

Coastal Bend College Student Success Plan

The Coastal Bend College Student Success Plan provides the activities, objectives, and metrics to reinforce our student-centered mission. The Division of Student Success and Engagement engages in service methods that will:

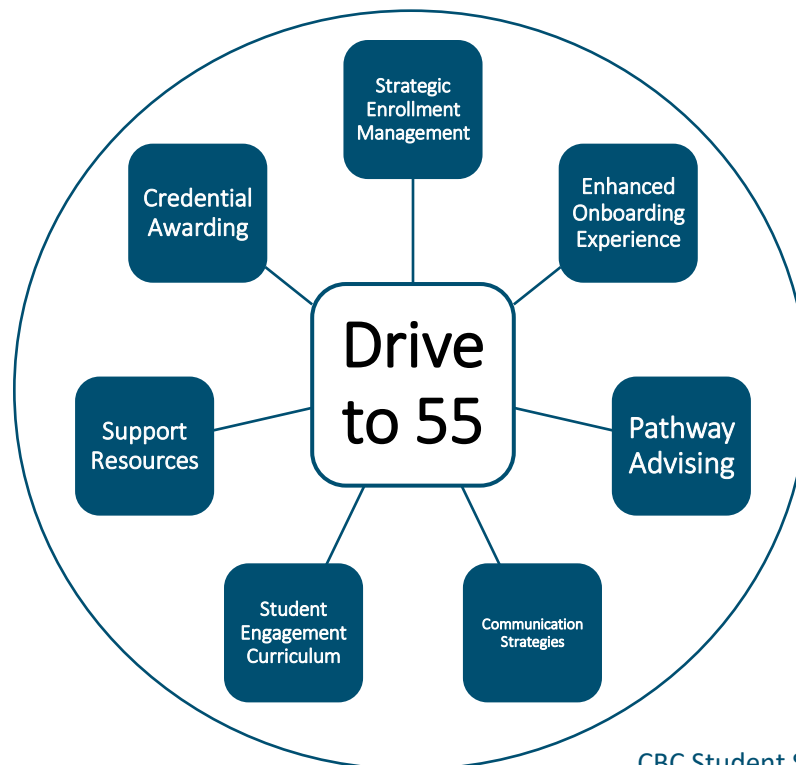
Put the Student at the Center of Everything

Realign Departments, Teams, and Processes with the Student Lifecycle

Dismantle Silos to Create a Student-Centered, Success-Focused Mindset

The over-arching goal for everyone at Coastal Bend College is to achieve a [55% three-year graduation rate](#) by 2030. Accomplishing this metric will place Coastal Bend College squarely in the average completion rates of the Aspen Top-150 colleges and double the number of students leaving with a credential of value in a timely manner. EVERYONE at Coastal Bend College has a role to play in this pursuit, but the following plan will specify the activities and strategies used to influence this goal. Each aspect of the plan will include Early Momentum Metrics (EMMs) via key performance indicators that can serve as leading indicators to measure progress toward the lag indicator of a 55% graduation rate. Assessment and evaluation of the EMMs will also be utilized to make modifications as needed.

1. Implementation of a Strategic Enrollment Management Plan
2. Enhanced Onboarding Experience
3. Meta-major and Faculty-led Advising
4. Narrowly Tailored and Intentional Communication Campaigns
5. Deployment of a Student Engagement Curriculum
6. Creation and Integration of Enhanced Support Resources
7. Reverse Transfer Tracking and Credential Awarding



1. Implementation of a Strategic Enrollment Management Plan

In partnership with the Vice President of Instruction as well as other key stakeholders (e.g., Institutional Effectiveness and Research, Business Office, faculty leadership, etc.) at Coastal Bend College, a strategic enrollment management plan will be developed to determine the enrollment targets and intended composition of the students who matriculate into our curricula. Key questions to consider in the development of this plan includes:

- ❖ What percentage of CBC students should be dual credit?
- ❖ What is our target enrollment for specific academic disciplines?
- ❖ How can we emphasize credentials of value in our recruitment strategies?
- ❖ What processes should be reexamined and altered to expedite the registration of cohorts?
- ❖ Geographically, which of the external community recruitment events are most effective and the best use of limited resources for yielding an entry cohort?
- ❖ What organizational structures must be modified to develop talented personnel who are best positioned to recruit prospective students?
- ❖ What data can we collect and analyze during matriculation to provide more timely connection to key support interventions based on the characteristics of the student?
- ❖ How can we balance the expansion of opportunity for historically underrepresented students with the immediate economic needs of our service area?
- ❖ How should our agreements with partner high schools be altered to increase student engagement, promote pathways and career opportunities more effectively, and build bridges for those students who are academically under-prepared?

