



STUDENT PREFERENCES & EXPERIENCES SURVEY

SPRING 2026

**Office of Institutional Research
Tarrant County College**

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Includes survey methodology, demographics, and Net Promoter Score.

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Includes responses to questions regarding students' plans, or next steps, and feedback on how well TCC prepared them for their next steps, how well the college impacted their skills, and if they thought their educational experience at TCC was worth the time/financial investment.

Section III: Basic Needs

Includes responses to questions evaluating student's basic needs, and resource awareness & utilization.

SECTION I: SURVEY OVERVIEW

Survey methodology, demographics, and Net Promoter Score for the Spring 2026 *Student Preferences and Experiences Survey* respondents are presented in this section.

Methodology

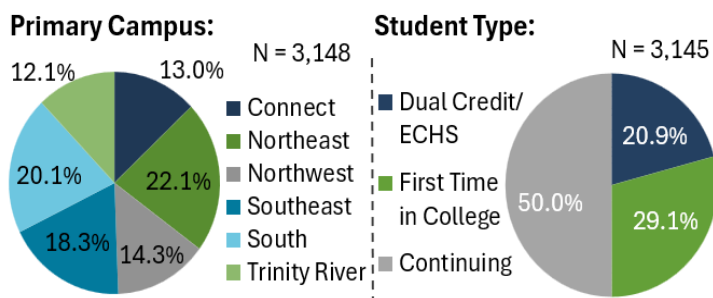
All 2026SP students (N~47,500) received the survey invitation by email. In addition, students received a series of text messages with the survey link, and a survey link was posted in Canvas. Lastly, the survey was promoted at various campus events and by faculty. About 4,100 (~9%) participated by answering at least one question.

- 45% responded through QR code (event/in class)
- 14% responded through Canvas link
- 26% responded through text link
- 14% 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 47% of respondents reported being full-time and about 53% reported being part-time. (N = 3,144) Based on primary campus, Northeast was the most frequently reported campus followed by South. About one-fifth of respondents reported being dual enrolled, and about 29% reported being first time in college.



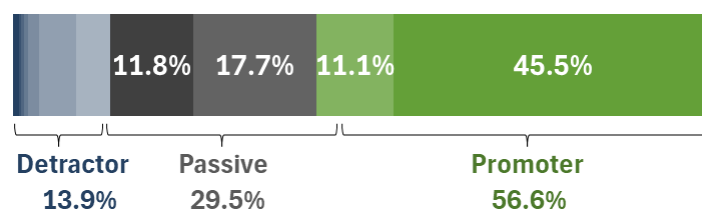
Net Promoter Score (NPS)

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 2026SP was 43. Over half of respondents were promoters. The NPS remained near 40 or above since 2024FL, and the response rate doubled after 2025SP, which likely means 2025FL and 2026SP are more accurate estimates.

2026SP NPS - Rating Distribution



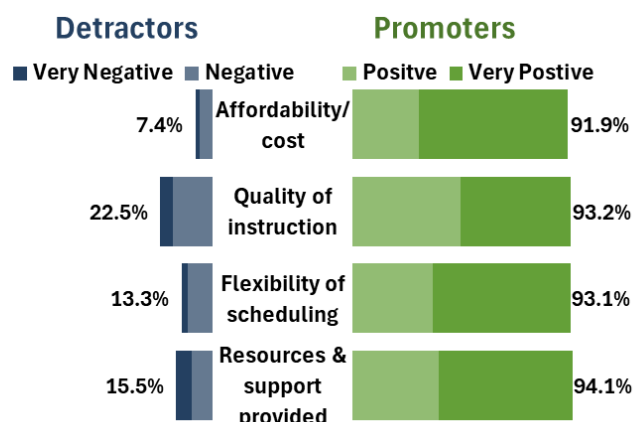
Student Net Promoter Score (NPS)



Year	N	Response Rate
2024FL	1,792	~4%
2025SP	1,556	~3%
2025FL	3,749	~8%
2026SP	4,077	~9%

2024FL 2025SP 2025FL 2026SP

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

	N	NPS
Full-time	1,471	51
Part-time	1,648	42
Connect	406	42
Northeast	693	41
Northwest	444	53
Southeast	570	44
South	629	44
Trinity River	379	63
Continuing	1,563	54
Dual Credit/ECHS	652	15
First Time in College	903	56

TCC Brand

While almost 90% of respondents reported feeling proud to be part of TCC was *somewhat like me* or *very much like me* and about 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*.

