Coastal Bend COLLEGE

COUGAR CARE

Quality Enhancement Plan 2023

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CBC Cougar Care

October 3-5, 2023

Executive Summary

Overview of Coastal Bend College

Coastal Bend College (CBC) is a medium-sized community college in rural South Texas with campuses in Beeville, Alice, Kingsville, and Pleasanton. We partner with over forty rural Independent School Districts (ISD) to offer dual credit courses. Since the College's founding in 1965, CBC has grown substantially. As the college expanded, Bee County College was renamed Coastal Bend College on September 1, 1998, to reflect its commitment to its constituency. CBC currently serves approximately 4,200 students in a nine-county service area (Karnes, McMullen, Live Oak, Bee, Duval, Jim Wells, Brooks Counties, and portions of Atascosa and Kleberg). The service area exceeds 9,400 square miles, larger than Rhode Island, Delaware, and Connecticut combined. The average population density is 20.8 people per square mile, compared to 79 people per square mile for both the state and the nation. The service area has many low-income families and a substantially lower educational attainment rate than the state and national averages.

Overview of *Cougar Care*

The CBC Quality Enhancement Plan (QEP), *Cougar Care*, will develop and implement a program for students to seek and obtain wraparound services to address identified basic needs with services such as mental health support, food resources, emergency aid, caregiving, and transportation at all CBC locations. A professional development program will teach CBC employees how to identify student barriers to basic needs, their role in Cougar Care, and best practices to support students in achieving student success.

Cougar Care aims to increase student success by identifying student needs and implementing best practices to minimize the impact of barriers to basic needs by providing necessary wraparound services. The outcome will improve student performance in two categories: Student Retention (persistence) and Educational Attainment (completion). There are four QEP Objectives: **(I)** The college will develop and maintain quality external partnerships and services addressing basic needs such as emergency aid, mental health, food insecurity, caregiving, and transportation.; **(II)** The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources; **(III)** The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner; **(IV)** The college will develop a professional development training program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.

Chapter 1: Topic Selection and Plan Development

Coastal Bend College (CBC) designated Cougar Care as its Quality Enhancement Plan. To increase student retention (persistence) and educational attainment (completion), Cougar Care will develop and implement a referral system so that students can seek and obtain wraparound services at Cougar Care Centers through quality external partnerships to address their identified challenges to basic needs such lack of mental health support, food insecurity, emergency aid, caregiving, and transportation. The Cougar Care Center will serve as the hub for the college community in addressing the needs of students and providing resources and support to promote a holistic approach to student success. Cougar Care seeks to empower students to satisfy their own basic needs and become self-sufficient.

Topic Selection and Identification of Need Summary

To better understand the achievement gaps of CBC students, the Executive Director of Institutional Effectiveness & Research presented institution-specific data on enrollment, persistence, completion, core expenses, and developmental education. In addition, data from the Strategic Planning Steering Committee, public surveys, the Title III grant: Creating a T.R.A.I.L. (Teaching, Retention, Advocacy, Innovation, Learning), and an analysis of national data from the Community College Survey of Student Engagement (CCSSE) were examined. The QEP Exploration and Steering Committee, comprised of faculty, staff, and administration representatives, was established in January 2022—This committee consists of twenty-three (23) administrators, faculty, and staff members. The quality enhancement plan (QEP) is derived from the college's strategic plan to address specific improvement areas and promote the quality of education as a whole. The QEP is a focused and quantifiable plan that defines the college's objectives for enhancing student learning and development. In addition, the committee considered issues following a guided data analysis. The committee identified the following three areas as problematic: onboarding new students, instructional design, and communication.

Faculty coordinators were sent a Focus Area Survey to vote on the three categories using a simple 1st, 2nd, and 3rd choice rating system to distribute to all faculty. 57% of faculty identified orientation and learning support as their top priority. 36% of faculty viewed Instructional Design (Distance Learning Instruction/Support, Academic Student Support, and Student Engagement) as their top challenge. Using

these findings, the QEP Exploration and Steering Committee members refined the topic definitions for "Onboarding" and "Learning Supports" so that the committee could solicit feedback from additional CBC stakeholders. As part of a QEP Topic Feedback Survey (see Appendix C) distributed to the public in early Fall 2022, a concise explanation of the QEP's purpose and topic definitions were provided.

Topic #1 Onboarding - A guided process of delivering personalized, timely support to place students on a path to success.

Topic #2 Learning Supports - Connect students to services such as tutoring, writing centers, academic coaching, or supplemental instruction tailored to enhance student learning and foster personal development.

The QEP Topic Feedback Survey was shared with all stakeholders, including anyone interested in taking the survey since it was shared publicly via the CBC webpage, Blackboard LMS (learning management system), email, and social media. Of all the stakeholders surveyed, students were the most significant percentage of participants at 65.75%, with the second largest share being the CBC campus community (employees), including the board of trustees, faculty, and staff, at 31.74%. 397 stakeholders participated in this survey, deemed satisfactory participation and statistically significant. It allows for a sufficient portion of the CBC population to be represented, indicating that the survey results are reliable in providing insight into the stakeholders' needs and expectations.
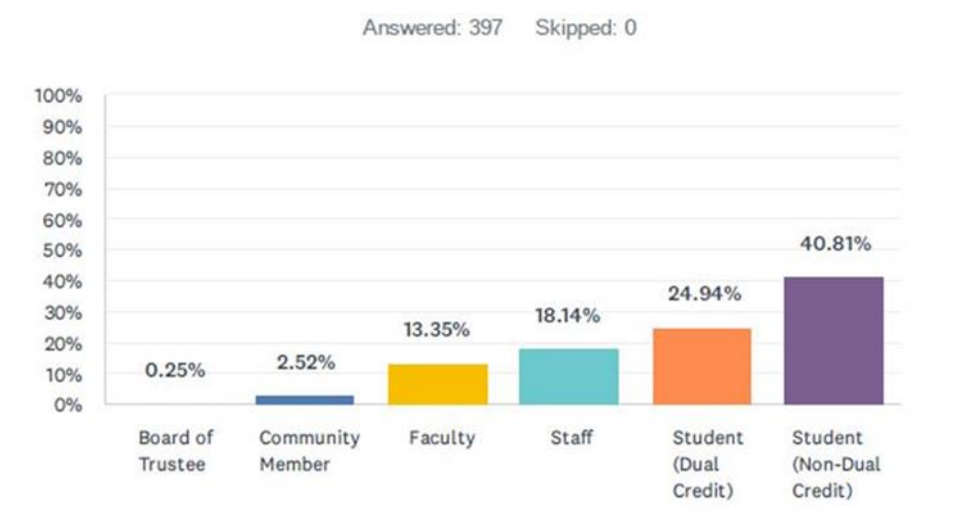
Figure 1. QEP stakeholder survey results

The results from 397 participants indicated a 50/50 split, further emphasizing the relevance of onboarding and learning supports as potential topics for the QEP. Concurrently, in October 2022, it was announced that CBC had been awarded the Title III grant. Through the Title III grant, CBC was awarded financial resources to focus on onboarding, career/transfer planning, online readiness diagnostics/assessment and support, innovative advising and counseling, implementation of a communication management system (CMS), a tutoring program that includes a writing/math center, and redesign of online curriculum, pedagogy, and assessment. It was evidenced that the previous topics of learning support and onboarding would be addressed via the grant, and implementation of these action items would begin before implementing a Quality Enhancement Plan. The award of the Title III grant resulted in the QEP Exploration and Steering Committee deciding that a shift in topic selection was required.

The QEP Exploration and Steering Committee continued to meet over Fall 2022 to clarify the QEP topic further. Reviewing the previously mentioned data, the QEP steering committee identified an achievement gap in completion and persistence rates for First Time-In College (FTIC), specifically for low-income Hispanic students. CBC is a designated Hispanic Serving Institution (H.S.I.), meaning most CBC students are Hispanic. Retention/graduation rates are lower than similar peer institutions in Texas, with only 38.2% of first-time, full-time credential-seeking students persisting compared to 50.5% of the medium-sized

college peer cohort. Graduation rates of first-time, full-time credential-seeking students completing after three years are 24.8% compared to 28.2% in the peer cohort. These persistence and graduation rates decrease further for students needing developmental education, with only 34.8% of students persisting compared to 40.7% in the peer cohort.

Additionally, course completion has dropped from 85% (2016) to 82% (2021). Wagner et al. (2021) found that institutional commitment to student welfare increases persistence and academic growth, and adjustments and assistance to reduce disparities eliminate the need to label students at-risk. A Student Needs Survey (Texas Association of Community Colleges, 2020) indicated that 33% of CBC students participating were likely to drop out of college temporarily due to the pandemic and 12% were likely to leave college permanently, and 8.5% of survey respondents noted that they would likely need to sleep in their car, a shelter, or on the street. Of the students surveyed, 62% anticipated difficulty paying utilities on time (gas, electricity, internet, basic needs). Additionally, according to the Student Basic Need Survey (Hope Center, 2023) of CBC students, 55% of survey respondents (589 excluding students under the age of 18) indicated they are experiencing a "high food insecurity." Despite the progress made following the 2020 pandemic, students' needs continue to be exacerbated by multiple non-academic hardships.

According to the Labor Market Report (Texas Workforce Solutions of the Coastal Bend, 2020), the Coastal Bend region's unemployment rate was 6.4% in the fall of 2021, notably higher than in Texas (5.4%) and the nation (4.6%). Poverty rates within the CBC service area are among the highest in the state compared to the Texas rate of 14.9% (Index Mundi, 2023).

Table 1. Poverty rates by County, including Hispanic percentage

| County	Poverty Rate	Percent Hispanic
Bee County	26.7%	62.46%
Karnes	21.8%	52.58%
McMullen	11.1%	37.33%
Live Oak	18.7%	42.26%
Duval	25.5%	80.99%
Jim Wells	21.2%	79.29%
Brooks	31.0%	88.21%

| Atascosa | 15.7% | 63.65% |
| Kleberg | 25.0% | 70.62% |

To better understand the student experiences when first entering CBC, the QEP Exploration and Steering Committee met with Achieving the Dream (ATD) coaches in the Fall of 2022 to map the college's holistic support processes and provide guidance on the best practices regarding this topic. As a result of mapping out the college's processes, weaknesses and strengths were identified. As a result, the QEP Exploration and Steering Committee was able to further articulate wrap-around services as an area needing development at the college and having the potential to impact the success of CBC students significantly. To ensure the student needs were met, the QEP Exploration and Steering Committee examined several basic needs, including mental health support, food insecurity, emergency aid, caregiving, and transportation. Micro committees, sub-groups of The QEP Exploration and Steering Committee, were developed to explore each category in detail to assess which services are currently provided in the college's service area.

Mental Health Support

The mental health support micro-committee explored resources in the service area and found limited mental health resources. The services had long waitlists for counseling, except for the crisis hotlines. It was discovered from the Student Basic Need Survey (Hope Center, 2023) that there is a need for mental health support at Coastal Bend College. The survey showed a significant number of students grappling with anxiety and depression. A staggering 40% of the students who participated in this survey reported experiencing these mental health challenges. This data sheds light on the pressing need for adequate mental health resources and support systems on campus. It was particularly encouraging to observe that 45% of CBC students sought support through in-person counseling, indicating a proactive approach to addressing their mental health concerns. Additionally, the study found that 36% of students were utilizing teletherapy to access mental health services, highlighting the importance of providing convenient options for students facing barriers to in-person counseling. This data underscores the urgency for colleges to prioritize and enhance their mental health initiatives, ensuring students have access to the resources they need to thrive academically and personally.

CBC is deeply committed to addressing the mental health needs of its rural communities through our participation in the rural mental health initiative. Recognizing the significant impact of mental health on overall well-being and academic success, we prioritize the mental health of our students, faculty, and staff. As part of our efforts, we offer employees mental health first aid training annually, equipping them with the skills and knowledge to effectively recognize and respond to mental health challenges. Moreover, we take pride in the current CARE Team of mental health professionals in providing interventions to students in need.
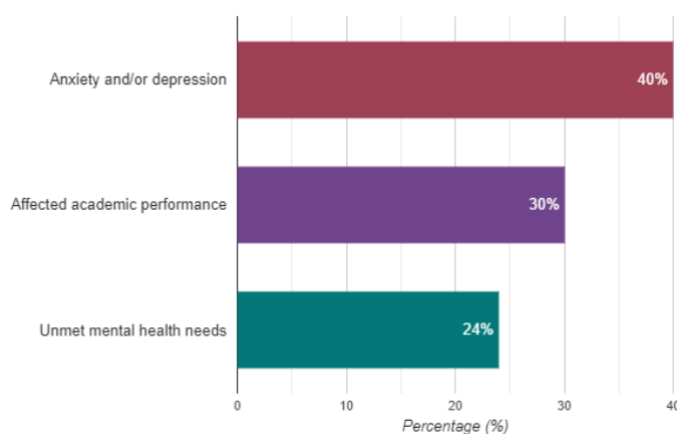
Source: 2023 STUDENT BASIC NEEDS SURVEY

Figure 2. Personal experiences with mental health challenges at CBC

Emergency Aid

The emergency aid micro committee found a significant need for emergency aid on the college campus. Their research and analysis revealed that many students face unexpected financial hardships and need immediate assistance. These hardships range from unexpected medical bills, housing insecurities, food insecurities, or transportation emergencies. The micro committee found that these emergencies often directly impact students' ability to focus on academics and complete their degrees. They also discovered that a lack of emergency aid resources on campus could lead to increased dropout rates and negatively affect students' overall success and well-being. Based on their findings, the micro committee recommended implementing a comprehensive emergency aid program on campus to provide immediate and targeted support to students

in need. All students who participated in the Texas Pathways Focus Group cited the expense of living and college tuition as a source of stress. More than half of the students spent more than ten hours per week caring for a family member, and 69% of the students received financial aid to attend classes.

