

Coastal Bend College Student Success Plan

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

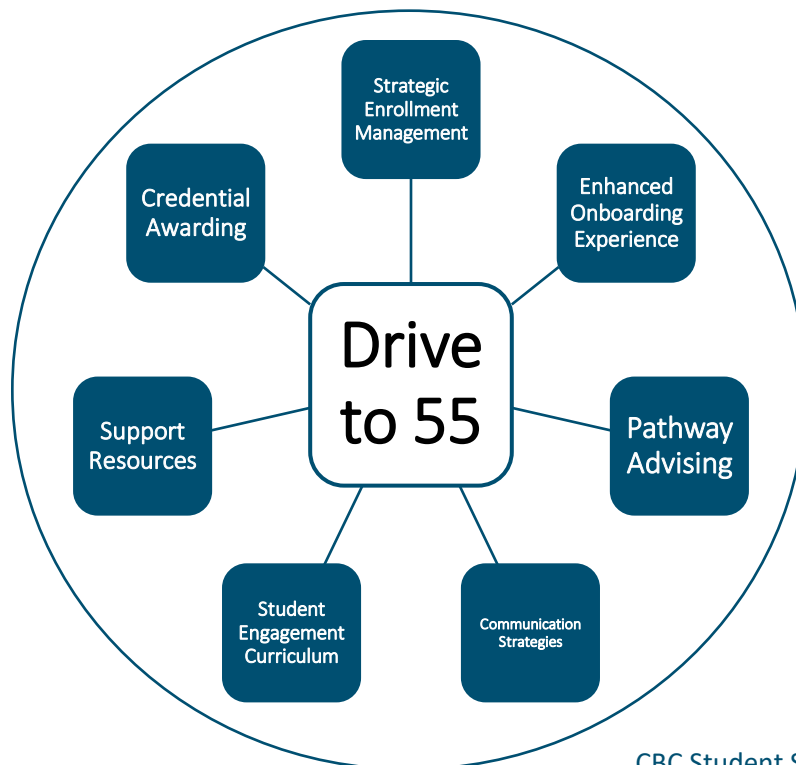
Put the Student at the Center of Everything

Realign Departments, Teams, and Processes with the Student Lifecycle

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

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

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



1. Implementation of a Strategic Enrollment Management Plan

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

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

Achieving the Dream advocates for a holistic approach to enrollment management that goes beyond traditional recruitment. Their recommendations call on institutions to use data analytics to identify and address barriers and to tailor strategies that integrate recruitment, retention, and student support. By fostering cross-departmental collaboration and leveraging technology (like CRM systems and early alert tools), colleges can deliver personalized outreach and proactive interventions that align with both the institution's mission and local workforce needs. Ultimately, this comprehensive approach is designed to not only boost enrollment numbers but also improve student persistence and graduation rates, ensuring that every student has the resources and support needed to succeed. Coastal Bend College will implement these recommendations using Element451 as the application for admission so there is a seamless transition for students from admission through onboarding.

Alignment:

- **Pathways Pillar 1:** Mapping Pathways to Student End Goals
- **Achieving the Dream Capacity:** Leadership & Vision

Key Performance Indicator(s):

- **CRM Application Adoption:** By the end of the 2025-2026 academic year, all CBC students will apply for admission through Element451.

- **Strategic Enrollment Management Targets:** By Fall 2025, the yield targets for all academic programs will be established by the Strategic Enrollment Management Committee.

2. Enhanced Onboarding Experience

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

- ❖ Utilization of the Blackboard LMS to deliver orientation as a course with modules that include engaging content with specific learning objectives that contribute to the students' knowledge of resources offered, appropriate policies and procedures, conduct and safety protocols, etc. By using the LMS, students are oriented to Blackboard while simultaneously receiving resources for their transition to the new learning environment.
- ❖ Re-investment of Cougar Days so the in-person experience becomes an engaging opportunity for students to receive information that is appropriate and scaled correctly for the moment in time that it is delivered. The college will use a livestream option so students unable to visit campus can still participate. *These events can be recorded and uploaded onto our websites for students to access throughout their educational experience.*
- ❖ A Welcome Week experience that includes virtual offerings to help students become more connected to the college community.

Alignment:

- **Pathways Pillar 2:** Helping Students Choose and Enter a Pathway
- **Achieving the Dream Capacity:** Teaching & Learning

Key Performance Indicator(s):

- **Orientation Completion Rate:** Percentage of new students completing the enhanced orientation program. Baseline will be established in AY 25-26 and increase rates will be established soon after.
- **Education Plan Adoption Rate:** Percentage of students with a personalized education plan by the end of their first semester. Baseline will be established in AY 25-26 and increase rates will be established soon after.

