



Lamar Institute of Technology

SACSCOC ON-SITE REVIEW

October 7-10, 2024

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I. Executive Summary

Lamar Institute of Technology's (LIT) Quality Enhancement Plan (QEP), **ADVANCE LIT: Accelerating Student Success Through Advising** will help to improve the overall process of academic advising through educating both advisors and students to become active participants in the process. The topic of advising was decided upon after looking at institutional retention data, transition data from dual credit to LIT post high-school graduation, as well as multiple surveys involving the community, students, faculty, and staff.

Lamar Institute of Technology has a blended model of advising such that students are advised both by faculty as well as a full-time student service advising team. Currently, all students are initially advised by student service (professional) advisors, upon entering the institution, and are then entrusted to faculty advisors in the program of study for the remainder of their time at the College. This model will be structured to provide a formal transition from the initial advisor to the faculty advisor to ensure a streamlined process for continued success.

The vision of **ADVANCE LIT: Accelerating Student Success Through Advising** is to create, train for, and implement an intrusive (and holistic) advising model that considers each student's success goal. As is well known, student success goals can mean different things depending on the student and their current perceived situation. This model is intended to follow the student from their first contact with the institution until the point of graduation and job placement (or career advancement).

ADVANCE LIT: Accelerating Student Success Through Advising is an acronym for the following, which will help to ensure student success:

- A** – Advising (intrusive (and holistic) advising with emphasis on each student's success goal in mind)
- D** – Developing (high quality advisor training will be developed to increase advisor effectiveness and ensure that each student's time at LIT is maximized for success)
- V** – Validating (through a high-quality advising process we will continuously validate to the students that they do belong at the College and can be successful)
- A** – Assisting (through intrusive (and holistic) advising, we will assist each student in staying on track)
- N** – Navigating (each student will be skillfully "navigated" by their advisors through the College process from their first contact with the institution all the way through graduation)
- C** – Coaching (success coaches will be deployed into each academic division to serve as a bridge between professional and faculty advisors)
- E** – Educating (both advisors and students will be educated on how to ensure they are active participants in the advising process)

Through *ADVANCE LIT: Accelerating Student Success Through Advising*, the College will expand on its already rich history of success in the classroom and ensure that advising and experiences outside the classroom are of the same caliber and expectation.

II. Focus of the QEP



A. Advising

“The intensive and personalized approach to advising may be ideal, but few community college students experience it. Due to financial constraints, most community colleges have high student-advisor ratios, sometimes as high as 1,600 students to one advisor.” - *Designing a System for Strategic Advising* (CCRC, 2013). **Lamar Institute of Technology plans to break this trend and provide high-quality, intrusive advising to every student such that each can be successful toward meeting their student success goal.**

As noted in his article titled “Academic Advising and Student Retention: Empirical Connections and Systemic Interventions,” Cueso, (n.d.), Dr. Joe Cueso asserted that an academic advisor should be a person who:

“helps students become more self-aware of their distinctive interests, talents, values, and priorities; who enables students to see the ‘connection’ between their present academic experience and their future life plans; who helps students discover their potential, purpose, and passion; who broadens students’ perspectives with respect to their personal life choices, and sharpens their cognitive skills for making these choices, such as effective problem-solving, critical thinking, and reflective decision-making.” (Cueso (n.d.), p 15).

The focus of *ADVANCE LIT: Accelerating Student Success Through Advising* is to provide high-quality advising that will enhance the advising experience from admissions all the way through graduation. *ADVANCE LIT: Accelerating Student Success Through Advising* is similar to the quote from Cueso above, in that it will:

- Enable students to see the connection between their present academic experience and their future life plans

- Help students discover their potential, purpose, and passion
- Broaden students' perspectives with respect to their personal life choices
- Sharpen their cognitive skills for making these choices, such as effective problem-solving, critical thinking, and reflective decision-making

Once implemented, ***ADVANCE LIT: Accelerating Student Success Through Advising*** will assure that, based on high-quality advising and individual student success goals, each student will play a partnership role in ensuring advising for their success, maximizing their resources (financial, time investment, etc.), and being placed in English and math courses in their first and second semesters. As is well documented high-quality advising can lead to persistence and student success (Cuseo, J (n.d.)) which, in turn, leads to higher credential attainment levels in the areas served by an institution. Currently, in Jefferson County alone, the College's primary service area, the college credential attainment rate is 27.8% as compared to the statewide attainment rate of 40.4%. The College's persistence rate is also affected by LIT's large dual enrollment student population of 40%. Great care will also be taken to ensure effective advising for not only traditional, but also dual credit students, such that they may be able to complete a credential of value while in high school or transition seamlessly to LIT, thus improving overall persistence rates. This would align with the Texas Workforce System Strategic Plan "Accelerating Alignment, Fiscal Years 2024 – 2031." Table II-1 "Accelerating Alignment, Fiscal Years 2024-2031" shows a section of this report which outlines the expectations of partners to include a system goal, system objectives, system strategies, and partners.

Table II-1
Accelerating Alignment, Fiscal Years 2024-2031

System Goal	System Objective	System Strategy	Partners
Accelerate the development and use of models to support and build system partners' capacity, <i>responsiveness, continuous improvement, and decision making</i>	Identify individual credentials of value	Develop and execute a model to identify credentials of value – <i>including sub-baccalaureate credit and non-credit credentials</i> , industry-based certifications, apprenticeship certificates, and licenses	TWC** THECB* TEA***
	<i>Clarify and connect pathways</i>	Streamline and clarify existing career pathways and models <i>to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value</i>	THECB TEA

* The Texas Higher Education Coordinating Board (THECB)

** Texas Workforce Commission (TWC)

*** Texas Education Association (TEA)

“THECB Building a Talent Strong Texas will require us to shift our focus to completion with purpose and value,” as noted in a report released from the Texas Higher Education Coordinating Board entitled “Building a Talent Strong Texas.” Similarly, **ADVANCE LIT: Accelerating Student Success Through Advising** will help students achieve higher success through required advising with purpose and value. Faculty and staff advisors will be educated to ask intrusive questions during advising sessions so that the student can immediately be on track toward accomplishing their student success goal starting at their first touchpoint with the institution.

In the “THECB Building a Talent Strong Texas” study, it was noted that “to accomplish this, we will expand Texas’ attainment goals to include working-age adults. In addition to the 25–34-year-olds who are already central to 60X30TX, we will aim for at least 60% of Texans ages 35-64 to have a degree, certificate, or other postsecondary credential of value by 2030.” This age range coincides with the overarching number of students that are served by a college such as ours. Currently, at LIT, the median age is 25 and the age range is 16-83. High-quality advising is essential to successfully meeting the needs of such a diverse population. Introducing **ADVANCE LIT: Accelerating Student Success Through Advising** into the College, will provide the bridge necessary to connect the “Texas Workforce System Strategic

Plan: Accelerating Alignment,” “THECB Building a Talent Strong Texas,” “THECB 60X30TX,” and the “Lamar Institute of Technology Strategic Plan 2020-2025.” The culmination of the integration of all these documents ensures not only success for the students, but also success for the College and community as we continue to provide a highly educated future workforce that begins with high-quality advising.