Food Insecurity

According to the Student Basic Need Survey (Hope Center, 2023), food insecurity is a significant challenge on the college campus, with 31% of the survey respondents indicating they face this issue. This finding highlights a pressing need for resources and support to ensure all students have access to adequate and nutritious food. The micro committee recognized the importance of addressing food insecurity as it can have detrimental effects on students' physical and mental well-being, as well as their academic success. The committee concluded that implementing measures such as expanding food pantries, creating partnerships with local food banks, and increasing awareness of available resources can alleviate food insecurity and promote overall student well-being.
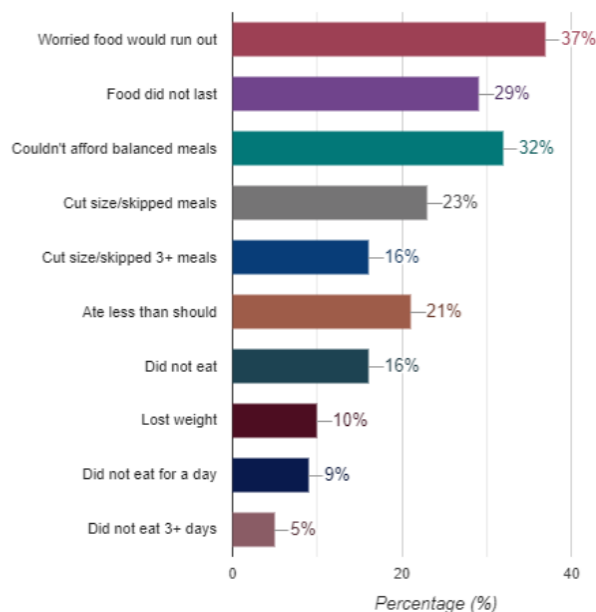
Source: 2023 STUDENT BASIC NEEDS SURVEY

Figure 3. Experiences with food insecurity at CBC

Caregiving

The caregiving micro committee surveyed the availability and affordability of childcare in their community. The Student Basic Need Survey (Hope Center, 2023) revealed a concerning situation for parents and guardians of young children. Of the survey respondents, 17% indicated they had missed three or more days of work or study due to the lack of childcare options. This highlights the significant impact of inadequate childcare on individuals' ability to fulfill their responsibilities and commitments. Furthermore, 71% of respondents expressed that childcare is unaffordable, reflecting the financial strain that student parents and guardians face when seeking appropriate care for their children or other family members. The micro committee recommended exploring options such as subsidizing childcare for low-income families and establishing partnerships with local daycare centers (child and adult) to alleviate the burden of caregiving costs.
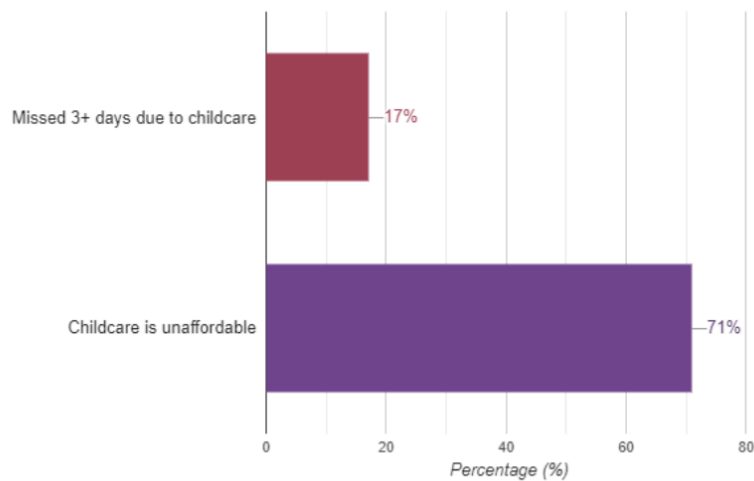
Source: 2023 STUDENT BASIC NEEDS SURVEY

Figure 4. Experiences with childcare at CBC

Transportation

The transportation micro committee researched the barriers to transportation for students; it was found that transportation presents a significant challenge for a portion of the student population. The Student Basic Need Survey (Hope Center, 2023) showed that only 3% consider transportation a barrier, versus the CBC Transportation Needs Survey results, which showed 37%. This broader survey involved 650 students, and it was discovered that 37% of the participants noted a lack of transportation preventing them from taking college courses. This data emphasizes the importance of addressing transportation barriers and finding practical and effective solutions to ensure all students have equal access to education and campus resources. The micro committee recommended exploring options such as increasing public transportation options, providing shuttle services, and partnering with local transportation authorities to address this issue and support students with transportation needs.

Stakeholder Input

All survey results were shared with the faculty, staff, students, and board of trustees, along with a Proposal Approval Survey (see Appendix E), to determine their support for the QEP's shift in emphasis. The majority (93.6%) of the 125 respondents to the approval survey indicated their approval of wrap-around services as the focus of the QEP. The official topic selection of CBC's Quality Enhancement Program (QEP), *Cougar Care*, was announced in November 2022, focusing on enhancing and expanding wrap-around services to include mental health support, emergency aid, food resources, caregiving, and transportation services.

The QEP Exploration and Steering Committee requested additional student feedback on the QEP to clarify students' specific needs within these supports. With the assistance of the Institutional Effectiveness and Research (IER) team, student focus groups (see Appendix E) were conducted during the Spring semester of 2023. One focus group was held at CBC Kingsville, and students from the other locations participated virtually. The second focus group was held at CBC Beeville twice in the Library and Student Union

Building. There were eighty-five (85) participants representing a diverse student population. These focus group sessions aimed to obtain current feedback from students regarding the QEP plans, including their needs and expectations and basic need barriers that affected their academic achievement. Students in the focus group were asked questions about the necessity of wrap-around services. When asked about a specific service, students reported hearing about the service once, typically via an office email, but are left with concerns about what to do, how the service is beneficial, where the service is located, and whom to contact. The results from the focus groups were supported by the Student Basic Needs Survey (2023) (see appendix B) because 60% of respondents cited a lack of awareness as a barrier to utilizing campus support. Students also cited barriers with childcare, course scheduling, food access, healthcare, and transportation when asked what services would be advantageous. The focus group participants requested explanations regarding how the College can assist them, what services are available, and how they can access services. The QEP Exploration and Steering Committee found the information obtained from the focus group students helpful.

The QEP Exploration and Steering Committee solicited input from institution-wide and service-area stakeholders regarding feedback from various surveys, including the QEP Logo Survey (see Appendix D), QEP Topic Feedback Survey (see Appendix C), and the QEP Proposal Approval Survey (see Appendix E). The qualitative and quantitative data was used to inform the subcommittee's future planning and decision-making, which delved into theoretical frameworks, best practices, and prospective action steps that could increase student success and reduce barriers to basic needs such as mental health support, emergency aid, food resources, caregiving, and transportation.

Chapter 2: Program Goals and Student Success Outcomes

CBC strives to provide all students with the resources and assistance needed to enhance student success. The institution defines student success as students accomplishing their goals, resulting in persistence and completion. The Quality Enhancement Plan for CBC, *Cougar Care*, will develop and implement a mechanism to enable students to seek and obtain services through quality external partnerships to address identified basic needs of students, mental health support, emergency aid, food resources, caregiving, and transportation to increase their student success. In addition, a professional development program will be created and deployed to educate employees on identifying needs, their roles and responsibilities, and best practices to support students in achieving student success. The Exploration and Steering Committee identified challenges that could be addressed through sustainable design and execution of the QEP, a five-year initiative to improve student success.

Current Challenges to CBC Students:

- A decline in the percentage of students who successfully completed their courses.

- Lower graduation rates for historically underserved students (i.e., low-income, first-generation, minority students)

- Basic need challenges students cite as barriers to student success, such as mental health support, emergency aid, food resources, caregiving, and transportation.

Expected Outcomes of *Cougar Care:*

- Improve the current system to identify student support needs and connect students to appropriate resources.

- Improve professional development opportunities concerning the awareness and identification of basic need barriers, including psychosocial needs and best practices, which improve student success.

- Provide resources that are relevant and easily accessible to all students who are challenged in areas outside of the classroom.

- Offer students critical resources to address basic needs in a timely manner to improve student success.

The most recent research supports the Cougar Care strategy. Demonstrating that student success increases when students feel their needs are met. The following is what Vincent Tinto (2016) states:

> When combining the structural, cultural, and personal dimensions of the college experience, it becomes clear that the likelihood of a student's success is significantly increased when their needs and interests are considered and a meaningful educational plan is developed. This underscores the essential role that effective advising, counseling, and support services play in helping students persist, successfully complete their courses, and make meaningful progress toward the completion of their educational goals (Tinto, 2016).

Student Retention (persistence) and Educational Attainment (completion) are two categories where *Cougar Care* seeks to improve student performance. The College will identify barriers to students' basic needs via a systematic identification and referral system, build quality partnerships with external providers to provide support, increase employee knowledge and skills to recognize student barriers and assist students in achieving student success.

MEASURABLE OUTCOMES:

Through the development of *Cougar Care*, Coastal Bend College seeks to improve student performance in two categories: Student Retention (persistence) and Educational Attainment (completion). Specific measures of student retention (persistence) include the following:

- The number of students referred to the Cougar Care Center persists through to the following term
- Percentage of students who persist to the following term

Using the measures listed above, the college predicts that 1) The number of students who were referred to the Cougar Care Center that persist through to the following term will increase from baseline, and 2) the percentage of students who persist to the following term will increase from baseline data of 42% (2021-2022) to 52% by Spring 2029.

Specific measures of Educational Attainment (completion) include the following:

- Percentage of part-time students completing 15 hours in the first year of enrollment

- Percentage of full-time students completing 30 hours in the first year of enrollment

- Number of students who complete a credential within 150% of normal time to completion

The U.S. Department of Education graduation rates reported through IPEDS are calculated as the proportion of an incoming cohort of first-time students who start full-time in the fall term and who graduate within 150% of normal time to completion. The percentage of part-time students who complete 15 credit hours or more in their first year of enrollment will increase from 12.2% (Fall 2021) to 17% by 2028-2029. The percentage of full-time students who complete 30 credit hours or more in their first year of enrollment will increase from 14.2% (Fall 2021) to 19% by 2029. The number of students who complete a credential within 150% of normal time to completion will increase from 19.5% (2020 cohort) to 22% (2025 cohort) by 2029.

Objectives & Measurements

Objective I: The college will develop and maintain quality external partnerships and services addressing basic needs such as mental health support, emergency aid, food resources, caregiving, and transportation.

By enhancing quality external partnerships and services, Coastal Bend College is demonstrating its commitment to providing its students with the resources they need to succeed. This initiative represents a significant step forward in the college's ongoing commitment to continuous improvement and innovation in higher education.

Objective Outcomes

- Quality partnerships are developed, maintained, and enhanced with the Memoranda of Understanding (MOU). This MOU will ensure a strong partnership as it will detail a clear agreement on expectations and responsibilities.

- Student basic needs are identified through a comprehensive referral system, and narrowly tailored interventions are established to meet articulated needs.

- Continuous improvements are made through advisory committees making recommendations to the administration so that data-informed decisions can be made.

Objective II: The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources.

The college can provide students with tailored, individualized support and assistance by fully implementing a case management system and developing a communication plan. The case management system will track and monitor each student's progress individually and provide personalized advice and guidance to ensure that each student is connected to the appropriate resource. In addition, the case management system will allow the college to keep track of each student's needs and individual progress and provide timely feedback and support when needed. The communication plan developed for students will be tailored to their individual needs and abilities. This plan will give students the ability to contact support staff as soon as they need assistance and will give the staff the ability to provide students with quick and timely responses. The Cougar Care staff will also be available to answer questions and provide support whenever needed. This combination of a case management system and a communication plan will ensure that the College offers students the best support and assistance to reach their academic goals. This case management system will allow the college to understand each student's circumstances and needs better and provide the proper guidance and resources to ensure their success.

Objective Outcomes

- All new students will complete the intake survey.

- A new system will be implemented to identify all incoming students' basic need barriers.

- A new system that connects students to appropriate resources and services will be implemented.

