



Panola College

## Talent Strong Texas Pathways Institute #3

# Transitioning Learners with a Focus on Early Success

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Temple College

# LEARNING FRAMEWORKS: ENHANCING THE FIRST-YEAR EXPERIENCE THROUGH INTEGRATED CAREER EXPLORATION

Dr. David Byrd, Vice President of Student Success and Engagement

Mark Secord, Dean of Transfer and General Education

Christi Morgan, Dean of Academic Support

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# Coastal Bend College

## “Success Happens Here”

- Comprehensive public community college with an expansive service area that encompasses 9,000 square miles.
- Established in 1965 as Bee County College, 1998 name change to Coastal Bend College to reflect the extension of the College’s service area.
- Annual enrollment of over 4,500 students, 74% of whom are minority, across its four locations in the cities of Alice, Beeville, Kingsville, and Pleasanton, Texas.
- Remote learning programs of study that serve over 4,000 online students annually.



Service Area Map



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**In today's  
presentation,  
we will  
discuss:**



**The Need for an Integrated Learning Frameworks Course that meets the needs of diverse student types.**




**Core Components of the Learning Framework Course**



**Collaboration for Continuous Improvement**



**Lessons Learned and Next Steps**



**THE NEED FOR AN  
INTEGRATED LEARNING  
FRAMEWORKS COURSE THAT  
MEETS THE NEEDS OF DIVERSE  
STUDENT TYPES.**

# Coastal Bend College Students Fall 2022 Snapshot

- 78% Hispanic
- 74% are in academic programs and 26% are in career and technical programs
- 58% of students are dual credit
- 83% of traditional students are underprepared in one or more subject
- 73 SCH average to completion
- Insert course modalities



# Addressing the challenges of first-year students in Learning Frameworks

## Identifying the Challenge

- First-year students at CBC face challenges of preparedness, transition to the college landscape, digital literacy, and planning academic and career pathways.

## Foundation of the Learning Framework Course

- Coastal Bend College recognizes these challenges and integrated the Learning Framework course into all credential programs. The Learning Frameworks course is designed specifically to CBC and aims to address a variety of challenges and problems that students face in their academic and personal lives, focusing on developing effective learning strategies, critical thinking skills, and a growth mindset.



# Key Areas of Focus in CBC's Learning Frameworks Course

- Learning Strategies
- Time Management
- Critical Thinking & Problem Solving
- Research & Information Literacy
- Adaptability & Resilience
- Goal Setting, Prioritizing, and Motivation
- Support Services
- Effective Communication Skills
- Self-Regulated Learning
- Growth Mindset
- Digital Literacy
- Career Exploration
- Pathways Planning
- Financial Literacy



**SUCCESS HAPPENS  
HERE!**

- **Pathways Planning**
- **Career Exploration**
- **Meta-major Advising**
- **Support Services**







# Pathways Planning

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STUDENTS LEARN ABOUT ACADEMIC, CAREER, AND  
TRANSFER PATHWAYS

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STUDENTS LEARN TO CALCULATE THEIR GPA, AND WHY GPA  
IS IMPORTANT

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STUDENTS LEARN HOW TO FIND UNIVERSITY DEGREE PLANS

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STUDENTS ARE GUIDED THROUGH THE TRANSFER PROCESS

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STUDENTS ARE INTRODUCED TO ACADEMIC AND SUCCESS  
SERVICES AT THE COLLEGE

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STUDENTS LEARN ABOUT THE PATHWAYS THAT LEAD TO HIGH  
EARNING OCCUPATIONS

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\*STUDENTS MEET WITH THEIR SUCCESS COACH TO FILL OUT  
THEIR PERSONALIZED PATHWAYS PLAN AND SUBMIT AS AN  
ASSIGNMENT.