Prior to the selection of **ADVANCE LIT: Accelerating Student Success Through Advising** as the QEP topic, the College recognized the need for a more intrusive advising model to help maximize guidance all the way from the first touch point at the institution through graduation and job placement. The necessity for this initiative stemmed from the following: [(1) the desire to mitigate the loss of dual credit students who seemingly “get lost” between their dual credit experience and matriculation into LIT or any other institution of higher education, (2) the need to maximize the number of transferrable credit hours to a four-year institution upon graduation, (3) the large number of part-time traditional students (65%) that have barriers outside of the College that keep them from graduating within even 150% time (25%), which causes many to drop out before attainment of a credential, (4) a convoluted advising process, and (5) a lack of education for advisors and students on the role that they play in ensuring that the success goal of each student is met.]

With the selection of **ADVANCE LIT: Accelerating Student Success Through Advising** as the QEP topic and taking each of the five (5) items just listed in the previous paragraph into consideration, the College will use this opportunity to redesign the entire advising process to support students more holistically. The overarching goals are to improve persistence, ensure students are placed in English or math courses in their first and second semesters, instill a sense of belonging (through multiple advising check points) to those students that may see this opportunity as their last, maximize credit hour attainment so that even the part-time students can finish in at least 150% time, and provide high-level education and training to advisors to ensure that they keep each student on track and that the students’ real (and perceived) needs are met.



B. Student Success Outcomes

After a comprehensive review of qualitative and quantitative data as well as review of the literature, five (5) broad and measurable student success outcomes related to intrusive (and holistic) high-quality advising were identified as shown in Figure II-1 “Student Success Outcomes.” In developing these outcomes, an emphasis was placed on ensuring that they were measurable by direct and indirect assessment tools.

ADVANCE LIT will be achieved through:

Outcome 1: Ensuring, through high-quality advising, that the credential persistence rate of dual credit students increases by 15% over the five-year period of the QEP

Outcome 2: Ensuring that all college ready students are registered for their first English or Math gateway courses during their first and second semesters

Outcome 3: Making certain that 100% of all students attend an advising session

Outcome 4: Students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal

Outcome 5: Increasing (full-time and part-time) FTIC student persistence rates from Fall-Spring and Fall-Fall by 15%

**Figure II-1
Student Success Outcomes**

Table II-2 “Student Success Outcomes Baseline Data Comparison” shows the current baseline number for each student success outcome from Figure II-1 above compared to the expected outcome data as will be affected by the QEP.

Table II-2

Student Success Outcomes Baseline Data Comparison

Student Success Outcome		Baseline Data							
		Fall 2022	Spring 2023	Fall 2023	Spring 2024	Baseline Value	Post QEP Increase		
Outcome #1			7.27%		4.80%	4.80%	19.80%		
Outcome #2									
	English	25.28%	15.93%	22.43%	11.40%	17.87%	100%		
	Math	30.27%	14.25%	29.46%	15.13%	23.80%	100%		
Outcome #3		39.70%	37.63%	36.95%	31.86%	34.49%	100%		
Outcome #4		20.35%	17.96%	18.24%	13.74%	16.09%	100%		
Outcome #5									
		Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring	Fall	Spring	Fall
	Full-Time	71.15%	51.66%	78.65%	54.81%	73.16%	52.79%	88.16%	67.79%
	Part-Time	59.66%	47.23%	63.81%	47.60%	59.76%	46.08%	74.46%	61.08%

Each student success outcome was carefully and intentionally selected to ensure that all students remain on track toward their student success goal. An overview of why each outcome was selected can be found in the following paragraphs.

Outcome #1: Lamar Institute of Technology has a large dual credit student population and, as such, wants to ensure that their time spent taking dual credit courses has one of two outcomes for success: (1) completion of a certificate or degree while still in high-school and/or (2) matriculation to LIT to complete their chosen certificate or degree following their high-school graduation. This will ensure that each student's time was maximized while in dual-credit, and they ultimately graduate with a credential of value as they journey into their next stage of life or educational attainment.

Outcome #2: Ensuring that all college ready students are registered for English or math courses their first and second semesters puts them on a path toward academic success and allows them to have the academic tools they need, in these two areas, to be successful. (Note: "College ready" refers to a student having completed the Texas Success Initiative Test [TSI] in English and math successfully thus being considered college level course ready.)

Outcome #3: Making sure that 100% of students attend an advising session ensures that all students will make that initial first contact with their advisor to assist them on getting on track toward success and identifying any real (or perceived) roadblocks they may have. This is especially important to Associate of Arts (AA) students. To ensure that all AA students are served to the best of the College's ability, regarding transfer, it is essential that all AA students declare their intended transfer major early so that their transfer credits can be maximized. For example, a student that intends to transfer into an engineering program should begin, as quickly as possible, with calculus as opposed to an algebra and/or statistics track.

Outcome #4: Engaging with their advisor at least three times during a semester serves multiple purposes including check-ins before classes begin (to register), in the middle of the semester (mid-term review), and at the end of the semester (to review current courses, update the degree plan as necessary, and register for the upcoming term).

Outcome #5: Increasing full-time and part-time persistence rates (Fall-Spring and Fall-Fall) of FTIC students, assists them on staying focused and on-track toward successful completion and attainment of their student success goal.

C. Alignment of Student Success Outcomes to ADVANCE

The correlation between the acronym **ADVANCE** and the student success outcomes in Figure II-1 "Student Success Outcomes" is shown in Table II-3 "Alignment of Student Success Outcomes to ADVANCE." Each red star denotes those connection points. As is shown, all the outcomes related to multiple points throughout ADVANCE. This helps to ensure that there are multiple touchpoints to assist the students in reaching each student success outcome.

Table II-3

Alignment of Student Success Outcomes to ADVANCE

		Student Success Outcomes				
		#1	#2	#3	#4	#5
A D V A N C E	<u>A</u> dvising with an emphasis on each student's success goal	★			★	
	<u>D</u> eveloping high-quality advisor training to increase advisor effectiveness and ensure that each student's time at LIT is maximized for success	★			★	★
	<u>V</u> alidating, through holistic advising, to the students that they do belong at LIT				★	
	<u>A</u> ssisting each student, through intrusive advising, in staying on track	★	★	★	★	★
	<u>N</u> avigating each student through the college process from their first contact with the institution all the way through graduation and job placement	★	★	★	★	★
	<u>C</u> oaching. Success coaches will be deployed within each academic division to serve as a bridge between professional and faculty advisors		★			★
	<u>E</u> ducating both advisors and students on how they are active participants in the advising process	★			★	

D. Mission, Vision, and Strategic Plan Alignment

ADVANCE LIT: Accelerating Student Success Through Advising is closely aligned with the College's mission, vision, and strategic plan. As an outgrowth of the institution's comprehensive planning and evaluation process, efforts were made to ensure that student success outcomes were derived from it.

Mission Alignment

The mission of LIT is to *"provide innovative teaching and learning for tomorrow's workforce."* **ADVANCE LIT: Accelerating Student Success Through Advising** drives this mission forward by ensuring that each student is taught **not only using innovative teaching and learning techniques** but is also **an active participant in their educational plan to achieve academic and career success**. Using holistic advising, the College will ensure that from the moment that they arrive on campus, all the way through graduation, that each student will be an active participant in their academic and career planning goals. Through this active participant model, students will understand the 'why' behind each course that they are taking in their program of study and how it relates to their future career aspirations.