Objective III: The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner.

This process will involve developing and implementing a comprehensive referral system to identify and respond to students needing wraparound service. The referral system will include a designated process for faculty and staff to identify students in need and connect students to available services and resources tailored to meet the students' particular needs. The process will include the development of an online database, accessible to faculty and staff, with information about the wraparound services available and how to access those services for the student. Additionally, faculty and staff will be educated on the referral process to recognize signs that students may be experiencing a barrier to student success and refer students needing additional assistance to overcome that barrier. The College will set clear expectations and provide feedback to faculty and staff regarding the success of the referral process. Accomplishing this objective may involve tracking referral trends to identify any issues or areas needing improvement and providing faculty and staff with feedback surveys to collect data on how well the referral process works. Ultimately, this referral process will connect students quickly and effectively with the wraparound services needed to overcome barriers. With the implementation of this referral process, the College hopes to foster a culture that recognizes the needs of students and is proactive in helping students get the help they need. Figure 2 illustrates the four-step Cougar Care referral process, which includes consultation, assessment, evaluation, and referral.
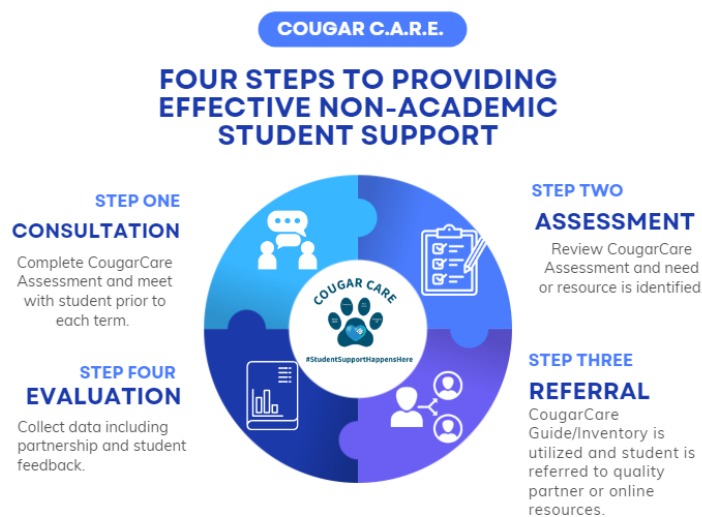
Figure 2. Four-step Cougar Care referral process

Objective Outcomes

- All students will be assigned to the Cougar Center case manager for continuous follow-up.

- The current referral processes will be redesigned with a more comprehensive referral process to connect students with services and resources.

Objective IV: The college will develop a professional development program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.

The college's professional development training program for all CBC employees embraces a comprehensive approach to addressing the basic needs of our students. Cougar Care will be administered by trained professionals who are experts in the field, such as social workers. These professionals have extensive experience working with students and addressing their mental health and emotional well-being. They are equipped to provide our employees with guidance, support, and mentorship, ensuring they gain the necessary skills and knowledge to increase their support and empathy toward our students. Cougar Care aims to provide a culture of understanding and compassion within our college community, where all

employees are prepared to engage and support students in their psychosocial development. With this training, employees will be able to recognize the multiple roles they may play in assisting students with basic need barriers. The training program will educate employees on mental health and the necessity of understanding and meeting the psychosocial requirements of students. This training will also include sessions on common psychological distress indicators and appropriate responses.

Additionally, the training will equip employees with the resources necessary to assist students. Employees will gain knowledge of the available ancillary services and how to refer students to the appropriate services. The program will also include an in-depth discussion of employee expectations regarding student support, including protecting the student's rights and maintaining a positive attitude while providing the best support possible. Upon completion of the training, employees should be able to quickly identify signs of distress and refer students to the appropriate knowledge and compassion. In addition, there will be opportunities for the employees to strengthen their self-care, holistic management, and communication skills.

Objective Outcome

As a result of designed professional development, faculty and staff will be able to identify students with psychosocial needs and utilize the referral system to connect those students with appropriate services and resources.

Objective 1: The college will develop and maintain quality external partnerships and services addressing basic needs such as emergency aid, mental health, food insecurity, caregiving, and transportation.	
INPUTS	QEP Director Coastal Bend College Administration/Board of Trustees Dedicated infrastructure and resources/institutional support High school counselor feedback
ACTIVITIES	Engage with community advocacy groups. Develop Memoranda of Understanding (MOUs) or contracts Maintain and evaluate all partnerships utilizing quality assurance tools. Develop communication plans for partnership and service maintenance. Establish and engage an advisory committee of internal and external stakeholders. Partnership student satisfaction survey creation and utilization.
OUTPUTS	Established quality partnerships addressing mental health, wellness, basic needs, emergency aid, and caregiving services.

OUTCOMES	Increase the number of MOUs signed with quality partnerships by 10% within each academic year of the QEP.
PROCESS EVALUATION	Review Communication plan Review advisory committee development. Review MOUs and contracts Review quality assurance tool Utilize survey results for gap analysis of partnerships and services
OUTCOME EVALUATION	Evaluate the effectiveness of the partnerships with a quality assurance tool. Evaluate the utilization of the advisory committee recommendations and data results.

Objective 2: The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources.

INPUTS	QEP Director QEP Case Manager QEP Implementation Team CBC Onboarding Committee Coastal Bend College Administration/Board of Trustees/ Institutional Effectiveness & Research Dedicated to institutional support and resources. External Partnerships and Services Communication System
ACTIVITIES	Design and administer an intake survey to assess each incoming student's needs. Develop and implement a caseload management system for connecting students with services and resources. Develop and implement a feedback communication plan that informs new students.
OUTPUTS	A system is implemented that identifies all incoming students' psychosocial needs, and they are connected with appropriate services and resources. Data are analyzed to inform continuous improvement.
OUTCOMES	Increase the number of students who receive narrowly tailored services and resources to support their psychosocial needs—improvement in student persistence and completion, indicating the effectiveness of the support services provided.
PROCESS EVALUATION	Response rate Capacity Effectiveness of the caseload system Influence on student success
OUTCOME EVALUATION	Ensure students are getting connected to the services. Evaluating the conversion rate Evaluate the satisfaction of the services (Hope Survey)

Objective 3: The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner.

INPUTS	QEP Director QEP Case Manager QEP Implementation Team CBC Faculty and staff

	Coastal Bend College Administration/ Board of Trustees/ Institutional Effectiveness & Research Survey and qualitative data Dedicated institutional support and resources. External Partnerships and services
ACTIVITIES	Develop and implement a caseload management system for connecting referred students with services and resources. Align current referral processes with the designed caseload management system. Develop and implement a feedback communication plan for current students and employees.
OUTPUTS	A system is implemented that allows CBC employees to refer current students with psychosocial needs so students are connected with appropriate services and resources. Data are analyzed to inform continuous improvement. CBC employees who refer students are given feedback on students when possible to ensure continuous buy-in as key stakeholders. Feedback data
OUTCOMES	Number of students reporting improvement in psychosocial issues impacting their academic performance Persistence and completion rates of students who receive support services
PROCESS EVALUATION	Referral process efficiency Capacity Effectiveness of the caseload system Influence on student success Effectiveness of the communication system
OUTCOME EVALUATION	Ensure students are getting connected to the services through referrals. Evaluating the conversion rate Evaluate the satisfaction of the services (Hope Survey) Evaluate the referral system to ensure employee confidence in the system.
Objective 4: The college will develop a professional development training program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.	
INPUTS	QEP Director Dean of Student Services Human Resources Informational Technology (IT) Department QEP implementation team Instructional Deans High School Counselor Feedback Dual Enrollment Department Continuous Gap analysis
ACTIVITIES	Design and deliver an ongoing training program for faculty and staff on their responsibilities recognizing and referring students with psychosocial needs. Design and deliver an ongoing training program for faculty and staff on the referral process to connect students to interventions. Develop training for continuously sharing services and resources with faculty and staff.
OUTPUTS	Increased awareness of available resources and support services within CBC and the community and strategies for making appropriate referrals. Positive feedback and satisfaction among CBC employees regarding the training program's content, relevance, and usefulness in their roles.

OUTCOMES	As a result of designed professional development, faculty and staff can identify students with psychosocial needs and utilize the referral system to connect those students with appropriate services and resources.
PROCESS EVALUATION	Training effectiveness Referral System Utilization
OUTCOME EVALUATION	Ensure ease of navigation through the referral system for faculty and staff. Evaluate faculty and staff knowledge of psychosocial needs and responsibility to refer students in need. Evaluate faculty and staff knowledge of the referral system.

- The number of students referred to the Cougar Care Center that persists to the following term will increase from baseline.

- The percentage of students who persist from term 1 to term 2 will increase from 42% (2021-2022) to 52% by 2028-2029.

- The percentage of part-time students who complete 15 credit hours or more in their first year of enrollment will increase from 12.2% (Fall 2021) to 17% by 2028-2029.

- The percentage of full-time students who complete 30 credit hours or more in their first year of enrollment will increase from 12.2% (Fall 2021) to 17% by 2028-2029.

- The number of students who complete a credential within 150% of normal time to completion will increase from 19.54% (2020 cohort) to 22% (2025 cohort) by 2028-2029.

Cougar Care benefits students and contributes to the college's mission of fostering a student-centered environment. With enhanced wraparound services and the expansion of resources, CBC can ensure that students have the tools they need to succeed. By providing for the various needs of its students, the College can set the groundwork for future CBC students and maximize its overall success. By achieving the QEP's goal and objectives, the program will increase student success by identifying the needs of students and implementing best practices to reduce the impact of basic need barriers.

Chapter 3: Literature Review

Wraparound Services

Hill (2020) asserts that the "wraparound" paradigm consistently supports the whole student. Wraparound services are coordinated processes designed to enhance social, emotional, and academic outcomes by increasing resource awareness and utilization (Hill, 2020). Wraparound services cast a broad scope to reduce stressors related to mental health resource support, transportation, emergency aid, and caregiving (Hill, 2020). There are numerous positive outcomes when postsecondary institutions provide wraparound services, according to research. Including wraparound services can provide students at risk of emotional, academic, and behavioral difficulties with much-needed support (Hill, 2020).

A student's sense of belonging academically—and, more importantly, socially—can dramatically affect academic achievement. An increase in institutional commitment to the welfare of all college students is directly proportional to the rise in persistence and academic development; accommodations and support to augment disparities will relieve the need to recognize students as at-risk (Wagner et al., 2021). Ensuring basic needs and providing equitability will gratify student success (Carr & London, 2020). Studies show that students are successful when basic needs are met (Price and Umana, 2021). In higher education, first-generation college students and students from low-income families are frequently underserved (Amarillo College, 2018). For student achievement, it is necessary to address the effect of the national poverty rate. Students' basic needs include access to nutritious food, safe housing, reliable transportation, modern technology, and medical care for themselves and their dependents. (Umana and Hacker, 2021). Two key terms to understand regarding college students' basic needs include security and basic needs insecurity. According to Price and Umana (2021), basic needs security means an existing ecosystem provides basic needs. Basic need insecurity affects students structurally, with no ecosystem for basic needs.

Table 2. Student Basic Needs Survey – CBC Results

Basic Needs Insecure	Food Insecure	Housing Insecure	Homelessness
48%	31%	36%	10%

According to the *Amarillo College Culture of Caring Poverty Summit Handbook* (2018), poverty is the most detrimental factor hindering student success in colleges nationwide. Students in community colleges display the highest rates of food and housing hardships, leaving them vulnerable to poorer health and weaker performance (Murphy et al., 2022). Initiatives must be set forth to relieve the burdens put upon students and families seeking to evade impoverishment and obtain a degree (Carr & London, 2020). Without basic needs—all necessary for academic achievement—students lack the foundation to seek out needs of a higher order, such as belongingness, safety, and self-esteem. They are more prone to mental health issues (Carr & London, 2020). According to Carr and London (2020), there is little to no support for non-academic needs provided by government programs for college students. Financial aid is insufficient to support low-income students in covering college fees (Wagner et al., 2021). *The Amarillo College Culture of Caring Poverty Summit Handbook* (2018) emphasized, "A student's socioeconomic status should never hinder their educational dreams."

Student parents also face deeply rooted barriers that worsen retention and degree outcomes (Huerta et al., 2022). They experience instability with childcare, familial obligations, and further financial pressures requiring them to place their educational goals on hold. Student parents are more vulnerable to unforeseen circumstances and time constraints hindering their ability to comply with rigid schedules and deadlines (Huerta et al., 2022; Freeman, 2020). Most are low-income, first-generation students exhibiting resilience to daily hardships in desperate need of accessible resources to better their lives and those of their children (Huerta et al., 2022). Misinformation, inflexibility, and a lack of guidance hinder educational success (Freeman, 2020). According to Wagner et al. (2021), students who perceive college attendance as a burden on their families are most likely to leave.