■ Not at all like me ■ Not much ■ Somewhat ■ Very much like me

I feel proud to be a part of TCC.



I trust that TCC will help me reach my goals. N = 3,722



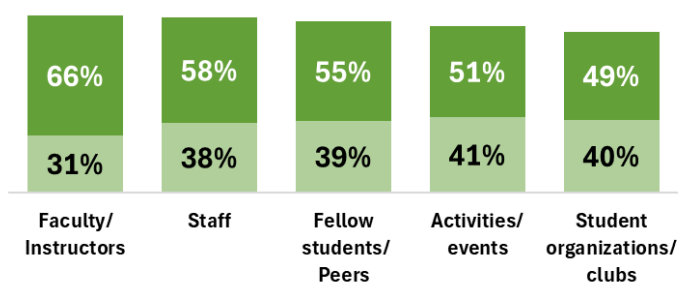
I feel connected to TCC. N = 3,729



N = 3,724

Factors - Feeling Connected

■ Help me feel strongly connected
■ Help me feel somewhat connected



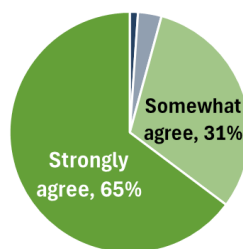
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Students who felt connected indicated which factors helped them feel connected. Faculty appeared to be the strongest factor influencing a student's connectedness.

ROI

Students reported whether they felt confident about their return on investment (ROI) they were making through their education at TCC.

Confident in ROI



About two-thirds were very confident that they would see a positive return on their financial & time investment at TCC.

N = 3,546

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 = 716)

“When professors are engaged and approachable, it makes a big difference in the overall experience. I also think the responsiveness of offices like Financial Aid and Advising matters a lot when it’s easy to get clear answers and help, the college feels much more student-friendly.”

- TCC Student

“Affordable tuition and flexible scheduling make TCC a good choice for many students.”

- TCC Student

“Awesome events and volunteer/leadership opportunities too! Would be great if we could get that food pantry up and running though.”

- TCC Student

“One factor for me is the amount of resources this college has that can set anyone up for success! My favorite is the Math Learning Commons. The tutors there are amazing and are very helpful!”

- TCC Student

SECTION II: NEXT STEPS & STUDENT PREPAREDNESS

In the Spring 2026 *Student Preferences and Experiences Survey*, students responded to multiple questions about their plans, or next steps, once they leave TCC. Additionally, students provided feedback on how well TCC prepared them for their next steps, how well the college impacted their skills, and if they thought their educational experience at TCC was worth the time/financial investment.

Next Steps



About **64%** of respondents stated that they planned to attend a four-year school after leaving TCC. (N=3,651)

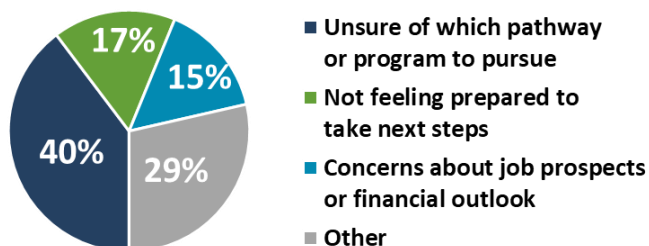


Roughly **28%** of respondents planned to enter or continue in the workforce after TCC, while the remaining **8%** did not know their future plans. (N=3,651)

Nearly 80% (N=655) of Dual-Enrolled respondents stated they planned to attend a four-year school compared to **56%** (N=1,569) of Continuing College respondents. About 9% of dual-enrolled, FTIC, and continuing college respondents indicated they did not know their next steps after TCC. (N=271)

Among the respondents who did not know their next steps after TCC, the majority (40%) stated they were unsure of which pathway/program to pursue. (N=315)

What is the main reason you feel uncertain about your next steps after TCC? (N=315)



Respondents commented that they were uncertain about their next steps after TCC due to a combination of factors like personal responsibilities, shifting labor market changes, and ongoing opportunity analysis:

“Pretty sure that I will enter the workforce, but I might pursue a four-year degree. Depends on what I find most fulfilling as I take my classes this semester and as I talk with my teachers and get advice from them.”
- TCC Student

“I believe that I may feel a little anxious about continuing on to complete another two years but I know that I will be prepared for whatever decision I choose.” - TCC Student

“Finding work after TCC or continuing to work towards a four year degree will depend on what is going to be best for my children.” - TCC Student

“Still figuring out if another couple years of college will be worth it.” - TCC Student

Experiential Learning

More than three out of four respondents stated they had not participated in any experiential learning experiences. (N=962)

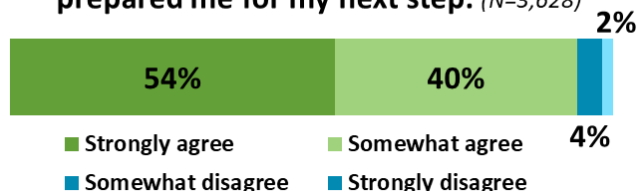
The remaining **23%** of respondents indicated they had participated in an apprenticeship (4%), internship (7%), capstone/research project (10%), service learning (7%), and/or other (3%) experiential learning at TCC. (N=962)

Some respondents who selected ‘Other’ reported experiential learning through health-science **clinicals**. (N=33)

Student Preparedness

Nearly 95% of all respondents *strongly/somewhat agreed* that their experience TCC had prepared them for their next steps:

Based on my experience thus far, TCC has prepared me for my next step. (N=3,628)



Preparedness did not differ markedly by respondent types (FT/PT or FTIC, Dual-Enrolled, or Continuing student).

Respondents who felt that TCC had prepared them for next steps commented on engaging professors, flexible courses, and advising/tutoring services. (N=1,801)

“Advisors are always helpful and encouraging.”
- TCC Student

“Providing resources, helpful staff, knowledgeable instructors, and flexible courses.” - TCC Student

When asked how TCC could have helped them feel *more prepared*, responses centered around instructors/course structure & curriculum as well as advising/degree & career planning. (N=114)

"More detailed instruction for my online classes. At the start, using Canvas and Pearson were a bit confusing due to different professors setting up their canvas differently." - TCC Student

"I feel like academically I am prepared but when I met with my advisor this year it was really confusing. I am hoping that I am taking the correct classes for my degree, and I really have no idea how to transfer when I finish my 2 years at TCC." - TCC Student

"Career guidance, connect students with people in the work force to ask them questions."

- TCC Student

ROI & Core Skills Growth

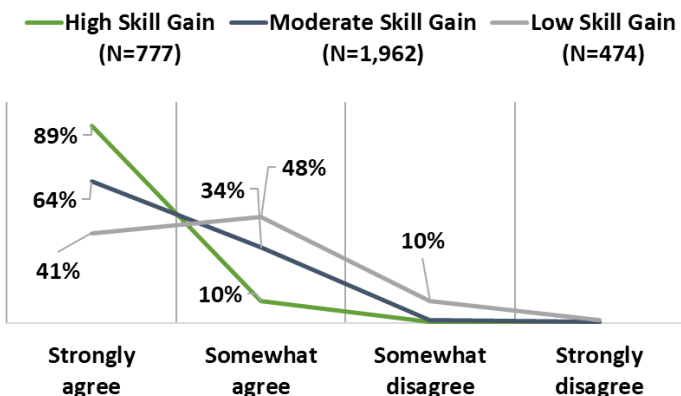
Survey respondents indicated their confidence in seeing a positive return on the financial and time investment at TCC. Additionally, students reported whether they felt their skills (based on six objectives from the Texas Core Curriculum) grew during their time at TCC.



Over 95% of respondents were *strongly/somewhat confident* they will see a positive return on their financial and time investment at TCC. (N=3,546)

Confidence in return on investment (ROI) did not differ markedly by respondent types (FT/PT or FTIC, Dual-Enrolled, or Continuing student). However, a respondents perceived skills gained score was connected to their ROI confidence such that those who indicated gaining more skills were more confident in their ROI in higher education at TCC.