Vision Alignment

The vision of LIT is to *"Inspire the next generation of workforce through a quality education that evolves to meet industry and community needs."* **ADVANCE LIT: Accelerating Student Success Through Advising** fully supports the College's vision by ensuring that we continue to meet both the industry need for a well-trained, properly credentialed workforce, as well as the community need for more individuals that hold a college-level credential to ensure they will be eligible for jobs and positions which will allow them to improve upon their current life situation. To accelerate the process of making our students available for these high-demand positions in a timely fashion, it begins with high-quality advising of students and the insertion of persistence measures to help keep them on track towards graduation. As we like to reiterate at LIT as much as possible to our students ***"each of you need to understand that when you woke up one morning and decided to register at LIT you didn't realize it, but you were changing someone's life that day, and it wasn't your own. You became a beacon of hope for those in your circle, in your family, in your community and let them see that success is in their reach as well."*** Everything that we do at LIT, including the QEP, is meant to drive this point home to the students early and often and ensure that they never give up.

Strategic Plan Alignment

Lamar Institute of Technology has three (3) strategic goals, as stated in *Strategic Plan 2020-2025: A Shared Vision, Growth and Excellence*. These goals are described in Figure II-2 "LIT's Strategic Goals."



Figure II-2

LIT's Strategic Goals

ADVANCE LIT: Accelerating Student Success Through Advising integrates components of the College's overall strategic plan as shown in Table II-4 "How ADVANCE LIT Aligns with the College's Strategic Plan." As shown, the major goals of the strategic plan, as well as many of their subparts, are perfectly aligned for this QEP, which focuses on high-quality advising leading to higher persistence and award attainment. For example, Goal 1b.1 "get students into the job market quicker with competency-based education, internships, and apprenticeships;" many students may not be aware that credit through prior learning assessment is possible based on competencies that an individual may have received while in an on-the-job training environment. This, as well as the opportunity for internships and apprenticeships, can be presented to the student if advised correctly. By way of another example, Goal 1c.2 "provide wrap-around services that will improve completion rates" will be implemented through the QEP utilizing the "N" for navigating, as each student will be skillfully navigated, by their advisor, through the College process from their first contact with the institution all the way to graduation. A final example of the direct connection between the strategic plan and this QEP, is Goal 3a.1 "encourage employees to be active partners in training and survey them to determine what they actually need." Prior to the final selection of the final QEP topic, faculty and staff were asking repeatedly to be properly trained on how to be more effective advisors. This will be implemented utilizing QEP topic "E" for educating, as both faculty and staff advisors and students will be educated on how to ensure that they are active participants in the advising process.

Table II-4

How ADVANCE LIT Aligns with the College's Strategic Plan

Strategic Plan Component	ADVANCE LIT Component(s)
Goal 1: Increase Student Access, Success, and Reduce Debt	
Goal 1b.1: Get students into the job market quicker with competency -based education, internships, and apprenticeships	A – Advising
	D – Developing
	A – Assisting
	N – Navigating
Goal 1c.1: Ensure LIT is a welcoming place that promotes student learning	A – Advising
	V – Validating
Goal 1c.2: Provide wrap-around services that will improve completion and graduation rates	A – Advising
	D – Developing
	A – Assisting
	N – Navigating
	C – Coaching
E – Educating	
Goal 2: Be More Responsive to the Community and Industry	
Goal 2c.1: Faculty and staff will visit middle schools to help change children's perception of career and technical education	D – Developing
	N – Navigating
	E – Educating
Goal 2c.2: Develop a Forward-Thinking Enrollment Management Plan	A – Advising
	A – Assisting
	C – Coaching
Goal 3: Promote Institutional Excellence	
Goal 3a.1: Encourage employees to be active partners in training and survey them to determine what they actually need	D – Developing
	E – Educating
Goal 3a.2: Provide classroom training for K12/ISD classroom teachers	D – Developing
	V – Validating
	E – Educating
Goal 3a.3: Provide more staff-to-staff customer service, retention, and recruitment training	D – Developing
	E – Educating
Goal 3a.4: Provide more faculty-to-faculty recruitment and retention training	D – Developing
	E – Educating
Goal 3b.1: Utilize predictive analytics to help students who are at-risk of not completing	A – Advising
	D – Developing
	V – Validating
	A – Assisting
	N – Navigating
E – Educating	

III. Identification of the Topic

To determine the topic of the Quality Enhancement Plan (QEP), *ADVANCE LIT: Accelerating Student Success Through Advising*, an initial topic selection committee consisting of faculty and staff was formed in August 2022. This group gathered input from a broad cross-section of the institution within the three main academic divisions as well as student services. These individuals were asked to provide input on potential topics for a campus wide QEP that, in keeping with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 7.2, focuses on “improving specific student learning outcomes and/or student success.”

With student learning and success being top priorities for both SACSCOC and LIT, this focus group took into consideration the mission of LIT and its strategic plan.

Given LIT’s student-centered Mission and Strategic Plan, the initial topic selection committee decided to focus on data related to both student learning outcomes and student success to begin to narrow down the QEP topic. The data chosen for review were:

- Graduation Rates
- Retention Rates
- Course Completion Rates
- Student Course Evaluations

Following the review of this data and analysis of input from the initial faculty and staff focus groups, three potential topics of interest were selected, as shown in Table III-1 “QEP Final Potential Topics of Interest,” for continued evaluation and consideration by broader groups of constituents to include faculty, staff, and students from throughout the institution.

Table III-1 QEP Final Potential Topics of Interest

Topic	Concerns Noted
Communication	<ul style="list-style-type: none"> • Top-Down • Bottom-Up • Across departments • Need to be student-centered
Advising	<ul style="list-style-type: none"> • Errors in pathways • Co-requisite courses • Overloading of sections • Title IX holds (who removes) • Meningitis holds (who removes)
Critical Thinking	<ul style="list-style-type: none"> • Appeared across demographics • Leans toward self-sufficiency component • Students asking for more one-on-one help • Are we preparing them for the workplace

To further distill the data and validate preliminary findings, the next step in the process involved holding a series of QEP Forums for faculty, staff, students, and community leaders. The faculty forums were held on 9/27/2023 and 10/12/2023, the staff forums on 10/20/2023, the student forums on 02/07/2024 and 02/13/2024, and the community leader’s forum on 02/24/23. When these forums were held, the groups were asked to consider each of the topics in Table III-1 above and provide input into what should be the final selection. The faculty and staff groups felt strongly about both advising and critical thinking, while the student groups firmly landed on advising. To ensure that as many faculty and staff voices could be heard when narrowing the topic between advising and critical thinking, one final electronic survey was sent out to faculty and staff asking for their opinions between the final two topics of advising and critical thinking. Overwhelmingly, the faculty and staff concurred with the students that advising would be the best topic to continue to strengthen student success at the College. The participants in each of these groups represented a wide range of individuals throughout the College to ensure that each academic and non-academic area was represented. The lists of faculty participants (Table III-2 “QEP Faculty Forum Participants”), staff participants (Table III-3 “QEP Staff Forum Participants”), student participants (Table III-4 “QEP Student Forum Participants”) and community member participants (Table III-5 “QEP Community Leaders Forum Participants”) can be found below.