Best Practices

Identifying Student Needs

Identifying the psychosocial needs of college students is important for several reasons. Addressing these needs can significantly impact students' mental health and overall well-being. Research has shown that the college years can be a critical time for identity development, and recognizing and supporting the psychosocial needs of students can foster healthy identity exploration and positive self-growth (Jones & Abes, 2013). By understanding and responding to these needs, colleges can create a supportive environment that promotes academic success and personal thriving. Secondly, identifying the psychosocial needs of college students is important for ensuring access to appropriate mental health support. College students often face significant stressors such as academic pressures, peer relationships, and life transitions. Despite the prevalence of mental health concerns in this population, many students do not seek help or have limited access to mental health services (Eisenberg, Golberstein, & Gollust, 2007). By identifying their specific psychosocial needs, colleges can develop targeted interventions and support services more likely to be practical and accessible to students. Overall, identifying the psychosocial needs of college students is crucial for promoting their mental health and well-being, facilitating their academic success, and ensuring they have access to appropriate support services.

Communicating Services to Students

An institution can utilize its website to publish information for wellness services, such as psychological assistance, health, faith, urgent care, and online support (Thompson & Umana, 2021). The website should be designed with a marketing plan and present a clean, inviting page with caring language. It should also be updated frequently to ensure the accuracy of the information provided.

Besides the website, institutions should explore other communication methods and platforms to engage students and address their needs effectively. For example, the Advocacy & Resource Center (ARC) at Amarillo College offers various services such as transportation, social services, off-campus housing, and student-parent resources (Cady et al., 2019). This center, through its social services webpage, provides updated information on both on-campus and community resources, including food pantries, domestic violence resources, mental health support, and suicide awareness; in determining the best avenues for

communication, institutions should rely on evidence-based practices. While email and Facebook are commonly used to communicate with students and families, it is essential to note that the choice of communication platforms may vary depending on the student and the specific topic at hand (Beauchamp et al., 2021). Institutions should also go beyond relying solely on Blackboard to send emails and post announcements. They may utilize social media platforms to share information about services, events, workshops, and campaigns. Additionally, institutions can consider incorporating relevant information into course syllabi to ensure students are informed.

However, it is crucial to recognize that communication goes beyond these traditional methods. Building a sense of belonging and fostering connections with students are equally important aspects of effective communication. Institutions should strive to create an inclusive and supportive environment where students feel connected and valued.

Building a Sense of Belonging

Building a sense of belonging in college is crucial for student success and well-being. One way to foster this sense of belonging is through effective communication strategies. According to Beauchamp, Zafft, Kaufman, and Esposito (2021), community college students have varying communication preferences, such as face-to-face interactions, email, and social media. Considering these preferences and using multiple communication channels can help create a supportive and inclusive environment where students feel heard and connected.

Another critical aspect of fostering belonging in college is addressing students' basic needs. Cady, Clayton, Lusk, and Smith (2019) highlight the importance of establishing and sustaining resources like food pantries on campus. By providing easy access to nutritious food, colleges can help alleviate food insecurity, a significant barrier to a sense of belonging. When students meet their basic needs, they can focus on their academic pursuits and feel a greater sense of belonging within the college community.

In addition to basic needs, mental health support is essential for fostering a sense of belonging in college. Thompson and Umana (2021) emphasize the role of university counseling centers in promoting student wellness. These centers can provide counseling services, workshops, and programs that address

students' mental health concerns and create spaces where students can seek support and connection. By acknowledging and addressing the mental health needs of students, colleges demonstrate their commitment to the well-being of their students and contribute to a sense of belonging on campus.

In conclusion, building a sense of belonging in college requires attention to effective communication strategies, meeting basic needs, and providing mental health support. By understanding students' communication preferences and using various communication channels, colleges can create an inclusive environment where students feel heard and connected. Addressing basic needs such as food insecurity through resources like food pantries can alleviate barriers to belonging. Finally, investing in mental health support through counseling centers can give students the tools and resources to navigate their college journey and enhance their sense of belonging.

Providing Professional Development for Faculty and Staff

Professional development for college employees is crucial in meeting students' basic needs. As higher education institutions strive to create inclusive and supportive environments, employees must have the knowledge and skills to address students' needs beyond academics. Firstly, college employees need professional development to support students' mental health and well-being effectively. According to a study by Eisenberg et al. (2013), approximately 20% of college students experience a mental health disorder, such as anxiety or depression. These conditions can significantly impact students' academic performance and overall success. Professional development programs can train employees to identify signs of mental distress, refer students to appropriate resources, and offer initial support until professional assistance is available. Institutions can create a more caring and inclusive campus environment by enhancing employees' capacity to recognize and respond to students' mental health needs. Secondly, college employees need professional development to address students' financial struggles. Research has shown that many college students face financial difficulties that influence their ability to meet basic needs, such as food and housing (Goldrick-Rab et al., 2019). Professional development programs can educate employees about available resources, government programs, and community partnerships to support students in accessing financial assistance, affordable housing, or food pantries. Training in financial literacy and budgeting strategies can also help

employees provide practical guidance to students in managing their finances. By equipping college employees with the necessary knowledge and skills, institutions can better assist students in overcoming financial challenges and reducing barriers to their success.

In addition to mental health and financial well-being, professional development can help college employees address students' diversity and inclusion needs. Campuses are becoming increasingly diverse, with students from various cultural, racial, and socio-economic backgrounds. Employees need the training to cultivate an inclusive environment that embraces diversity, promotes social justice, and supports students' sense of belonging. Professional development programs can offer education on cultural competency, unconscious bias, and strategies for creating inclusive classrooms, programs, and policies. By fostering an inclusive campus climate, employees can better meet the unique needs of diverse student populations, reducing disparities and promoting equity.

In conclusion, professional development for college employees is essential in meeting students' basic needs beyond academics. Institutions can create an environment that supports students' overall success and well-being by providing training and support in mental health, financial well-being, and inclusivity. Through ongoing professional development, college employees can acquire the necessary skills and knowledge to effectively address the diverse needs of their students, ensuring a supportive and inclusive.

Meeting Basic Needs

Research has consistently shown that meeting basic needs is vital for student success at the college level. A study conducted by the Hope Center for College, Community, and Justice found that students who struggle with basic needs like food and housing security are more likely to experience a range of challenges, including poor academic performance, increased stress levels, and higher dropout rates (Goldrick-Rab et al., 2019). Therefore, prioritizing basic needs support is essential to create an inclusive and equitable learning environment for all students to thrive. In addition to academic performance, addressing basic needs fosters a sense of belonging and well-being among college students. When students meet their basic needs, they can fully engage in their educational pursuits and actively participate in campus life. Meeting students' basic needs promote a healthier and more positive college experience, increasing satisfaction and retention rates

(Bleeker et al., 2017). By recognizing and supporting students' basic needs, colleges and universities can create a supportive and nurturing environment that prepares them for long-term success.

Research also suggests that colleges should streamline student support by collaborating between staff, faculty, college leadership, and external partnerships. Exposure to holistic support services and equitable learning environments will allow each student to become whole and well (The Education Trust, 2020). An opportunity for each student to attain a quality college experience, regardless of their socio-economic background, should and will be provided (Kanter & Venkatesan, 2020). The concerning trend of increased mental health issues and low well-being amongst students in higher education gives good reason to cultivate a culture of proactive advice and readily available resources rather than reactive support measures (Walker, 2022).

Chapter 3 provided a strong foundation for the implementation plan of Cougar Care in Chapter 4. The review highlights the importance of meeting college students' basic needs and using wraparound services to support their well-being. This information is crucial in designing a comprehensive implementation plan that effectively addresses the needs of students at all levels. The literature review serves as a guide in understanding the key components and strategies for successful implementation, ensuring that Cougar Care can provide the necessary support to college students and help them thrive in their academic journey.

Chapter 4: Implementation Plan

The CBC QEP, Cougar Care, is a comprehensive and proactive five-year plan to provide support to address barriers to basic needs and additional student support to empower students in achieving student success. The development of this implementation plan was backed by an exhaustive literature review, ensuring that it is finely tuned to encompass all necessary aspects. The accompanying narrative and table elaborate on the meticulous steps and strategies to accomplish these planned activities effectively.

Objective 1: The college will develop and maintain quality external partnerships and services addressing basic needs such as mental health support, emergency aid, food resources, caregiving, and transportation.

Coastal Bend College is committed to supporting its students' basic needs, such as mental health support, emergency aid, food resources, caregiving, and transportation, to ensure services are provided through a lens of equity and advocacy for all students – especially our low-income and historically under-represented populations that may be most vulnerable pursuing post-secondary education. As part of the QEP, the college has developed an objective to establish, maintain, and enhance quality external partnerships and wraparound services that address these crucial areas. To achieve this objective, the college has launched a range of activities, milestones, responsibilities, and timeframes. Implementing an online health and wellness platform accessible to all students will enable students to address their health, including mental health needs, by providing access to mental health care and wellness services.

Qualified staff will be essential to the success of this initiative. The Cougar Care Center will be staffed with the experience, skills, and knowledge to implement and manage planned activities effectively. These staff members will likely have backgrounds in student support services, counseling, social work, or related fields. They will also receive training to ensure they have the knowledge and skills to support students effectively. This training may include workshops, professional development courses, and ongoing support and supervision from experienced professionals. The Cougar Care office may also collaborate with other departments or organizations to access specialized expertise or resources.

The qualifications of the staff may vary depending on the specific areas of student support being addressed. Since Cougar Care includes providing mental health support, staff members may consist of

licensed professional counselors or social workers. Cougar Care also addresses food insecurity, so staff members should have experience in social work or community outreach. Ultimately, the goal is to assemble a dedicated, caring team that supports students and promotes student success. By investing in qualified staff members and providing them with the necessary training and resources, the Cougar Care Center can ensure that students receive the highest quality support and assistance.

The QEP Director will ensure that an ongoing assessment of all students will be conducted to identify the barriers that may negatively influence their success, and a QEP advisory committee will be established and meet quarterly. The makeup of the advisory committee, composed of external partners and members of the College community, is integral for the successful implementation of Cougar Care. The external partners will bring their unique experiences and expertise to the committee to allow for diverse perspectives. This diversity ensures that all facets of Cougar Care are thoroughly considered and comprehensive solutions are developed. In addition, involving members of the CBC community in the advisory committee fosters collaboration, shared ownership, and a sense of collective responsibility toward the success of Cougar Care.

Members of the CBC community have valuable insights into the needs, challenges, and needs of the College and its employees, which can significantly inform the decision-making process. Administration approval will be required for this advisory committee because it ensures that the inventory and prioritization of student needs align with the College's strategic plan. By involving the administration in the decision-making process, the committee can receive guidance, support, and resources to effectively drive the pursuit and modification of partnerships with external providers. The QEP Director will develop a communication plan that will also be utilized to share insight into the barriers faced by CBC students with existing and new partners. Furthermore, creating and administrating a Partnership Student Satisfaction Survey each year will serve as a valuable feedback mechanism for students. This survey will allow students to provide input on partnership services and assess their satisfaction levels. By gathering this feedback, the college can identify areas of improvement, make necessary modifications to existing partnerships, and potentially explore new partnerships that better meet the needs and preferences of the students. Ultimately, this helps to enhance the

quality and relevance of the services provided to students, leading to increased student satisfaction and overall success.

Objective 2: Develop The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources.

To implement this system, the college will establish a digital platform or online portal where students can easily access and complete the intake survey. This platform will be user-friendly, accessible, and convenient to all students, allowing them to access necessary information. The survey will collect relevant data to identify the psychosocial needs of students. The survey will also include questions about their previous educational experiences, personal challenges, family support, and any other factors that may impact their well-being and success at college. Once the survey responses are collected, IER will analyze the data to identify common themes and patterns. This analysis will help the College to understand the overall needs of the incoming student population and devise strategies to address those needs. Based on this analysis, the College can develop tailored services and resources to support students. These may include student success workshops, the implementation of food pantries, financial aid workshops, peer mentoring programs, and other initiatives designed to meet the specific needs of the students. The Cougar Care staff will communicate and promote these services and resources to all students, which will be shared at orientations, informational sessions, online platforms, and regular communications to ensure that students know the support available to them. Furthermore, ongoing evaluation and feedback mechanisms should be implemented to assess whether the implemented services and resources effectively eliminate the basic needs of student barriers. This evaluation will help the college adjust the support systems and ensure they provide the intended benefits.

In conclusion, developing and implementing a system to receive new student intake data and identify psychosocial needs is a proactive approach to supporting student success and well-being. Cougar Care will provide the necessary support to help students achieve student success by gathering information about the challenges students face and tailoring services accordingly.

Objective 3: The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner.

In the first year of the QEP, the focus will be on conducting a comprehensive assessment of the students' psychosocial needs. This comprehensive referral process will involve implementing various methods, such as surveys and interviews, to gather information about the student's well-being and basic need inventory. The goal is to collect as much data as possible to understand students' challenges and stressors better.

Once the needs are identified, the college will begin ranking the support based on the needs. This ranking activity will be done by analyzing the assessment data and student, faculty, and staff input. The ranking process will involve considering factors such as the severity of the needs, the availability of resources, and the potential impact of the support on student well-being.

