

Coastal Bend College



## Quality Enhancement Plan 2013

# CBC Smart Start

*CBC Smart Start*  
A Quality Enhancement Plan

Prepared for the  
Commission on Colleges of the  
Southern Association of Colleges and Schools

As a Component of Reaffirmation for  
**COASTAL BEND COLLEGE**  
Beeville, Alice, Kingsville, Pleasanton

November 19 – 21, 2013

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## **QEP Mission Statement**

Coastal Bend College, through the implementation of its Quality Enhancement Plan, will empower students by developing an innovative educational culture geared to promote excellence and success in college.

## **QEP Executive Summary**

Coastal Bend College (CBC) has maintained an institutional focus on national and state initiatives that the College has in turn utilized to facilitate demonstrated, measured and documented support of sustained student success. This commitment to student success is evidenced by the recognition the College has received for past Quality Enhancement Plan efforts in the programmatic architecture of developmental studies with an emphasis on tutoring and supplemental instruction. This same work and ensuing data garnered the Coastal Bend College Achieving the Dream Leader College status as a result of the work CBC has pursued regarding the continued implementation of enhanced student success practices.

Coastal Bend College's current Quality Enhancement Plan, *CBC Smart Start*, builds on the College's established history of committing institutional resources to the support of student success. *CBC Smart Start*, has three core components: a mandatory student orientation, dedicated faculty advising, and an EDUC 1300 student success course branded as My Cougar Course. The orientation and My Cougar Course is for new students. A Faculty Advisor will be assigned to every student and will continue to advise the same students until they reach graduation or transfer to a Four-Year University.

*CBC Smart Start* was developed after conducting student surveys and extensively reviewing student data during the 2012 – 2013 academic year. Data was assessed by comparing student surveyed responses against student performance data which was aggregated for comparison with overall institutional Data (from the High Impact Practices data review). This analysis was also measured against state and

federal mandates urging community colleges nation-wide to more seamlessly connect students' academic experience with critical thinking skills that would ultimately evolve the individual student into a more self-aware, disciplined, and successful individual.

The QEP development process was led by the QEP Leadership Team in August of 2011. The QEP process was explained to all faculty and staff during spring 2012 Convocation, which was held February 10, 2012 (Appendix A) to seek input and to develop into the approach which is now the QEP. The Convocation participants were encouraged to bring forward suggestions for review as QEP topics. The groups worked independently and arrived at many of the same conclusions. Overwhelming consensus settled around orientation, advising, and a student success course for new students with advising continuing throughout the student's enrollment at CBC.

Based on programmatic work in the area of developmental math already embedded at the College through its work with Achieving the Dream that established the College as an Achieving the Dream Leader College, the QEP Leadership Team worked to identify next-steps that best aligned and built upon past work to further enhance student success at the College. A team of administrators, faculty and staff attended a two and one half day High Impact Institute provided by the Center for Community College Student Engagement (CCSSE). Subsequent to the CCSSE event it was determined the QEP needed to be expanded to include mandatory orientation and dedicated faculty advising along with a student success course. This institutionally global approach then was branded, *CBC Smart Start*, as the College's QEP. The goal is to permanently embed the core components of advising and orientation into the College thereby supporting a culture evolved around and devoted to student success.

Focusing on the freshman experience, there are three main components to *CBC Smart Start*: a mandatory student orientation, dedicated faculty advising, and an EDUC 1300 student success course – My Cougar Course. In addition to offering Cougar Day (Appendix B) orientation in Beeville, Alice, Kingsville and Pleasanton during the spring, students will also have the opportunity to attend an orientation session during the first two weeks of classes at their nearest CBC location in the fall and spring semesters. An online orientation session is also available to students at [www.coastalbend.edu/newstudentorientation](http://www.coastalbend.edu/newstudentorientation) and can be accessed at any time. Upon completion of the

online orientation, students take a survey and submit it electronically. This data along with the electronic sign-in from Cougar Days and face-to-face orientations allow us to track who has and has not completed orientation. Spring 2014, we will also make it mandatory for all dual credit students to participate in the on-site or online orientation during the first two weeks of classes. We will work with each school district and use their computer lab in their high school to make sure every dual credit student has the opportunity to complete the online orientation.

Students' initial advising will be with a Student Development Specialist. The focus will be on completing the Student Development Pre-Advising Plan Form, TSI requirements, exploring career paths for Academic/Workforce, student success support services, and assigning the student a Faculty Advisor. Subsequently, students will then be assigned to a faculty advisor in the department of their major. Students who have an undeclared major will be assigned to a Student Development Specialist who will assist in narrowing down their career pathway then assign a faculty advisor to them based on their declared major. The faculty advisors are members of the CBC faculty who will effectively act as students' guide, assisting them with whatever need or question they may have from registering for courses to referring them for tutoring or career services. A faculty advisor will meet with their advisees at least three times per semester for every semester that they are enrolled at CBC to ensure student persistence, course success, retention, and graduation/completion rates (key performance indicators).

*CBC Smart Start's* EDUC 1300 student success course component – My Cougar Course, will launch in fall 2014 in an entirely new format. The course will feature several modules designed to teach students about degree and career planning, study skills, money management, and other life skills that will help them in and out of the classroom. My Cougar Course/EDUC 1300 is a college course than can be aligned with an academic core or an elective.

CBC has formulated a comprehensive plan and committed sufficient resources to develop, implement, manage, sustain, assess, and expand the QEP. The institution recognizes that the scalability of the plan and embedded best practices throughout the system is imperative to student service and student success. The staff time commitment is sufficient and adequate office space has been provided for project management; careful research design has been structured to enhance student learning outcomes;

a time line delineates a work plan; a management plan establishes administrative processes for carrying out the plan; an evaluation plan tied to Institutional Effectiveness assures consistent monitoring and use of results for continued improvement and for expanding the focus of the project. The budget is ample as the college has committed more than \$360,000 over the five-year implementation of the project. The QEP, *CBC Smart Start*, builds on the college's student success agenda by utilizing data to turn initiatives into practice. All three components together will work hand-in-hand to help increase student success, persistence, retention and graduation/completion rates at all CBC locations.

## **I. An Overview of Coastal Bend College and its Community**

Located in rural South Texas, Coastal Bend College (CBC) is a medium-sized community college with a main campus in Beeville, Texas and sites in Alice, Kingsville, and Pleasanton. We work with the rural Independent School Districts to provide dual credit instruction at the high schools. Since the College was created in 1965, CBC has grown substantially and undergone a name change to reflect this growth. On September 1, 1998 Bee County College became Coastal Bend College to better reflect the College's continued commitment to its diverse service area and constituency. Currently, the College serves approximately 3,700 students with 79 faculty and 145 staff members in a service area encompassing nine counties (Karnes, McMullen, Live Oak, Bee, Duval, Jim Wells and Brooks Counties, and parts of Atascosa and Kleberg). The entire service area is larger than the states of Rhode Island, Delaware, and Connecticut combined, over 9,400 square miles. The average population density is 20.8 people per square mile whereas both the state and the nation have 79 people per square mile. CBC, as the only community college in the service area, provides service to a widespread combined population of almost 200,000 people. This population is predominately Hispanic and struggling to grow and diversify economically. The service area has a high number of low-income families and an educational attainment rate that falls significantly below state and national levels. The Educational Needs Index: National Project Summary Report Texas Report, recently completed by the Lumina Foundation, introduced an econometric model that assesses conditions and trends for all fifty states and their respective sub-regions. CBC's service area was categorized as having the "Most Critical" need for higher education (p. 3).

The vast majority of students in counties served by CBC qualify as First Generation College students. Compared to the College's service area, the state and the nation had more than twice the percentage of residents aged 25 and over with a bachelor's degree or higher. Eighty-seven percent in the CBC service area do not have a bachelor's degree. Anecdotally, this would seem to translate into few academic role models, and little or no exposure to careers that require bachelor's degrees. Few have parents who can provide assistance with college processes or who understand college in itself.

According to the Regional Plan for Texas Higher Education Coordinating Board (October 2008), the state rate for completion in six years was 18.3% and for the South Texas region (where target schools are located) the percentage was 15.2%. Texas ranks 43<sup>rd</sup> of 50 states in postsecondary participation and 32<sup>nd</sup> in completion (Texas Higher Education Report, 2010). According to the US Department of Education's Persistence and Attainment Report, the national rate is 31%. Both the state and region are far below the national average. Counselors report a range from 50% to 80% of high school students qualify as first-generation college students depending on the high school. College demographics are reflective of its population's need.

According to IPEDS Data Feedback Report 2012, CBC's unduplicated 12-month (2010-11) headcount was 6,203. The graduation rate overall is 20%, the transfer-out rate is 17%, the full-time fall-to-fall retention rate is 55%, and the part-time retention rate is 44%. Hispanics are the majority of the student body at 65% (fall 2011) classifying CBC as both a Minority Serving Institution and a Hispanic Serving Institution. In 2010 - 2011, 76% of CBC students received Pell Grants. This population is Hispanic, traditionally underrepresented in higher education and on graduation rosters, and most are low-income, first-generation college students.

CBC is committed to providing the necessary services to help its students attain a postsecondary education. Giving students the opportunity to choose from a variety of degree and certification programs, CBC offers six Associate of Science and Associate of Arts degrees (collegiate degrees), fifteen Associates of Applied Science degrees with a certification option and three Associate of Applied Science degrees with no certification option. CBC is proud to have awarded 23,151 degrees and certificates since 1968.

In the spirit of improving student success, the College submits *CBC Smart Start* as its Quality Enhancement Plan. *CBC Smart Start* is designed to provide targeted and measurable opportunities for students to reach their educational goals. This intervention program will provide students a holistic freshman experience by utilizing a variety of strategies designed to guide them through successful graduation and/or completion. Strategies include three core components: a mandatory orientation, a dedicated faculty advisor, and an EDUC 1300 student success course – My Cougar Course. These strategies will provide a planned support system that will improve student learning through documentable student learning outcomes and institutional attainments evidenced through improved rates on key performance indicators (persistence, course success, retention, and graduation/completion). The strategies selected are expected to be beneficial for all FTIC students.

## II. The Development of the QEP

### Understanding of Need

The College has been engaged in Achieving the Dream (AtD) initiatives since 2004 and has worked since that time to culturally embrace and embed the core tenets of the AtD framework: commit to change; use data to prioritize actions; engage stakeholders; implement, evaluate, improve; and establish a culture of continuous improvement. These tenets have in turn informed the last Quality Enhancement Plan the College has implemented. The College has moved from demonstrated success in both supplemental instruction to improve students' performance in mathematics then to case managed developmental studies in its first QEP; successful components of which are now being integrated into instructional delivery of gateway courses. The College is now building on these core components of student success to implement in its second and current QEP, a cross-system, holistic platform that allows for institutional alignment, scalability, continuous assessment and improvement which will translate into real-time student success. The core components of this broad-based plan include student orientation, a dedicated faculty advisor, and a freshman EDUC 1300 student success course. The branded plan, *CBC Smart Start* began in fall 2013 with the first two components, mandatory orientation and dedicated faculty advising. The third mandatory component begins fall 2014, EDUC 1300, the College's student success course, branded My

Cougar Course. It was determined by the Quality Enhancement Leadership Team (QLT) that to insure the deepest and most broad-based institutional support of the student success course, My Cougar Course, that orientation and advising would begin a full year prior, allowing for application of student and staff surveyed feedback for improvement.

The impetus for change proposed by the College's QEP, *CBC Smart Start*, has been driven by requirements placed on students by the state and federal governments including but not limited to the number of dropped courses (six) allowed before a student receives an "F", the changes to federal aid limiting the courses for which a student is eligible to receive financial aid, and the increase in student interest rates on college loans. Requirements affecting community colleges include but are not limited to changes in community college funding tying funds to enrollment, persistence, course success, retention and graduation/completion rates and new core curriculum mandates designed to assure students complete their educational requirements quickly.

Additionally, students and faculty both recognized the need for improved study skills and for improved awareness and use of campus resources like orientation and tutoring opportunities and the college needed to improve its student persistence, course success, retention, and graduation/completion rates (key performance indicators) as was indicated in results of surveys and Focus Groups. Therefore, *CBC Smart Start* was developed with an understanding of the need to do so with scalability of resources and protocols; a data-driven focus allowing for assessment and measurement; and a platform for broad-based input and mechanisms embedding self-sustaining practices such as customer service. As a result of a number of converging issues involving community colleges and their students, the CBC community recognized the need for reform in areas that affected student success; most specifically three core components: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course.

### III. Institutional Data

#### A. Data-driven Focus

The Quality Enhancement Leadership Team (QLT) reviewed the results of institutional and national  
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college research data in the development phase of the College's QEP. The National overall retention rate from fall-to-fall for Public 2-year institutions for first-time degree-seeking undergraduates was reported as 58.9% for 2010 to 2011 (U.S. Department of Education, National Center for Education Statistics, 2012) and according to IPEDS Data Report 2012, CBC's fall-to-fall retention for the same period and cohort 55%. The persistence rate at CBC is within four percentage points of the national average, therefore, CBC will strive to improve all students' experiences and increase the persistence rate at CBC. The average number of students who received an associate's degree in 2010 – 2011 in rural community colleges in our IPEDS group of comparison institutions (found in the IPEDS Data Feedback Report 2012) was 344; CBC had 274 students receive an Associate's Degree in 2010 – 2011. CBC had 297 students receive certificates in 2010 – 2011 though the comparison group average was 96 students. This data was used in determining that FTIC at CBC would be the group to target for the first QEP cohort.

## **B. Data Overview**

The College's office of Institutional Effectiveness and Accreditation prepared a data snapshot for the QLT in an effort to help the group understand not only the needs of the students but areas in need of institutional alignment requisite in support of student success. The group understood that for student success to truly become a culture at the College, more than a student success course was needed. For evaluation purposes and to compare results of our QEP with other comparable initiatives, the cohort of FTIC students will be used. For institutional evaluation of the QEP and the effect on student success, the in-house evaluations conducted after each fall and spring semesters and at the conclusions of the deadline year will include all students, disaggregated by dual credit status, full-time and part-time status, age group, and workforce and academic program status. The most recent data reviewed began with the Community College Survey of Student Engagement (CCSSE) which was administered in fall 2012 to over 400 CBC students selected randomly from all CBC sites. The 2012 CCSSE Special-Focus Items explored additional areas of student engagement and included questions regarding promising educational practices such as orientation, freshman seminars, and student success courses. In reviewing the CCSSE data it was determined that:

- Almost 50% of CBC students did not participate in a new student orientation program
- Over 87% of CBC students did not enroll in a student success course
- 38.4 % rarely/never or did not know if they had used academic advising/planning services
- Only 50.4% had developed an academic plan before the end of the first term at the college
- 72.6% had not participated in a structured experience for new students (freshmen seminar or first year experience)
- Only 24.3% of those students who had struggled with their studies were contacted by someone at the college, 42.6% had not been contacted, and 33.1% had not had difficulty with their studies
- 77.2% had never participated in tutoring
- 81.1% had never participated in supplemental instruction

Furthermore, in reviewing successful course completion for the fall of 2008, the following was discovered:

- The success rate overall for FTIC (First Time In College) CBC students is less than 70%
- There are persistent gaps in enrollment numbers and course success rates between male and female students, with a gap in success rates of close to 10 points
- There is a gap between White/Non-Hispanic and Hispanic students in this measure
- There is a persistent gap in success rates for full-time or part-time students and younger/older FTIC students

In reviewing persistence rates from fall of 2008 to spring 2009, the following was discovered:

- The persistence rate is slightly less than 80% overall
- There are persistent gaps between male and female FTIC students on all measures
- Full-time and part-time FTIC students have a large persistence gap – almost 20 points
- White/Non-Hispanic students have lower persistence rate than Hispanic students

In reviewing student retention rates for the fall of 2008 to the fall of 2009, the following was discovered:

- Overall, the persistence rate is less than 50%, with only one disaggregated group persisting at a slightly higher rate
- There is a gap of almost 10 points between White/Non-Hispanic and Hispanic students in fall-to-fall persistence
- On this measure there are very small differences in percentage of students who persist from fall-to-fall in the full-time or part-time and younger/older students

In reviewing student graduation rates for the fall of 2008 to the fall of 2009, the following was discovered:

- The FTIC students' completion rate within four years (200% time) is less than 25%
- The gap between White/Non-Hispanic students and Hispanic students is less than five points
- There is only about a three point gap between younger and older students

#### **IV. Broad-based Input**

CBC faculty, staff, administration and student community participated in the development of the Quality Enhancement Plan which was facilitated by the College's department of Institutional Effectiveness and Accreditation. Surveys, focus groups and work sessions were used to get feedback from all of constituents. Data was collected longitudinally and correlated across constituent groups so that data could be aggregated and disaggregated for comparison. The architecture of the data collection process was designed to establish a measurable institutional change which could be implemented to affect an immediate and lasting impact on student success.