2. Enhanced Onboarding Experience

Setting Coastal Bend College students on a path toward credential completion should begin with a thorough introduction and orientation experience that enhances a sense of student belonging in our academic programs, connects students with services and support resources early, and mitigates the anxiety they likely will face as they transition into their new educational environment. Historically, the approach to orientation has been a reading-intensive virtual program that lacks engaging learning opportunities, and in-person orientation has been limited to a very small population of students. The First Year Experience committee (formerly known as the Onboarding committee) is currently developing strategies and recommendations to employ a much more interactive, engaging, and accessible experience. The new orientation experience will include:

- ❖ Utilization of the Blackboard LMS to deliver orientation as a course with modules that include engaging content with specific learning objectives that contribute to the students' knowledge of resources offered, appropriate policies and procedures, conduct and safety protocols, etc. By using the LMS, students are oriented to Blackboard while simultaneously receiving resources for their transition to the new learning environment.
- ❖ Re-investment of Cougar Days so the in-person experience becomes an engaging opportunity for students to receive information that is appropriate and scaled correctly for the moment in time that it is delivered. The college will use a livestream option so students unable to visit

campus can still participate. These events can be recorded and uploaded onto our websites for students to access throughout their educational experience.

- ❖ A Welcome Week experience that includes virtual offerings to help students become more connected to the college community.

3. Meta-major and Faculty-led Advising

The First Year Experience Committee has also formed a taskforce that is currently examining best practices for advising our specific student population. From the findings of this taskforce, the College will transition to a holistic advising model that will focus on the lifecycle of the student and implement a guided pathways framework that is proven to increase student persistence, retention, and graduation rates. Upon matriculation, students will meet with an assigned meta-major advisor who will ensure that the students enroll in the guided pathway required courses that are proven to progress students toward credential completion. As students progress deeper into their academic program, faculty advisors will take more responsibility for ensuring students are receiving appropriate career or transfer preparation and guidance. The following challenges will need to be addressed collaboratively with the Faculty Association, Instructional Deans, Vice President of Instruction, Human Resources, and other relevant stakeholders:

- ❖ Faculty workloads and assignments will need to be adjusted so these individuals have the capacity to take on student advising as part of their role. Faculty development will also need to be provided annually to ensure these dedicated professionals are utilizing high-quality and evidence-based best practice strategies.
- ❖ The faculty position descriptions and contracts will need to explicitly outline the advising responsibilities and the evaluation process will need to be modified to ensure high quality advising is being provided and keeping students on a path to completion.
- ❖ The role of a success coach in terms of early advising and position description will need to be changed to ensure staff can be developed into high caliber advising professionals.
- ❖ Pathways will continue to be formalized and added to the new CBC website, so students have access to their plans 24/7. Element451 will also be used to identify students who might be deviating from their plans so intrusive advising can be employed to redirect the students through intentional conversations.

4. Narrowly Tailored and Intentional Communication Campaigns

In June of 2024, Coastal Bend College will begin implementation of Element451 to enhance the communication students receive. This CRM platform will provide the capability to positively influence recruitment targets, get students connected to resources more quickly, develop communication campaigns to promote support services and resources, and identify students who might be struggling so personalized attention can be deployed to increase the likelihood of persistence for vulnerable populations. Implementation will include:

- ❖ Forming a workgroup of key stakeholders (e.g., IER representatives, Admissions/Registrar staff, IT, Marketing, Super-users and CRM administrators, etc.) to work with the client success team from Element451.

- ❖ Meeting with colleagues from other community colleges who have implemented Element451 to learn from their processes – especially overcoming challenges associated with integration with Colleague (e.g., Trinity Valley Community College, Victoria College, Lone Star College, etc.).
- ❖ Deliver appropriate training and support materials for faculty and staff tasked with using the technology solution.
- ❖ An attrition mitigation campaign will be developed and implemented at key touch points in the student life cycle (i.e., 15-, 30-, and 45-hour completion points). This campaign will send directed messages to students during a pre-advising timeframe to ensure students who are in good standing are returning and persisting toward completion of their guided pathways.
- ❖ Students will be utilized via focus groups to analyze our communication strategies and provide feedback as to how we can more effectively reach students with appropriate messaging.