In the second year of the QEP, CBC will focus on implementing the most critical and high-priority support based on the rankings. The ranking system will involve expanding mental health programs and services and providing targeted interventions for students with specific needs. The goal is to ensure that the most pressing needs are addressed first and that students can access the necessary support.

In the third and fourth years of the QEP, CBC will continue to address the remaining needs identified in the assessment. This assessment review will include expanding outreach efforts to students who have not yet sought help, providing student success workshops and other educational programs on basic needs, and collaborating with other campus departments to integrate support services into existing programs or initiatives. The goal is to ensure that all students have access to the necessary resources to meet their psychosocial needs.

By the fifth year of the QEP, CBC aims to fully implement and integrate the comprehensive support system for students' psychosocial needs. This comprehensive support system will include ongoing assessments and adjustments based on evolving student needs, continuous professional development for staff, and a commitment to a culture of care and mental health on campus. The college aims to develop a

sustainable model for supporting students' psychosocial well-being that will continue beyond the QEP's timeline.

Overall, the funnel approach will guide identifying and prioritizing student psychosocial needs, ensuring that the most critical areas are addressed first. This approach enables CBC to allocate resources strategically and effectively, resulting in a comprehensive support system for students that is tailored to their specific needs and promotes their overall well-being.

Objective 4: The college will develop a professional development program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.

Coastal Bend College recognizes the importance of providing wraparound services to its students. To achieve this, the college has set a goal to develop a professional development program for its employees regarding the awareness, identification, and roles and responsibilities of psychosocial support. This professional development training program will equip CBC employees with the knowledge of their roles and responsibilities in the awareness and identification of psychosocial needs for QEP Cougar Care, and several steps will be taken to ensure the success of the training.

Firstly, a comprehensive needs assessment will be completed to determine the specific areas where employees need training. This information will be collected through surveys, interviews, and observation of employees' current practices. This assessment will help identify gaps in knowledge and skills and inform the content and structure of the training program.

Once the needs assessment is complete, curriculum and training materials will be developed by the QEP Director and Case Manager. The curriculum will include understanding basic needs, recognizing signs and symptoms of different mental health conditions, and referring individuals to appropriate support services. The training materials will also include presentations, case studies, role-playing exercises, and interactive discussions to engage employees and facilitate learning.

The training program will also allow employees to practice their skills and receive feedback. The training will be done through simulations or assessments that mimic real-life situations. Additionally,

ongoing support and resources will be provided to employees after the training program, such as regular check-ins, access to additional training materials via TEAMS, and a network of support from colleagues or mentors.

Overall, implementing the professional development training program will be collaborative and involve input from various stakeholders, such as HR and management, to ensure buy-in and support for the training program. Regular evaluations should be conducted to assess the effectiveness of the training program and make any necessary adjustments to improve its impact and relevance. By implementing a comprehensive and well-designed training program, CBC employees can gain the essential knowledge and skills to effectively identify and address psychosocial needs within the scope of Cougar Care.

Implementation Activity Objective 1: Develop, maintain, and enhance quality external partnerships and services that address mental health wellness, basic needs, emergency aid, and caregiving services.

Activity	Milestone	Responsible	Timeframe
1.1 Implement an online health and wellness platform that is equitable and accessible to all students.	1.1 All students were provided online psych mental health and wellness care access.	1.1 QEP Director	1.1 Year 1
1.2 Hire, train, and establish Cougar Care Center at each CBC location.	1.2 Office established with qualified and competent staff	1.2 Dean of Student Services, HR, QEP Committee	1.2 Year 1
1.3 Conduct an assessment of student needs.	1.3 All students surveyed to identify barriers that may negatively influence their success	1.3 IER	1.3 Year 1
1.4 Establish and engage a QEP Advisory Committee composed of external partners and members of the CBC community.	1.4 A QEP advisory committee is established and meets frequently	1.4 QEP Director	1.4 Years 1-5
1.5 Analyze student needs assessment.	1.5 A prioritized list of student needs is inventoried to drive the pursuit and modification of partnerships with external providers	1.5 IER, QEP Director	1.5 Year 2
1.6 Communicate student needs to external partners and advisory committees.	1.6 A communication plan is utilized so existing and new partners gain insight into the barriers faced by CBC students	1.6 QEP Director and Case Manager	1.6 Year 2-5
1.7 Negotiate services to be provided and draft or modify Memoranda of Understanding.	1.7 MOUs are approved and modified to document services that will be made available to	1.7 QEP Director, President, Legal Consultant, Board of Trustees	1.7 Year 2-5

	students		
1.8 The partnership Student Satisfaction Survey was created and administered each year.	1.8 All students engaging in services are surveyed, and data are annually analyzed to inform of needs and the degree to which services are provided.	1.8 IER, QEP Director	1.8 Year 2-5

Implementation Activity Objective 2: The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources.

Activity	Milestone	Responsible Department	Timeframe
2.1 Design and administer an intake survey to assess each incoming student's needs.	2.1 An intake survey is designed and administered to all incoming students.	2.1 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	2.1 Years 1
2.2 Develop and implement an intake system for connecting students with services and resources.	2.2 Fully implemented case management system to identify student needs that connect students to resources.	2.2 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	2.2 Years 1-2
2.3 Develop and implement a feedback communication plan that informs new students.	2.3 Fully developed communication plan for students.	2.3 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	2.3 Years 1-2

Implementation Activity Objective 3: The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner.

Activity	Milestone	Responsible Department	Timeframe
3.1 Develop and implement a caseload management	3.1 Fully implemented referral system utilizing a case management system	3.1 QEP Director, Dean of Student Services, Executive	3.1 Years 2

Activity	Milestone	Responsible Department	Timeframe
system for connecting referred students with services and resources.		Director of IER and IER staff, Provost	
3.2 Align current referral processes with the designed caseload management system.	3.2 Established Cougar Care referral system.	3.2 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	3.2 Year 1
3.3 Develop and implement a feedback communication plan for current students and employees.	3.3 Fully developed communication plan for current students and all CBC employees.	3.3 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	3.3 Years 2-3
3.4 Review, draft, and implement policies and procedures.	3.4 A policies and procedures manual associated with the QEP deliverables is published for the CBC community.	3.4 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost	3.4 Years 2

Implementation Activity Objective 4: The college will develop a professional development training program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.

Activity	Milestone	Responsible Department	Timeframe
4.1 Design and deliver an ongoing training program for faculty and staff on their responsibilities recognizing and referring students with psychosocial needs.	4.1 Fully developed professional development program for all students, staff, and faculty.	4.1 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost, HR Director/Staff	4.1 Years 3
4.2 Design and deliver an ongoing training program for faculty and staff on the referral process to connect students to interventions.	4.2 A system in place to provide ongoing professional development for students, faculty, and staff.	4.2 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost, HR Director/Staff	4.2 Year 1-2

4.3 Develop training for the continuous sharing of services and resources with faculty and staff	4.3 A fully developed shared space for all training that will be continuous and sustainable.	4.3 QEP Director, Dean of Student Services, Executive Director of IER and IER staff, Provost, HR Director/Staff	4.3 Years 2-3

Table 2: Implementation table

The implementation plan outlined in Chapter 4 provides a comprehensive guide for the successful establishment and operation of Cougar Care. It covers all the necessary steps and considerations, including resource allocation, staff training, and communication strategies. This plan serves as a foundation for the organizational structure detailed in Chapter 5, which further establishes the roles, responsibilities, and reporting relationships within Cougar Care. Cougar Care can effectively deliver its services and achieve its mission of providing quality care to its members by following the implementation plan and aligning it with the organizational structure.

Chapter 5: Organizational Structure

The implementation of objectives and continuous improvement of services for CBC students will require the staffing of an office fully dedicated to accomplishing the plan's deliverables. The Provost, who reports to the college President, will provide overall leadership and guidance to the Dean of Student Services and Accessibility, supervising the newly created Cougar Care Center. This office will be led by a full-time Director supervising the full-time Case Manager. Both of these new positions will be responsible for the delivery of QEP activities across the five years of the program.
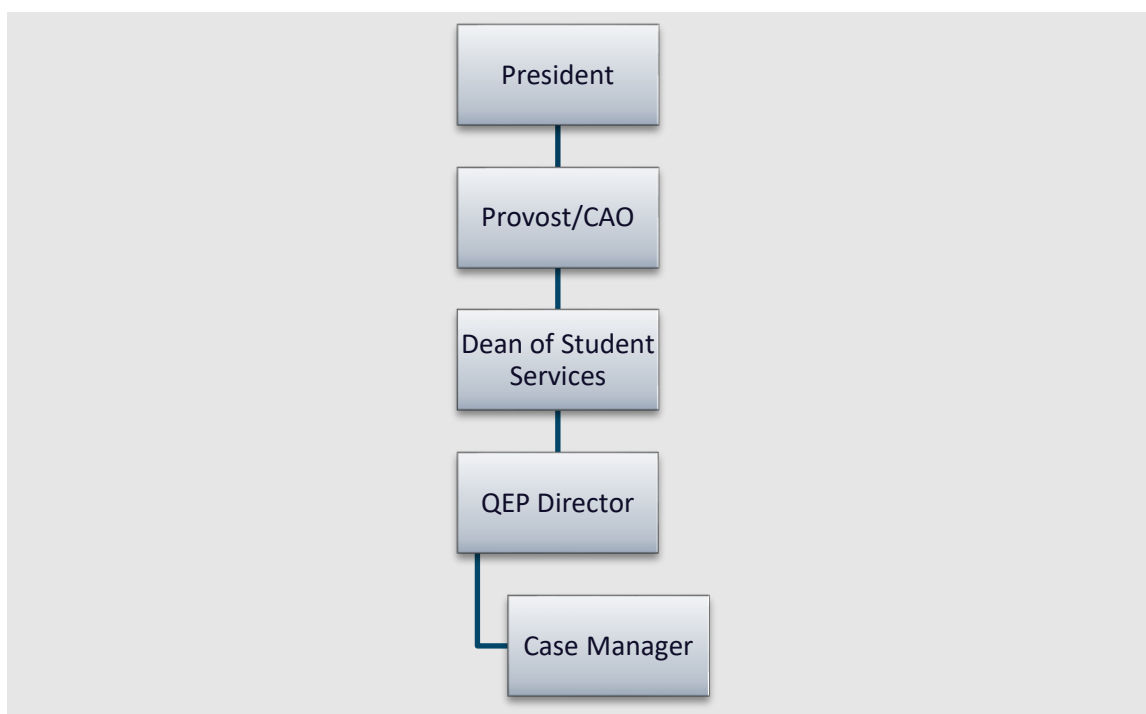
Figure 3. QEP organizational chart

Provost - The Provost will represent the President's cabinet in this organizational structure and supervises the Dean of Student Services, overseeing the QEP. The Provost will provide strategic guidance and offer feedback to the Director to ensure that the program meets the college's goals and objectives. This role entails actively communicating with faculty, staff, students, and other stakeholders about the importance and impact of the QEP on the college community.

Dean of Student Services– The Dean of Student Services will supervise and collaborate with the QEP Director in implementing Cougar Care by providing guidance, support, and oversight throughout the process. The Dean will also work closely with the QEP Director to develop and implement strategies to

ensure the success of Cougar Care initiatives, such as promoting student well-being and providing basic needs are met. They will coordinate efforts between different departments and stakeholders, ensuring that all aspects of Cougar Care align with the CBC's mission and goals. The Dean will also monitor the progress and impact of Cougar Care, providing feedback and making any necessary adjustments to ensure its continued effectiveness. Overall, the Dean of Student Services will play a crucial role in overseeing and collaborating with the QEP Director in the execution of Cougar Care, ultimately aiming to enhance the overall student experience and support system at the college.

QEP Director – Oversee the implementation of the QEP, *Cougar Care*. Ensure the QEP's goal and objectives align with the college's Strategic Plan and Mission. The QEP Director will design and develop strategies to connect students to resources, such as academic support, counseling services, career development, and community engagement opportunities. Work closely with faculty, staff, and other campus stakeholders to develop and implement these initiatives, monitoring their progress and evaluating their effectiveness. Additionally, this position will be critical in data collection and analysis, using data to drive continuous improvement efforts and make informed decisions.

Table 3: Qualifications for QEP Director

Qualifications Required for QEP Director	
Education	A minimum bachelor's degree in social work, psychology, counseling, or a related field is required. Preferred: A master's degree in social work, psychology, counseling, or a related field. Certification: A valid license or certificate in social work, counseling, or a related field is desirable but not mandatory.
Qualifications/Experience	• 1-3 years of experience working in wrap-around services, behavioral health, or a similar healthcare setting is crucial. Preferred: At least five years of experience in a leadership or management role within a relevant organization, such as a college/university, community agency, or school. • Knowledge of Wrap-Around Services: A deep understanding of wrap-around services, including the process, principles, and best practices, is essential. Familiarity with evidence-based practices in the field is necessary for developing and implementing effective wrap-around programs.