##### **A. Employee Survey**

The QEP Leadership Team (QLT) began by designing the spring 2012 Convocation to focus on

faculty and staff brainstorming on a QEP topic. It was held on February 10, 2012. During the morning session an overview of the SACS accreditation process and time line and the Quality Enhancement Plan process was presented.

Additionally, staff was informed that they could “Help CBC Choose a Topic” by completing an online survey or by submitting a “Proposal Request” available from the CBC QEP website if they were interested in having the QEP focus on their department. An opportunity was also extended to anyone interested in volunteering to help in the QEP efforts.

In the afternoon session, the staff and faculty were divided randomly into twelve rooms of about twenty staff/faculty members each for two-hour input sessions. Each room had a facilitator and a recorder to assist with documenting all ideas presented and to keep the group on topic. The groups were given topic examples such as: communications skills, writing skills, online instruction, advising, leadership training, etc. At the end of the session, the topics were tallied and compiled by the Institutional Effectiveness and Accreditation Office.

## **B. Student Survey**

An online survey was posted on Blackboard in spring of 2012 for all currently enrolled CBC students. Students were encouraged to complete the survey by participating in a campus-wide contest. The results of the survey are as follows: more than half of all students participating in the survey chose the topic “Tutoring” (55.8%), followed by “Student Success/Freshman Experience Course” (44.5%), and “Enhanced Advising” (37%) as their top three choices for the QEP topic. The rest of the topics chosen by at least 20% of students were: “Connections with Community & Businesses” (36.5%), “More Engagement with Faculty” (33.8%), and “Pre-College Skills” (29.5%).

Both students and staff were asked by email to contribute QEP ideas either by contacting the QEP QLT or by submitting ideas through forms available online. The Board of Trustees was kept informed about the QEP process through the Southern Association of Colleges and Schools updates at regular board meetings and at special retreats.

In April of 2013 a CBC team including President Espinoza; Noemi Aguilar, Education Division Chair;  
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Velma Elizalde, Vice President of Student and Administrative Services; Claire Fletcher, Data Analyst; and Mark Secord, Vice President of Instruction and Economic & Workforce Development attended a Center for Community College Student Engagement High Impact Institute funded by the Bill & Melinda Gates and the Lumina Foundations. The institute was a two and one half day, intensive, hands-on learning event designed to engage college leadership teams in discussion for an in-depth review of the college's institutional policies and practices and CBC student cohort and survey data.

Recognizing the value of the data reviewed, the best practices discussed, and the connection between the results of the QEP college-wide input and current CBC practices or needs, the team developed an action plan they hoped would support or become part of the College's QEP. The team shared the findings with and asked for input from the QLT Leadership Team, the President's Leadership Team, the College Leadership Team and the faculty through Advising 101 training. This action plan helped refocus QEP efforts by expanding the original QEP efforts from a student success course to a more holistic freshman experience that included three core components: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. The complete initiative *CBC Smart Start* began in fall 2013 and will be fully implemented in fall 2014. The *CBC Smart Start: Advising 101* presentation (Appendix C) is available for review.

On August 9, 2013, Division Chairs, Coordinators, and selected staff attended "The End of Swirling: Strong Transfer Advising" and "Advising 101" workshops (Appendix D). Training was presented for adjunct and dual credit faculty regarding the QEP, using Campus Connect, Blackboard and departmental syllabi on August 19, 2013 (Appendix E). August 22nd was an all-day QEP Training day for full-time faculty and staff (Appendix F). The training included "Five Steps to Good Customer Service and How it Helps Retention" presented by Sid Hurlbert and faculty advising conducted by Division Chairs and Division Coordinators. On August 23rd, *CBC Smart Start* Faculty Training Day was held which included training on ZogoTech, Campus Connect, degree audit and Division Chair/Director Meetings (Appendix G).

Fall 2013 Convocation for all faculty and staff included a day of training with Dr. Vincent Tinto. He presented on student engagement and student retention (Appendix H). Starting September 6, 2013 the

QEP current draft was posted on Blackboard for all faculty and staff to review then the final draft was submitted to SACS.

## V. Literature Review & Best Practices

As noted earlier, for student success to truly become an embedded culture at CBC, the College will need to commit to a process of institutional alignment that is holistic in purpose and cross-system in scope. This means that all departments will need to bring their talents, functions and perspectives to bear on student success. Likewise, the impact of bringing a cross-system approach into focus on student success must be evenly dispersed both in depth and breadth throughout identified protocols aimed at student success. Suffice it to say, this would not be a short-term process nor would it be accomplished by merely reviewing internal data. Developing a culture of student success would require a definition of objectives, goals and components.

College Readiness was identified as a major challenge facing CBC students by a consensus of the students and faculty who participated in surveys, conversations and focus groups. The QEP Team has continued to develop a data-driven, research-based plan of action to implement the *CBC Smart Start* program to improve the success of CBC students. Identifying variant components that are scalable, sustainable, measurable and allow for continuous assessment, therefore, has been the challenge.

In going forward with a review of available literature and best practices, the College relied heavily on its relationship with and access to data and background from Achieving the Dream (AtD) and the Center for Center for Community College Student Engagement (CCSSE) as both act as clearinghouses for community college assessment data and best practices. Through review of data acquired through AtD, CCSSE and others, trends quickly emerged.

Although customer service is not one of our three QEP components, we understand the need for it to be embedded in all we do. Both quantitative and qualitative data show that Initial contact with a student is critical. It is at this first point of contact that the student will either feel encouraged and embraced enough to ask questions and proactively seek out information or will not. Students' ability and willingness to obtain much-needed information during the course of their academic careers is dependent upon their

having established personal, non-threatening contacts with the people and agencies which provide that information (Tinto, 1993). Having the first person they see on campus sincerely greet them will begin to establish these important relationships. For many students, that first initial contact will happen at mandatory orientation or when they come to visit CBC with family or friends.

Findings from the 2008 Survey of Entering Student Engagement (SENSE) suggest that community college students “consistently recommend mandatory orientation but their comments are retrospective. They understand the value of orientation long after the useful time to participate in it has passed” (Center for Community College Student Engagement, 2008). The survey finds that “fewer than half of entering [community college] students (44%) attended an on-site orientation prior to the beginning of classes, and one in five students (215) report that they were unaware of college orientation” (p. 10). Currently, there is no research-based best way to do orientation, and community colleges find themselves experimenting with various strategies to provide orientation experiences that are an essential part of successful college transition (Lenning, Sauer, & Beal, 1980; Rode, 2000; Mullendore & Banahan, 2005).

According to Achieving the Dream's publication, Data Notes, Winter 2013 (Vol. 7, No. 4), authored by JBL Associates, "Along with English coursework completion rates, students attending rural colleges were more likely to complete credits they attempted during the first year, 79 percent, than students attending institutions in other locales, 74 percent or 75 percent. Likely going hand-in-hand with credit completion is the fact that students in rural locales were also slightly more likely to persist to the second term than students attending in other locales, 73 percent, compared with 71 percent. However, second-year persistence dropped off considerably for students attending rural colleges where 58 percent persisted to the second year, compared with the persistence rate highest in suburban colleges of 61 percent." This data speaks directly to the demographic of CBC's rural student population and underscores the imperative need and actionable opportunity to blend a variety of interventive protocols into the first-year experience for the College's students. This data also substantiates the rationale of pursuing a multi-platform approach, across the College to further improve retention, persistence and overall student success.

Therefore, by identifying the most critical cohort and the most critical time frame for intervention, the College can collaboratively move to improving student success. It is known, for example, that a significant

number of college freshmen drop out before Thanksgiving break and more than half of traditional college students never earn a degree (Whitbourne, 2002). According to the American College Testing Program (as cited in McArthur, 2005), college students named “inadequate academic advising” as the strongest negative factor in their college experience. By contrast, those students who remained enrolled identified positive experiences with their advisors as essential to their development. McArthur further stated, “Active, involved, ongoing relationships between students and faculty advisors . . . can be an important ingredient in the retention process.”

Going forward with the understanding that advising is important to college students in general, it is critical to understand how much more so the impact of advising increases in relationship to the First Time In College (FTIC) and the rural community college student. Even more specifically, the student typically enrolled at CBC. Students at CBC will, for the most part, be coming from backgrounds that often generationally have no prior experience with college. This means the majority of incoming populations will not only be dealing with the stresses of mastering the learning outcomes of their coursework but also with the inherent bureaucracies that come with any institution of higher learning. For many the experience will be bewildering and overwhelming. Few will have the luxury of simply focusing on their studies. Most will be working their way through school, require some form of financial aid and will have to deal with the pressures that often accompany FTICs which can manifest as negative feedback from family regarding their education, lack of support and understanding associated with time management required to maintain adequate grades, with even dependable transportation posing an obstacle.

In determining the advising model which would best suit the College's student population, the CBC Quality Enhancement Plan Leadership Team (QLT) reviewed various models for advising. The models reviewed included faculty-based, engagement, total intake, developmental, counseling-liaison, and peer-delivered. Each model presents its own positive and negative aspects relative to the College's unique student population. Understanding the pros and cons of each model was essential to crafting an advising model that would not only fit the needs of CBC students but would be scalable and sustainable relative to institutional resources. What the QLT determined, with the assistance of Student Development, was an

amalgam of models that, although faculty driven, would be heavily supported cross-system. CBC's new advising model employs techniques from the engagement, total intake and developmental models and is very similar to the counselor-liaison model because the faculty advisor's department is in the student's area of study and is therefore familiar with requirements for program areas. Additionally, this faculty advisor, familiar with future requirements individual students will face, acts as the liaison for student needs regarding career counseling, tutoring, or transfer information, for example, and can refer the student on to Student Development for assistance. The same faculty advisor is assigned to the student throughout their attendance at CBC.

Academic advising is one of many initiatives designed to improve students' success; other strategies include a student success course. Community colleges struggle with trying to improve student retention, though many colleges do not seek to find the deeper rooted problem of student attrition (Tinto, 1993). Approximately 13% of students in Texas complete an Associate's Degree within three years. To improve community college student success, many different programs have been designed to assist students to achieve their goals. CBC has offered the Learning Frameworks (EDUC 1300) course for developmental students since 2008.

The College knows from its work with Achieving the Dream and data presented at the High Impact Practices Institute (CCSSE) that community colleges can improve graduation rates by offering a course that teaches students how to navigate college with lessons on skills pertaining to an academic environment such as study skills and time management and how to find the business office. Yet while student success courses are increasingly common, resistance remains strong at many community colleges (Fain, 2012). CBC faculty, staff and students understand the importance of meeting the needs of new students with a comprehensive course about college in their first semester. EDUC 1300 is being offered currently at CBC, but will be mandatory in fall 2014 to all new students in its entirely new format. The EDUC 1300 course for fall 2014 has been branded "My Cougar Course."

CBC's Student Success Course curriculum is designed to assist students to identify personal learning styles and strategies; become more efficient, lifelong learners; develop short and long term goals;

evaluate personal behaviors/ethics and congruence with communities; develop and practice research and technology skills; prioritize responsibilities; and align educational and career goals with personal interests.

CBC reviewed Houston Community College's mandatory student success course. Though HCC is a much larger institution than CBC, there is a high minority student body, like CBC. All new students who have not completed 12 college credits take a student success course. Similarly, Tulsa Community College has required the "Academic Strategies" course for the past four years. This course includes many of the same topics as in the EDUC 1300 course that is currently being finalized at CBC. The students are 20 percent more likely to remain enrolled at the college than students who don't take the course, according to the data collected by the college, and they also perform better in academic coursework (Fain, 2012).

However, communicating the actual mechanics of persistence to students and how vitally important those components are not only to their academic success but life success in ways that are immediately relevant, presents another challenge indeed. Kay McClenney, director of the Center for Community College Student Engagement, states "students don't do optional" and is supported by the research. The data from four surveys of the community college sector, lends evidence to the case for a mandatory student success course. Community colleges have a growing arsenal of tools that research shows will help student earn credentials – like academic goal-setting, student success courses and tutoring. Yet the study, *A Matter of Degrees*, found that relatively few students take advantage of those offerings (Fain, 2012).

Student success courses help students build knowledge and skills essential for success in college, from study and time management skills to awareness of campus facilities and support services. Research indicates that students who complete these courses are more likely to complete other courses, earn better grades, have higher overall GPAs, and obtain degrees (Moore & Shulock, 2009). Of the 238 Community College Institutional Survey (CCIS) respondents that report having student success course, 15% indicate that they require these courses for all first-time (full-time and part-time) students. The most prominently cited components of this course are study skills, time-management skills, and note-taking skills (CCSSE, 2012).

The QLT also reviewed a study that was completed by the Community College Research Center

using data from all 28 Florida community colleges (Zeidenberg, Jenkins, & Calcagno, 2007). The study compared students who complete the Student Life Skills (SLS) Course and those who did not take the course. The students who took the SLS course were more likely to be successful over a given time period than students who didn't take the course. A similar study was conducted, more recently, using data from the Virginia Community College System (Cho & Karp, 2012). This study, however, differentiated between students who enrolled in the student success course their first semester and did not include any students who enrolled in a student success course after their first semester. The data showed positive associations between enrolling in a student success course in the first semester and the short-term outcomes of credit attainment and second-year persistence (Cho & Karp, 2012).

Research also indicates that students who take student success courses are more likely to earn a credential and to transfer, and compared to students who do not take a success course, they have higher grades and complete more credits, including completing more credits in mathematics, reading and writing (WestEd & RP Group, 2012). So, when determining how to best meet the needs of CBC students, many of the suggestions were protocols new students would benefit from. Therefore, the FTIC and dual credit students at CBC are the focus of the College's QEP.

To increase the success of these students, the college administration, after reviewing data at the High Impact Institute, determined the College needed to do more than require a student success course for new students. The Survey of Entering Student Engagement (SENSE) is designed to survey students three weeks into the semester, "To assist colleges in their efforts to reach for excellence, SENSE has introduced national benchmarks of Effective Practice with Entering Students in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals" (Center for Community College Student Engagement, 2012).

The six benchmarks set in the SENSE survey are: early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network. Requiring all students to have an assigned, dedicated faculty advisor and meet with them regularly and establishing a mandatory orientation program will help in making

connections with faculty members, staff and other students and assist students to develop a clear academic plan.

### **A. Summary of Needs, Data Review, Broad-based Input, and Review of the Literature**

After review of the literature and highlighting the effective aspects of prior mentioned programs, and a thorough analysis of student and college needs, institutional data, college community input, administrative and Quality Enhancement Leadership Team guidance, CBC determined that the implementation of a comprehensive plan was needed to address critical identified needs for the students listed below.

Mandatory for students with no proven history of success in college level course work:

- First time college students (FTIC) (less than 12 hours successfully completed)
- Transfer students with less than 12 hours successfully completed
- Students seeking Level I, Level II, or Associate's degree

*CBC Smart Start* has three core components: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. It was determined that these strategies should assure CBC students are aware of college resources and policies, are informed of their rights, have mentors, are referred as needed to college resources and/or to community services, have a degree plan filed within their first semester, have access to faculty expertise in guiding them to transfer institutions and careers, have the academic survival skills necessary to be successful, and complete their educational goals on track and on time.

### **B. CBC Smart Start**

In summary, the College's Quality Enhancement Plan, *CBC Smart Start*, layers three ongoing core components into a more intrusive and measurable approach to improving student success: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. Students' initial advising will be with a Student Development Specialist. The focus will be on completing the Student Development Pre-Advising Plan Form, TSI requirements, exploring career paths for Academic/Workforce, student success support services, and assigning the student a Faculty Advisor. Subsequently, students will then be assigned to a faculty advisor in the department of their major.

Students who have an undeclared major will be assigned to a Student Development Specialist who will assist in narrowing down their career pathway then assign a faculty advisor to them based on their declared major (Appendix I). New students will be required to attend orientation, and several opportunities for orientation will be provided. Students will also take EDUC 1300 student success course – My Cougar Course. This course is designed to support different levels of college readiness. My Cougar Course EDUC 1300 will be a required course in the new core curriculum for Level I & II Certificates & Associate degrees, fall 2014. The *CBC Smart Start* focus on student success ties it directly to the College's Mission, Vision, Core values and Strategic Plan Vision 2020, which are designed to promote student success. The College's Mission, Vision and Core Values are as follows:

### **1. Mission**

The mission of the college is to be a comprehensive, public community college serving a diverse South Texas area. It is a student-centered institution committed to the highest integrity and to the development of an educational culture that supports creativity, encourages professional development, and promotes excellence in all areas.

### **2. Vision**

The College's vision is designed to assure CBC is a leader in providing quality education for lifelong learning by dedicating its resources to promoting a learning-centered environment that empowers its students to reach their highest potential and become responsible members of the global community.

### **3. Core Values**

The college's Core Values are Learning, Respect, Innovation, Service/Community, Excellence, Integrity, Leadership, Collaboration, Diversity, and Communication.

