiness barrier group would return to TCC compared to about 70% of respondents in the high social readiness barrier group.

Faculty respondents were asked to rank the top five barriers for their students, and not being academically prepared for college was the highest ranked barrier. Three of the top five barriers ranked by faculty respondents matched the student respondents (Time management, Finances, and Needing to work full-time while attending school).

When asked if they discussed a topic with a student, about half of faculty respondents selected Finances, Technology, Transportation, and/or Mental Health.

When asked about their comfort level referring students to services related to basic needs at TCC, over 75% of faculty respondents indicated feeling comfortable referring and having referred students in the past. However, about 20% of respondents indicated not knowing what resources were available to students.

In sum, the largest barriers expressed by both faculty and student respondents tended to revolve around time commitments outside of the classroom and finances.

## Considerations

➢ **Continue to provide assistance and resources towards mental health**: As both a discussion topic between faculty respondents and their students and being ranked highly as a barrier to success by both student and faculty respondents, access to mental health resources remains vital to student success.

➢ **Consider opportunities for students struggling with time management**: Time management was harped by both faculty and student respondents as a major barrier to success. Eight-week courses could possibly provide alternative scheduling options for students who need more flexibility. Time management workshops could also provide extracurricular opportunities to learn scheduling skills.

➢ **Evaluate access to and marketing of financial aid and financial literacy resources**: Finances were selected by both faculty and student respondents as one of the top five barriers to success at TCC, and over 70% of students with enough financial aid to cover cost of attendance still selected finances as a barrier. Additional coursework or extracurricular workshops on financial literacy may assist with educating students on available resources.

➢ **Reintroduce the variety of resources available to students surrounding basic needs to the larger faculty and staff body**: About 1 in 5 faculty respondents indicated not knowing about the resources available for basic needs to TCC students to refer them properly.