	• Program Development and Evaluation: Experience with program development, implementation, and evaluation is essential. The QEP Director should have some experience in identifying the needs of the target population, designing and implementing interventions, and measuring outcomes to ensure program effectiveness.

Case Manager - The Cougar Care case manager plays a crucial role in the QEP *Cougar Care* program by supporting and guiding students experiencing challenges or facing obstacles that may impact their academic success and overall well-being. The case manager acts as a point of contact for students, providing individualized care and connecting them with resources and interventions to address their needs. They work collaboratively with students, faculty, staff, and other campus partners to develop personalized care plans and monitor progress, ensuring students can access the support and resources they need to thrive. The *Cougar Care* case manager promotes student success and fosters a supportive and inclusive campus environment.

Table 4. Qualifications for Case Manager

Qualifications Required for Case Manager	
Education	A bachelor's degree in social work, psychology, counseling, or a related field is required. A master's degree in a relevant field is highly preferred.
Qualifications/Experience	• At least three (3) years of experience working as a case manager in a similar field, preferably focusing on wrap-around services for college students. • Knowledge of Wrap-Around Services: A deep understanding of wrap-around services, including the process, principles, and best practices, is essential. Familiarity with evidence-based practices in the field is necessary for developing and implementing effective wrap-around programs. • Assessment and Problem-Solving Skills: The ability to assess the needs and strengths of students and develop comprehensive, individualized care plans is essential. Strong problem-solving skills are necessary to address barriers to accessing services and to overcome challenges that may arise during the wrap-around process.

The staffing needs described in Chapter 5 are closely linked to the resources and capacity necessary to implement Cougar Care successfully, explained in the next chapter. Staffing requirements, such as the number and qualifications of Cougar Care staff, determine the resources and capacity needed to deliver quality services. These staffing needs directly impact the budget, equipment, technology requirements, and space considerations outlined in Chapter 6. Cougar Care can ensure that it has the necessary resources and capacity to effectively meet student needs by aligning the organizational structure with the QEP resources and capacity for implementation.

Chapter 6: Resources and Capacity to Support Implementation

Resources

The 5-year QEP Cougar Care will require various resources to execute its goals effectively. Financial resources will be needed to fund student support services, faculty and staff training, and the development of new programs and initiatives. In addition, human resources will be essential to the success of Cougar Care. Hiring and training qualified personnel, such as a Director and Case Manager, will be crucial. Collaboration with external organizations and experts may also be necessary to enhance the services provided. Lastly, technological resources will be required to implement and maintain various software platforms, online resources, and communication tools. The resources may include student success software, data analytics tools, and virtual meeting platforms to facilitate remote services and support. CBC understands the importance of providing a high-quality education that meets the needs of the students. Cougar Care's goal and objective are designed to enhance student success by increasing persistence and completion rates. By dedicating funding to accomplish the QEP goal and objectives, CBC can ensure that students receive the psychosocial support needed to achieve student success.

Resources are essential for the 5-year plan of Cougar Care because they are essential for implementing and sustaining the program. Without adequate resources, providing the necessary support and services to students and ensuring their success would be difficult. Resources such as funding, staffing, and facilities are crucial for creating an inclusive environment that promotes student well-being and academic achievement. Additionally, resources allow for the development of innovative programs and initiatives that address specific needs and challenges faced by students, such as mental health, emergency aid, transportation barriers, and basic needs. By investing in resources, the college can ensure that Cougar Care can effectively contribute to the overall success and well-being of the student body at Coastal Bend College.

QEP OBJECTIVE 1:	The college will develop and maintain quality external partnerships and services addressing basic needs such as mental health support, emergency aid, food resources, caregiving, and transportation services.	
INPUTS		QEP Director CBC College Administration/Board of Trustees Dedicated infrastructure and resources/institutional support High school counselor feedback

ACTIVITIES		Engage with community advocacy groups. Develop MOUs or contracts. Maintain and evaluate all partnerships utilizing quality assurance tool Develop a communication plan for partnership and service maintenance Establish and engage an advisory committee of internal and external stakeholders Partnership student satisfaction survey creation and utilization.
OUTPUTS		Established quality partnerships to address mental health, wellness, basic needs, emergency aid, and caregiving services.
OUTCOMES		Quality partnerships are developed, maintained, and enhanced with MOUs. Student needs are identified through the Hope Survey, and narrowly tailored interventions are established to meet articulated needs. Continuous improvements are made through advisory committee recommendations and data-informed decisions.
PROCESS EVALUATION		Review Communication plan Review advisory committee development Review MOUs and contracts Review quality assurance tool Utilize survey results for gap analysis of partnerships and services
OUTCOME EVALUATION		Evaluate the effectiveness of the partnerships with a quality assurance tool. Evaluate the utilization of the advisory committee recommendations and data results.

QEP OBJECTIVE 2:		The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources
INPUTS		QEP Director QEP Case Manager QEP Implementation Team CBC Onboarding Committee CBC College Administration/Board of Trustees Dedicated to institutional support and resources. External partnerships Communication system
ACTIVITIES		Design and administer an intake survey to assess each incoming student's needs. Develop and implement a caseload management system for connecting students with services and resources. Develop and implement a feedback communication plan that informs new students.
OUTPUTS		A system is implemented that identifies all incoming students' psychosocial needs, and they are connected with appropriate services and resources. Data are analyzed to inform continuous improvement.

OUTCOMES		All students will engage in the intake survey A new system will be implemented
PROCESS EVALUATION		Response rate Capacity Effectiveness of the caseload system Influence on student success
OUTCOME EVALUATION		Ensure students are getting connected to the services Evaluating the conversion rate Evaluate the satisfaction of the services (Hope Survey)

QEP OBJECTIVE 3	The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner.	
INPUTS		QEP Director QEP Case Manager QEP Implementation Team CBC Faculty and staff CBC College Administration/Board of Trustees Survey and qualitative data Dedicated institutional support and resources External Partnerships and services
ACTIVITIES		Develop and implement a caseload management system for connecting referred students with services and resources. Align current referral processes with the designed caseload management system. Develop and implement a feedback communication plan for current students and employees.
OUTPUTS		A system is implemented that allows CBC employees to refer current students with psychosocial needs so students are connected with appropriate services and resources. Data are analyzed to inform continuous improvement. CBC referring employees are given feedback on students when possible to ensure continuous buy-in as key stakeholders. Feedback data
OUTCOMES		The current referral processes will be merged as a comprehensive referral process designed to connect students with services and resources.
PROCESS EVALUATION		Referral process efficiency Capacity Effectiveness of the caseload system Influence on student success Effectiveness of the communication system.
OUTCOME EVALUATION		Ensure students are getting connected to the services through referrals Evaluating the conversion rate Evaluate the satisfaction of the services (Hope Survey)

		Evaluate the referral system to ensure employee confidence in the system.

QEP OBJECTIVE 4:		The college will develop a professional development training program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.
INPUTS		QEP Director Dean of Student Services Human Resources Technology Department QEP implementation team Deans High School Counselor Feedback Dual Credit Department Continuous Gap analysis
ACTIVITIES		Design and deliver an ongoing training program for faculty and staff on their responsibilities recognizing and referring students with psychosocial needs. Design and deliver an ongoing training program for faculty and staff on the referral process to connect students to interventions. Develop training for continuously sharing services and resources with faculty and staff.
OUTPUTS		A comprehensive professional development program is designed and delivered to train CBC employees on their roles and responsibilities to recognize students with psychosocial needs and make appropriate referrals. Ongoing updates sent to employees and stakeholders
OUTCOMES		As a result of designed professional development, faculty and staff can identify students with psychosocial needs and utilize the referral system to connect those students with appropriate services and resources.
PROCESS EVALUATION		Training effectiveness Referral System Utilization
OUTCOME EVALUATION		Ensure ease of navigation through the referral system by faculty and staff. Evaluate faculty and staff knowledge of psychosocial needs and responsibility to refer students in need. Evaluate faculty and staff knowledge of the referral system.

CBC Planning and Budget Process

The planning and budget process systematically allocates resources to achieve the college's

mission and goals. This process involves analyzing current financial and operational data, establishing

goals, and creating a detailed budget to allocate resources to achieve these goals. The institution supports

the QEP goal and objectives, and the college leadership approves all purchases for the execution of the QEP. The college administration and board of trustees have officially approved the QEP goal and objectives. The support of the college administration and board means that they recognize the importance of the QEP and its alignment with the institution's overall mission and strategic goals.

To ensure the successful implementation of the QEP, the college administration and board of trustees have decided to include it in the planning and budget process just like any other significant project. The administrative support demonstrates their commitment to giving the QEP the necessary resources, attention, and support it needs to thrive. By including the QEP in the planning and budget process, the college administration and board of trustees acknowledge its significance and treat it as a top priority. This type of support also ensures that the QEP will receive the necessary funding and staffing to carry out its goals and objectives effectively. Moreover, including the QEP in the planning and budget process in a consistent manner indicates a long-term commitment to its success. It means that the QEP will not be treated as an isolated initiative but as an integral part of the institution's overall strategic plans and actions.

	2024	2025	2026	2027	2028	2029
Salary and Benefits						
Full-Time QEP Director	$57,768.00	$58,923.36	$60,101.82	$61,303.86	$62,529.93	$63,780.53
Full-Time Case Manager	$0.00	$35,595.00	$35,595.00	$35,595.00	$35,595.00	$35,595.00
Retirement Benefits	$3,851.23	$7,702.45	$7,702.45	$7,702.45	$7,702.45	$7,702.45
Medicare	$676.88	$1,353.76	$1,353.76	$1,353.76	$1,353.76	$1,353.76
Health Insurance	7,497.84	$14,995.68	$14,995.68	$14,995.68	$14,995.68	$14,995.68
TOTAL	*$69,793.95*	*$118,570.25*	*$119,748.71*	*$120,950.75*	*$122,176.82*	*$123,427.42*
Operating Expenses						
Professional Development	$0.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00
Conference Travel	$0.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Travel In-District	$0.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
Marketing	$6,000.00	$1,000.00	$3,000.00	$1,000.00	$1,000.00	$4,000.00
Departmental Supplies	$0.00	$6,000.00	$500.00	$500.00	$500.00	$500.00
TOTAL	*$6,000.00*	*$15,000.00*	*$11,500.00*	*$9,500.00*	*$9,500.00*	*$12,500.00*
Software Costs						
Case Management System	$0.00	$85,000.00	$85,000.00	$85,000.00	$85,000.00	$85,000.00
TOTAL	*$0.00*	*$85,000.00*	*$85,000.00*	*$85,000.00*	*$85,000.00*	*$85,000.00*
GRAND TOTAL	$75,793.95	$218,570.25	$216,248.71	$215,450.75	$216,676.82	$220,927.42

Budget Narrative

The QEP will employ two full-time employees by year two: the QEP Director and the Case Manager. The QEP Director will oversee the entirety of the project, thus ensuring all project directives are being met while analyzing the collected data to maximize student effectiveness. The QEP Case Manager will oversee students' referrals and report any operational, procedural obstacles to create a more fluid and highly effective student support pathway. Both the QEP Director and the Case Manager, their salaries, benefits, and time accruals, will be funded to ensure the QEP *Cougar Care* is effective and positively impacts students at Coastal Bend College.

The proposed budget includes $10,000 over five years for the design and delivery of professional development for all CBC employees, $25,000 for attendance at professional conferences to ensure the QEP staff continues to employ best practices to support students, $5,000 for in-district travel to help all students at all campuses, and $16,000 to market the services and resources to the college's campus community. The plan and resources will be evaluated in the CBC annual planning and budgetary processes to ensure that planning and resources are adjusted and remain adequate.

Operating Expenses

Operating expenses are the costs associated with running and maintaining the everyday operations of *Cougar Care* QEP. These expenses include the following:

1. **Professional development**: This refers to the costs incurred for training, workshops, and seminars aimed at improving the skills and knowledge of the staff members; this includes registration fees, materials, travel expenses, and accommodation.

2. **Conference travel**: This includes the costs of attending conferences and events related to the QEP. It has registration fees, travel expenses, accommodation, and other costs associated with attending and participating in the conference.

3. **Travel**: This refers to the costs incurred for visiting all CBC locations (Beeville, Alice, Kingsville, and Pleasanton) to ensure the implementation of the QEP. It includes the purchase of fuel costs for travel.

4. **Marketing**: This includes the costs of promoting *Cougar Care* to the target audience. It will include the costs of creating marketing materials such as brochures, flyers, and advertisements. This line item will also include expenses for online marketing, sponsorships, and promotional events.

5. **Departmental supplies**: This includes the costs of purchasing supplies and materials required for the day-to-day operations of *Cougar Care* QEP; it will also consist of office supplies, equipment, and ancillary office supplies.