### C. Strategic Plan Vision 2020 and the QEP

The heart of the CBC, Vision 2020 is student success. Vision 2020: Keeping Student Success in Sight, focuses on improving four strategic directions: instructional programs, support services, community relations, and stewardship of public and private resources. Vision 2020's key performance indicators of success include student persistence, course success, retention, and graduation/completion (CBC Vision 2020, Appendix J).

The QEP will address CBC's mission by carrying out all four mandates focused on infusing the College's culture with student-driven protocols designed for student success both in scalability and sustainability. Professional development opportunities have and will continue to be provided to all college faculty and staff as part of the College's Strategic Plan Vision 2020 to support this mission. It will address the CBC's vision by empowering students to reach their fullest potential and by providing them the necessary resources (advising, tutoring, etc.) to do so. The QEP, *CBC Smart Start*, is implemented around the College's core values. In particular it will address Learning, through orientations, advising, and student success course), Innovation (through the development of the comprehensive *CBC Smart Start*), Excellence (through its expected outcomes and goals), Leadership (through the direction provided by staff and faculty), and Collaboration (through the team effort to assure positive student interactions and collaboration among student development and faculty advisors).

*CBC Smart Start* will address the College's Strategic Plan Vision 2020 with the focus on student success as measured by persistence, retention, and graduation/completion. It will do so by addressing all four of Vision 2020's strategic directions which align with the goals: Goal 1 – by improving its instructional programs (Student Success Course); Goal 2 – student support services (tutoring, advising, orientation, and interactions); Goal 3 – by engaging students and staff in support of College communities by working to nurture positive and productive members of society; and Goal 4 – by being good stewards of its public funds (reasonable budget, use of staff and faculty talents and expertise in the development and implementation of *CBC Smart Start*) and private resources (use of grant funds for professional development, software programs, and student services like supplemental instruction).

**Vision 2020 Strategic Plan Goals**

Goal 1: Coastal Bend College will offer a quality educational experience for all students.

Goal 2: Coastal Bend College will provide comprehensive student services to increase overall student success.

Goal 3: Coastal Bend College will engage students and staff in support of communities.

Goal 4: Coastal Bend College will effectively use resources to benefit our students.

**VI. Desired Student Learning Outcomes**

The following student learning outcomes for the College's QEP *CBC Smart Start* seek to cement a culture of student success into the functions of the college by putting into practice the stated mission, goals, and objectives of the Quality Enhancement Plan, *CBC Smart Start*. These student learning outcomes listed below were identified by the QEP Leadership Team with campus-wide input and reviewed by the college's administration and Board of Trustees. All are integrally tied to the CBC's mission, vision, core values, and current strategic plan, Vision 2020 Keeping Student Success in Sight.

**A. Student Learning Outcomes and the QEP**

The QEP was carefully designed to promote programmatic changes with the expectation that student learning would be enhanced and student success including grade point average, persistence, retention and graduation/completion rates would also be increased. Although first initial contact and customer service are not one of the components of the QEP we know that it is embedded in all we do. Good customer service, especially at the first initial contact with all CBC visitors is extremely important if we want to see continued rising success in all that is CBC.

### 1. Student Learning Outcomes for Mandatory Orientation for All New Students

- Student can list at least three services offered at their site, e.g., Student Success Center, Student Development, Financial Aid, Business Office, tutoring, e-tutoring, career counseling, special needs, etc.
- Student is knowledgeable of our online information management systems (Blackboard & Campus Connect and CBC email)
- Student is knowledgeable of CBC Policies such as the Texas Education Code “Six Drop Rule,” Senate Bill 1231 as explained in CBC 2013 – 14 Catalog on page 36, how to add/drop a class on page 35, absences on page 36, and expected behavior on pages 60-65.
- Student knows they need to complete a degree plan with an advisor

### 2. Student Learning Outcomes for Faculty Advising

- Student has had contact with their advisor on at least three separate and documented visits within each semester the student is in attendance at CBC
- Student understands academic performance standards e.g., probation, GPA, etc.
- Student and advisor keep a record of the student’s progress in college
  - Faculty advisor works with the student during the first semester to create a Cooperative Education Plan with an expected graduation date
- Student registers for next semester or for graduation by deadlines
- Student communicates with faculty, staff, and others when necessary
  - Faculty advisor documents any referral for assistance and student is forwarded to Student Development for follow up
  - End of semester student survey on efficacy of advising protocol will query specifically for student satisfaction of advising process and College services
  - End of semester student survey on efficacy of advising protocol will also query for intervention success or identified need for refinement or

improvement

- End of semester focus groups with students to determine effectiveness of advising and areas for improvement
- Variant data will be correlated from surveys, focus groups, faculty and Student Development documentation for assessment with refinements applied as needed

3. Student Learning Outcomes for My Cougar Course EDUC 1300 (THECB, Revised Spring 2013).

- Research and theory in psychology of learning, cognition, and motivation
- Factors that impact learning
- Application of learning strategies

Rubrics for assignments as applicable (samples):

EDUC 1300 Assessment			
Core Objective	Student Learning Outcome	Learning Activities	Assessment
<b>Communication</b>	Students will develop proper communication skills for college communication and will participate in a career-shadowing experience. Students will conduct an interview of a professor using the course guidelines. Students will submit professional document to report the results of the interview and synthesize the information gained from the professor.	Students will create appropriate questions, summarize the interview, will analyze the interview as a communication process.	Students will complete an in-depth interview and analyze the communications process. All aspects are reinforced and assessed with an achievement target of 70% of students will receive 70% on the EDUC 1300 Communications Skills rubric.

<b>Critical Thinking</b>	Students will analyze data and information sources critically to determine value and appropriateness for a particular assignment or need in order to select appropriate materials for research papers, reports, and class assignments.	Students will analyze primary, secondary and tertiary sources; understand scholarly and primary sources; understand subjective and objective information, and distinguish between scholarly writings and opinion.	Students will analyze multiple sources for appropriateness of use. All aspects are reinforced and assessed with an achievement target of 70% of students will receive 70% on the EDUC 1300 Critical Thinking Skills rubric.
<b>Personal Responsibility</b>	Students will learn personal responsibility in several areas including professionalism for student success, time management, financial-management skills, proper note-taking skills, the understanding of various learning theories and rubrics for assignments, skills and strategies for testing, stress and coping skills, prioritizing, goal setting, ethics, and avoiding plagiarism.	Students will complete a priority management assessment, ethics exercises, and analyze strengths and weaknesses in multiple personal areas. Students will use this analysis to write and submit a report.	Students will review areas of personal responsibility and implication of these. All aspects are reinforced and assessed with an achievement target of 70% on the EDUC 1300 Personal Responsibility Skills rubric.

EDUC 1300 Course Component Rubrics	
<b>Communications Skills Items</b>	<b>Percentage</b>
Appropriateness of the interview questions	25%
Summary of the interview	25%
Analysis of the interview as a communication process	25%
Grammar and spelling	15%
Submitted on time (deduct 1% for each day late)	10%
<b>Critical Thinking Skills Items</b>	<b>Percentage</b>
Correctly identified type of source	50%
Analyze source content for appropriateness for use in a given scenario	40%
Submitted on time (deduct 1% for each day late)	10%
<b>Personal Responsibility</b>	<b>Percentage</b>
Analysis of personal responsibility skill set	25%

Personal life application (scenario development)	25%
Implications of not exercising personal responsibility	25%
Grammar and spelling	15%
Submitted on time (deduct 1% for each day late)	10%

Sample: Rubric for Creativity Assignment PowerPoint

Item	Points	Not done or poorly done	Below Average	Average	Above Average	Outstanding
Created and submitted PowerPoint presentation	20	0-10%	11-13%	14-16%	17-18%	19-20%
Introductory slide contains required info: 1.Name 2.Year in school 3. Intended major 4. Nature of art	10	0-5%	6%	7%	8-9%	10%
Art presented is an original and uniquely creative work of art executed by the student	10	0-5%	6%	7%	8-9%	10%
Art clearly expresses an aspect of the student	30	0-59%	60-69%	70-79%	80-89%	90-100%
Narrated explanation clearly and concisely explains how the art conveys the concept of self	30	0-59%	60-69%	70-79%	80-89%	90-100%
Total	100					

**B. Benefits of CBC Smart Start**

Students who participate in the *CBC Smart Start* program will benefit from a holistic plan of scalable and sustainable interventions that will be continuously assessed by a cross-system process.

The first component of the QEP is Mandatory Orientation for all new students, which will be critical in supporting students’ overall institutional knowledge, confidence and awareness of resources will introduce students not only to their new life in higher education, but will begin the process of alerting them early on to the associated expectations and self-discipline required in becoming and remaining successful students. Participation in a mandatory orientation will benefit students by:

- Emphasizing and developing time management and study skills;

- Developing a working familiarity of the availability of college resources and how to utilize those resources both at CBC and via our web page;
- Knowledge of student activities & clubs available;
- Importance of deadlines;
- Classroom etiquette; and
- What to expect on their first day.

The students will be given a pre- and post-test to measure knowledge gained. It is hoped these benefits will become evident as students demonstrate a mastery of key student learning outcomes by an increase in the number of students who successfully pass their first semester courses with a “C” or better and continue to be successful in future semesters by using and building upon the knowledge and skills acquired in their first semester experience and enrollment in EDUC 1300 student success course – My Cougar Course.

The institution will benefit from:

- Student success in mastering stated learning outcomes which should translate into higher completions and transfers (see graph page 55)
- Faculty success in delivering services and increased engagement with students instruction improvement
- Strengthened and implemented proven teaching methods
- Strengthened student success course curriculum
- Courses and programs success and completion rates
- Improved customer service
- Becoming a more student-centered, engaging institution
- Using data more effectively to assess and improve programs

Ultimately, and attaching to the College’s Vision 2020 goal of engaging students and staff in support of the communities the College serves, *CBC Smart Start* additionally embraces learning outcomes suggested

by the Texas Higher Education Coordinating Board (THECB). These learning outcomes expand into the territory of life skills, which when actualized by students will only serve to benefit society as a whole. The THECB's student learning outcomes include but are not limited to increased self-awareness, clearly defined goals, demonstration of improved critical thinking skills, money management and civic engagement.

### C. Institutional QEP Goals

The goals of *CBC Smart Start* for the College include an increase in four Key Performance Indicators (KPI) from the College's Strategic Plan Vision 2020 - persistence, course success, retention, and graduation/completion. In addition to the institution's KPI measures, which are direct measures of student outcomes, student behavior goals will be measured using specific questions from the CCSSE and SENSE surveys that document the extent to which students are engaged in activities that have been empirically linked to student success. The specific questions from the 2012 CCSSE survey cover student/faculty Interaction, study skills course participation, college orientation program participation, satisfaction and importance of academic advising/ planning, transfer credit assistance, and receiving prompt feedback from instructors about performance will be used to establish a baseline to evaluate and document institutional improvement efforts. SENSE data is not yet available for baseline measures as the fall 2013 is the first successful administration of the survey for CBC.

Improvement efforts will be directed by whether students' scores on the spring 2014 CCSSE and fall 2013 SENSE surveys indicate more interaction with faculty, more satisfaction with and increased importance of academic advising/planning and transfer credit assistance, and an increase in prompt feedback from instructors about performance. Using FY 2012-13 as a baseline, data analysis will consist of comparing institutional data from FY 2013-14 on persistence, course success, retention and graduation/completion to evaluate whether the mandatory participation in *CBC Smart Start* improved the KPI measures. Other measures of success will include comparing baseline data from FY 2012-13 to FY 2013-14 and beyond on the number of students earning zero credit hours in the first semester and an increase in the percentage of courses attempted to courses completed.

The initial targeted goal for the first cohort of students who participate in *CBC Smart Start's* My Cougar  
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Course will complete courses at a significantly higher rate than baseline FY 2012 course completion rate for all students. Additionally, students who have completed the fall 2013 semester will have an increased graduation rate of 2% at the end of three, four, and six years compared to the fall 2011 cohort, according to the Texas Higher Education Coordinating Board's (THECB) Accountability and institutional data reports for these academic years (see graph page 55).

Assessing improvement at the end of the first year of the QEP will consist of a thorough data review of the evaluation measures and additional institutional data to disaggregate the data by gender, ethnicity, age group, and full-time/part-time status and compare to the baseline data to uncover the gaps between student groups.

## **VII. Actions to be Implemented**

### **A. Quality Enhancement Plan: *CBC Smart Start***

The *CBC Smart Start* Program for Coastal Bend College is a system-wide initiative that includes three core components: a mandatory student orientation, dedicated faculty advising, and an EDUC 1300 student success course – My Cougar Course. Mandatory orientation and faculty advising have already begun and were put into place fall 2013 (excluding dual credit). Dual Credit students will officially start participating in a mandatory online orientation in the spring of 2014 and will receive a faculty advisor starting fall 2014. With the implementation of My Cougar Course EDUC 1300 set for fall 2014, the first complete measurable cohort of *CBC Smart Start* will begin. The staggered launch of the program was structured in this way so as to evaluate the supporting functions of orientation and faculty advising prior to the launch of My Cougar Course. In this way, assessment of and subsequent improvements to universal support protocols could be measured and refined in an effort to enhance and strengthen My Cougar Course from its beginning. Furthermore, as many of the student learning outcomes of My Cougar Course are reliant on information, skills and even confidence derived from orientation and advising, taking a year to refine these newly-implemented processes was deemed worthwhile by the QLT.

## B. Component I: Mandatory Orientation

### 1. Description

The Student Development staff offers several different orientation programs. Cougar Day (Appendix B) is one of CBC's New Student Orientation programs offered each spring before the fall semester begins at all four CBC locations (Beeville, Alice, Kingsville, and Pleasanton). All new students are invited and strongly encouraged to attend this event. Cougar Day is held each spring before the new fall semester begins at all four CBC locations (Beeville, Alice, Kingsville, and Pleasanton). Events include opportunities to:

- Meet the CBC President, Faculty, Staff, and current CBC students
- Register for classes one-on-one with a Student Development Specialist or an Advisor
- Tour of the campus
- Get advice and tips from CBC Faculty and Staff for student success
- Find out what to expect on the first day of class
- Learn about available resources on campus and online
- Become familiar with Blackboard
- Learn Campus Connect and Student Email
- Visit the Student Success Center and Library
- Visit the Student Development Department
- Obtain their Cougar Card (student ID card)

New Student Orientation workshops are also offered the first two weeks of classes during the fall and spring semesters at all CBC locations. However, no student is turned away. Occasionally, currently enrolled or re-enrolling students will attend Cougar Day with their parents as a refresher to attending the College. The College encourages this participation. Additionally, online orientation is also available for all CBC students for access at any time. In spring 2014, dual credit students will also be required to participate in the on-site or online orientation.

## 2. Implementation

In addition to Cougar Day, orientation sessions will be offered at the Beeville campus and the Alice, Kingsville, and Pleasanton sites during the first two weeks of class and online orientation will be open all semester. It is mandatory for all new students to attend one of our orientations: Cougar Day, face-to-face orientation, or online orientation. Compliance for these mandatory sessions will be monitored through attendance registration at each session and a notation of attendance for each student record in the student data management system. Students who have not attended a registration session by semester census date will be contacted by a student advisor with instructions for completing the online orientation, with the advisor continuing to monitor and contact students who have not attended an orientation session or viewed the online orientation presentation. Beginning in the spring 2014 semester, new students will register for scheduled orientation sessions when they register for the next semester's courses.

## C. Component II: Faculty Advising

### 1. Description

Members of the QLT attended the High Impact Practices Institute (April 7-9, 2013) and returned with a plan that would incorporate the faculty advising model into the high impact practice designed at the Institute, which eventually expanded into the QEP. The CBC Advising Model (Appendix N) presently includes full-time and part-time students who attend CBC with the exception of dual credit students. CBC will begin developing a special Advising Model for dual credit students that will include a pathway to success. The Dual Credit Advising Model will be implemented in the fall of 2014. The CBC Academic and Workforce Advising model was developed and distributed during the spring and summer months of 2013. Formal training on the model and supervision of faculty advisors began on August 9, 2013 with Division Chair training, followed by dedicated training of all full-time faculty and student development advisors and staff on August 23, 2013. The Coastal Bend College Academic and Workforce Advising Model was developed with the institution's mission statement core of "student-centered" and "promotes excellence." The focal point is student success and the model will pave the way from admission to the college to the ultimate attainment of an associate's degree and/or certificate. The model emphasizes collaboration

between the student, the student development staff, and the faculty advisor to develop strategies for educational and personal development. The advising case management style will help certificate-seeking and degree-seeking students through their college experience. Case management assures students are afforded resources that promote academic success and personal growth, as well as social, career, critical thinking, and problem solving skills. Counselors, Student Development Specialists, and faculty advisors will utilize this model to minimize educational obstacles while maximizing personal and scholastic success. The CBC Advising Model & Manual was developed and distributed to all full-time faculty members, student development Specialists and other staff who assist during registration.