5. Deployment of Student and Residential Engagement Curricula

To increase student engagement on campus, a well-designed curriculum will be developed and implemented to intentionally provide programming and services that addresses the unique needs of our learners throughout their lifecycle as a student. Similarly, a residential curriculum will be developed to ensure we are treating our on-campus housing as a learning community that enhances the success of students and improves their learning experiences. A co-curricular curriculum enhances student learning by utilizing student affairs theory to help students develop, transition into and through the learning environment, and make meaning of their experiences so they become critical thinkers with the capacity to meet the rigorous expectations of their academic pursuit. These curricula will include the following:

- ❖ Measurable and specific learning outcomes that clearly define and articulate what students should know, understand, or be able to do because of their co-curricular and/or on campus living experiences.
- ❖ Plans for holistic student development that integrate activities that address student development in the intellectual, social, emotional, and physical dimensions.
- ❖ Well defined plans for frequent and consistent assessment and evaluation. The data we collect will include more than student satisfaction surveys and will demonstrate the influence of engagement on student success at Coastal Bend College.
- ❖ These curricula will address the needs of all learners to ensure students gain an appreciation for difference and help students find their sense of mattering and belonging at CBC.
- ❖ The curricula will be collaborative and partner with key stakeholders both on campus and in the communities we serve.
- ❖ When appropriate, the curricula will implement High Impact Practices that are proven to increase the retention of new knowledge and positively influence persistence and graduation.
- ❖ Through their participation in these curricula, students will have opportunities to learn and grow as leaders through intentionally designed leadership development experiences.
- ❖ The curricula will utilize technology to provide virtual experiences that engage online learners who may not have the capability of visiting one of the CBC physical campuses.

- ❖ The curricula will be designed with the intent to build learning communities that promote the exploration of the collegiate experience in a collaborative, peer connection building approach. Additionally, they will include opportunities for students to engage in civic engagement and service that will enhance the College's town-gown relationships while promoting social responsibility and citizenship amongst our student body.
- ❖ The curricula will be mapped to visually represent when and how activities will be planned and delivered at appropriate milestones of the student journey and the map will include when content is introduced, reinforced, practiced, and assessed.
- ❖ The health and wellness of our students will be enhanced through the delivery of the curricula and a plan for mitigating risk through a risk management protocol will be established to ensure we are accounting for foreseeable risks associated with planned activities and experiences.

6. Creation and Integration of Enhanced Support Services

Coastal Bend College is fortunate to have resources budgeted and committed to the expansion of services and resources that are designed to provide holistic care of our students as well as academic support programming that will positively address the social determinants of educational attainment. Because the student enrollment of our institution reflects the predominantly low-income populations of our service areas, students too often face barriers that serve to negatively impact their ability to persist and complete their academic programs. The following activities will provide the support needed to address these obstacles:

- ❖ The Coastal Bend College Quality Enhancement Plan will staff an office that will 1) develop and maintain quality external partnerships and services addressing basic needs, 2) develop and implement a system to collect and categorize all intake data to identify basic needs barriers, 3) design and implement a referral process to be utilized by faculty and staff to connect students with resources, and 4) develop a professional development training program for our community to better support students.
- ❖ Enhanced tutoring services will be embedded into the Coastal Bend College libraries through the Title III grant. The TRAIL project will provide the funding for a professional tutor to complement the tutoring coordinator who will be hired using institutional funds. In the spring of 2024, Brainfuse Tutoring will provide a virtual tutoring service in all STEM courses, English courses, and Nursing courses. This pilot program will measure student persistence and performance in spring with Brainfuse compared to previous semesters with TutorMe. Faculty will be trained during the 2024 convocation and the solution will be embedded into Blackboard to better align our courses with the academic support we provide. Once a tutoring coordinator is hired, the Division will fully expand its in-person offerings through library operations.
- ❖ Starting in January 2024 the Vice President of Student Success and Engagement will conduct observation visits and interviews with all personnel in the Division to determine appropriate staffing levels, workload capacity, and alignment with the lifecycle of the student to provide services more efficiently and effectively to students. A reorganization of the Division will be brought forward for consideration and any modifications in staffing will be requested through

the budgeting process in March 2024.