Table III-2 QEP Faculty Forum Participants

Name	Title	Division	Forum Date
Sidney Valentine	President	Administration	09/27/2023 10/12/2023
Angela Hill	Provost	Administration	09/27/2023 10/12/2023
Tasha Morales	Associate Vice President of Student Services	Administration	09/27/2023 10/12/2023
Bishar Sethna	Executive Director of Institutional Effectiveness	Administration	09/27/2023
Brandon Greer	Faculty Senate Chair	General Education	09/27/2023 10/12/2023
Connie Grass	Instructor	Allied Health	09/27/2023
Melissa Mann	Instructor	Allied Health	09/27/2023
Brian Parrack	Instructor	Technology	09/27/2023
Clinton Rawls	Instructor	General Education	09/27/2023
Robert Wilson	Instructor	General Education	09/27/2023
James Robinson	Instructor	Technology	09/27/2023
Fadhili Tuguta	Instructor	Allied Health	09/27/2023
Jie Liang	Instructor	Business Technology	09/27/2023
Cynthia Thompson	Instructor	Allied Health	09/27/2023
Tracy Ryals	Instructor	Allied Health	09/27/2023
Michelle DeMoss	Instructor	Allied Health	09/27/2023
Chelsea Hoke	Instructor	Allied Health	09/27/2023

Lauri Arnold-Calder	Dean	General Education, Public Safety, and Business Technology	09/27/2023
Renee Sandusky	Instructor	Allied Health	10/12/2023
Kristina Mendoza	Instructor	Allied Health	10/12/2023
Joshua Cobb	Instructor	General Education	10/12/2023
Lisa Harrell	Instructor	Allied Health	10/12/2023
Maria Dixon	Instructor	Allied Health	10/12/2023
Zach Dailey	Instructor	General Education	10/12/2023
Emily Rueda	Instructor	General Education	10/12/2023
Valerie Worry	Department Chair	Technology	10/12/2023
Robert Jones	Instructor	Technology	10/12/2023
Tiffany Williams-Parker	Instructor	Technology	10/12/2023
Trazarra Stelly	Instructor	Public Safety	10/12/2023

Table III-3 QEP Staff Forum Participants

Name	Title	Division	Forum Date
Sidney Valentine	President	Administration	10/20/2023
Angela Hill	Provost	Administration	10/20/2023
Tasha Morales	Associate Vice President of Student Services	Administration	10/20/2023
Ken Mason	Dean of Strategic Initiatives and IAL	Administration	10/20/2023
Rebecca Cole	Manager of Admissions and Enrollment Services	Student Services	10/20/2023
Hind Masoud	Academic Advisor	Student Services	10/20/2023
Kimberly Sala	Manager of Academic Advising and Retention	Student Services	10/20/2023
Deanne Tanner	Program Enrollment Specialist	Technology	10/20/2023
Eric Matthews	Academic Advisor	Student Services	10/20/2023
Paula Chavis	Administrative Associate Sr	Technology	10/20/2023
Krista Hunter	Executive Director of Development and the LIT Foundation	Administration	10/20/2023
Tina Johnson	Perkins Coordinator	Admin Staff	10/20/2023
Andrea Stephenson	Registrar	Student Services	10/20/2023

Michelle Morrison	Exec. Admin to the Provost	Admin Staff	10/20/2023
Jamarcus Corks	Special Populations Coordinator	Student Services	10/20/2023
Richard Fruscione	Department Chair	Allied Health	10/20/2023
Allen Welch	Dean	Allied Health and Technology	10/20/2023
Becky Gentry	Chief of Security	Security	10/20/2023

Table III-4 QEP Student Forum Participants

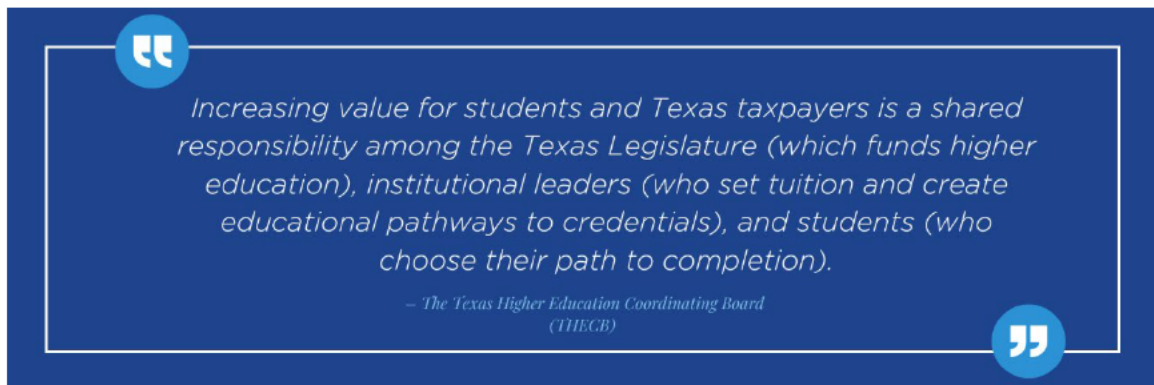
Name	Major	Credential	Area Represented	Forum Date
Kamryn Ensinger	Allied Health	AAS	Child Care and Development	02/07/2024
Griffith McClelland	Public Service and Safety	Certificate	Emergency Medical Technician	02/07/2024
Maurice Whitehurst	Public Service and Safety	Certificate	Law Enforcement Police Academy	02/07/2024
Marshall Braus	Public Service and Safety	Certificate	Fire Protection Technology	02/07/2024
Brianna Bass	Public Service and Safety	AAS	Criminal Justice CSI Technician	02/07/2024
Shammeka Collins	Public Service and Safety	AAS	Criminal Justice Security Threat Groups	02/07/2024
Alyssa Yancey	Public Service and Safety	AS	Criminal Justice	02/07/2024
Payton Montalbano	Allied Health	AAS	Respiratory Care	02/07/2024
Ann Call	Allied Health	AAS	Respiratory Care	02/07/2024
Erika Moran	Business Technology	AAS	Computer Drafting Technology	02/07/2024
Ruben Rosales	Allied Health	AAS	Dental Hygiene	02/07/2024
Jacob Alfaro	Allied Health	AAS	Radiologic Technology	02/07/2024
Peyton Guidry	GEDS	AAT	Associate in Arts – Teaching	02/07/2024
Marie Koontz	Allied Health	AAS	Health Information Technology	02/07/2024
Trace Odell	Technology	AAS	Instrumentation Technology	02/13/2024
Mercedes Carrasco	Allied Health	AS	Health	02/13/2024
Trayln Scott	Allied Health	AS	Health	02/13/2024

Trystan Gardner	Allied Health	AS	Biological Science	02/13/2024
Logan Butts	GEDS	AA	General Education	02/13/2024
Samantha Hayes	Allied Health	AS	Health	02/13/2024
Crystal Deanda	Allied Health	AS	Biological Science	02/13/2024
Malayna Le	Allied Health	AS	Health	02/13/2024
Mahelia Hill	Allied Health	AS	Health	02/13/2024
Kade Rule	Technology	Certificate	Air Conditioning	02/13/2024
Forrest Mabrey	Technology	Certificate	Air Conditioning	02/13/2024
Carlee Loncon	Allied Health	AS	Health	02/13/2024
Elizabeth Scego	GEDS	AA	General Education	02/13/2024
Jessica Lara	Technology	AAS	Advanced Engine Technology	02/13/2024
Kydadric Martin	Technology	Certificate	Utility Line Technology	02/13/2024
Adam Pittner	Technology	AAS	Welding Technology	02/13/2024
Kelly Doung	Technology	AAS	Process Operating Technology	02/13/2024
Jeron Caroll	Technology	AAS	Industrial Mechanics	02/13/2024
Yashica Gilbert	Business Technology	AAS	Graphic Design Technology	02/13/2024
Dymaia Hadnot	Business Technology	AAS	Real Estate	02/13/2024
Randy Rodriguez	Allied Health	AS	Health	02/13/2024
Briana Vanness	Allied Health	AAS	Diagnostic Sonography	02/13/2024
Rebecca Deaton	Allied Health	AAS	Diagnostic Sonography	02/13/2024
Kari Bradley	Allied Health	AAS	Computer Drafting Technology	02/13/2024
Rachel Bonnette	Business Technology	AAS	Cyber Security and Network Technology	02/13/2024
Gregory Scego	Business Technology	AAS	Computer Information Systems	02/13/2024