# Career Exploration



-Students learn how to distinguish between a job and a career



-Students learn the importance of reflection and self-identity in choosing a career path



-Students learn useful tips in selecting a career path and identify strategies for effective career planning



-Students learn about what skills employers seek



-Students select a career of interest and research competitive wages (this is later aligned with the financial literacy and budgeting lesson)



-Students learn about effective networking strategies



\*Students submit their career exploration assignment



\*Students create a resume and participate in a mock interview

# Meta-Major Advising and Success Coaches

**Students are introduced to success coaches and meta-major advising**

- Dual Credit
  - Early College High School
  - P-Tech
  - High School Partnerships "A la Carte"
- Transfer and General Education
- Athletics & International
- Career and Technical Education
  - Human Culture & Education
  - Public & Professional Service
  - Industrial Technology
- Nursing & Allied Health
  - Radiology
  - Nursing
  - Medical Coding
  - Dental Hygiene

# Support Services



Students learn about the different expectations of high school, college, and workforce



Students learn about mental health and mental health resources



Students learn about eustress and distress and are introduced to strategies and support services available at the college and within the community



Students are introduced to Tutoring options



Students are introduced to Support Services



Students learn about Growth Mindset and Self-Efficacy



# COLLABORATION FOR CONTINUOUS IMPROVEMENT

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# Instructional Division and Student Services Teamwork

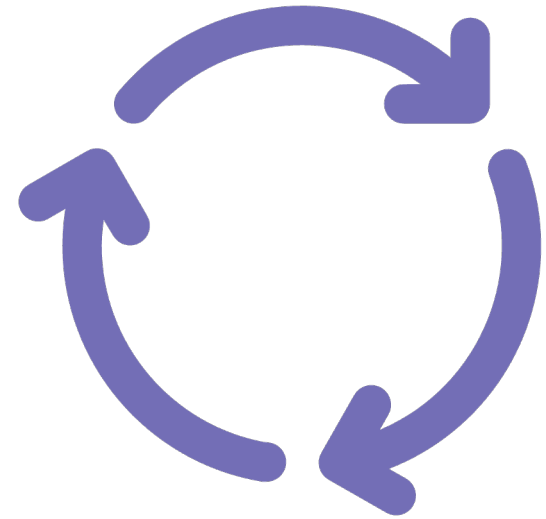
- Collaboration between Academic and Student Support Deans
- Collaboration with Department Directors
- Collaboration with Learning Frameworks Faculty
- Collaboration with Support Services (with an emphasis on advising)



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# Feedback and Iteration

- Feedback from students, faculty, and the first-year experience committee are utilized to make tangible improvements in the course.
- Successful course completion, use of support services, and persistence are used as success metrics

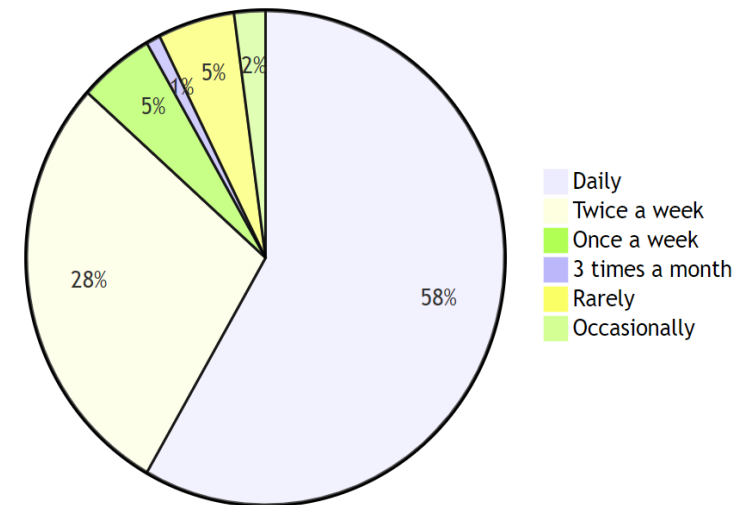


# Using the Student Voice to Identify Trends that lead to successful course completion

## How often do you access your LMS?

87% of students who login daily feel like they keep their goals in mind and will be successful