Skill Gain vs. ROI



About 89% of respondents who stated that their core skills significantly grew had strong confidence in their ROI at TCC, followed by **64%** of those with moderate skill growth. About **41%** of respondents who stated that their core skills had little growth had strong confidence in their ROI at TCC.



Almost 60% of respondents stated their Personal Responsibility grew significantly while attending TCC.

For other skills (Empirical & Quantitative, Teamwork, Social Responsibility, Critical Thinking, and Communication Skills) **about 40% to 50%** of respondents felt that they grew significantly at TCC.

Empirical & Quantitative Skills (N=3,390)



Teamwork (N=3,396)



Social Responsibility (N=3,392)



Critical Thinking Skills (N=3,400)



Communication Skills (N=3,398)



Personal Responsibility (N=3,360)



■ Grown significantly ■ Improved slightly ■ Not changed

Additional student feedback focused on the following:

"...improve my student experience by introducing me to the class and helping me improve my communication skills." - TCC Student

"Give free tech classes for computer skills to keep me up to date with the latest programs that I may need for a job and to better serve me in school."

- TCC Student

"Just help the students in general to get their internship before the Graduation Ceremony."

- TCC Student

Conclusion & Considerations

Overall, survey respondents appeared to have clear plans for next steps after leaving TCC. **Fewer than 10%** of respondents did not have next steps planned, and among them the majority (**71%**) were unsure of their pathway/program, did not feel prepared for next steps, or were concerned about job prospects or their financial outlook. More than three out of four respondents had not participated in experiential learning opportunities, but **nearly 95%** of respondents felt that their time at TCC has prepared them for their next steps. Respondents were generally confident that their financial and time investment at TCC would provide a positive return and felt as though their Core Skills had grown during their time at TCC. In sum, despite some respondents not knowing what their next steps were, respondents still felt prepared by TCC and confident their investment was worth it.

Considerations

- **Prepare Dual Enrolled Student for Transfer:**
Since dual enrolled respondents were highly likely to plan to transfer to four-year school, connecting dual enrolled students with transfer resources early and ensuring coursework aligns with the expected major at their four-year school of choice will help them be prepared.
- **Educate students on pathways early:**
Because uncertainty regarding next steps related to uncertainty about pathway, continue to develop or enhance strategies (such as those used as part of the QEP) to provide students with pathway information early. In addition, providing more information about future job prospects and earnings may alleviate concerns about future employment.
- **Increase experiential learning opportunities:**
About 75% of respondents had not participated in experiential learning opportunities, and other qualitative data suggested high interest in hand-on experience within their future career pathway while at TCC.
- **Make Skills Connections:** Continue to integrate quantitative skills, teamwork, etc. into the curriculum, but, moreover, help students connect their skills gained with their future employment plans (incorporate on resumes, within job interviews, etc.)

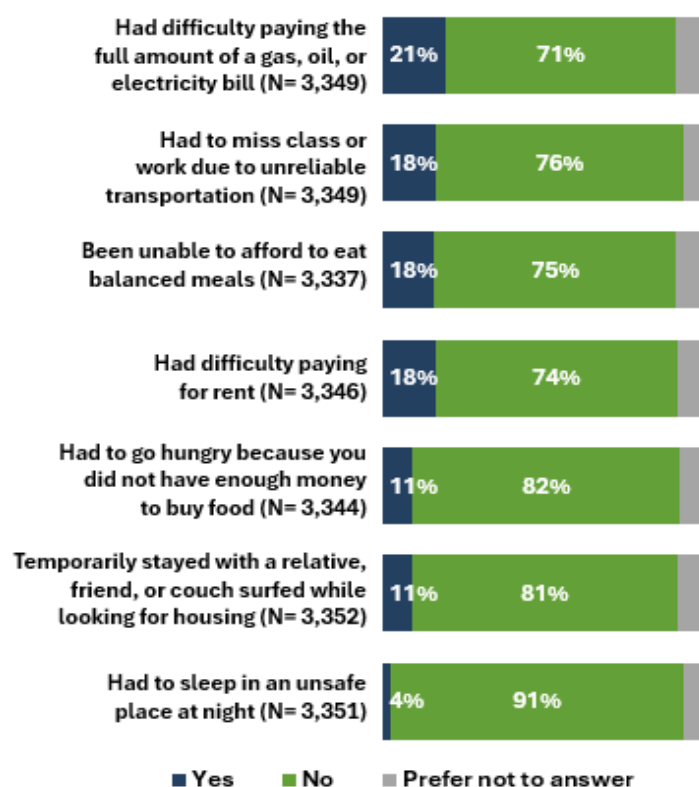
SECTION III: BASIC NEEDS

In the Spring 2026 *Student Preferences and Experiences Survey*, students responded to questions about their basic needs and resource awareness & utilization. Survey responses are presented in this section.