Table III-5 QEP Community Leaders Forum Participants

Name	Organization	Area Represented	Forum Date
Shannon Allen	Beaumont ISD	Independent School District	02/24/2023
Joe Evans	Beaumont ISD	Independent School District	02/24/2023
Dwayne Augustine	Hampshire-Fannett ISD	Independent School District	02/24/2023
Danta Miller	Jefferson County Sherriff's Office	Local Government	02/24/2023
Earl White	Beaumont Fire and Rescue	Local Government	02/24/2023
Wayne Jeffcoat	Beaumont Police Department	Local Government	02/24/2023
Maris Peno	Workforce Solutions Southeast Texas	Local Government	02/24/2023
Elton-Hollis	Golden Triangle Industrial Group	Business and Industry	02/24/2023
David Thornhill	Southwest Building Systems	Business and Industry	02/24/2023
Jake Tortorice	Rao's Bakery	Business and Industry	02/24/2023

IV. Support for the Topic



A. Internal and External Support

Recognizing that **ADVANCE LIT: Accelerating Student Success Through Advising** will require the support and engagement of a broad cross-section of stakeholders, Table IV-1 “Stakeholder Engagement in the QEP” summarizes the groups involved in each component of the QEP, as well as the committees that will be created to ensure its successful implementation, assessment, and completion. As shown in Tables III-2 through III-5 above, there is a broad base of support for the topic from institutional constituencies. The open forum sessions were attended by 25 faculty, 18 staff, 40 students, and 10 community members.

Table IV-1 Stakeholder Engagement in the QEP

ADVANCE LIT: Accelerating Student Success Through Advising					
Stakeholders	Defining		Implementing	Moving QEP Forward	
	Identification	Development	Implementation	Assessment	Steering
Faculty	★	★	★	★	★
Staff	★	★	★	★	★
Students	★		★	★	★
Administration	★	★	★	★	★
Business and Industry	★			★	
K-12 Leadership	★		★	★	

The role of each group shown in Table IV-1 “Stakeholder Engagement in the QEP” is described in the following paragraphs. The structure can be broken down into three sub-groups: (1) defining the QEP, (2) implementation of the QEP, and (3) moving the QEP forward.

Defining the QEP

Identification: To ensure compliance with SACSCOC standard 7.2(b) the QEP “has broad-based support of institutional constituencies,” the group responsible for identification of the topic involved multiple constituencies. This included individuals from faculty (Table III-2 QEP Faculty Forum Participants), staff (Table III-3 QEP Staff Forum Participants), students (Table III-4 QEP Staff Forum Participants), and community leaders (Table III-5 QEP Community Leaders Forum Participants). Administration was present at each of the forums to confirm compliance with SACSCOC standard 7.2(a) “has a topic identified through its ongoing, comprehensive planning and evaluation processes,” by validating that the selected topic aligns with the College’s mission, vision, and strategic plan.

Development: To begin the development of the selected QEP topic “Advising”, faculty, staff, and administration were asked to give input on student success outcomes that are realistic, specific,

and measurable to ensure compliance with SACSCOC standard 7.2 I “focuses on specific student learning outcomes and/or student success.”

Implementation of the QEP

Implementation: Through feedback provided by faculty, staff, students, administration and K-12 partners (to address implementation suggestions and concerns of dual enrolled students), a timeline for implementation of the QEP over the five-year period and a list of key functions that will be used to operationalize the student success outcomes and **ADVANCE LIT: Accelerating Student Success Through Advising** was developed.

Moving the QEP Forward

Assessment: The assessment committee will monitor and review data on the implementation and success of the QEP. This group will assist the QEP Director with staying on track by providing updated metrics on all data necessary to show continued improvements in each of the student success outcomes. This broad-based committee consists of stakeholders from each of the groups listed above. This will confirm that the College is monitoring the correct data sets to give an accurate picture of where we are and where we are going moving forward.

Steering Committee: Throughout the entirety of the QEP, once approved, the steering committee will engage all aspects of the QEP to make sure it stays on track, all deliverables are being met, and ultimately that **ADVANCE LIT: Accelerating Student Success Through Advising** is institutionalized by the end of year five. This committee will be composed of individuals across the institution to assure collaboration, and tweak things when necessary, as the QEP continues to move forward. Table IV-2 “Steering Committee” shows a list of members, their position, and area of the college represented.

Table IV-2
Steering Committee

Steering Committee		
Committee Member	Position	Area Represented
Ivan Ortiz	QEP Director	ALL
Ken Mason	Dean of Strategic Initiatives and Accreditation	SACSCOC IAL
Dr. Angela Hill	Provost	Academic and Student Services
Tasha Morales	AVP of Student Services	Student Services
Allen Welch	Dean	Instruction
Laurie Arnold-Calder	Dean	Instruction
Dr. Bishar Sethna	Executive Director Institutional Effectiveness and Assessment	Institutional Effectiveness

Robin Clements	Accreditation and Assessment Manager	Institutional Effectiveness
Elected in Fall*	Chair, Faculty Senate	Faculty
Kim Sala	Manager of Student Engagement and Retention	Advising
Jamarcus Corks	Academic Advisor	Advising
Stanley Spooner	Instructor	Technology
Brian Parrack	Instructor	Technology
Staci Waldrep	Instructor	Allied Health
Brenda Barrow	Instructor	Allied Health
Carman Savant	GEDS Coordinator	General Education
Christopher Sams	Instructor	General Education
Nicole Mitchell	Chair, PBSS	Public Service and Safety
Stephen Hudnall	Instructor	Business Technology
Michael Hatton	Director of Dual Credit	Dual Credit
Abby Durr	Outreach Recruiter	Dual Credit

*This individual will change as elected

B. Current State of Advising

To begin developing a baseline of the institution's current state of advising, and to guarantee that institutional stakeholders were continuing to be involved in the process of developing the QEP, there were a series of four (4) advising and registration sessions held involving faculty and staff. These sessions were intended to show these groups how advising is currently being navigated and to help capture future ideas for successful implementation and assessment of the QEP. Table IV-3 "Advising and Registration Training Attendees" provides a list of the broad cross-section of participants. As this table shows, 63 out of 86 full-time faculty (74%), across all departments attended these sessions to continue to provide input to the QEP.