Faculty began their work on the new advising model in May 2013. On May 3, 2013, a professional development program was presented to ensure all faculty members were aware of their responsibilities as a faculty advisor. The introduction of *CBC Smart Start* was presented by Velma Elizalde, Vice President of Student and Administrative Services. The overall *CBC Smart Start* was presented outlining the three core components of the QEP: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. An advising workshop entitled “Advising 101” including best practices in advising, was presented to all faculty members (Appendix K). Faculty members were asked for their ideas, suggestions, and concerns. Pete Trevino, Dean of Student Services presented the video from “Students Speak.” In this video several community college students shared their experiences during the first few weeks of class, ideas of what might have helped them through the process and how some of them changed their outlook on college.

The afternoon sessions of the advising workshop covered ZogoTech, the software program that will be used to document all of the interactions with students and their advisors. Subsequent sessions the same day covered degree audit, Campus Connect and new Texas Success Initiatives (TSI) requirements. ZogoTech’s Student Engagement software empowers the faculty advisors to effectively serve students and assess the results. It can be used to create reports to show students who are re-taking classes, enrolled in a gateway class, have a low GPA and/or have significantly increased their credits in the current term so the advisor can intervene before the semester even starts. The at-risk indicators can also be used to check-on students throughout the semester to see if they have been attending tutoring,

workshops, and/or if instructors have posted comments about the students. Also, on a daily basis during registration, departments can see which of their students have not yet re-registered, those who are at-risk, or who are close to graduating based on completed credit hours.

All full-time faculty have access to Campus Connect and ZogoTech and have been trained in the use of both systems. ZogoTech enables faculty to access information about the students assigned to them for advising purposes as well as allowing them to enter information from each advising session for tracking purposes. The use of ZogoTech also enables Division Chairs to monitor contact compliance by faculty advisors and the Institutional Effectiveness personnel to generate reports for the purposes of evaluation by the administration, QLT, and QEP Director. Campus Connect is a system used by faculty to post quarterly grades and used by students to access those grades, facilitating the advising process by both parties having complete information about student status. The quarterly grades will help the faculty advisors and the students be more aware of their progress in their classes. In ZogoTech, notes are entered every time the Faculty Advisors, Student Development Specialists, faculty or staff meet with or talk to students concerning issues that involve or affect their instruction. This will be monitored to ensure that all students have several contacts with faculty and/or staff within their first semester. If the Division Chair runs a report and it indicates that students have not been contacted, the students will be contacted by another faculty member and the Division Chair will determine why the assigned faculty member did not meet with the students. Compliance with the faculty advising component of the QEP is tied to faculty evaluations by Division Chairs, who are responsible for their division's performance.

In August 2013, Division Chairs participated in "Train the Trainers," Workshop. There are five faculty members trained in the new advising model and they trained their division faculty when they returned for the fall semester. Faculty and staff attended customer service training to improve the overall campus climate and have students feel welcomed by everyone they encounter. In their 2012 book, McClenney and Arnsperger stated "In focus groups and individual interviews, students inevitably talk about how much it means to them when someone-a person they can name-knows who they are and intentionally makes a connection with them." (McClenney & Arnsperger, 2012). Student Development Specialists are advising students for the fall semester and all faculty members have been given a list of the students who

they will advise. Faculty will make contact with their students during the first two weeks of the semester.

Advising will create a cooperative effort between students and their advisor that establishes an on-going partnership focused on a well-defined plan of student success leading to associate degrees and/or certificates. Each faculty member will be assigned a group of students to be their advisor for each semester. The faculty member will be the students' advisor until the student completes a certificate/degree, transfers or stops attending CBC.

## 2. Implementation

- Aligns a model that is consistent with the institutions mission "Student Centered" and "Promotes Excellence"
- Paves the way for student success and the ultimate attainment of a degree and/or certificate
- Emphasizes collaboration amongst the students, Student Development Staff and Faculty Advisors
- Ensures students are on a certificate or degree plan
- Develops strategies for educational and personal development (long and short term goals)
- Utilizes a case-management style that promotes academic/workforce success
- Implements student success resources to foster goal attainment

## 3. The Role of Student Development Specialists

The college recently changed the name of its Student Services Department to Student Development Department to accurately reflect a more positive, holistic approach to assisting students to develop the skills needed to be successful in college and life, rather than focusing on services needed as a result of a deficit.

The Student Development Advisor will focus on:

- Initial meeting with all new students
- Complete Student Development Pre-Advising Plan Form
- Interpret Test Placement Scores

- Explore career paths for Academic/Workforce
- Educate students of student success support services
- Assign Faculty Advisor

#### The Role of the Faculty Advisor:

- Clarify educational goal
- Establish a projected graduation date
- Develop a meaningful Cooperative Educational Plan, which is part of the faculty advising model and is available on Blackboard
- Collaborate, identify, and develop a plan to address barriers to success
- Use Case-management style advising
- Utilize Student Success Support Services
- Refer to financial aid and admission for policy and procedure (add/drop courses)
- Encourage student course evaluation and course selection
- Register the student for classes for upcoming semester
- File for graduation as appropriate

### **E. Component IV: The Student Success Course**

#### **1. Description**

The QEP Team has continued to develop a data-driven, research-based plan of action to implement a Student Success Course to improve the college readiness of Coastal Bend College students. The Student Success Course “My Cougar Course” will be specifically designed to target student needs which staff, faculty, students and data have determined to be significant barriers to success including retention and graduation.

To begin the development of the student success course or First Year Seminar (FYS), a team of individuals attended the Amarillo College faculty certification program for their student success course.

These CBC faculty members will be the facilitators for other faculty who will be certified to teach the student success courses for CBC. The “robust, FYS Instructor Certification Workshop will ensure that all instructors have the necessary curricular knowledge and pedagogical foundation to successfully facilitate the course,” (Amarillo College, 2012).

The study skills curriculum was written by CBC faculty including education faculty, computer information systems faculty, speech faculty, and others. As the curriculum was written, CBC had the opportunity to participate in the Center for Community College Student Engagement High-Impact Practices Institute. In reviewing data for the institute, faculty and administrators determined that the QEP needed to be more comprehensive to address the needs of our new students. The cohort was comprised of the students who enrolled in English and Learning Frameworks.

This data (High Impact Practices Data Review) revealed that less than 70% of CBC first time in college students are successful in all of their courses in the first semester and almost 9% do not complete any of their courses. It has been determined that the College needs to find ways to improve the college experience for these students. The redesigned EDUC 1300 Learning Frameworks course was renamed My Cougar Course. My Cougar Course along with a mandatory student orientation and dedicated faculty advising will enable college faculty and staff to provide intrusive engagement providing a *CBC Smart Start* for all new students.

The QEP Team developed a redesigned Learning Frameworks course called My Cougar Course - EDUC 1300 student success course for fall 2014. The Texas Higher Education Coordinating Board (THECB) requirements are central to our student success course. THECB requires the EDUC 1300 Course to include: 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies (THECB, Revised Spring 2013). Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to

continually draw from the theoretical models they have learned.

The THECB requires all state institutions to update the core curriculum. The Curriculum Committee with the Dean of Academics and the Vice President of Instruction and Economic Development are currently working on the core curriculum for the College. The core curriculum will include My Cougar Course EDUC 1300 as one of the courses under the core requirements. All new students at the College will be required to enroll in the course beginning in fall 2014.

## 2. Implementation

Developmental students have been strongly encouraged to enroll in the current EDUC 1300 course since 2008. The data regarding the students indicate the course improves the successful completion rate and grades of all the courses they completed in their first semester. In 2014, all new students will be required to enroll in My Cougar Course, EDUC 1300 in their first semester (new students pursuing a Level I or II Certificate or Associate's degree). Students who do not enroll in this course will have to enroll in the subsequent semester. The redesigned study skills course, "My Cougar Course" is structured as:

- A three-hour, college credit course
- Mandatory for students with no proven history of success in college level course work:
  - First time college students (FTIC) (less than 12 hours successfully completed)
  - Transfer students with less than 12 hours successfully completed
  - Students seeking Level I, Level II, or Associate's degree
- Students pursuing a Marketable Skills Certificate are exempt
- For all first-time students who have achieved less than twelve college-level hours upon their arrival at Coastal Bend College
- An academic course, EDUC 1300
- Taught by instructors to be prescribed by CBC who must complete a 16-hour Instructor Certification Workshop

- First term for all students
- Begin offering the course fall 2014 at all CBC locations: Beeville, Alice, Kingsville, Pleasanton
- Hybrid delivery
- Transferable to four-year Texas institutions

There will be constant assessment of *CBC Smart Start* by the QLT annually by the entire community through conversations at convocation, Board Meetings, focus groups, and Community Conversations.

#### **F. Marketing the QEP**

A staff person from the Public Relations Office has served on the QEP Committee. Marketing materials include having a website for the QEP with information and data regarding the progress of the committee, and buttons have been designed which read, "Enroll Now, Ask Me How!" All staff and faculty are encouraged to wear the buttons during peak registration times. The QEP Committee also purchased pens to be distributed for more publicity of the plan. *CBC Smart Start* posters, banners, and Billboards have also been created and/or purchased. All faculty are aware of the college's QEP and are encouraged to share this as a resource to their students.

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
Plan QEP focus with college input, data analysis, and review of literature.	QEP Leadership Team and QEP Committee	Regular committee meetings, presentations to all faculty and staff	2012-13	Completed QEP
Implement all QEP initiatives	QEP Director, Dean of Student Services and Dean of Academics	Baseline and targets set for students participating in CBC Smart Start	2013-14	Increased student persistence, retention and completion
Meet with Drs. Goodson, Candia, Exstrom and Randy Lindeman to discuss QEP process	CBC President	QEP Leadership Team Members (QLT)	2011	QEP Leadership Team established
QEP Survey developed	CBC President, QEP Leadership Team and Data Analyst	Survey designed	December 2011	Completed survey and summary of responses.
Velma Elizalde identified as QEP Committee Chair	CBC President	\$5,000 stipend	January 2012	New QEP Chairperson
Convene Focus Groups for QEP topic	QEP Leadership Team	Focus groups responses	February 2012	Analyzed responses
Online student survey administered	QEP Committee & CBC President	\$0	March – May 2012	QEP Topic chosen
Dr. Twila Johnson was appointed as QEP Committee Chair	CBC President	\$5,000 stipend	August 2012	New QEP Chairperson
QEP Topic selected - First Year experience	QEP Leadership Team and QEP Committee	QEP Topic	October 2012	QEP Component selection
Committee consults data and researches other institutions on student success course set-up. Determines CBC requirements for course.	QEP Leadership Team and QEP Committee	My Cougar Course Redesigned	November 2012	Redesign existing EDUC 1300: Learning Framework
Participated in faculty training at Amarillo College.	Dr. Twila Johnson, Noemi Aguilar, and Donna Atkins	\$1,700 travel \$3,500 training/consult fee	December 2012	Participants are qualified to train faculty
"Name the Course" contest was held	Institutional Effectiveness	\$250 contest prize	December 2012	My Cougar Course was selected for the re-designed EDUC 1300.
Subcommittees meet- curriculum, technology, marketing and core team	QEP Committee	Regular meetings of all sub-committees. Reports to QLT	January 2013	Marketing materials and website update
Select faculty to teach pilot	Dean of Academics and Education Division Chair	Faculty trained to teach My Cougar Course	February 2013	Designated faculty
Sent out survey forms to those who want to teach My Cougar Course	Dean of Academics	Dean has a pool of faculty to teach My Cougar Course	April 2013	Survey results
CBC faculty and administrators attended a CCSSE High Impact Workshop	President, Vice-Presidents, selected faculty and staff	\$600 (Travel sponsored by the Bill & Melinda Gates Foundation)	April 2013	Revised QEP Initiatives
QEP Lead Evaluator recommendations sent to Dr. Goldstein	SACS Liaison	\$0	May 2013	Lead Evaluator recommended
Dr. Patricia Candia appointed as QEP Director	CBC President	\$30,000 QEP Director	May 2013	New QEP Director
Dr. Christine Kelly-Kleese named QEP Lead Evaluator	Dr. Goldstein	\$0	June 2013	Lead Evaluator named by SACS
1 <sup>ST</sup> draft of the QEP Report	QEP Director	Completed QEP	June 2013	Draft completed for review
QEP Presentation to the CBC Board of Trustees	Vice President of Student & Admin. Services	\$0	July 2013	Board informed of QEP Initiatives

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
CBC Cougar Days offered at all sites	Dean of Student Services	food, materials, and mail-out reminders	July 2013	Increased Fall 2013 enrollment
SACS-COC Summer Institute	Vice Presidents, SACS Liaison, QEP Director, and Business Officer	\$10,000 travel for five CBC staff and administrators	July 2013	Staff more prepared to complete the reply to offsite committee and QEP
Advising Training and provide training for faculty in their departments	Division Chairs & selected staff	\$300 stipends for faculty & staff paid with Title V funds	August 9, 2013	Advising Training for faculty and staff
Advising Training and provide training for faculty in their departments	Division Chairs & selected staff	\$300 stipends for faculty & staff paid with Title V funds	August 9, 2013	Advising Training for faculty and staff
Adjunct and Dual Credit Training Day	Dean of Academics	\$125 per person stipend (\$3125 total)	August 19, 2013	Retention training and refresher for Adjuncts and Dual Credit faculty
QEP Training Day	QEP Director and Title V Director	\$4,500 Trainer Fee	August 22, 2013	Increased staff and faculty awareness of QEP components and requirements
CBC Smart Start Training Day	QEP Director and Dean of Academics	\$6500 Stipends	August 23, 2013	Increased staff and faculty awareness of providing quality customer service and how it helps retention
Practice Good Customer Service	QEP Director, Dean of Academics & PR	Faculty and Staff welcome students to campus, help desk/front desk personnel direct and assist students and visitors	August/ September 2013	Increased number of staff trained and involved in good customer service during registration and first week of classes evidenced by observation of staff greeting and assisting visitors.
Orientation sessions	Vice President of Student & Admin. Services, QEP Director, Dean of Academics & PR	Student Development Staff, Faculty Advisors	August/ September 2013	All students required to sign-in and attend orientation session – entered in database for participation percentage
Convocation 2013	Dean of Academics, Title V Coordinator, VP of Student and Admin. Services	\$8500 Trainer Fee & \$350 Trainer Fee	September 6, 2013	Faculty and staff updates on techniques to increase student engagement, retention, and preventing burnout with self-care
Faculty Advisors meet with all assigned students	CBC Faculty, Division Chairs, Program Directors, and QEP Director (oversight)	Faculty meet with all of their assigned students	By the Week of September 16, 2013	Students contacted by their faculty advisors – documented in Zogotech
First Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director (oversight)	Faculty enter first quarter grades in Campus Connect	September 25, 2013	Institutional Effectiveness Data Report
Evaluation of compliance with 1 <sup>st</sup> quarter grade submission	CBC Division Chairs, Program Directors and QEP Director (oversight)	Student Service staff retrieves data and forwards to IE	September 26, 2013	Percentage of submitted course 1 <sup>st</sup> quarter grade submissions
Heather Anderson named QEP Director	CBC President	\$42,000 QEP Director	October 7, 2013	New QEP Director
Administer SENSE to survey administrator selected CBC classes	Institutional Effectiveness and Accreditation staff	\$5750	October 2013	Academic Advising and Planning module and Orientation questions on SENSE survey for assessment purposes

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
Second Quarter/Midterm Grades are entered in Campus Connect by faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director (oversight)	Faculty enter second quarter/Midterm grades in Campus Connect	October 23, 2013	Institutional Effectiveness Data Report
Evaluation of compliance with midterm grade submission	CBC Division Chairs, Program Directors, and QEP Director (oversight)	Student Service staff retrieves data and forwards to IE	October 24, 2013	Percentage of submitted course enrollment submissions
Faculty Advisors contact/meet with their student advisees	CBC Faculty & QEP Director (oversight)	Faculty Advisors contact/meet with students after Midterm	By the week of November 4, 2013	All students have contact with their faculty advisor, contacts entered in Zogotech, monitored by division chairs.
Faculty advisors register all of their assigned students for Spring 2014	CBC Faculty & QEP Director (oversight)	All currently enrolled students are registered	November 2013	All currently enrolled students will be registered for Spring 2014
Third Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director (oversight)	Faculty enter third quarter grades in Campus Connect	November 20, 2013	Institutional Effectiveness Data Report
Evaluation of compliance with 3 <sup>rd</sup> quarter grade submission	CBC Division Chairs, Program Directors, and QEP Director (oversight)	Student Service staff retrieves data and forwards to IE	November 21, 2013	Percentage of submitted course enrollment submissions
EDUC 1300 student survey	Institutional Effectiveness	Staff deploys online survey and collects results	November 2013	Analysis and reporting of survey results as additional input for course evaluation
Institutional course evaluations for EDUC 1300	Institutional Effectiveness	Staff deploys online survey and collects results	November 2013	Analysis and reporting of survey results for course evaluation and possible adjustment
Fourth Quarter/Final Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director (oversight)	Faculty enter fourth quarter/Final grades in Campus Connect	December 13, 2013	Institutional Effectiveness Data Report
Student Final Course Grade Distribution	Institutional Effectiveness	Staff retrieves final course grades for all students, disaggregates data, analysis and reporting	December 2013	Prepares comprehensive report for presentation to administration leadership teams and QLT
First semester rollout evaluation	QEP Director, QLT	Review of data from all sources	January 2014	Comprehensive review of all QEP data and discussion of successes and difficulties of first semester of QEP
Practice Good Customer Service	QEP Director, Site Directors, Dean of Academics, Dean of Workforce Training, Dean of Student Services & PR – OR Help Desk at each site, all faculty and staff	Faculty and Staff welcome students to campus, help desk/front desk personnel direct and assist students and visitors	January 2014	Increased number of staff trained and involved in good customer service during registration and 1st week of classes evidenced by observation of staff greeting and assisting visitors.
Orientation sessions	Vice President of Student & Admin. Services, QEP Director, Dean of Academics & PR	Student Development Staff, Faculty Advisors	January 2014	All students required to sign-in and attend orientation session – entered in database for participation percentage