Basic Needs

Based on financial stress indicators, almost 40% of respondents expressed basic needs challenges over the past year which included barriers related to housing stability, food access, and essential living expenses. Among all indicators, respondents reported difficulty paying utility bills as the top stressor (21%). Overall, the top stressors suggested that financial and food-related strain were more common than severe housing displacement.

In the past 12 months have you...?



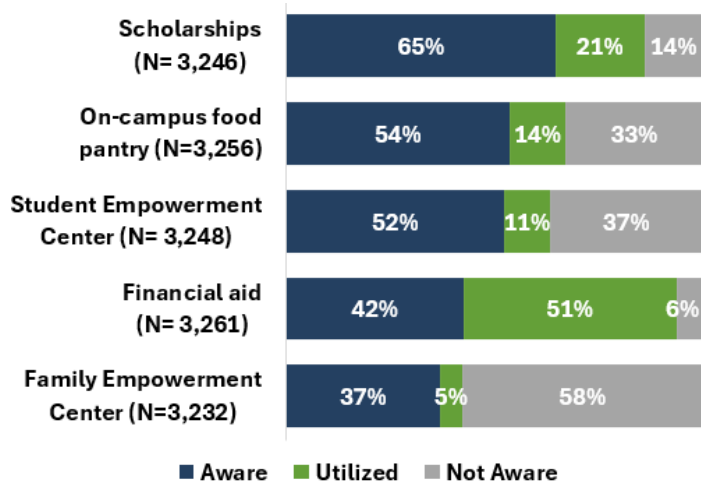
*Respondents selected all that applied.

Resource Awareness & Usage

Respondents reported awareness/usage of five TCC services by choosing from the following options:

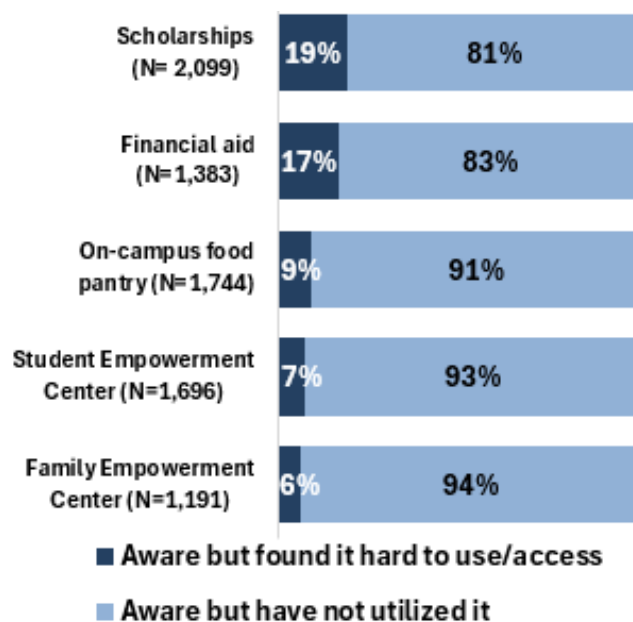
- Aware but found it hard to use/access
- Aware but have not utilized it
- Used and received assistance that was helpful
- Used but did not get the help anticipated
- Was not aware of this resource

Among the listed resources, respondents reported the highest awareness and/or usage of financial aid and scholarships with financial aid the most frequently used.



Awareness

Among those aware (found hard to use or didn't use), respondents reported the most difficulty with access to scholarships and financial aid; for each, almost one in five indicated that they found it hard to use. The majority seemed to suggest that they chose not to use/didn't need.