Table IV-3 Advising and Registration Training Attendees

Name	Department	Position	Date
Alfred De La Rosa	General Education	Faculty	4/12/24
Daniel Dove	General Education	Faculty	4/12/24
Emily Rueda	General Education	Faculty	4/12/24
Widad Abdelwahab	General Education	Faculty	4/12/24
Samantha Green	Allied Health	Faculty	4/12/24
Sheryl Nance	Allied Health	Faculty	4/12/24
Griselda Thronton	Allied Health	Faculty	4/12/24
Connie Grass	Allied Health	Faculty	4/12/24
Melanie Daleo	Allied Health	Faculty	4/12/24

Deanne Tanner	Technology	Faculty	4/12/24
Nicole Mitchell	Public Service and Safety	Faculty	4/12/24
Chelsea Goins	Business Technology	Faculty	4/12/24
Lauri Arnold-Caulder		Dean	4/12/24
Tamalla Jones	Business Technology	Faculty	4/12/24
Jie Liang	Business Technology	Faculty	4/12/24
Dexter Babin	General Education	Faculty	4/12/24
Robert Wilson	General Education	Faculty	4/12/24
Zach Dailey	General Education	Faculty	4/12/24
Trazarra Stelly	Public Service and Safety	Faculty	4/12/24
Richard Fruscione	Allied Health	Faculty	4/12/24
Stephen Hudnall	Business Technology	Faculty	4/17/24
Katie Oxley	Business Technology	Faculty	4/17/24
A'timberley Mapp	Business Technology	Faculty	4/17/24
Brian Parrack	Technology	Faculty	4/17/24
Brenda Barrow	Allied Health	Faculty	4/17/24
James Robinson	Technology	Faculty	4/17/24
Elizabeth Fontenot	General Education	Faculty	4/17/24
Brandon Greer	General Education	Faculty	4/17/24
Stanley Spooner	Technology	Faculty	4/17/24
Bryan Neal	Allied Health	Faculty	4/17/24
Michael Liedy	Technology	Faculty	4/18/24
Deanne Tanner	Technology	Faculty	4/18/24
Conor Smith	Allied Health	Faculty	4/18/24
Donna Burnside	General Education	Faculty	4/18/24
Sharon Carson	Business Technology	Faculty	4/18/24
Dennis White	Public Service and Safety	Faculty	4/18/24
Minus Hargrave	Technology	Faculty	4/18/24
Edgar Neely	Technology	Faculty	4/18/24
Royace Hill	Technology	Faculty	4/18/24
Chris Sams	General Education	Faculty	4/18/24
Carmen Savant	General Education	Staff	4/18/24
Yumi Shin	Business Technology	Faculty	4/18/24
Michelle DeMoss	Allied Health	Faculty	4/18/24
Kristina Mendoza	Allied Health	Faculty	4/18/24
Antonio Williams	Technology	Faculty	4/18/24
April Smith	Allied Health	Faculty	4/18/24
Vivana Hernandez	General Education	Faculty	4/18/24
Yunjan Anr Cheng	Allied Health	Faculty	4/18/24
Susannah Dingmon	Business Technology	Faculty	4/18/24
Tena Cobb	Allied Health	Faculty	4/24/24
Rita McClelland	General Education	Faculty	4/24/24
Staci Waldrep	Allied Health	Faculty	4/24/24
Misty Jones	Allied Health	Faculty	4/24/24
Tammie Hollaway	Public Service and Safety	Faculty	4/24/24
Darrell Grissom	Technology	Faculty	4/24/24

Shunetta Lewis	Allied Health	Faculty	4/24/24
Jolene Monse-Thomp	Public Service and Safety	Faculty	4/24/24
Tiffany Parker	Technology	Faculty	4/24/24
Weldon Jacobs	Technology	Faculty	4/24/24
Bryan Barron	Allied Health	Faculty	4/24/24
Gina Johnson	Allied Health	Faculty	4/24/24
Lacey Stinebrickner	Allied Health	Faculty	4/24/24
Missy Mann	Allied Health	Faculty	4/24/24
Tracy Ryals	Allied Health	Faculty	4/24/24

During these advising and registration training sessions, many areas of concern were revealed that continued to solidify the need for advising as the QEP topic. Table IV-4 “Advising Areas of Concern” provides a list of items (many of which were related) that were brought to the attention of the institution over a combination of the four days of sessions held. The following items were also presented with potential solutions to be included in the QEP.

Table IV-4
Advising Areas of Concern

Area of Concern	Potential Solution to be Addressed by the QEP
Need policies specific to advising	Develop and advising handbook / roadmap
Make sure “holds” are not skipped or overridden: <ul style="list-style-type: none"> • DORI Holds • TSI Holds • Set up a mechanism to ensure English and Math are taken in first or second semester (this became student success outcome #2) 	<ul style="list-style-type: none"> • Develop training on how to access the areas of banner which show “holds” and on the necessary steps to take before adjusting those holds. • Develop a process flow document to address “holds”
More focus is needed on advising for developmental classes	<ul style="list-style-type: none"> • Provide guidance and a developmental checklist for advising regarding developmental courses
Currently new student orientation is optional	<ul style="list-style-type: none"> • Make new student orientation required • Create a student guide (to show the students how to read their DegreeWorks map, etc)
Get parents more engaged in dual credit options and persistence through dual credit	<ul style="list-style-type: none"> • Host additional parent/student workshops in high schools • Host a parent information night in high schools
Transcript evaluation process is too slow	Implement a 48-hour turnaround time on transcript evaluation
DegreeWorks screens are inaccurate for programs	Ensure that all DegreeWorks screens are correct to ensure accurate advising map regardless of advisor
Lack of singular location for required advising forms:	<ul style="list-style-type: none"> • Create an easily accessible, singular location for all required advising forms

<ul style="list-style-type: none"> • FERPA Forms • Completed FERPA Forms • Program Maps 	<ul style="list-style-type: none"> • Make a completed (searchable) FERPA form database
<p>How can we better utilize Starfish data?</p> <ul style="list-style-type: none"> • Can documents be uploaded to Starfish? 	Begin to use Starfish to track advising touchpoints and see if there is a correlation between those touchpoints and persistence
Starfish training should be implemented as part of the QEP	Per this request, Starfish training will be implemented as part of the QEP (educating advisors and faculty)
Advisors need an “end of week” log to review to make certain that all student issues have been addressed	A template will be created, and approved by professional and faculty advisors, to begin to log the weekly list of students, and ensure that the issues were alleviated
Currently, the College does not “flag” student records if they do not meet pre-requisites, which makes advising more complicated than it needs to be	Implement “flags” (holds) in Banner that will not allow a student to be advised for, or registered in, a course in which they currently do not meet the prerequisites
Advisors need documentation on how to correctly advise based on TSI scores	Create a TSI flow chart for advisors to follow
New faculty need regular training on advising best practices	Create / deliver a monthly training workshop on best practices in advising
We need a single point for information regarding advising and advising information	Create a detailed webpage (or series of pages) that walk individuals (regardless of whether they are students or advisors) through the advising process and provide detailed information on the tools that are available. Create a blackboard toolkit for employees.
There needs to be a “hand-off” sheet from professional advisors, which all students see during their first semester, to the faculty advisors which students see during the remainder of their time at the college	Develop a “hand-off” sheet to be used by the professional advisors and faculty advisors to ensure a seamless transition for the student

During these sessions, and after reviewing all the faculty and staff comments, it was very apparent that there were many issues that are currently impacting student success due to current advising practices. There were also many very good suggestions on how to address these concerns within the scope of the QEP to immediately impact advising and advance student success. Figure IV-1 “Current State of Advising” shows those comments that seemed to reflect the current state of advising most accurately.