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
First semester rollout evaluation	QEP Director, QLT	Review of data from all sources	January 2014	Comprehensive review of all QEP data and discussion of successes and difficulties of first semester of QEP
Practice Good Customer Service	QEP Director, Site Directors, Dean of Academics, Dean of Workforce Training, Dean of Student Services & PR – OR Help Desk at each site, all faculty and staff	Faculty and Staff welcome students to campus, help desk/front desk personnel direct and assist students and visitors	January 2014	Increased number of staff trained and involved in good customer service during registration and 1st week of classes evidenced by observation of staff greeting and assisting visitors.
Orientation sessions	Vice President of Student & Admin. Services, QEP Director, Dean of Academics & PR	Student Development Staff, Faculty Advisors	January 2014	All students required to sign-in and attend orientation session – entered in database for participation percentage
First Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter first quarter grades in Campus Connect	February 3, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with 1 <sup>st</sup> quarter grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student service staff retrieves data and forwards to IE	February 4, 2014	Percentage of course enrollment submissions
Administer CCSSE to survey administrator selected CBC classes	Institutional Effectiveness, QEP Director & Site Directors	\$6,400 (includes CCSSE membership fee, survey and additional questions)	Spring 2014	Special focus items and completed CCSSE data to use for assessment purposes
Second Quarter/Midterm Grades are entered in Campus Connect by faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter second quarter/Midterm grades in Campus Connect	March 3, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with 2 <sup>nd</sup> quarter/Midterm grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student Service staff retrieves data and forwards to IE	March 4, 2014	Percentage of submitted course enrollment submissions
Faculty Advisors contact/meet with their student advisees	CBC Faculty & QEP Director	Faculty Advisors contact/meet with students after Midterm	By the week of May 17, 2014	All students have contact with their faculty advisor, contacts entered in Zogotech, monitored by division chairs.
Third Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter third quarter grades in Campus Connect	April 7, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with 3 <sup>rd</sup> quarter grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student service staff retrieves data and forwards to IE	April 8, 2014	Percentage of submitted course enrollment submissions
EDUC 1300 student survey	Institutional Effectiveness	Staff deploys online survey and collects results	April 2014	Analysis and reporting of survey results as additional input for course evaluation
Institutional course evaluations for EDUC 1300	Institutional Effectiveness	Staff deploys online survey and collects results	May 2014	Analysis and reporting of survey results for course evaluation and possible adjustment

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
Fourth Quarter/Final Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter fourth quarter/Final grades in Campus Connect	May 9, 2014	Institutional Effectiveness Data Report
Student Final Course Grade Distribution	Institutional Effectiveness	Staff retrieves final course grades for all students, disaggregates data, analysis and reporting	June 2014	Prepares comprehensive report for presentation to administration leadership teams and QLT
2nd semester rollout evaluation	QEP Director, QLT	Review of data from all sources	June 2014	Comprehensive review of all QEP data and discussion of successes and difficulties of first semester of QEP
Train new EDUC 1300 faculty	Division Chairs, Program Directors, Dean of Academics, Dean of Workforce, QEP Director	\$2,500 Trainer Fees and Faculty Stipends (Adjuncts will receive stipend, FT Faculty will be on clock)	June 2014	16 hour training required before faculty member can teach EDUC 1300.
Practice Good Customer Service	QEP Director, Site Directors, Dean of Academics, Dean of Workforce Training, Dean of Student Services & PR – OR Help Desk at each site, all faculty and staff	Faculty and Staff welcome students to campus, help desk/front desk personnel direct and assist students and visitors	August 2014	Increased number of staff trained and involved in good customer service during registration and first week of classes evidenced by observation of staff greeting and assisting visitors.
All new students are enrolled in the student success course EDUC 1300: My Cougar Course	Student Development Specialists, Dean of Student Services, faculty advisors, Dean of Academics, Dean of Workforce Training, IE and QEP Director	All new students enrolled in My Cougar Course	Fall 2014	All new students will successfully complete the My Cougar Course
Orientation sessions	Vice President of Student & Admin. Services, QEP Director, Dean of Academics & PR	Student Development Staff, Faculty Advisors	August/September 2014	All students required to sign-in and attend orientation session – entered in database for participation percentage
Convocation 2014	VP of Student and Admin. Services and VP of Instruction and Economic Development	\$8500 Trainer Fee & \$350 Trainer Fee	September 2014	Faculty and staff updates on techniques to increase student engagement, retention, and preventing burnout with self-care
Faculty Advisors meet with all assigned students	CBC Faculty, Division Chairs, Program Directors, and QEP Director (oversight)	Faculty meet with all of their assigned students	By Week of September 15, 2014	Students contacted by their faculty advisors – documented in Zogotech
First Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter first quarter grades in Campus Connect	September 24, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with 1 <sup>st</sup> quarter grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student Service staff retrieves data and forwards to IE	September 25, 2014	Percentage of submitted course 1 <sup>st</sup> quarter grade submissions
Administer SENSE to survey administrator selected CBC classes	Institutional Effectiveness and Accreditation staff	\$5750	October 2014	Academic Advising and Planning module and Orientation questions on SENSE survey for assessment purposes

Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
Second Quarter/Midterm Grades are entered in Campus Connect by faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter second quarter/Midterm grades in Campus Connect	October 22, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with midterm grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student Service staff retrieves data and forwards to IE	October 23, 2014	Percentage of submitted course enrollment submissions
Faculty Advisors contact/meet with their student advisees	CBC Faculty & QEP Director	Faculty Advisors contact/meet with students after Midterm	By the week of November 3, 2013	All students have contact with their faculty advisor, contacts entered in Zogotech, monitored by division chairs.
Faculty advisors register all of their assigned students for Spring 2014	CBC Faculty & QEP Director	All currently enrolled students are registered	November 2014	All currently enrolled students will be registered for Spring 2014
Third Quarter Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter third quarter grades in Campus Connect	November 19, 2014	Institutional Effectiveness Data Report
Evaluation of compliance with 3 <sup>rd</sup> quarter grade submission	CBC Division Chairs, Program Directors, and QEP Director	Student Service staff retrieves data and forwards to IE	November 20, 2014	Percentage of submitted course enrollment submissions
EDUC 1300 student survey	Institutional Effectiveness	Staff deploys online survey and collects results	November 2014	Analysis and reporting of survey results as additional input for course evaluation
Focus groups with students currently enrolled in EDUC 1300/My Cougar Course	Institutional Effectiveness	\$400- snacks for group meetings	November 2014	Student input on the redesigned My Cougar Course curriculum
Fourth Quarter/Final Grades Entered in Campus Connect by Faculty	CBC Faculty, Division Chairs, Program Directors, Dean of Academics, Dean of Workforce Training, QEP Director	Faculty enter fourth quarter/Final grades in Campus Connect	December 12, 2014	Institutional Effectiveness Data Report
Student Final Course Grade Distribution	Institutional Effectiveness	Staff retrieves final course grades for all students, disaggregates data, analysis and reporting	December 2014	Prepares comprehensive report for presentation to administration leadership teams and QLT
3rd semester rollout evaluation	QEP Director, QLT	Review of data from all sources	December 2014	Comprehensive review of all QEP data, discussion of successes/difficulties of 1st semester of QEP
Complete review and revisions for the EDUC 1300/My Cougar Course	EDUC 1300 faculty & QEP Director	\$1,000 stipend	End of each semester (beginning Fall 2014)	Grades, course success, and faculty input will be used in addition to EDUC 1300 survey to determine changes in curriculum
Training of new faculty for EDUC 1300 -My Cougar Course	Dean of Academics, experienced faculty/staff, & QEP Director	\$1,500 Trainer Fees and Faculty Stipends (Adjuncts will receive stipend, FT Faculty will be on clock)	Annually	Additional faculty trained to teach My Cougar Course

## IX. Organizational Structure

### A. QEP Director & Grants Manager (Job Description)

The Director of the QEP reports to the President.

The Director is responsible for:

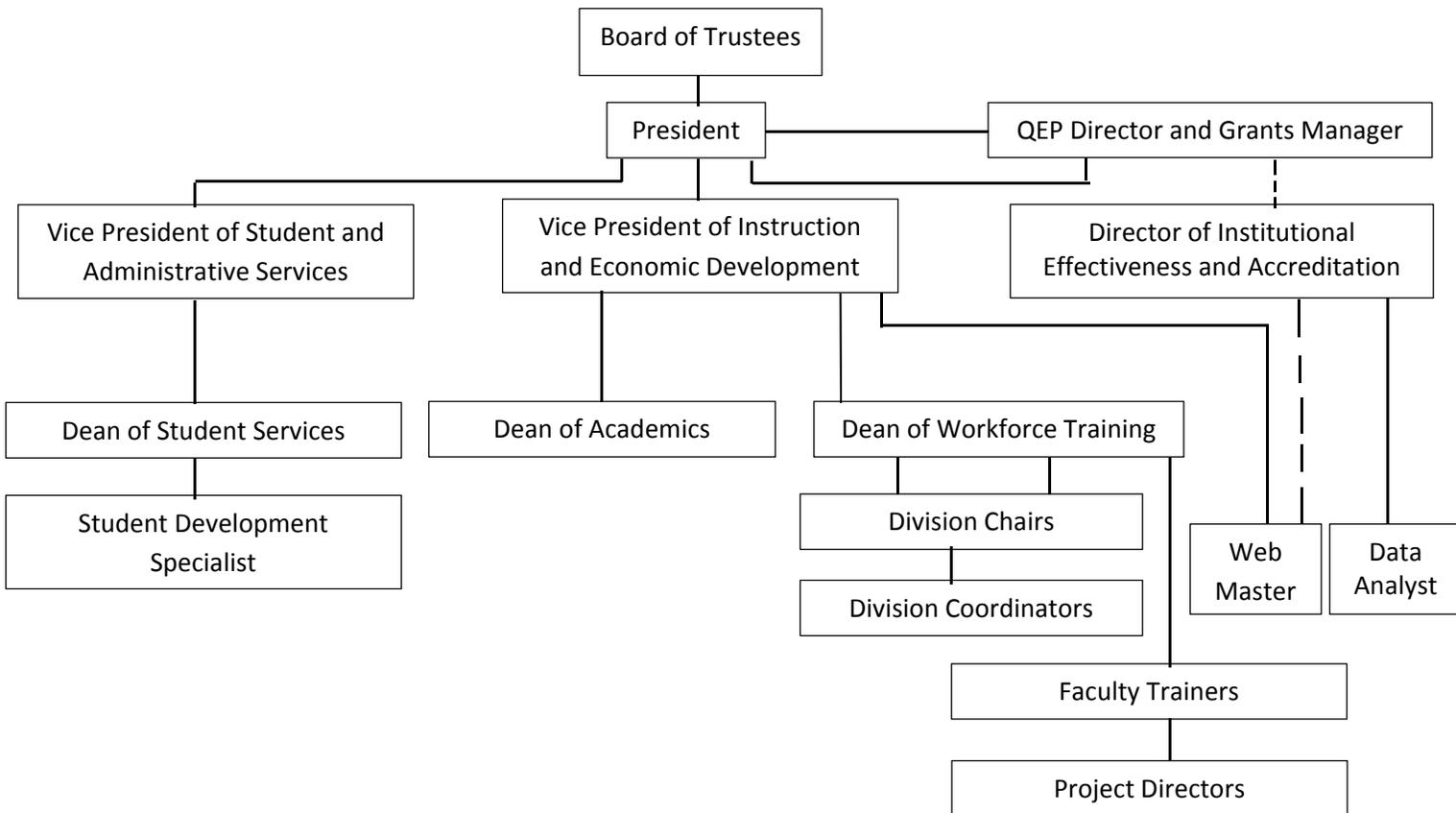
- Implementing the QEP
- Reporting on progress of the Plan to the President
- Representing the QEP at CBC meetings, on the President's Planning Committee, and at professional conferences
- Maintaining and evaluating policies related to course success, graduation/completion
- Projecting, monitoring, and evaluating the QEP Budget
- Conducting QEP Leadership Team (QLT) meetings and maintaining agendas and minutes
- Assuring data collection and analysis of QEP components and activities
- Assessing and monitoring success of QEP by reviewing analysis reports and documenting progress of assessment as needed
- Communicating to all constituents the progress, strengths, and challenges of the QEP
- Completing annual performance report and fifth-year Impact Report to be submitted to the Southern Association of Colleges and Schools Commission on Colleges

### B. College Leadership

1. Governance (Board of Trustees)
2. Administration (President)
3. Instruction ( Vice President of Instruction & Economic Development, Dean of Academics, and Dean of Workforce Training)
4. Student Support Services (Vice President of Student and Administrative Services and Dean of Student Services)



## Quality Enhancement Plan CBC Smart Start Organizational Structure



Focusing on the freshmen experience, there are three main components to *CBC Smart Start*: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. The ultimate goal is for CBC students to successfully complete course work and graduate at higher rates than before.

## X. QEP Budget

The College is committed to providing all necessary resources to assure the QEP *CBC Smart Start* is supported and sustained and that the necessary academic resources are provided to implement and sustain the outcomes. After a thorough and reasonable analysis of financial, physical and human resources, CBC is confident that it can provide all resources necessary to implement the QEP intervention program. Budgets totaling more than \$360,000 over the five-year period have been reviewed by the student services department, administration and the CBC Board of Trustees.

Initially, sources of funding for the program include state and institutional funds, tuition and fees, and local tax dollars. It is anticipated that the success of the students will serve as the driving force for the QEP's sustainability. Students who are successful are retained and continue until completion of programs. Contact hours and enrollment numbers will also increase. Improved retention and completion rates leads to increases in revenue from both (1) state funding for contact hours and (2) tuition and fees. In addition, this means increased enrollment in sophomore classes and improved efficiency of operations.

### **CBC Smart Start Five Year Budget Summary**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>QEP Director</b>	12,500	42,000	42,000	42,000	42,000	42,000
<b>Curriculum Writer</b>	1,000	1,000	1,000	1,000	1,000	1,000
<b>Instructor Trainer Stipends</b>		500	500	500	500	500
<b>Instructor Training Stipends</b>		2,000	1,000	1,000	1,000	1,000
<b>Supplies &amp; Materials</b>		880	665	665	665	665
<b>Travel (local and out-of-town conferences, workshops)</b>	7,050	3,436**	3,436**	3,140**	3,436**	3,436**
<b>Marketing &amp; Dissemination</b>	1,069	3,210	2,174	2,174	2,174	2,174
<b>Assessment Instruments</b>		0	12,150	12,150	12,150	12,150
<b>Technology</b>		10,000*	400	400	400	400
<b>Consulting Fees</b>	\$3,500	0	0	0	0	0
<b>Instructional Costs</b>		9,900	26,400**	26,400**	26,400**	
<b>Total Budget</b>	<b>25,119</b>	<b>63,026</b>	<b>89,725</b>	<b>89,429</b>	<b>89,429</b>	<b>89,429</b>
					<b>Total 5 Year Budget</b>	<b>446,157</b>

\*Partially paid for by grant money. \*\*Funded by Department

## **XI. Assessment**

The College recognizes the imperative necessity of continuous assessment relative to effective management of *CBC Smart Start*. The College will be reliant on data collection for program improvements and continued enhancement of student success. Data intake, correlation and analysis will be critical to the process of continuous assessment and therefore the ultimate success of *CBC Smart Start*. Formative assessments will be completed for all of the activities within the QEP. Evaluations from students will be collected through surveys and focus groups and will be developed with an eye towards institutional alignment of goals, scalability, sustainability and delivery for student success. Components to be surveyed and focus grouped no more than one month into the semester will be the orientation process and the advising experience. Components to be surveyed and focus grouped at the end of the semester for effectiveness and refinement will be mandatory orientation, dedicated faculty advising, and EDUC 1300 student success course – My Cougar Course. This information will then be evaluated and reviewed by the QLT.