7. Reverse Transfer and Credential Awarding

Coastal Bend College has initiated a process through which student records can automatically be sent to the Office of Admissions and Registrar at CBC when our students transfer and complete courses at another institution. This process is made available through our partnership with the National Student Clearinghouse Course Exchange Program. Once the initial batch of student data are received, a team will meet to investigate the volume of records needing to be assessed to identify students who completed at least 15 hours of coursework at CBC and might be eligible for the rewarding of a credential through reverse transfer. This process is paramount to move the three-year graduation rate closer to those of our Aspen Top 100 peer institutions. These additional steps must be taken:

- ❖ Through the Texas Direct Degree Program under House Bill 8, Fields of Study need to be aligned as pathways for our students and we must ensure appropriate faculty staffing occurs for many of the courses not historically taught at CBC (e.g., accounting, physical sciences, sociology, etc.). Providing the field of study courses will allow for an expansion of associate degree credentials that can be awarded when we verify students have 1) completed 15 hours of CBC credit, 2) are core complete, and 3) have completed an approved field of study curriculum. Each Field of Study will need to be submitted for degree awarding through the THECB and through SACS-COC as a substantive change to allow for awarding of the degrees.
- ❖ An efficient process for reviewing university coursework received through reverse transfer must be established in partnership with the Division of Transfer and General Education so faculty can easily identify course equivalencies. There must also be a partnership established with the Department of Institutional Effectiveness and Research to establish graduation and course tracking reporting with the National Student Clearinghouse to more effectively identify students eligible for credential awarding. Depending on the scale of transcripts received, the College may choose to focus initially on those four-year institutions that receive the largest number of CBC transfers (e.g., TAMUK, UHV, TAMU-CC, etc.).

Guided Pathways Implementation

Much of the work informing the CBC Student Success Plan has been established through the work with the Texas Success Center’s Guided Pathways program. The following table explains the process we must establish and the considerations to be made for full implementation of the guided pathways framework. In the coming weeks, the Pathways Coordinator from the Title III TRAIL team and the Vice President of Student Success and Engagement will cooperate to develop key performance indicators that can be integrated into the Success Plan to ensure adequate progress is incrementally pursued to obtain our overall goal of reaching a 55% three-year graduation rate by 2030. These deliverables and objectives will also assist in the creation of the student success metrics that should be considered as the College develops its next Strategic Plan in 2024.

	Who is involved?	What are our goals?	What needs to be done?	Equity considerations:
Connection	Career and College readiness coaches, student success department, dual enrollment department, recruiters, I.T. department (Website redesign), faculty connections, online programs, Orientations	^ percentage of students moving from application to enrollment ^ percentage of high school students earning college credit ^ overall enrollment	*Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to CBCs service area. *Detailed information is provided on the CBC website on the employment and further education opportunities targeted by each program. *Programs are clearly mapped out for students and include connections to high school endorsements and dual credit courses. Students know which courses they should take and in what sequence.	*Are CBCs website and program pages easy to navigate and understand for students and families without prior experience with higher education? *How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic URM students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students) *How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between

			Courses critical for success in each program and other key progress milestones are clearly identified. All of this information is easily accessible on the CBC website.	related certificates and degrees and across levels of educational attainment?
Entry	Cougar Den and all employees, administrative assistants, developmental education and faculty, I.T. and faculty (online enhancement), Peer mentors, Continuing Education, ABE partners, financial aid	<p>^ percentage of students entering college-ready</p> <p>^ percentage of students who start below college level and complete recommended remediation within 1 year</p> <p>^ percentage of traditional students who pass entry level math and English in year one</p>	<p>*Every new college student is helped to explore career/college options, choose a program of study, and develop and full-program plan as soon as possible. Data is shared from matriculation with EDUC 1300 faculty to guide students on their career/transfer pathways.</p> <p>*Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas-not just in college-level math and English-as soon as possible.</p> <p>*Required math courses are appropriately aligned with the student’s field of study.</p> <p>*Intensive support is provided to help very</p>	<p>*Does CBC assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs.</p> <p>*For critical program courses, does CBC disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has CBC used to improve overall student success in these courses?</p> <p>*Does CBC proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career inserts and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready?” Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</p>