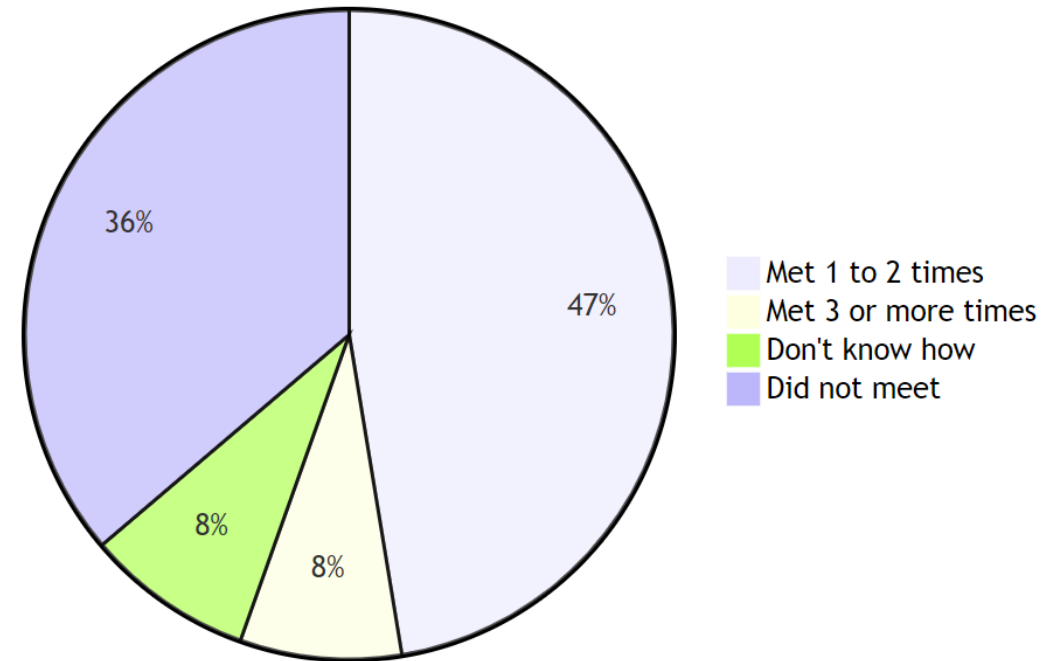
58% of students who login at least twice a week feel prepared for class





# How many times did you meet with a success coach this semester?

- 92% of students who met with a success coach say they set high academic expectations for themselves
- 48% of students who met with a success coach feel surrounded by people who encourage their academic success



# Student Self-Efficacy and Autonomy

- 70% of students finished the course reporting confidence in their ability to take detailed and efficient notes
- 40% of students utilized online academic supports through tutoring or their faculty
- 61% of students expressed they were able to avoid distractions for class and studying
- 86% of students feel responsible for their learning and 11% feel a shared responsibility for their learning with their instructor