Students enrolled in My Cougar Course will also complete summative assessments throughout the semester with quizzes, tests and assignments that will be graded using a standard rubric to ensure all faculty members are assessing the same criteria to determine the level of their students' performance (See Rubrics, Pages 30-32). Faculty members will have the opportunity to modify the curriculum based on the performance of their students. Additional instruction or activities may be needed to clarify topics. Students will have access to their grades in the class via Blackboard and Campus Connect and will earn a letter grade at the end of the semester.

Institutional data will also be collected to determine the success of these programs in meeting the overarching goals of *CBC Smart Start* (See Evaluation Timeline below). Data will be collected to evaluate if the *CBC Smart Start* participants are better prepared for college level work by comparing these students to comparable students in previous cohorts (fall 2011 and fall 2012) on percentage of students earning zero credits in the first semester of attendance, percentage of successfully completed courses, fall-to-spring and fall-to-fall persistence rates, and ultimately graduation/completion and transfer rates. Currently the

CBC graduation 3, 4, and 6 year graduation rates, according to the 2012 IPEDS Data Report, are 24%, 31%, and 34% respectively. The College’s goals are to increase these rates by a minimum of two percentage points each year overall and to decrease the disparities that exist between groups of students based on ethnicity, gender, age, full-time/part-time status, and CBC location to less than 10% (See bar graph below). The percentage of fall FTIC students completing their courses with a “C” or better during their first semester is 67%. CBC’s goal is to increase this percentage by 15 points over the next five years, to 82% successful completion by 2018. Eight percent of our FTIC students earn zero credits during their first semester. Our goal is to decrease this to 0% within the next five years. Fall to spring retention is 77% and the College’s goal is to retain over 90% of our students within five years. Fall- to-fall persistence is currently 44% and the College’s goal is to retain over 65% of our students from one academic year to the next year.

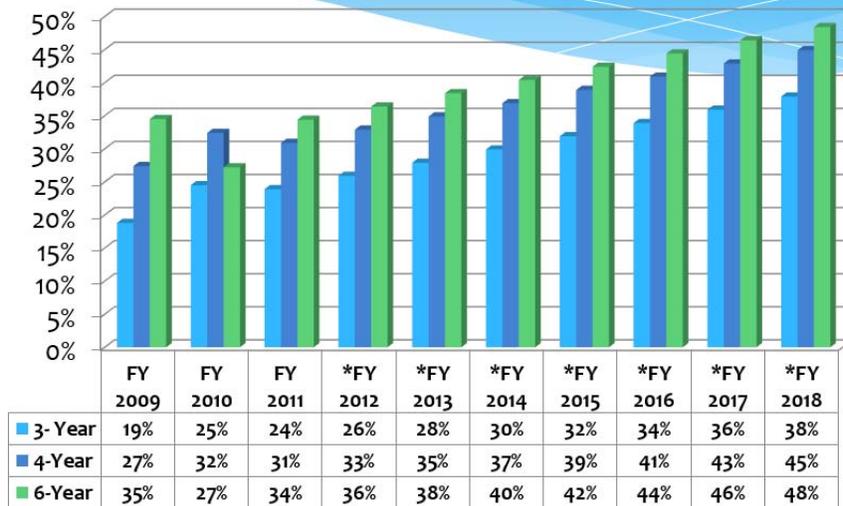
## Evaluation Timeline

QEP Component	Goals	Evaluation	Frequency of Measure
Mandatory Orientation	<ol style="list-style-type: none"> <li>1. Student knows what student services are available at their campus and the main campus, where these departments are physically located and where they are located on the CBC web page.</li> <li>2. Student knows where the Financial Aid, Business Office, Registrar's office, and Student Development offices are located physically and where they are located on the CBC web page.</li> <li>3. Student knows Blackboard and Campus Connect.</li> <li>4. Student provided the CBC policies about attendance, withdrawals, and expected behavior and the links to this information on the CBC web page.</li> </ol>	Pre- and Post-test presented as a Quiz to test students' knowledge of information presented in the Orientation.	Post-test administered immediately after each Orientation session (Cougar Day, face-to-face orientation & online orientation), multiple times each semester dependent on number of students who are first-time during that semester.

<p>Dedicated Faculty Advising</p>	<ol style="list-style-type: none"> <li>Regular student/advisor contact (3 contacts minimum).</li> <li>Student completes a graduation plan during their first semester.</li> <li>Early registration for next semester student plans to attend.</li> </ol>	<p>100% of advisor-assigned students contacted 3 times by faculty advisor.</p> <p>90% of advisor-assigned students with completed degree plans.</p> <p>80% of advisor-assigned students registered prior to regular registration period.</p>	<p>End of each semester</p>
<p>My Cougar Course</p>	<ol style="list-style-type: none"> <li>Increase student communication skills.</li> <li>Increase student critical thinking skills.</li> <li>Increase students' level of personal responsibility.</li> </ol>	<p>Percent of students with a grade of 70 or above on the comprehensive grading rubric.</p>	<p>The end of each term EDUC 1300 is offered.</p>

## Goal – Success

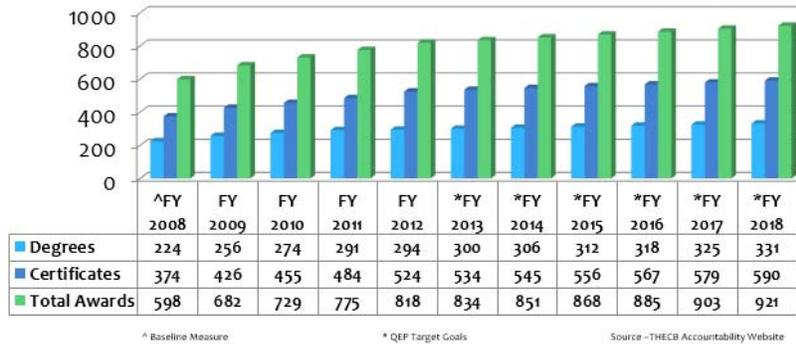
### KPI/Measure: Graduation Rates – 3,4 & 6 Years



\* QEP Goals      Source –THECB Accountability Website

## Goal – Success KPI/Measure – Degree/Certificate Awards

Closing the Gap Target - 857



The College understands the need for constant monitoring and evaluation of the progress of *CBC Smart Start*. The Quality Enhancement Leadership Team, Institutional Effectiveness and Accreditation, the Dean of Student Services, Dean of Academics and the QEP Director will all play key roles in assuring this is done. The Leadership Team will monitor overall progress of the plan. The QEP Director will report on the progress of the plan at least monthly to the QEP Leadership Team during the first year of implementation and once each semester thereafter. QEP results will be shared with the college community at each fall and spring in-service input for implementation of any needed changes will be discussed. The QEP Director will prepare an Annual Performance Report documenting results and modifications to the QEP including rationale for changes. She will also be responsible for completing the five-year Impact Report required by SACS. The Impact Report will be the most comprehensive review and will include overall results of implementation and recommendations for institutionalization and expansion. All evaluation instruments will be on file in the program office and available online. Goals that appear too easily achieved will be re-evaluated to determine if goals are rigorous enough. Areas that rank lower than satisfactory will be changed to determine a course of action for improvement by a group consensus and input from affected parties.

The College's QEP will be examined in specific and measurable ways, using appropriate baseline measures and disaggregation of data to analyze the success of the QEP components and the initiative in its entirety. In addition to institutionally generated data the College will also validate the veracity of documented student success with external measurements provided by SENSE and CCSSE survey instruments (Appendices L and M). The FTIC student cohorts from fall 2013 and fall 2014 will be compared to FTIC student cohorts from 2011 and 2012. The majority of the students attending CBC in 2013 and 2014 will have completed an on-site or online orientation, benefited from a faculty advisor contacting them throughout their first semester and throughout their time at CBC and successfully completed EDUC 1300 – My Cougar course. Their completion of the courses within their first semester will be compared to previous FTIC students who didn't benefit from the QEP initiatives. The data gathered from research suggests that a higher percentage of CBC students should return to CBC in the spring semester and return the following fall semester.

The data will be used to determine improvements needed in the QEP initiatives, what groups may need additional services and if the overall *CBC Smart Start* has increased the success of CBC students. Goals will be re-evaluated at the end of each semester to determine if they need to be realigned using new data.

## **XII. Summary**

Persistence to successful completion or transfer is the ultimate goal of the *CBC Smart Start*. Student Success is the reason institutions of higher education exist. Therefore, the College's primary mandate to commit to scalability, sustainability and perpetuation of a culture that commits itself to student success is the primary mandate of the institution's mission. The QEP process is a measurable vehicle through which the College can continuously evaluate, refine and improve on that mission.

*CBC Smart Start* will be measurably augmented and evaluated for improved student success outcomes through three core components: a mandatory student orientation, dedicated faculty advising and an EDUC 1300 student success course – My Cougar Course. Data will be continuously evaluated by the QLT as reported, collected and analyzed by Institutional Effectiveness and Accreditation. This data will

be correlated, aggregated and disaggregated for curricular and protocol refinements on a semester by semester basis and the data will be available online and will be published for review annually.

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## CONVOCATION – SPRING 2012

Friday, February 10, 2012  
Gertrude R. Jones Auditorium  
Beeville Campus

8:30 a.m. – 9:00 a.m.	Breakfast Mixer Auditorium Foyer
9:00 a.m. – 9:15 a.m.	Welcome Dr. Jimmy Goodson, Interim President
9:15 a.m. – 10:00 a.m.	Employee Service Awards
10:00 a.m. – 11:00 a.m.	General Overview of SACS Reaccreditation Process (Dr. Patricia Candia, Velma Elizalde, Glynis Strause)
11:00 a.m. – 12:00 p.m.	Breakout Meetings <ul style="list-style-type: none"><li>• Faculty Senate</li><li>• Staff Association</li><li>• Others, TBD</li></ul>
12:00 p.m. – 1:00 p.m.	Lunch James R. Dougherty Student Union Building (SUB)
1:00 p.m. – 3:00 p.m.	The Quality Enhancement Plan and CBC: What's our Topic? (Velma Elizalde & Glynis Strause)
3:00 p.m. – 4:00 p.m.	Departmental Meetings – TBA Others, TBD

**Cougar Days Agenda**  
Thursday, July 25, 2013

## Morning Welcome Sessions

Time	Event	Location
8:00am – 9:00am	<b>Student Check In and Registration</b> Grab a welcome bag and enjoy a free continental breakfast while waiting for the fun to begin!	Peter S. Marecek Physical Fitness Center
9:00am-9:20am	<b>Welcome and Introductions</b> Meet our college president, Dr. Beatriz Espinoza and our Vice President of Student and Administrative Services, Velma Elizalde.	
9:20am	<b>Overview of Events</b> Wondering what today is all about? Get the 411 from Patricia Patel about today's activities.	

## Mid-Morning Information Sessions: Lindsey Hagen/Vanessa Adkins/Patricia Patel

9:25am-10:35am	<b>Scavenger Hunt</b> Tour our on-campus departments! Prizes for the winners!	Around campus								
	<table border="1"> <tbody> <tr> <td>Admissions</td> <td>Bookstore</td> </tr> <tr> <td>Financial Aid</td> <td>Dormitories</td> </tr> <tr> <td>Business Office</td> <td>Student Success Center</td> </tr> <tr> <td>Library Services</td> <td>C and E Building</td> </tr> <tr> <td>Art Building</td> <td></td> </tr> </tbody> </table>		Admissions	Bookstore	Financial Aid	Dormitories	Business Office	Student Success Center	Library Services	C and E Building
Admissions	Bookstore									
Financial Aid	Dormitories									
Business Office	Student Success Center									
Library Services	C and E Building									
Art Building										

9:25am-10:35am	<b>Parent Activity:</b> Letters and Tours	Peter S. Marecek Physical Fitness Center
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10:35 – 10:45 Break

<b>Student Orientation</b>	<b>Lindsey Hagen</b>	Peter S. Marecek Physical Fitness Center
10:45 – 10:55	Fun Activity! Get to know your fellow Cougars!	
10:55 – 11:30	Student Services/Student Rights and Responsibilities – Lindsey Hagen and Patricia Patel	
11:30 – 11:45	Technology	

<b>Parent Session</b>	<b>Vanessa Adkins</b>	Gertrude R. Jones Auditorium
10:45 – 11:20	Support services and Parent Speaker	
11:20 – 11:30	Business Office and Financial Aid Q&A	
11:30 – 11:45	Housing and Student Life Q&A	

11:45 – 12:30	<b>Lunch!</b>	Peter S. Marecek Physical Fitness Center
---------------	---------------	--

12:30 – Until we're done!	<b>Advising and Registration Sessions</b> - Games and Dessert in room V-119 - Bacterial Meningitis uploads	R.W. Dirks Student Services Building
---------------------------	--	--------------------------------------

After Advising Sessions – Program concludes

## Coastal Bend College

CBC SMART START: Advising 101  
July 18, 2013



1

## Impetus: Student Success Opportunity: High Impact Institute

\* 2 ½-day, intensive, hands-on learning event for college teams as part of the Center's High-Impact Practices Initiative, which was funded by the Bill & Melinda Gates and Lumina Foundations

\* CBC Team: Dr. Espinoza, Noemi Aguilar, Velma Elizalde, Claire Fletcher, Mark Secord



2

## Alignment with Achieving the Dream

- \* Opportunity because we are an original Achieving the Dream (AtD) college
- \* Not just an AtD college but a Leader College
- \* Our Commitment to AtD: eliminate barriers to student success by reviewing data, implementing strategies to improve success, setting and evaluating measurable outcomes, and improving student success



3

## Institute Purpose

To engage college leadership teams in discussion and in an in-depth review of:

- \* institutional policies and practices,
- \* CBC student cohort and survey data, and
- \* what we think students need to succeed and what they say will help them succeed.



4

## Orientation

- \* Should be required;
- \* Should provide a tour, FA personal assistance, general professor evaluations, a student catalog, assistance with transfer credit plans, explanation of class prerequisites, and information on what to expect from professors; and
- \* Should provide opportunity to meet faculty, staff, and other students.



5

## Advising Plan

- \* Should be mandatory to have an advisor,
- \* Should have mandatory sit-down with a counselor,
- \* Should establish clear goals,
- \* Should define the progress being made, and
- \* Should **not** be rushed.



6

## Success Class/Services

- \* Should provide information on time management, setting goals, study skills, research skills, writing skills, and services of college; and
- \* Should provide opportunities like supplemental instruction.



7

## High Expectations/Student Engagement

- \* Want to be welcome
- \* Don't want runaround
- \* Ok to have lots of work but meaningful
- \* Want encouragement and expect more "good but you could do better"
- \* Want to be challenged academically.
- \* Want to be involved
- \* Do not want just another lecture or reading of a PowerPoint
- \* Make the class fun
- \* Have group discussions



8

## They want what! How do we do that?

- \* Orientation
- \* Advising Plan
- \* Faculty and Staff Training on Engagement and High Expectations
- \* Success Course/Support Services



9

## The Result

- \* The CBC team developed a short-term action plan based on what was learned. Students wanted mandatory orientation, advising, high expectations, and engagement, and a success course.
- \* The Plan was designed to support the College's continuing work toward accomplishment of a data-informed and evidence-based student success agenda.



10

## First Contact

- \* Students wanted to feel welcomed.
- How do we do that?
- Train staff on customer service
  - Provide better signage
  - Provide additional help desk opportunities
  - Evaluate the process



11

## Orientation

- Mandatory orientation
- Numerous options
- Definitive learning outcomes
- Key information
- Student resource book
- Invitations to faculty
- More student interaction
- Evaluation



12

## Advising Plan

- \* Mandatory advising
- \* Advising manual
- \* Advisor training
- \* Initial contact: Student Development staff
- \* Faculty role
- \* Documentation
- \* Monitoring
- \* Evaluation



13

## High Expectations and Student Engagement

### Trainings

- |                                |                   |
|--------------------------------|-------------------|
| * Advising 101                 | May 3, 2013       |
| * Student Development Training | June 13, 2013     |
| * Division Chair Training      | August 6, 2013    |
| * Customer Service Training    | August 23, 2013   |
| * Faculty Advising Training    | August 23, 2013   |
| * Convocation                  | September 6, 2013 |
| * Other                        | Ongoing           |

### Data Review



14

## Support Services and Student Success Course

- \* Supplemental Instruction,
- \* Referral services including tutoring, special needs, etc.
- \* Student Success Course



15

## CBC Smart Start

### QEP Connection and the First-year Experience

- \* Comprehensive
- \* Unified and focused
- \* Data-driven
- \* From initiative to practice



16

*"High-performing community colleges make student engagement inescapable."*

*Expected Outcome: Improved student engagement results in increased student success.*

Questions ?