While respondents appreciated having these support systems in place, some commented that easier access, clearer guidance, and more proactive

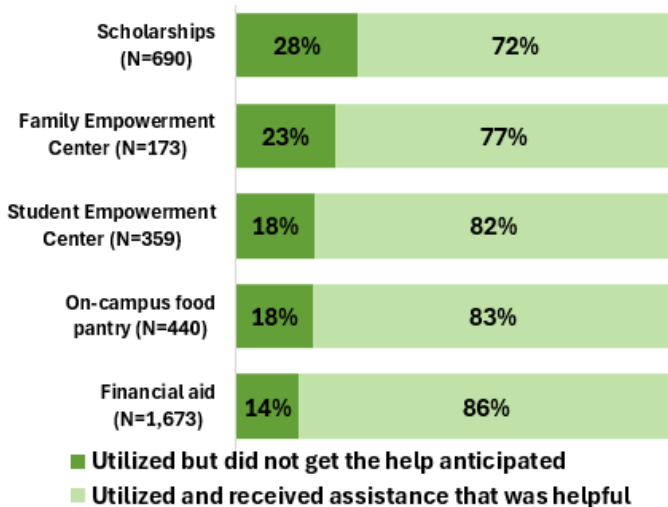
outreach would help them remember and use these resources more effectively. In addition, some respondents mentioned wanting resources that were already offered by one of the departments listed above, indicating a lack of awareness about what is currently available.

“More promotions on student mental health centers and financial assistance for struggling students”
— TCC Student

“The school does a very good job with supporting students, but I think one thing that would help would be to have students better informed on how to use financial aid resources.”
— TCC Student

Usage

Among those who used a service, respondents reported the most satisfaction with financial aid (86%).



When discussing available resources, respondents expressed appreciation for the support TCC currently offers. Others highlighted that existing services were valuable and impactful, while also noting opportunities to strengthen communication.

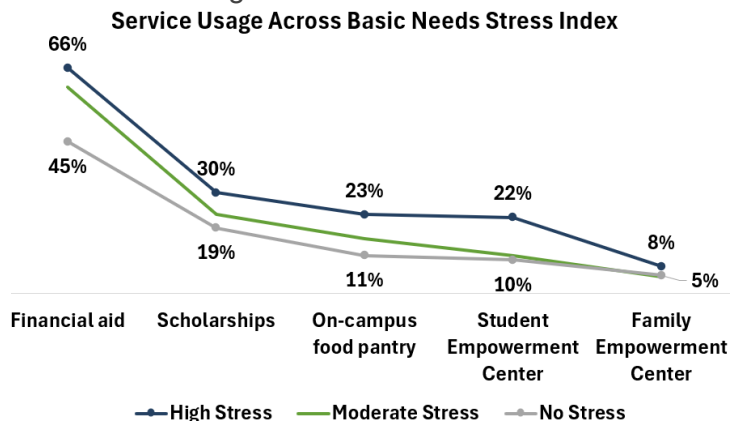
“I think just continuing to have lots of great resources for students. As a part time student and full time dad, seeing the south campus gain a new daycare center for students is just awesome.” — TCC Student

“Better, more consistent availability of campus services would improve the student experience. For example, the on-campus food pantry is helpful, but there have been times when I went to the office during expected hours and found it closed” — TCC Student

Basic Needs Index and Usage

Based on the number of financial stress indicators reported, respondents were categorized into three levels of basic needs stress: High Stress (5 to 7 stressors - about 5%), Moderate Stress (1 to 4 stressors - about 35%), and No Stress (0 stressors).

Students with high basic needs stressors utilized the services at higher rates than those in the moderate or no stress categories.



Conclusion

Overall, the findings indicate a large portion of respondents face basic needs challenges with difficulty paying the full amount of utility bills as the most frequently reported concern. While many respondents were aware of TCC’s basic-needs and support resources, a portion struggled to fully access them.

Respondents showed highest awareness and/or usage of financial aid and scholarships with financial aid the most frequently used.

Considerations

- **Clearly communicate how services meet needs:** Respondents emphasized the need for clearer guidance on scholarship eligibility, more proactive outreach, and support in navigating campus resources. Therefore, specific communication about what each department offers may help students easily determine which services align with their needs.
- **Strengthen awareness and outreach efforts:** The on-campus food pantry, Student Empowerment Center, and the Family Empowerment Center showed lower usage among students in the high-stress group, suggesting an opportunity to better connect these students with TCC services & resources.