			<p>poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.</p> <p>*The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	
Progress	<p>Equity champions, Faculty association, faculty, professional development, tutoring services, case managers, early alert specialists, academic success coaches, payment plans and business office, financial aid, scholarships, student engagement and support, centers for teaching and learning, program</p>	<p>^ proportion of students persisting to second term</p> <p>^ percentage of students persisting to second year</p> <p>^ percentage of credits earned of those attempted (especially considering full-time traditional students completing 24-30 hours, part-time traditional who complete 12-15, etc.)</p>	<p>*Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> <p>*Students can easily see how far they have come and what they need to do to complete their program.</p> <p>*Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> <p>*Assistance is provided to students who are unlikely</p>	<p>*How does CBC support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</p> <p>*How does CBC ensure that the underrepresented students are not disproportionately directed away from competitive, limited access programs?</p> <p>*How does CBC integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</p> <p>*How does CBC ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</p>

	reviews and assessment		to be accepted into limited-access programs, such as nursing, to redirect them to another more viable path to credentials and career. *The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	
Completion	Workforce partners, transfer institution partnerships, scholarship, CBC foundation, student success department, faculty, cougar den and all employees, Career services (the closet, interview and resume seminars)	^ graduation rate (150% of normal time) ^ number of completions ^ percentage of credential-seeking students completing certificates, associate's degrees, or transferring within three years of first enrollment	*Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. *Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that	*How is CBC ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? *As faculty make curricular changes to better align course assignments with program learning outcomes, how does CBC support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? *What opportunities exist for faculty and advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g. critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?

			<p>program faculty intentionally embed into coursework.</p> <p>*Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p> <p>*Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p> <p>*The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> <p>*The college assess the effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p>*Is CBC disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</p>
--	--	--	---	---

Pathways Model Implementation

Implementation of the Pathways Model will require Coastal Bend College to fundamentally operate differently than in the past. The following table was produced in 2018 by the California Community College Chancellor’s Office to demonstrate the shifts that must be made to better serve our students and achieve greater success metrics. The following example of modifications is taken from the implementation of a pathways model in the California State College System.

STATUS QUO	GUIDED PATHWAYS MODEL	
ACADEMIC PROGRAM STRUCTURE		4 Pillars
<ul style="list-style-type: none"> • Paths to student end goals are unclear • Program requirements are confusing; guidelines for progression are not clear and persistent • There is a lack of curricular coherence across courses, and students might not acquire needed skills. • Course schedules are unpredictable and often set to accommodate college needs, not student’s needs. • Curriculum in high schools and other feeders are not aligned to college requirements. 	<ul style="list-style-type: none"> • Programs are fully mapped out and aligned with further education and career advancement. • Critical courses and other milestones are clearly identified on program maps. • Student learning outcomes are specified across programs. • Predictable schedules are set based on analysis of courses students need to progress on their plans. • High schools and other <u>feeders</u> curriculum is designed to prepare students to enter college programs in particular fields. 	Clarify
NEW STUDENT INTAKE		
<ul style="list-style-type: none"> • Career and college planning is optional. • Undecided students are allowed to explore on their own. • Assessment is used to sort students into remediation or college level courses. • Prerequisite remediation is narrowly focused on college level Algebra and English composition. 	<ul style="list-style-type: none"> • Academic plans, based on program maps, are required. • Students are required to enter exploratory majors and choose specific programs on specified timeline. • Assessment is used to diagnose areas where students need support. • Instruction in foundation skills is integrated into and contextualized with critical program skills. 	Intake
INSTRUCTION		
<ul style="list-style-type: none"> • Learning outcomes are focused on courses, not programs. • Instructors are often insulated and unsupported. • Metacognitive skills are considered outside the scope of instruction. 	<ul style="list-style-type: none"> • Faculty collaborate to define and access learning outcomes for entire programs. • Faculty are trained and supported to <u>asses</u> program learning outcomes and use <u>results</u> to improve instruction. • Supporting motivation and metacognition in an explicit instructional goal across programs. 	Learning
PROGRESS MONITORING AND SUPPORT		
<ul style="list-style-type: none"> • Student progress is not monitored, or there is a <u>limited feedback</u> on progress. • Students do not have a clear idea on what they need to do to complete program requirements. • <u>Students</u> performances in critical program courses is not closely monitored. • Communication between advisors and academic departments is poor; advisors lack accurate program information. 	<ul style="list-style-type: none"> • Student progress on academic plans is closely monitored, with frequent feedback. • Students can see how far they have come and what they need to do to complete programs. • Early warning systems identify students at risk of failing critical courses and initiate timely interventions. • Advisors work closely with program faculty, with a clear division of labor for monitoring student progress 	Support