17

The End of Swirling: Strong Transfer Advising & Advising 101  
 Texas A&M University – Corpus Christi, University Center  
 August 9, 2013  
 AGENDA

8:00 a.m. - 8:30 a.m.....	Registration and Breakfast, University Center 3 <sup>rd</sup> Floor Lobby
8:30 a.m. - 10:30 a.m.....	The End of Swirling: Strong Transfer Advising, Bayview Room 320
10:30 a.m. - 11:00 a.m.....	Break
11:00 a.m. - 12:30 p.m.....	The End of Swirling: Strong Transfer Advising, Bayview Room 320
12:30 p.m. - 12:45 p.m.....	Closing and Evaluation, Bayview Room 320
1:00 p.m. - 1:45 p.m.....	Lunch on your own
2:00 p.m. - 5:00 p.m.....	Advising 101, Swordfish Room 324

## OVERVIEW:

### Partnering for Transfer Advising

Explore issues surrounding the transfer “swirl” and how 2 and 4 year institutions can partner for student success.

### The Transfer Guide

Learn about Transfer Guides and how schools and students can use them effectively.

### Advising 101

Learn how to use CBC’s new faculty advising model effectively.





**Adjunct & Dual Credit Faculty Training**  
**August 19, 2013**  
**Coastal Bend College – Beeville**  
**Fred C. Latcham, Jr. Academic-Science Building, Room C-151**

### Agenda

1:00 – 2:00	Welcome	Heather Anderson, Title V Coordinator
	QEP Update	Twila Johnson, Dean of Academics
	Quarterly grades – How To & Why	Evelyn Cook, Programmer
2:00 – 3:15	Blackboard Training	Yolanda Abrigo, LMS Coordinator
3:15 – 3:30	Break	
3:30 – 5:00	Break-out Sessions	

	Division	Division Chair/Director	Room
	Social Sciences	Kelly Rea George "Eddie" Guidry	C-135
	Science/Fine Arts/Kinesiology	Ronika Williams	C-101
	Math/Communications	Paula Kenney-Wallace <i>(Kathy Cuyler)</i>	C-102 <i>(C-144)</i>
	Nursing/CNA/Radiology	Sharyl Peters	U-101

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## MEMORANDUM

DATE: August 13, 2013

TO: All CBC Faculty and Staff

FROM: Beatriz T. Espinoza, President 

RE: Fall 2013 QEP In-service and Training Activities

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Welcome back to those who have been off or away this summer. I hope you enjoyed yourself and had some time to relax and visit with family and friends. "Back to School" is a common theme all around us. School districts are gearing up to start the last two weeks of August. It is also time for us to regroup and get ready for Fall 2013. Our semester officially begins August 28<sup>th</sup>. I expect that we will see and get to interact with lots of anxious and excited students. I am looking forward to that myself.

As we prepare for that start, the instructional and student service staff has been working hard to prepare a great in-service and training program for all CBC employees. It is a two-day training with August 22<sup>nd</sup> dedicated to Customer Service, a theme you will hear throughout the year, for all employees. August 23<sup>rd</sup> will be specific to faculty training on our new CBC Smart Start, first year experience program and significant part of our focus for the Quality Enhancement Plan (QEP).

I am very much looking forward to seeing all of you on August 22<sup>nd</sup>.

Enclosures: Quality Enhancement Plan (QEP): Training Day, August 22, 2013  
CBC Smart Start Faculty Training Day, August 23, 2013 - **Faculty**



**Quality Enhancement Plan (QEP): Training Day**  
**August 22, 2013**  
**Gertrude R. Jones Auditorium**

*\*If there are any specific situations that you would like for our motivational speaker to cover concerning how to handle students, parents, co-workers, etc., please email your requests to [handerson@coastalbend.edu](mailto:handerson@coastalbend.edu). Thank you.*

8:00	Welcome/Agenda Review	Dr. Patti Candia QEP/Grants Director
8:05 – 9:15	SACS/QEP Update	Felipe Leal Director, Institutional Effectiveness and Accreditation  Dr. Patti Candia QEP/Grants Director
9:15	Introduction of Speaker	Heather Anderson Coordinator, Cooperative Title V “Celebrando Educación”
9:20 – 10:30	“5 Steps to Customer Service and How it Helps Retention” Sidney C. Hurlbert/Motivational Speaker	
10:30 – 10:45	BREAK	
10:45 – 12:00	“5 Steps to Customer Service and How it Helps Retention” cont. Sidney C. Hurlbert/Motivational Speaker	
12:00 – 1:15	Lunch	James R. Dougherty Student Center (SUB) (Provided by CBC Foundation)

**Track 1: Faculty****Track 2: All Others**

1:15-2:45	Advising: The Faculty Role in CBC’s Smart Start  Social Sciences—Rm. C-135 Science/Fine Arts/Nursing/Dental Hygiene/Radiology – Rm. C-101 Math and Communications—Rm. V-119 Human Services/Business Technology/ Professional, & Public Services/Industrial—Rm. E-116	“Keeping Your Battery Charged so You Don’t Burnout” - Sidney C. Hurlbert  Gertrude R. Jones Auditorium
2:45-3:00	Break	Break
3:00-5:00	Advising: the Faculty Role in CBC’s Smart Start  Same rooms as 1:15 – 2:45 session	“Practical Applications of the 5 Steps” - Sidney C. Hurlbert Gertrude R. Jones Auditorium

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## Sidney C. Hurlbert

Coastal Bend College's Cooperative Title V grant "Celebrando Educación" is proud to present Sid Hurlbert. **Sid, who gave his first presentation on February 8th, 1970 at the age of 18,** combines his powerful message, humor, and insight with an entertaining twist, creating a dynamic learning experience. His 5 "STEPS" method transforms habits to provide an unsinkable foundation for managing people and situations in today's stressful world. By applying Sid's 5 "STEPS" at work and home, many have become remarkably savvy, resilient, and positive in dealing with customers, co-workers, and even family members!

Sid lectures throughout the United States and Canada to a wide variety of professional, corporate, academic, and civic groups. Some of his clients include the U.S. Department of Health and Human Services, Cornell University, the U.S. Army, Corning, Inc., the American Red Cross, and Kodak. Sid is a published author and humorist. Some of his seminars include "What to Say & How to Say It," "The Keys to Keeping Customers and Employees Coming Back," and "Telephone Techniques and Face-to-Face Communication Skills." Sid has published several books and written many articles on communication skills. Sid's new book, written with Francis M. Murphy, is entitled *It's About the People, Stupid: A Customer Service Manual for Self-Defense*.

See you on Training Day where you'll **LAUGH, LEARN** and get results that **LAST!**





**Fall 2013 Convocation**  
**September 6, 2013**  
**Gertrude R. Jones Auditorium**

8:00 - 9:00	Welcome Address  Introduction of New Employees  Department Restructuring	Dr. Beatriz Espinoza, <i>President</i>  Denice Hadwin, <i>Director of Human Resources</i>  Pete Trevino, <i>Dean of Student Services</i>
9:00 - 10:15	Introduction of Guest Speaker  Keynote Address*	Dr. Twila Johnson, <i>Dean of Academic Services</i>  Dr. Vincent Tinto <i>Distinguished University Professor Emeritus</i> <i>Syracuse University</i> (Biography attached.)
10:15 - 10:30	Foundation Capital Campaign Internal Giving	Patricia Patel, <i>Executive Director of</i> <i>Coastal Bend College Foundation</i>

*Please be sure to allow sufficient time to get to your sessions, as we will begin as scheduled.*

10:30 - 10:45	<b>Track I: Faculty/Administration</b> All sessions: Gertrude R. Jones Auditorium unless otherwise noted.  Who should attend: ✓ Celebrando Educación Advisors ✓ Faculty ✓ Project Oasis/Stem Advisors ✓ Student Development Advisors ✓ TRIO Advisors	<b>Track II: Staff/Administration</b> All sessions: Peter S. Marecek Physical Fitness Center unless otherwise noted.  Who should attend: ✓ Physical Plant employees ✓ Clerical Staff ✓ Professional Employees (not Advisors)
10:45 - 12:00	<b>"Student Engagement"</b> *  Dr. Vincent Tinto	<b>"Self-Care and Preventing Professional Burnout"</b> *  Dr. Jodie Elder - <i>Licensed Professional Counselor and Licensed Marriage and Family Therapist</i> (Biography attached.)
12:00 - 1:00	Lunch  <i>James R. Dougherty Student Center</i>	Lunch  <i>James R. Dougherty Student Center</i>
1:15 - 2:15	<b>"Student Retention"</b> *	<b>"Everything's changing! How to survive when your world's turned upside down."</b> *

Learning Innovation Excellence Leadership Diversity Respect Service Integrity Collaboration Communication

**At all times, in all ways, the student is at the heart of all we do.**

	Dr. Vincent Tinto	Dr. Jodie Elder - <i>Licensed Professional Counselor and Licensed Marriage and Family Therapist</i> (Biography attached.)
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2:15 - 2:30 Break

2:30 - 3:45 Department Meetings (*locations as announced by departments*)

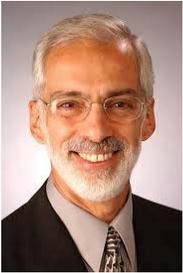
QEP Committee Meets with Dr. Tinto (*R.W. Dirks Student Services Building, Room 119*)

4:00 - 5:00 Faculty Senate Meeting (*Gertrude R. Jones Auditorium*)

Staff Association Meeting (*R.W. Dirks Student Services Building, Room 119*)

***\* Please be sure to sign-in for these sessions as they qualify towards the required 12 hours of professional development.***

## Guest Speaker Biographies



**Dr. Vincent Tinto** is a Distinguished University Professor Emeritus at Syracuse University and the former Chair of the Higher Education Program. He has carried out research and has written extensively on higher education, particularly on student success and the impact of learning communities on student growth and attainment. His book, *Leaving College*, published by the University of Chicago Press, lays out a theory and policy perspective on student success that is considered the benchmark by which work on these issues are judged. His most recent book, *Completing College*, also published by The University of Chicago Press, lays out a framework for institutional action for student success, describes the range of programs that have been effective in enhancing student success, and the types of policies institutions should follow to successfully implement programs in ways that endure and scale-up over time.

He has received numerous recognitions and awards. He was awarded the Council of Educational Opportunity Walter O. Mason 2012 Award for his work on the retention of low-income students, the Council of Independent Colleges 2008 Academic Leadership Award, the National Institute for Staff Development International 2008 Leadership Award and was named Distinguished Fellow in the Council of Learning Assistance and Developmental Education Associations. He has some 50 notable publications, including books, research reports, and journal articles, to his credit and has lectured across the United States, South America, Europe, the Middle East, New Zealand, Australia and South Africa. From 1990 to 1996 he was associate director of the National Center for Teaching, Learning, and Assessment.

Dr. Tinto received his B.S. from Fordham in Physics and Philosophy, his M.S. from Rensselaer Polytechnic Institute in Physics and Mathematics, and his Ph.D. from the University of Chicago in Education and Sociology.



**Dr. Jodie Elder** earned a Doctoral Degree in Counselor Education and Supervision from Texas A&M University-Commerce. She is a Licensed Professional Counselor (LPC) and Licensed Marriage and Family Therapist (LMFT). She is also a Board Approved LPC Supervisor. Jodie resides in Beeville, Texas where she maintains a part-time private practice and works as a Mental Health Consultant to Coastal Bend College. She has worked in the mental health field for over 15 years and counsels with children, adolescents, adults, couples, and families.



### Coastal Bend College Advising Model Overview

The Coastal Bend College Advising Model and Manual is designed to incorporate student services and academic/workforce entities to create a seamless transition from student development to academic/workforce advising with student success in the forefront. The model will introduce two new types of advising: one conducted by the Student Development Advisor and the other conducted by the Academic/Workforce Faculty Advisor. The following are terms and key words used:

#### Advising Model Flow Chart

A chart that illustrates a student's pathway to success from Student Development Pre-Advising, admission requirements, selecting major, solidifying educational goals, Academic/Workforce Advising, utilizing student success services, on to attaining an associate's degree and/or a certificate. Table 1 is an illustration of the Advising Model Flow Chart.

#### Student Development Advisor (SDA)

The Student Development Advisor (SDA) is located at the Student Development Center at each Coastal Bend College site. SDA's will be a prospective student's first contact with an advisor. The roles of the Student Development Advisor will be outlined in the next section of the manual.

#### Student Development Pre-Advising Plan Form

In the initial meeting, the SDA will complete the Student Development Pre-Advising Form (Appendix A) with the prospective student. The Student Development Pre-Advising Form is a multifaceted advising form that encompasses admissions, educational goal, testing requirements, college policies, financial aid, student success support services, and selecting a major. The SDA is responsible for ensuring that the majority of the admissions process and financial aid application/process have been completed. Once a student has selected a major the SDA will transition the student to their Academic/Workforce Faculty Advisor. The student will be provided with a copy of the Student Development Pre-Advising Form with their Academic/Workforce Faculty Advisor contact information which will include name, room number, phone number, and email address.

#### Academic/Workforce Faculty Advisor

The Academic/Workforce Faculty Advisors are advisors specific to departmental programs of study and workforce programs. A complete listing of Academic/Workforce Faculty Advisors with corresponding majors and programs is available on (Appendix G). Once a student has been assigned an Academic /Workforce Faculty Advisor, they will work in collaboration until the student obtains a degree and/or certificate or if the student should change majors.

#### Academic/Vocational Faculty Advisor Cooperative Educational Plan

At their initial meeting the Faculty Advisor and student will establish an Academic/Vocational Faculty Advisor Cooperative Educational Plan (Appendix B). While completing the Academic/Vocational Faculty Advisor Cooperative Educational Plan, the Faculty Advisor will finalize admission and financial aid requirements,



Coastal Bend College



devise course schedule with GPA course projections and construct a Pro-Active Success Plan (PASP). The Academic/Vocational Faculty Advisor Cooperative Educational Plan is an ongoing plan of action that will include a Mid-Semester Follow-up (Appendix C) and Final Assessment (Appendix D) with recommendations for student success.

The process begins with the Student Development Advisor's (SDA) initial meeting with the prospective student to review admissions policies and procedures, educational goals, testing/TSI requirements, financial aid, and special needs.

The SDA will complete a Student Development Pre-Advising Form which will ensure the student is free of holds, has complied with testing requirements, meningitis vaccine, etc., and also provides basic information on the student (name, CBC ID #, declared major, TSI scores, etc.). The Student Development Pre-Advising Form will serve as a checklist and direct the role of the SDA. The roles of the SDA are clarified below:

#### **The Role of the Student Development Advisors**

1. Initial meeting with perspective students
2. Complete Student Development Pre-Advising Plan Form
3. Verify admission status
4. Interpret Test Placement Scores
5. Verify financial Aid/Payment Options
6. Explain college policies
7. Explore career paths Academic/Workforce
8. Final Degree Plan
9. Pre-advising
10. Educate students of student success support services
11. Assign Academic or Workforce Advisor

Once this process is complete, the Student Development Advisor will sign the form to verify the information is true and correct. All processes on the Student Development Pre-Advising form may not be fully completed; however, it will not hinder the student's progress. At this point, the Student Development Advisor will assign a Faculty Advisor.

After a thorough pre-registration meeting with a SDA, the student selects a major and is issued a degree plan. The student will now be assigned and introduced to a faculty advisor. Contingent to the student's selection of major and degree, the faculty advisors could be in academics or workforce.

The faculty advisor will assure that all admissions, financial aid, testing, and college policies and any other processes that were not completed with the SDA are reviewed and completed. The faculty advisor and student will discuss major, course of study, and length of program. The Faculty Advisor will educate the student on resources available through the Student Development Center that may assist with student success



Coastal Bend College



(peer tutoring, library services, computer services, study socials, TRIO services, etc.). The Faculty Advisor will review policies regarding repeating courses (Three-Peat Rule), dropping courses (Six Course Drop Rule), and maximum hours allowed in excess of minimum degree hours (Enrollment Cap). All the above information is outlined in the student's Academic/Workforce Cooperative Educational Plan. The Faculty Advisor has many functions, the major roles of Academic/Workforce Faculty Advisors are clarified below:

#### **The Role of the Academic/Workforce Faculty Advisor**

1. Assist in finalizing admission requirements
2. Clarify educational goals
3. Explain and complete a sign degree plan
4. Establish a projected graduation date
5. Evaluate TSI requirements
6. Review for transfer credit
7. Explain mandatory CBC educational requirements (orientation/cougar success course)
8. Develop a meaningful Cooperative Educational Plan
9. Collaborate, identify, and develop a plan to address barriers to success
10. Case management style advising
11. Utilize Student Success Support Services
12. Refer to financial aid and admission for policy and procedure (Add/drop courses)
13. Encourage student course evaluation and course selection

Each one of these functions leads up to course evaluation and course selection based on the degree plan. The Faculty Advisor will explain mandatory educational obligations such as college orientation, college success course, a signed degree plan, and projected graduation date. The Faculty Advisor will review and provide every student with a signed degree plan to ensure each student is aware of their educational undertaking and semester-by-semester road map. The projected graduation date will link the degree plan to all goals and objectives, as well as give students gratification for attainment of mile-stones within semester achievements, course completions, or yearly accomplishments.