6. **Software**: This line item will consist of dedicated funding to purchase mobile app technology to provide telehealth services for immediate care to the students of Coastal Bend College. Coastal Bend College consists of over 9,000 square miles of a rural service area (a dedicated geographical location the college must serve as required by the legislation of Texas). It, therefore, requires an impactful methodology available to all corners of rural Texas. Virtual methods are an appropriate answer to providing students with access to care. The need for virtual methods necessitated the creation of the software line item within the budget so that the college can acquire said technological services to ensure access to care can be applied to all students regardless of location.

Chapter 7: Assessment Plan

Assessment Plan

Current assessment practices will be incorporated within Cougar Care by regularly measuring key indicators of student persistence and completion. The assessment practices include tracking metrics for Student Retention (persistence) and Educational Attainment (completion) receiving wraparound services from the Cougar Care Center. These assessments will provide ongoing feedback on the program's effectiveness and identify improvement areas. The impact of Cougar Care on student persistence and completion will be evaluated by comparing the outcomes of students in the program to those not participating. This plan will allow for a clear assessment of the program's effectiveness in supporting student success.

Additionally, qualitative assessments such as surveys and interviews with students in the Cougar Care program will be conducted to gather feedback on their experiences and identify any barriers or challenges they may face. This information will adjust the program and ensure it meets students' needs. By incorporating current assessment practices and regularly evaluating the impact of Cougar Care on student persistence and completion, the program can make data-driven decisions and continuously improve its support services to help more students succeed.

Coastal Bend College utilizes dedicated software for all unit planning and will continue to use it as a database and planning tool to evaluate the QEP's objectives. This software enables diverse campus-wide users to aggregate data and create assessment plans. The plan for assessing the goals and objectives outlined in Cougar Care will be comprehensive, utilizing both existing data collected as part of normal college operations and new data generated throughout the QEP. The assessment plan will involve quantitative and qualitative measures, allowing for a holistic picture of the impact of psychosocial wrap-around services on student persistence and completion over the next five years. This mixed-methods approach is intended to engage faculty, staff, and students in the process and allow for formative and summative assessment of the QEP.

Assessment of Goal and Objectives

Short-term and long-term assessments of the objectives associated with this goal will be performed each semester, emphasizing annual achievements. The short-term goal for Cougar Care is to successfully implement and launch the program, ensuring that all necessary services and supports are in place for participating students. This phase includes developing a comprehensive support system, identifying at-risk students, and providing them with targeted interventions and resources. The short-term goal also includes establishing data collection processes to track student outcomes and assess the program's effectiveness regularly.

The long-term goal for Cougar Care is to improve student persistence and completion rates at the institution significantly. By providing personalized support and interventions to at-risk students, the program aims to increase retention and graduation rates. The long-term goal also includes reducing the time to degree for participating students helping them complete their studies on time.

Ultimately, the long-term goal for Cougar Care is to create a culture of success and support at the institution, ensuring that all students have the resources and opportunities to thrive academically and achieve their educational goals. Data will be collected from IER and analyzed throughout the QEP to measure annual student success and determine year-to-year increases.

QEP GOAL: To increase student success by identifying student needs and implementing best practices to minimize the impact of barriers to basic needs by providing necessary wraparound services.

	Baseline 2022-2023	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
# of students who persist through their course(s) of referral to completion of their course(s)	NA	At least 10% of the students referred will persist.	At least 15% of the students referred will persist.	At least 20% of the students referred will persist.	At least 25% of the students referred will persist.	At least 30% of the students referred will persist.
% of students who persist from term 1 to term 2	42% of students persisted from Fall 2022 to Spring 2023.	44% of students will persist from Fall 2024 to Spring 2025	46% of students will persist from Fall 2025 to Spring 2026	48% of students will persist from Fall 2026 to Spring 2027	50% of students will persist from Fall 2027 to Spring 2028	52% of students will persist from Fall 2028 to Spring 2029
% of part-time students completing 15 hours in the first year of enrollment	12.2% of Fall 2022 students enrolled part-time completed 30 hours in their first year	13% of part-time students will complete 15 hours in the first year of enrollment	14% of part-time students will complete 15 hours in the first year of enrollment	15% of part-time students will complete 15 hours in the first year of enrollment	16% of part-time students will complete 15 hours in the first year of enrollment	17% of part-time students will complete 15 hours in the first year of enrollment
% of full-time students completing 30 hours in the first year of enrollment	14.2% of Fall 2022 students enrolled full-time completed 30 hours in their first year	15% of full-time students will complete 30 hours in the first year of enrollment	16% of full-time students will complete 30 hours in the first year of enrollment	17% of full-time students will complete 30 hours in the first year of enrollment	18% of full-time students will complete 30 hours in the first year of enrollment	19% of full-time students will complete 30 hours in the first year of enrollment
# of students who complete a credential within 150% of the time	19.54% of FTIC Full-time students (2020 cohort) completed a credential within 150% of the time	NA	NA	25/26 IPEDS data (22/23 cohort) 20% of FTIC Full-time students will complete a credential within 150% of	26/27 IPEDS data (23/24cohort) 21% FTIC Full-time students will complete a credential within 150%	27/28 IPEDS data (24/25 cohort) 22% FTIC Full-time students will complete a credential within 150% of the normal

				the normal time of completion	of the normal time of completion	time of completion
% transfer within three years	2021 (2018 cohort) 9.1% of FTIC students transferred within three years			2025 (2022 cohort) 12% of FTIC students will transfer within three years	2026 (2023 cohort) 13% of FTIC students will move within three years	2027 (2024 cohort), 14% of FTIC students will transfer within three years

counts from the first fall after becoming a traditional student

Table 8: Assessment plan and timeline

	Objective Outcomes	Assessments
Objective 1	1.1 Quality partnerships are developed, maintained, and enhanced with MOUs. 1.2 Student needs are identified, and narrowly tailored interventions are established to meet articulated needs. 1.3 Continuous improvements are made through advisory committee recommendations and data-informed decisions.	• Partnership Analysis Tool • Student intake survey (partnerships needed based on student needs) • HOPE survey • Trellis Financial Wellness survey • Student Feedback (post-service) Survey
Objective 2	2.1 New students will engage in the intake survey. 2.2 A new system will be implemented to identify all incoming students' basic need barriers. 2.3 A new system that connects students to appropriate resources and services will be implemented.	• Student intake survey (student needs identified) • Student Basic Need Survey (Hope Center) • Trellis Financial Wellness survey • Process Effectiveness Evaluation
Objective 3	3.1 The current referral processes will be merged as a comprehensive referral process designed to connect students with services and resources.	• Process Effectiveness Evaluation
Objective 4	4.1 As a result of designed professional development, faculty and staff can identify students with psychosocial needs and utilize the referral system to connect those students with appropriate services and resources.	• Employee Professional Development Competencies • Employee Training Feedback Survey • Training Program Effectiveness Evaluation

Table 9: Objective Crosswalk

Objective 1: The college will develop and maintain quality external partnerships and services addressing basic needs such as mental health support, emergency aid, food resources, caregiving, and transportation services.

Data Collection Method	Target	Data Collection Frequency
ATD Partnership Analysis Tool	Year 0: establishing a baseline Year 1: established one "low-level interaction" partnership per need focus Year 2: increase "low level" partnerships and select at least one "moderate level interaction" partnership Year 3: established partnerships will increase their level of engagement by one criterion Year 4: Establish at least one "strategic level" partnership per need focus	Annual Evaluation Fall: All partnerships are assessed with the Partnership Analysis Tool Spring: Adjust MOUs and exchange feedback between the institution and established partnerships

	Year 5: Expand the number of "strategic level" partnerships	
Student intake survey (partnerships needed based on student needs)	Year 0: the creation of the survey Year 1: one partnership per need area established Year 2: expand partnerships specific to the highest areas of student need Year 3 -5 yearly evaluation of student survey to determine partnerships needed based on student needs.	Annual Evaluation Fall: Review of student survey results
HOPE survey	Year 0: a review of baseline data Year 1: data collection Year 2: a comparative analysis of Fall 2023 and Fall 2025 Year 3: data collection Year 4: a comparative analysis of Fall 2023, Fall 2025, and Fall 2027 Year 5: data collection and impact report	Biennial Evaluation Fall: Review of student survey results
Trellis Financial Wellness survey	Year 0: a review of baseline data Year 1: data collection Year 2: a comparative analysis of Fall 2023 and Fall 2025 Year 3: data collection Year 4: a comparative analysis of Fall 2023, Fall 2025, and Fall 2027 Year 5: data collection and impact report	Biennial Evaluation Spring: Review of student survey results
Student Feedback (post-service) Survey	Year 0: the creation of the survey Year 1: intake survey implemented & baseline of students satisfied or very satisfied established Year 2: 5% student satisfaction increase above year one baseline Year 3: 5% student satisfaction increase above year 2, 10% increase above year one baseline Year 4: 5% student satisfaction increase above year 3, 15% increase above year one baseline Year 5: 5% student satisfaction increase above year 4, 20% increase above year one baseline	Annual Evaluation Fall: Review of student survey results Spring: Adjust MOUs and exchange feedback between the institution and established partnerships

Objective 2: The college will develop and implement a system to collect and categorize all new student intake data to identify basic need barriers and provide students with narrowly targeted services and resources.

Data Collection Method	Target	Data Collection Frequency
Student intake survey (student needs identified)	Year 0: the creation of the survey Year 1: 75% of incoming students will complete the intake survey Year 2: 80% of incoming students will complete the intake survey Year3: 85% of incoming students will complete the intake survey Year 4: 90% of incoming students will complete the intake survey Year 5: 95% of incoming students will complete the intake survey	Annual Evaluation Fall: Review of student survey results
HOPE survey	Year 0: a review of baseline data Year 1: data collection Year 2: a comparative analysis of Fall 2023 and Fall 2025 Year 3: data collection Year 4: a comparative analysis of Fall 2023, Fall 2025, and Fall 2027 Year 5: data collection and impact report	Biennial Evaluation Spring: Review of student survey results
Trellis Financial Wellness survey	Year 0: a review of baseline data Year 1: data collection Year 2: a comparative analysis of Fall 2023 and Fall 2025 Year 3: data collection Year 4: a comparative analysis of Fall 2023, Fall 2025, and Fall 2027 Year 5: data collection and impact report	Biennial Evaluation Spring: Review of student survey results
Intake Process Effectiveness Evaluation	Year 1: establish intake process, including evaluation criteria Year 2: baseline established Year 3-5: all intakes are utilized to connect students to the appropriate intervention	Annual Continuous improvement plan in SPOL

Table 11: Objective 2 data collection timeline

Objective 3: The college will design and implement a referral process to be utilized by faculty and staff to connect students with barriers to basic needs to relevant services and resources in a timely manner

Data Collection Method	Target	Data Collection Frequency
Comprehensive Referral Process Effectiveness Evaluation	Year 1: establish referral process, including evaluation criteria Year 2: baseline established Year 3-5: all faculty and staff referrals are connected to the appropriate intervention	Annual Continuous improvement plan in SPOL

Table 12: Objective 3 data collection timeline

Objective 4: The college will develop a professional development training program for CBC employees to identify student barriers to basic needs, their role in Cougar Care, and learn best practices to support students.

Data Collection Method	Target	Data Collection Frequency
Employee Professional Development Competency	Year 0: development of training program Year 1: implementation of a training program. 100% of full-time employees and 75% of part-time employees have completed employee training with 80% competency or higher Year 2: 100% of full-time employees have completed employee training, and 100% of part-time employees have completed employee training with 80% competency or higher Year 3-5: ongoing training and continuous improvement	Annual Review of Professional Development Competencies & Continuous improvement and updates to training
Employee Training Feedback Survey	Year 0: the creation of the survey Year 1: 60% of employees will be satisfied or very satisfied with training services Year 2: 70% of employees will be satisfied or very satisfied with training services Year 3: 80% of employees will be satisfied or very satisfied with training services Year 4: 90% of employees will be satisfied or very satisfied with training services Year 5: 100% of employees will be satisfied or very satisfied with training services	Annual Evaluation FA: Review of employee feedback and use of results for training updates

Training Program Effectiveness Evaluation	Year 1: establish employee training process, including evaluation criteria Year 2: baseline established Year 3-5: all employees trained regarding their roles and responsibilities in the awareness and identification of psychosocial needs	Annual Continuous improvement plan

Table 13: Objective 4 data collection timeline

Person(s) Responsible for Delivery Outcome	
The QEP Director is responsible for the following: •Authorizing the Assessment Plan matrix measurement item and evaluating the delivery outcomes (and corrective actions, when necessary). •Authorizing resources to work at the direction of the Functional Owner for Data Collection in collaboration with I.E.R. Reviewing the results of follow-up assessments and developing appropriate correct actions, where needed •Authorizing resources to implement the correct actions to achieve the goals.	The IER Director is responsible for the following: •Authorizing the data collection assessment instruments. • Review the baseline assessment results in collaboration with the QEP Director to ensure the results are valid.