# Student Mental Health



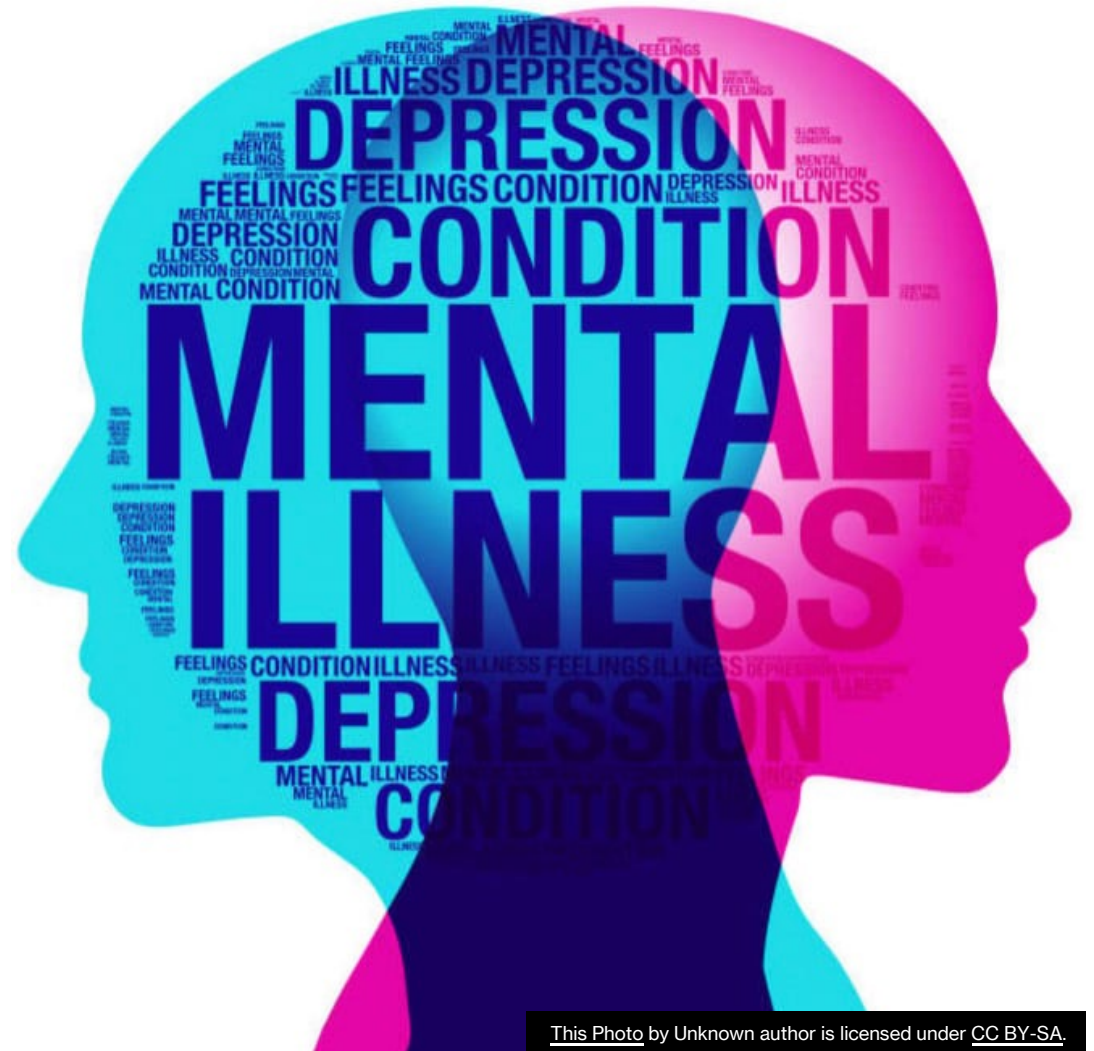
67% of students feel they successfully maintained a balance between life and college responsibilities.



75% of students feel they were able to say "no" to others in order to maintain a healthy life balance.



65% of students feel they were able to practice self-care (exercise, nutrition, sleep)



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# Coastal Bend College Student Needs

- From our spring 2024 Trellis Strategies survey:
  - In the 14 days leading up to the survey, 35 percent had experienced symptoms of depression, while 50 percent reported generalized anxiety disorder. These findings underscore the widespread prevalence of mental health challenges among college students.
  - 55 percent of respondents either did not know (53 percent) or indicated, incorrectly, that Coastal Bend College did not have mental health or counseling services available to students (2 percent).
  - CBC is investigating telehealth options for addressing access to care and our QEP focuses on wraparound services to address resource deficiencies that often are the root cause of mental health issues.