Learning Innovation Excellence Leadership Diversity Respect Service Integrity Collaboration Communication

**At all times, in all ways, the student is at the heart of all we do.**

# Advising Model Flowchart

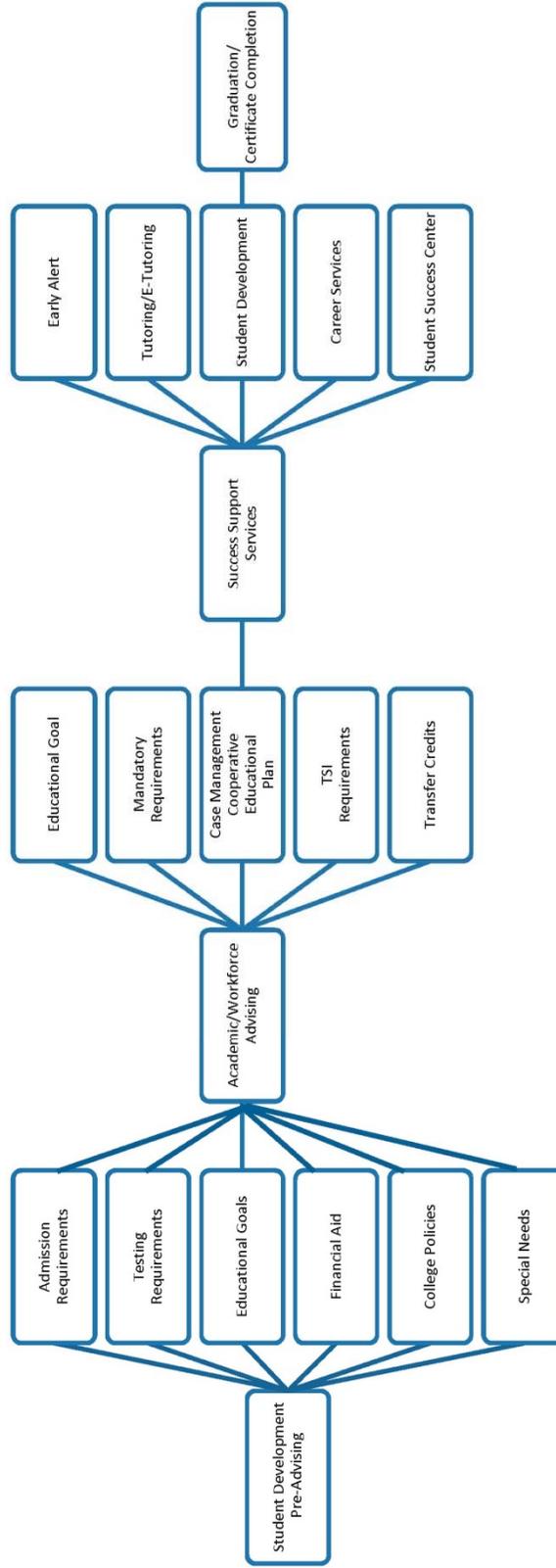


Table 1

# VISION 2020

Coastal Bend College  
Keeping Student Success In Sight



Beeville

Alice

Kingsville

Pleasanton

## Strategic **Goals**

- Goal 1.** Coastal Bend College will offer a quality educational experience for all students.
- Goal 2.** Coastal Bend College will provide comprehensive student services to increase overall student success.
- Goal 3.** Coastal Bend College will engage students and staff in support of our communities.
- Goal 4.** Coastal Bend College will effectively and efficiently use resources to benefit our students.



Beeville

Alice

Kingsville

Pleasanton

**MISSION**

Coastal Bend College is a comprehensive, public community college serving a diverse South Texas area. It is a student-centered institution committed to the highest integrity and to the development of an educational culture that supports creativity, encourages professional development, and promotes excellence in all areas.

**VISION**

Coastal Bend College is a leader in providing quality education for life-long learning by dedicating its resources to promoting a learning-centered environment that empowers its students to attain their highest potential and become responsible members of the global community.

**CORE VALUES**

- Learning
- Innovation
- Excellence
- Leadership
- Diversity
- Respect
- Service
- Integrity
- Collaboration
- Communication



1.866.722.2838

1.361.358.2838

Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age, or disability.

CBC SMART START |

***Coastal Bend College***  
**Advising 101**  
**The Peter S. Marecek Physical Fitness Center**  
**May 3, 2013**  
**Agenda**

<b>9:00</b>	<b>Welcome/Presentation of Faculty of the Year</b>
<b>9:05-9:20</b>	<b>Survey</b>
<b>9:30-10:30</b>	<b>Smart Start Video and Presentation</b>
<b>10:30-10:45</b>	<b>Overview of Fall Advising Plans</b>
<b>10:45-11:00</b>	<b>Break</b>
<b>11:00-12:00</b>	<b>Advising Manual Overview</b>
<b>12:00- 12:15</b>	<b>Building on Strength CBC Foundation</b>
<b>12:15-12:50</b>	<b>Lunch</b>
<b>1:00-4:50</b>	<b>Presentations</b>

	<b>1:00-2:50</b>	<b>3:00-4:50</b>
<b>Group 1</b>	<b>Degree Audit/ Campus Connect/TSI Requirements</b>  <b>Presenters: Brenda Gaskins, Janell Belcher, Evelyn Cook, Pete Trevino, and Irma Cantu</b>  <b>George F. Elam Building – E151</b>	<b>Zogotech</b>  <b>Presenter Heather Anderson</b>  <b>R.W. Dirks Student Services V-119</b>
<b>Group 2</b>	<b>Zogotech</b>  <b>Presenter Heather Anderson</b>  <b>R.W. Dirks Student Services V-119</b>	<b>Degree Audit/ Campus Connect/TSI Requirements</b>  <b>Presenters: Brenda Gaskins, Janell Belcher, Evelyn Cook, Pete Trevino, and Irma Cantu</b>  <b>George F. Elam Building – E151</b>

4:50-5:00

**Evaluations completed at last session**  
**CBC SMART START |**

**SENSE Special-Focus Module – Student Success Courses**

Please mark your responses on the survey and not on this sheet.  
Answer only questions that apply to you.

1. During my first academic term at this college, I enrolled in a Student Success Course (such as a Student Development, Freshman Seminar, Extended Orientation, Study Skills, Student Life Skills, or Student Success Course).
  - a. Yes
  - b. No
  - c. Don't recall
  
2. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me develop skills to become a better student.
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
3. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to feel more connected to the college.
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
4. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course should be mandatory for all new students.
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
5. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to improve my study skills (listening, note-taking, highlighting readings, working with others, etc.).
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
6. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to understand my academic strengths and weaknesses.
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree

7. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to develop a written plan for how and when I can achieve my academic goals.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
8. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to improve my test-taking ability.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
9. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to improve my time management skills.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
10. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to develop my skills and strategies for reading textbooks and other materials.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
11. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to learn about college policies and deadlines that affect me.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
12. If you enrolled in a student success course, please indicate the extent to which you agree with the following statement: This course helped me to learn about college services that are available to help students succeed in their studies.
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

**SENSE Special-Focus Module – Academic Advising and Planning**

Please mark your responses on the survey and not on this sheet.  
Answer only questions that apply to you.

1. **A college staff member spent enough time with me to help me understand the process of enrolling in and attending this college.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
2. **A college staff member clearly explained how my placement test scores were used to determine if I was ready for college-level courses or needed to take courses to help me become college ready.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
3. **A college staff member helped me to design a course sequence that showed how long it would take to attain my educational goals.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
4. **A college staff member clearly explained core courses and other requirements for completing a certificate/degree, or for transferring to another college/university.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
5. **A college staff member talked with me about the importance of completing a certificate or degree.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
  
6. **A college staff member clearly explained to me where to find help if I were considering dropping out of or withdrawing from college.**
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree

7. **A college staff member clearly explained consequences of receiving poor grades (academic probation, potential loss of financial assistance or scholarships, etc.).**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
8. **I participated/am currently participating in academic advising and planning as part of one of my courses.**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
9. **A college staff member helped me to understand approximately how many hours outside of class (per week) I need to spend preparing and studying for each course I am taking.**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
10. **A college staff member helped me to understand whether my selected major or career is in a high-demand occupation/field (a field in which numerous jobs are expected to be available).**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
11. **A college staff member helped me to understand how much money I am likely to earn through a job in my selected major/career field.**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
12. **A college staff member helped me to understand where (geographic location) I am likely to find employment in my selected major/career field.**
- Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

## Student Development Pre-Advising Form

"YOUR FUTURE BEGINS HERE AND NOW"

### Mission:

"Create a cooperative effort  
between a student and advisor  
that establishes an on-going  
partnership focused on a well-  
defined plan of student success  
leading to associate degrees or  
certificates"



Pre-Advising Plan for: _____	
Student ID #: _____ Fall ___ Spring ___ Sum ___	
Phone #: _____	
<b>Admissions:</b> <input type="checkbox"/> Apply Texas <input type="checkbox"/> Bacterial Meningitis <input type="checkbox"/> Submit Transcript HS/College <input type="checkbox"/> Transcript Evaluation <input type="checkbox"/> Cougar Card <input type="checkbox"/> Parking Sticker <input type="checkbox"/> Housing <input type="checkbox"/> Other: _____	<b>Educational Goal:</b> <input type="checkbox"/> Level I Certificate <input type="checkbox"/> Level II Certificate <input type="checkbox"/> A.A.S. Degree <input type="checkbox"/> A.A. Degree <input type="checkbox"/> A.S. Degree <input type="checkbox"/> Transfer <input type="checkbox"/> Other: _____
<b>TSI Requirements:</b> <b>TSI Assessment: R: _____ MC: _____ W: _____ M: _____</b> TAKS: ELA _____ Writing _____ Math _____ (5years) ACT: COMP _____ Engl _____ Math _____ SAT: COMP _____ Verbal _____ Math _____ STAAR: ENGL III _____ ALGB II _____	
<b>College Polices:</b> <input type="checkbox"/> Registration Holds <input type="checkbox"/> ADD/DROP <input type="checkbox"/> Probation/Suspension <input type="checkbox"/> Three (3)-Peat Rule <input type="checkbox"/> Six (6) Drop Rule <input type="checkbox"/> Excess Hours (30 Hours – 2006) (45 Hours- 1999) <input type="checkbox"/> Student Rights/Responsibilities	<b>Student Success Support Services:</b> <input type="checkbox"/> Tutoring <input type="checkbox"/> E-Tutoring <input type="checkbox"/> Early-Alert <input type="checkbox"/> Career Counseling <input type="checkbox"/> Special Needs <input type="checkbox"/> Clubs and Organizations <input type="checkbox"/> Student Success Centers
<b>Financial Aid:</b> <input type="checkbox"/> Complete FAFSA <input type="checkbox"/> Complete financial aid process <input type="checkbox"/> Received award letter <input type="checkbox"/> Loan Session <input type="checkbox"/> VA Benefits <input type="checkbox"/> Payment options <input type="checkbox"/> Pay full amount <input type="checkbox"/> Installment Plan	<b>Selected Major:</b> _____  Degree Plan Issued: <input type="checkbox"/> Yes <input type="checkbox"/> No  Undeclared: <input type="checkbox"/> Yes <input type="checkbox"/> No  Referred: _____
My Advisor is: _____ Phone#: _____ Room # _____ Email: _____	
Student signature: _____ Student Development Advisor: _____ Faculty Advisor: _____ Date: _____	



## First Semester Fall/Spring/Sum \_\_\_\_\_

Course Schedule:

Prefix, Course # and Title	Credits	GPA Projections	Mid-Semester	Final Grade
<b>TOTAL</b>				

Financial Review:

Estimated costs :	
Financial Aid Award:	
Books:	
Payment options:	
_____ Pay full amount	
_____ Installment Plan	
<b>Total Due:</b>	

Advisor's recommendations:

- 1.) Signed Degree Plan (Core)
- 2.) Career Advisor/Assessment
- 3.) \_\_\_\_\_
- 4.) \_\_\_\_\_

Mid-Semester Review Appointment:  
\_\_\_\_\_

Payment Due Date: \_\_\_\_\_

## Second Semester

Fall/Spring/Sum: \_\_\_\_\_

Course Schedule:

Prefix, Course # and Title	Credits	GPA Projections	Mid-Semester	Final Grade
<b>TOTAL</b>				

Financial Review:

Estimated costs :	
Books:	
VA Benefits:	
Payment options:	
_____ Pay full amount	
_____ Installment Plan	
<b>Total Due:</b>	

Advisor's recommendations:

- A) Career Advising/Assessment
- B) Transfer Services
- C) \_\_\_\_\_
- D) \_\_\_\_\_

Mid-Semester Review Appointment:  
\_\_\_\_\_

Payment Due Date: \_\_\_\_\_

### CBC Smart Start

Recommended Study time per week:

Semester HRS X 3 = Weekly Study Time  
Recommended weekly study time = \_\_\_\_\_

Plan to achieve GPA projections:

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

PASP Review Date: \_\_\_\_\_  
[Complete Mid Semester Follow-up:](#) \_\_\_\_\_

### CBC Smart Start

Recommended Success Support Services:

- ◇ Student Development
- ◇ Tutoring
- ◇ E-Tutoring
- ◇ Early-Alert
- ◇ Career Counseling
- ◇ Student Success Centers
- ◇ Other : \_\_\_\_\_

[Complete Final Assessment:](#) \_\_\_\_\_

#### **Commitment SIG**

Recommended Study time per week:

Semester HRS X 3 = Weekly Study Time  
Recommended weekly study time = \_\_\_\_\_

Plan to achieve GPA projections:

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

PASP Review Date: \_\_\_\_\_  
[Complete Mid-Semester Follow-up:](#) \_\_\_\_\_

Recommended Success Support Services:

- ◇ Student Development
- ◇ Tutoring
- ◇ E-Tutoring
- ◇ Early-Alert
- ◇ Career Counseling
- ◇ Student Success Centers
- ◇ Other : \_\_\_\_\_

[Complete Final Assessment:](#) \_\_\_\_\_

### Third Semester

Fall/Spring/Sum: \_\_\_\_\_  
 Course Schedule: \_\_\_\_\_

Prefix, Course # and Title	Credits	GPA Projections	Mid-Semester	Final Grade
<b>TOTAL</b>				

**Financial Review:**

Estimated costs :	
Books:	
VA Benefits:	
Payment options:	
_____ Pay full amount	
_____ Installment Plan	
<b>Total Due:</b>	

Payment Due Date: \_\_\_\_\_

**Advisor's recommendations:**

- A) Career Advising/Assessment
- B) Transfer Services
- C) \_\_\_\_\_
- D) \_\_\_\_\_

Mid-Semester Review Appointment: \_\_\_\_\_

### CBC Smart Start

Recommended Study time per week:

Semester HRS X 3 = Weekly Study Time  
 Recommended weekly study time = \_\_\_\_\_

Plan to achieve GPA projections:

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

PASP Review Date: \_\_\_\_\_

Complete Mid-Semester Follow-up: \_\_\_\_\_

Recommended Success Support Services:

- ◇ Student Development
- ◇ Tutoring
- ◇ E-Tutoring
- ◇ Early-Alert
- ◇ Career Counseling
- ◇ Student Success Centers
- ◇ Other : \_\_\_\_\_

Complete Final Assessment: \_\_\_\_\_

**Commitment SIG**

Recommended Study time per week:

Semester HRS X 3 = Weekly Study Time  
 Recommended weekly study time = \_\_\_\_\_

Plan to achieve GPA projections:

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

PASP Review Date: \_\_\_\_\_

Complete Mid-Semester Follow-up: \_\_\_\_\_

Recommended Success Support Services:

- ◇ Student Development
- ◇ Tutoring
- ◇ E-Tutoring
- ◇ Early-Alert
- ◇ Career Counseling
- ◇ Student Success Centers
- ◇ Other : \_\_\_\_\_

Complete Final Assessment: \_\_\_\_\_

**Commitment SIG**

### Fourth Semester

Fall/Spring/Sum: \_\_\_\_\_  
 Course Schedule: \_\_\_\_\_

Prefix, Course # and Title	Credits	GPA Projections	Mid-Semester	Final Grade
<b>TOTAL</b>				

**Financial Review:**

Estimated costs :	
Books:	
VA Benefits:	
Payment options:	
_____ Pay full amount	
_____ Installment Plan	
<b>Total Due:</b>	

Payment Due Date: \_\_\_\_\_

**Advisor's recommendations:**

- A) Career Advising Follow-up
- B) Review for Graduation/Application
- C) Plan of action – if not ready to grad.
- D) Financial Aid Exit-Loan Counseling
- E) Transfer Planning
- F) \_\_\_\_\_

# 2020 VISION

The year '2020' is rendered in a large, bold, sans-serif font. The first '2' is teal, the first '0' is green, the second '2' is yellow-green, and the final '0' is yellow. Inside the final '0', there are two blue silhouettes of a woman and a man standing side-by-side. The word 'VISION' is written in a dark blue, serif font, overlapping the bottom of the final '0'.

Keeping Student Success In Sight