3. Meta-major and Faculty-assisted Advising

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

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

Alignment:

- **Pathways Pillar 3:** Keeping Students on Path
- **Achieving the Dream Capacity:** Advising

Key Performance Indicator(s):

- **Self-efficacy Feedback:** Student self-efficacy will be measured through a pre/post assessment during the first year experience of traditional students who use academic success coaching. 2025-2026 will establish the baseline for student self-efficacy and, after analyzing student feedback and making improvements, student self-efficacy will improve 5% above baseline and 5% each year thereafter.
- **Faculty Advisor Assignment Rate:** By fall 2026, all traditional students in academic majors will be assigned a faculty advisor.
- **Individualized Success Plan Development Rate:** The number of traditional students on an Individual Success Plan (ISP) will be measured in the fall 2025 entering cohort. The number

will increase by 10% above baseline the next year, and 10% above the proceeding cohort thereafter.

4. Narrowly Tailored and Intentional Communication Campaigns

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

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

Alignment:

- **Pathways Pillar 3:** Keeping Students on Path
- **Achieving the Dream Capacity:** Data & Technology

Key Performance Indicator(s):

- **Engagement Metrics:** Open and response rates for targeted communications. Baseline will be established in AY 25-26 and increase rates will be established soon after.
- **Satisfaction Surveys:** Student satisfaction levels with institutional communications. Baseline will be established in AY 25-26 and increase rates will be established soon after.

5. Deployment of Student and Residential Engagement Curricula

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

- ❖ Measurable and specific learning outcomes that clearly define and articulate what students should know, understand, or be able to do because of their co-curricular and/or on campus living experiences.
- ❖ Plans for holistic student development that integrate activities that address student development in the intellectual, social, emotional, and physical dimensions.
- ❖ Well defined plans for frequent and consistent assessment and evaluation. The data we collect will include more than student satisfaction surveys and will demonstrate the influence of engagement on student success at Coastal Bend College.
- ❖ The curricula will be collaborative and partner with key stakeholders both on campus and in the communities we serve.
- ❖ When appropriate, the curricula will implement High Impact Practices that are proven to increase the retention of new knowledge and positively influence persistence and graduation.
- ❖ Through their participation in these curricula, students will have opportunities to learn and grow as leaders through intentionally designed leadership development experiences.
- ❖ The curricula will utilize technology to provide virtual experiences that engage online learners who may not have the capability of visiting one of the CBC physical campuses.
- ❖ The curricula will be designed with the intent to build learning communities that promote the exploration of the collegiate experience in a collaborative, peer connection building approach. Additionally, they will include opportunities for students to engage in civic engagement and service that will enhance the College's town-gown relationships while promoting social responsibility and citizenship amongst our student body.
- ❖ The curricula will be mapped to visually represent when and how activities will be planned and delivered at appropriate milestones of the student journey and the map will include when content is introduced, reinforced, practiced, and assessed.
- ❖ The health and wellness of our students will be enhanced through the delivery of the curricula and a plan for mitigating risk through a risk management protocol will be established to ensure we are accounting for foreseeable risks associated with planned activities and experiences.
- ❖ All activities and components of the engagement plan will be delivered in compliance with Texas and federal laws regarding accessibility (e.g., ADA, ADAA, Section 508, Title IX, etc.) and any diversity or equity initiatives will be implemented in a manner that meets current state-mandated standards of neutrality.

Alignment:

- **Pathways Pillar 4:** Ensuring Students Are Learning
- **Achieving the Dream Capacity:** Teaching & Learning

Key Performance Indicator(s):

- **Co-Curricular Participation Rate:** Percentage of students participating in co-curricular activities annually as measured by attendance at conducted activities (both in-person and virtually). Baseline will be established in AY 25-26 and increase rates will be established soon after.

6. Creation and Integration of Enhanced Support Services

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

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

Alignment:

- **Pathways Pillar 3:** Keeping Students on Path
- **Achieving the Dream Capacity:** Student Supports

Key Performance Indicator(s):

- **Utilization Rates:** Percentage of students accessing support services each semester. Baseline will be established in AY 24-25 and increase rates will be established soon after.
- **Persistence Rates:** Semester-to-semester persistence comparison for first time in college (FTIC) students utilizing support services versus those who do not. Baseline will be established in AY 24-25 and increase rates will be established soon after.
- **Retention Rates:** Year-over-year retention comparison of students utilizing support services versus those who do not. Baseline will be established in AY 24-25 and increase rates will be established soon after.

7. Reverse Transfer and Credential Awarding

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

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

Alignment:

- **Pathways Pillar 1:** Mapping Pathways to Student End Goals
- **Achieving the Dream Capacity:** Policy & Practice

Key Performance Indicator(s):

- **Reverse Transfer Degrees Awarded:** Number of degrees conferred through reverse transfer annually. Baseline will be established in AY 25-26 and increase rates will be established soon after.
- **Partnership Agreements Established:** Number of formal agreements with four-year institutions for reverse transfer. Baseline will be established in AY 25-26 and increase rates will be established soon after.