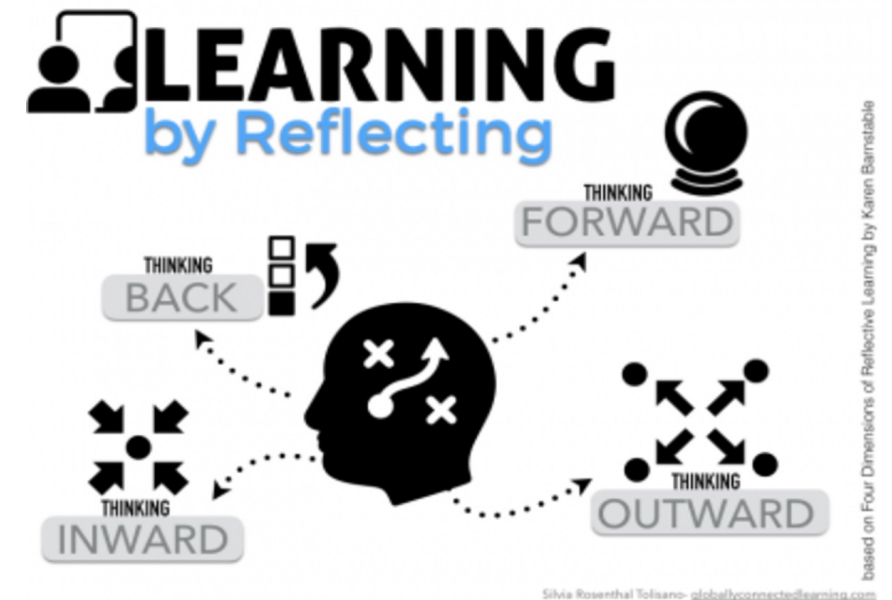
# Overall, students feel that after completing the Learning Frameworks course,

## MOST VALUE

- Learning self-management (time-management)
- Learning about their career (career choice, labor market)
- Enjoyed interaction with the instructor

## COULD BE IMPROVED

- Clarifying what services are available and how to get help



# Lessons Learned and Next Steps

- Integration of online new student orientation
- Standardized LMS Course
- Utilization of career exploration assessment tool aligned with pathways
- Hiring of full-time faculty member to ensure consistent updates to course
- Meta-Major Specific Sections
- Expand Dual Credit Sections
- Learning Frameworks Course Waiver
- Expand Face to Face Offerings
- Scale access to guest speakers
- Intentional engagement so that Learning Frameworks serves to "light the fire" in the first semester
- Redesign of Learning Frameworks Faculty Training



## US Department of Education Title III Grant:

*Creating a T.R.A.I.L. (Teaching, Retention, Advocacy, Innovation, and Learning) to Success*

Award P031A220197

**Activity Objective 1: Increase student retention and completion through the implementation of a Pathways Framework.**

- Strategies include:
  - Enhanced orientation, transition, and retention efforts.
  - Improve advising and transfer/career counseling program.
  - Design and deploy tutoring programs designed to meet the needs of all learners (e.g., writing/math center in the CBC Libraries, College Reading & Learning Association certified tutors, etc.).
  - Redesign online courses to improve student learning and success outcomes through faculty development.
  - Utilize Power BI Dashboards to track student success metrics in real time.



## Activity Objective 2:

Create a system of professional development and training locations to address diverse needs of learners.

- Create the Cougar Innovation Center - renovate, equip, and staff rooms in CBC Dirks Student Services building with resources to deliver innovative professional development and course transformation efforts to enhance student learning and successful completion of pathway goals.





# Thank You!!

- David Byrd

[dabyrd1@coastalbend.edu](mailto:dabyrd1@coastalbend.edu)

- Mark Secord

[secordm@coastalbend.edu](mailto:secordm@coastalbend.edu)

- Christi Morgan

[chrism@coastalbend.edu](mailto:chrism@coastalbend.edu)