Table 14: Data collection responsibility and ownership

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Appendices

Appendix A: **E**xploration and Steering Committee

Dr. Kayla Devora-Jones, co-chair	Dean of Student Services & Accessibility
Jarod Bleibdrey, co-chair	Dean of Career & Technical Education
Dr. Justin Hoggard	President
Dr. Patricia Rehak	Provost
Loana Hernandez	Dean of Nursing & Allied Health
Mark Secord	Dean of Transfer & General Education
Dr. Michelle Lane	Executive Director of IER
Jennifer Blanton	CBC- Pleasanton Site Director
Dr. Lisa Castaneda	CBC-Alice Site Director
Keenan Woods	CBC-Kingsville Site Director
Susie Gaitan	Dual Credit Director
Daniel Rea	Student Success Coordinator
Mike Rowlett	Data Scientist
Lara Billard	Website Specialist
Christi Morgan	Transfer General Education Faculty
Anna Hazelrigg	Transfer General Education Faculty
Kelly Rea	Transfer General Education Faculty
Luz Miranda	Transfer General Education Faculty
Dr. Roman Smith	Transfer General Education Faculty
Joel Lopez	Transfer General Education Faculty
Laura Lynn Southland	Nursing and Allied Health Faculty
Virginia Wall	Nursing and Allied Health Faculty
Macedonio Gonzales	Career Technical Education Faculty

Appendix B: Student Basic Needs Survey

2023 STUDENT BASIC NEEDS SURVEY

INSTITUTION REPORT FOR
COASTAL BEND COLLEGE

Prepared by
The Hope Center for College, Community, and Justice
at Temple University

Aug 2023

OVERVIEW

Invitations to complete the questionnaire were sent by email to 1600 students from COASTAL BEND COLLEGE and 598 students participated. Thus, the estimated response rate is 37%

Students at COASTAL BEND COLLEGE told us that...

- 48% of survey respondents from your institution experienced at least one of the following: food insecurity, housing insecurity, or homelessness.

- 31% of survey respondents from your institution experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.

- 36% of survey respondents from your institution experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

- 10% of survey respondents from your institution did not have a fixed, regular, and adequate place to live at some point during the previous year.

Appendix C: QEP Topic Feedback Survey

Coastal Bend COLLEGE

Quality Enhancement Plan: Topic Feedback Survey

The Quality Enhancement Plan (QEP) affirms a commitment to improve the quality and effectiveness of Coastal Bend College by focusing on an issue deemed vital to enhancing student learning outcomes and student achievement. Coastal Bend College is beginning the process of narrowing down our desired focus.

Please take a few brief moments to provide your feedback. Your input as a community member is important to help us select the best focus for our efforts. The results are anonymous and the survey should take less than 10 minutes to complete. Thank you in advance for your participation.

* 1. I am a

○ Board of Trustee

○ Community Member

○ Faculty

○ Staff

○ Student (Dual Credit)

○ Student (Non-Dual Credit)

* 2. Please select the QEP option which best represents where you believe Coastal Bend College should focus efforts for improving quality:

○ Topic #1 Onboarding - A guided process of providing personalized, timely support, such as admissions, orientation, advising, and financial planning, to place students on a path to success.

○ Topic #2 Learning Support - Connect students to services such as tutoring, writing center, academic coaching, or supplemental instruction tailored to enhance student learning and foster personal development.

3. Please feel free to provide any additional feedback in the space provided below.

If you have questions about the Quality Enhancement Plan, contact Dr. Kayla Devora-Jones, Dean of Student Services and Accessibility using kdjones@coastalbend.edu

Appendix D: QEP Logo Survey

Coastal Bend College (CBC) is developing a Quality Enhancement Plan (QEP) to focus on Learning supports through non-academic wraparound services. Below is a single question about your preference for the five logo options. Please take a few moments to provide your feedback regarding the logo. This survey should take less than 5 minutes to complete, and the results will be anonymous. Thank   you in   advance for your participation.

1. Please select   your   first   choice for   the   Cougar Care   logo.

Appendix E: QEP Proposal Approval Survey

Coastal Bend
COLLEGE

QEP: Proposal Approval Survey

We are proposing to enhance the quality of onboarding and learning support by
"Strengthening our Core".

This will be accomplished through the following actions:

- Creating/Providing Cougar Care through Equity and Advocacy
- The deployment of a HOPE Survey and ICAT to understand student non-academic needs and staff/faculty equity knowledge
- An expansion of the current Cougar Centers at each location to Cougar Care Centers
- Enhancement and expansion of current "wraparound services" to include mental health resources and other key non-academic services such as access to food pantries, community resources, etc.
- Development and deployment of a CBC equity, diversity and inclusion plan.
- Professional development for faculty/staff

* 1. Please indicate your respective affiliation with Coastal Bend College.

◯ Administration ◯ Faculty Member

◯ Board Trustee ◯ Staff Member

◯ Community Member ◯ Student

* 2. Based on the information provided to you, do you support the above proposal for our Quality Enhancement Project?

◯ Yes

◯ No

Appendix F: QEP Student Focus Group Results

QEP Student Non-Academic Needs Focus Group

The student's voice is highly valued at Coastal Bend College. During the spring 2023 semester, five focus groups were conducted on behalf of the Quality Enhancement Plan (QEP) Committee. There was a total of ~85 participants from various locations comprising a diverse student population. These focus group sessions aimed to elicit feedback from students who can inform the QEP plans by providing feedback on their needs, expectations, and challenges associated with non-academic barriers to their academic success. The information contained herein will be used to inform the efforts of the QEP Committee in their planning and development of their Quality Enhancement Plan.

Questions:

1. What does Student Success mean to you?
2. What challenges do students experience with our current services?
3. What services would you like CBC to offer that would be beneficial to your success?
4. What does *Cougar Care* mean to you?
5. How do we show we care about your success?

Collection Period: March 6-9th, 2023
Modality: Face-to-Face in Beeville and Kingsville, Online Forum

Moderator: Dr. Michelle Lane – malane1@coastalbend.edu

Participants: ~85 student participants.

Methodology:

Faculty members serving on the Quality Enhancement Plan offered their classes to participate in a focus group study. Two focus groups were held in a classroom environment at the Beeville location. One focus group was conducted on the Kingsville location with students from the Beeville and Alice locations via the distance learning modality, Lifesize. Two final focus groups were open invitation to students held in the Library and Student Union Building on the Beeville campus.

Materials Used:

- Coastal Bend College Participation Consent Form for Students
- Student Data Profile Sheet
- Student Written Response Form

Students were provided with consent forms, profile data sheets, and a questions sheet for which to provide any written responses (see appendices). No tape recordings were obtained. The field notes signed consent forms, student data profile sheets, and written feedback is retained in the Office of Institutional Effectiveness and Research.

Many students were invited to participate by their faculty in the drop in event which led to an unexpected influx in student participation. Due to modality and spontaneity of this structure, there was a lack of profile sheets completed. However, the data collected from the profile sheets found herein are reflective of the sample and total population represented in this study.

Student Profile Data					
Age	18-22	23-27	28-32	33-37	48+
	28	24	19	2	2
Gender	Female	Male			
	73	12			
Ethnicity	Hispanic	White	Asian	Pacific Islander	African American
	39	24	5	1	1
On-Campus	ON Campus	OFF Campus			
	14	60			
Caregiver	Yes	No			
	19	54			
Commuter	Yes	No			
	34	38			
Student Group Involvement	Yes	No			
	28	46			
Online	Yes	No			
	46	29			

Plans to Transfer	Yes	No	
	16	56	
Credit Hours Earned	Less than 11 hours	12-15 hours	16+ hours
	37	26	1
Semesters Attended	1-2 semesters	3-4 semesters	5+ semesters
	29	40	3
Degree Type	A.A.S	A.A.	
	62	7	

Summary of Findings

1. What does Student Success mean to you?

Key Phrases and Terms

- Education

- Resources

- Access

While all student groups were represented, many subgroups of students discussed the need for resources which could be very different from other student groups. Despite these differences, all students noted or agreed their education and degree completion was the most important indicator of student success, but when phrased to asked them what they as students need to be successful, students indicated access and availability of resources. The type of resource or level of access may vary as high impact or low impact depending on situational circumstances. Some students expressed a desire for confidence and pride in their education, job outlook, and job competence prior to entering their chosen profession. Many expressed a want for reassurance. Delving further, students would like to see more applicability in the material being taught as to how it relates to their day to day activities so again follows this theme of reassurance and confidence in their education.

2. What challenges do students experience with our current services?

Overall, students expressed frustration with some of our current services as these services may be available but lack quality or usability. Some students are receiving the information in onboarding sessions one time and never again, or do not fit into a funnel where they are "caught" to receive the information such as transfer students or those who do not participate in educational sessions and training which aren't mandated.

Students acknowledged a lack of awareness of services. Students said they heard it one time, but an email reminder from an office, (Example given was Admissions) What do they do? How can they help me? Where is it located? Who do I talk to when I call? Was requested and then supported by other students. "We just need to know how to do it."

Students indicated faculty and staff do not respond to phone calls or emails until after multiple attempts to reach out usually taking more than a couple of days. The same was said about any feedback for their work from faculty, but many students noted the challenge stems from student services and support not answering their emails or returning their phone calls.

Students indicated they would like to use additional means of learning, such as recording instructor lectures, which is currently prohibited in their courses.

"Trying to find my advisor in Alice is difficult." I don't know where to go and cannot identify this person.

"SUB Food is bad." The café hours are from 5:30-6:30 pm. Students expressed that this is not enough time, given any athletic practice or games in the afternoon. While it's early for some, they eat while open, but they are hungry again by 9 p.m. Sometimes, they run out of food by 6 p.m. (weekly), forcing students to find takeout or other alternatives. Students complained of stomach pains and the chicken being uncooked at times. All students who utilize this service had poor feedback.

Students who live in Housing on campus remarked on the condition of the dorms as dated and in need of deep cleaning. Students noted that the Wi-Fi in the dorms is usually down or overwhelmed by the number of users.

BankMobile is a complete unknown for some students. Especially those without banking accounts or any familiarity. It is hard to understand the process and purpose. A student suggested an "Activation Day" to assist with accessing the card.

One student expressed a challenge of financial aid as a transfer student when working through FAFSA and student loans. (Student transferred from another institution, so didn't receive an onboarding or information about what to do.)

 3. What services would you like CBC to offer that would be beneficial to your success?

Top Requested Services
- Childcare
- Course Scheduling
- Food Access
- Healthcare
- Transportation

Childcare

Several students in different group sessions expressed the need for daycare and childcare services. Example 1: Student has toddlers, forced to take courses online. Students said they do not learn as well online but are forced into the modality due to a lack of offerings. Students acknowledged that while there are daycare centers in the area, parents must demonstrate a need, and there are only so many openings, and it is expensive.

Course Scheduling

Students are asking for more face-to-face course options, noting they are sometimes forced into a distance learning modality or specific courses due to a lack of offerings or availability. A specific request was made for more theatre and acceptable art courses.

Healthcare

While many students expressed it differently, many participants were interested in healthcare in health clinics, wellness programs, fitness centers, and access to vaccination and mental health services. Students expressed interest in using the weight room on campus but are unaware if they are allowed, the hours, etc.

Transportation

Students have current transportation issues with R.E.A.L. even though they are attempting to utilize the service. Students expressed difficulty using it for 8 a.m. courses because REAL doesn't begin running routes until 8 a.m. This barrier makes attending morning courses more difficult, forcing students to find other transportation or courses. Other students noted that the bus route takes a very long time to get from one side of town to the other, so they are on the buses for long periods to get to campus.

Students who live on campus expressed an interest in bicycles, scooters, or a checkout system so they can travel to the store in town, especially given the need for food and immediate essentials.

Students who must travel to Beeville for their face-to-face coursework mentioned gas cards to assist with travel to campus as something that would be helpful.

Food Access

While this wasn't directly discussed, it became clear that students would like access to more quality food options on campus. Many suggestions and inferences came in the form of

- Grocery Store on campus

- Cafés

- Student Lounges with Eatery

Other options were vouchers for in-town food options or groceries.

4. What does *Cougar Care* mean to you?

- It sounds like a clinic.
- Professional, outward welcoming

- Activities, fun, want to learn more • "Meh" No other response or concern.

It will be essential to promote and explain what is meant by *Cougar Care*. "Depends on how it is used. If you use it like a destination, the message gets lost." (Ex. talk to *Cougar Care*.)

One student said, [it should mean] "No matter the circumstances, someone will direct me back to stability."

5. How do we show we care about your success?

Feedback – No one gives it. "There is a lack of feedback on our homework assignments to tell us how to improve." Remarked that they communicate openly with a specific instructor who provides multiple communication options and responds quickly.
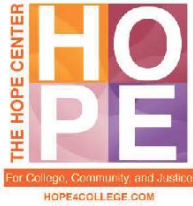
Students would like to see faculty and staff on campus visibly. Students noted that the likelihood of finding the person they need in the afternoons is slim. Many remarked that they rarely see their instructors outside of their scheduled classes.

Be outward-focused on us. Email, text, call, and ask us how we are doing.

Be more open with communication.

Again, students would like to see more announcement-type communication explaining from areas:

- Who are we?
- How can we help you?
- Availability
- Access