-
- Need for an advising roadmap / handbook
 - Need for a “hand-off” sheet from professional to faculty advisors
 - Need for advisor training on Starfish, TSI scoring, flags, holds, and advising best practices
 - Review / alteration of processes regarding expediting transcript evaluation
 - Need for updated DegreeWorks program maps to make certain that all students are being advised with the most up-to-date models
-

Figure IV-1

Current State of Advising

V. Institutional Commitment to the Topic

A. Literature Review and Best Practices

The initial exploration of advising as the QEP topic, as grounded in the literature, will be discussed based on a newly established acronym to capture the essence of advising for student success. This acronym is embedded in the new brand for advising at Lamar Institute of Technology ***ADVANCE LIT: Accelerating Student Success Through Advising***. To ensure advising for student success is achieved, the seven important pillars (which were previously described in Table II-3 “Student Success Outcomes” as well as the executive summary) of this work are:

1. **Advising**
2. **Developing**
3. **Validating**
4. **Assisting**
5. **Navigating**
6. **Coaching**
7. **Educating**

The relevant literature review, as it pertains to each of these elements, will be discussed in Sections I – VII of this component of the QEP.

In his article “Academic Advisement and Student Retention: Empirical Connections & Systemic Interventions” (Cuseo, 2006), Dr. Joe Cuseo states that “***academic advising is one of the major academic and social domains of the college experience that affect student decisions about staying or leaving.***” Academic advising models continue to evolve at colleges and universities across the country. As noted in the article “The Application of Theories of Development to

Academic Advising Philosophy and Practice” (Williams, 2007), advising can be broken down into five (5) types as outlined in Table V-1 “Categories of Academic Advising.”

Table V-1
Categories of Academic Advising

Advising Category	Definition
Prescriptive	Represents the traditional relationship based on authority between the academic advisor and the student. Simply put, a student asks a question and you answer directly or tell them exactly what to do.
Intrusive	This advising model is based around the idea that not all students are going to take the initiative/may not know how to take the initiative when in need of advising. Taking the best parts of both prescriptive advising (expertise, awareness of student needs, structured programs) and developmental advising (relationship to a student’s total needs).
Appreciative	A method of asking open ended questions specifically to help guide students toward a better understanding of their own thoughts, wants, and needs related to academic purpose and goals.
Holistic	A developmental process that focuses on the “whole” student. It requires advisors to effectively communicate with students in assessing their personal and vocational goals by encouraging students to take responsibility for their own progress and success.
Developmental	Developmental advising is not solely focused on the student’s personal or academic decisions, but also with the student’s rational processes, environmental and interpersonal interactions, behavioral awareness, ability to problem solve, their decision and evaluation skills. Advisor and student are partners in educational discovery.

Bloom, J.L., Hutson, B.L., & He, Y. (2008) in their book “The Appreciative Advising Revolution” outline an appreciative advising framework consisting of six (6) components as shown in Table V-2 “Components of Appreciative Advising.” This table also shows a correlation (where applicable) between the appreciative advising framework and *ADVANCE LIT: Accelerating Student Success Through Advising*.

Table V-2

Components of Appreciative Advising

Framework Component	Description / Action	ADVANCE LIT Component
Disarm	Make a positive first impression with students, to build rapport and create a safe and welcoming space.	Developing, Navigating
Discover	Ask generative, open-ended questions that help advisors learn about students' strengths, skills, and abilities.	Advising, Developing, Navigating
Dream	Inquire about students' hopes and dreams for their future.	Advising, Navigating
Design	Students and advisors co-create a plan for making students' dreams a reality.	Advising, Navigating
Deliver	Students deliver on the plan co-created during the design phase, and the advisors are available to encourage and support their students.	Validating, Assisting, Navigating, Coaching, Educating
Don't Settle	Students and advisors set their own internal bars and expectations high.	Advising, Validating, Educating

Roberts, J. and R. Styron (2010) in their article "Student Satisfaction and Persistence: Factors Vital to Student Retention" noted that "a study of student satisfaction and persistence at the University of South Mississippi considered seven constructs that can factor into student retention: *academic advising*; social connectedness; involvement and engagement; faculty and staff approachability; business procedures; learning experiences; and student support services." Furthermore, Hanover Research "Strategies for Improving Student Retention" (2014) asserts that "academic advising is considered 'perhaps the most crucial aspect' of a student's interaction and engagement with the university staff and can play a major role in retention."

As the College did further research into the topic of advising as a whole and best practices in advising, the acronym **ADVANCE** arose as the framework to be used as the overarching umbrella for this work. The correlation between each letter of this framework and related work is shown in Parts I – VII below.

I. Advising



As previously stated in Section II “Focus of the QEP” Part A “Advising,” of this document, Dr. Joe Cueso asserted in his article titled “Academic Advising and Student Retention: Empirical Connections and Systemic Interventions,” (Cueso, (n.d.)), that an academic advisor should be a person who:

“helps students become more self-aware of their distinctive interests, talents, values, and priorities; who enables students to see the ‘connection’ between their present academic experience and their future life plans; who helps students discover their potential, purpose, and passion; who broadens students’ perspectives with respect to their personal life choices, and sharpens their cognitive skills for making these choices, such as effective problem-solving, critical thinking, and reflective decision-making.” (Cueso (n.d.), p 15).

In his article “Promoting Student Completion One Class at a Time” (Tinto, (n.d.)), Tinto asserts that there are three key momentum factors when looking at persistence and completion from the lens of an advisor and the perspective of a student:

1. “Though degree completion necessarily requires successful course completion, it also requires the construction of coherent pathways of courses that lead one to the other to timely degree completion. The key word is timely.” **(This aligns with QEP Student Success Outcome #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal).**
2. “Student credit momentum is key to student completion. The more quickly students can earn credits toward degree completion, the more likely they are to complete their programs of study.”
3. “...what matters is that students gain sufficient movement toward degree completion in the first year to continue degree completion beyond the first year.” **(This aligns with QEP Student Success Outcome #2 “ensuring that all degree seeking college ready students are registered for their first English or Math gateway courses during their first and second semesters”).**

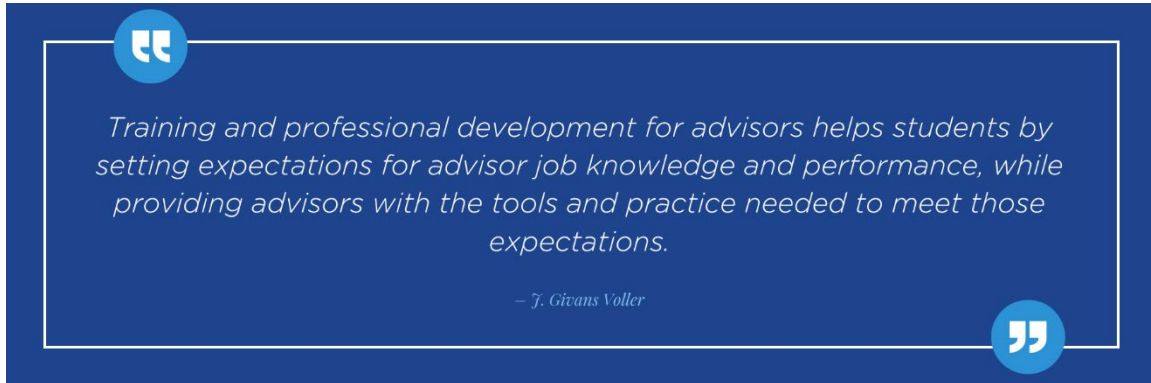
“What We Need to Know About Non-Academic Student Supports” (CCRC, 2013) provides an overview of what they have termed the SSIP (Sustained, Strategic, Intrusive and Integrated, and Personalized) approach. This approach contends that student support activities need to be integrated more

thoroughly and consistently across the student experience. The four (4) pillars of this approach are explained as follows:

1. Sustained – “Students encounter challenges throughout their college careers, and support activities must be sustained across the entire college experience.”
2. Strategic – “Colleges can streamline support services and use existing resources more effectively by offering rigorously implemented success courses and well-designed online advising systems, and by differentiating when and how students receive services according to their need.”
3. Intrusive and Integrated – “Students are often unaware that they need nonacademic help. Making supports an integral and intrusive part of every student’s experience means that all students will receive help, whether or not they think they need it. Supports can be made intrusive by requiring participation in orientations and success courses, **making advising mandatory**, and having advisors proactively contact struggling students with the help of an early alert system.” (This aligns with QEP Student Success Outcome #3 “making certain that 100% of all students attend an advising session”, and #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal” and also with the **A – Assisting** in the ADVANCE LIT framework.)
4. Personalized – “Students have differing levels of need when it comes to supports. Some may need intensive advising upon entry; other may require help later in their college pathway, as they reach important decision points. While colleges can make more efficient use of resources by directing more self-sufficient students to online advising systems, online advising should be supplemented with in-person advising as students reach critical junctures.” (This also aligns with QEP Students Success Outcomes #3 and #4 as stated in bullet point three above.)

The article “Holistic Advising” (Kardash, S.) states that “when the word holistic is applied to advising, it suggests that advisors cannot look at students through a purely academic lens, but rather must regard them as a whole person. Whatever is happening in their personal lives can weigh just as heavily on their academic success.” The article also asserts that “Holistic advising is an important consideration for all college students but is especially important for the community college student. Community college demographics are diversifying quickly, and many students have multiple responsibilities on top of their studies. If we don’t look at them holistically, we are not seeing the whole picture of what they are experiencing.” The overarching “recreation” of the advising experience at LIT will integrate multiple facets of advising from holistic and intrusive to strengths based advising, such that we meet every student where they are and provide the best possible outcome from every touchpoint and interaction.

II. Developing



High-quality advisor training, for both professional and faculty advisors, is essential to increase their effectiveness in maximizing the students time at the institution. O’Brien, T., Buckwald, B.E., Elzroth, S., Lazarowitz, T. in their presentation “Self-Directed Training: The Gateway to New Advisor Success (October, 2017)” at the 41st Annual National Academic Advising Association (NACADA) Annual Conference discussed and provided an outline of Habley’s Training Classification System, which focuses on three components of advisor training. These three areas are described below:

1. **Conceptual** – “Defining and understanding the purpose of advising and how it fits within the institutional and advising mission and goals. A key area of growth in the conceptual component is having a clear definition of advising.”
2. **Informational** – “Focusing on what advisors need to know, this may include policies, procedures, curriculum, campus resources, technology and advising tools, etc. A key area of growth in the informational component is understanding institutional structures and functions, students’ needs, and self-awareness.”
3. **Relational** – “Personal awareness, communication skills, interpersonal skills, cultural skills, referral skills, and handling difficult situations, among others, as areas for advisors to demonstrate and develop.”

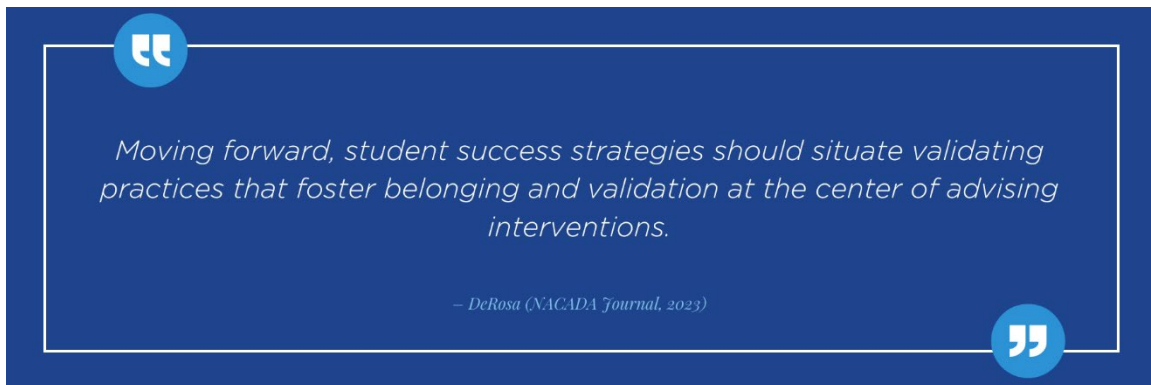
NACADA, when referring to Habley’s Classification System, states that “underpinning the core competencies for academic advising and serving as the foundational elements for **effective advisor training programs** and advising practice are three content categories: conceptual, informational, and relational. An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students” (NACADA Academic Advising Core Competency Model, 2017). As stated by the NACADA professional development committee that created this Academic Core Competency Model, “the purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to **student development, progress, and success.**” This model is intended to be used by:

1. **Primary Role Advisors** (LIT refers to this group as professional advisors) – “For self-assessment and evaluation, and to guide learning, career development, and advancement.”
2. **Faculty Advisors and Advising Administrators** – “To clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.”
3. **Advising Supervisors, Managers, and Mentors** – “To identify strengths and areas for staff development, and to guide hiring, training, and evaluation.”

J. Givans Voller asserts that “coordinated training and development of academic advisors is important because all students, regardless of major or luck of the draw, deserve to have access to advisors who are knowledgeable and up to date on the policies, procedures, theories, and resources that help them succeed. Training and professional development for advisors helps students by setting expectations for advisor job knowledge and performance, while providing advisors with the tools and practice needed to meet those expectations” (“Advisor Training and Development: Why it Matters and How to Get Started”, 2012).

As further noted by Voller, “using training and professional development to set expectations for advisor job performance also helps the institution.” By way of example, Voller stated that if advisors, regardless of type, are required to discuss general education requirement with students (***this aligns with QEP Student Success Outcome #2 “ensuring that all degree seeking college ready students are registered for their first English or Math gateway courses during their first and second semesters”***), then the institution should provide a mechanism to help them learn and stay abreast of these requirements. This article goes on to contend that “when relevant professional development opportunities are provided, academic advisors can be held accountable for checking student understanding of the requirements. In turn, ***learning outcomes can be assessed for both advisors and students.***”

III. Validating



“Colleges that want to embark on reforms to improve their performance and increase student success – through, for example, curricular changes, modified teaching strategies, and **improvements to student**

advising and supports – recognize (or discover) that college culture mediates and is implicated in any serious undertaking to change practice on a large scale.” (Barnett, E; Cho, S.; and Salazar, A.; 2023). Kezar, in her book “How Colleges Change: Understanding, Learning, and Enacting Change” solidifies this point by stating that “a positive culture builds an environment where both students and college personnel feel welcomed and are likely to be their best selves on campus” (Kezar, 2018).

In her research study “Academic Advising’s Hidden Role in Fostering Validation / Belonging Leading to Improved Grades,” (NACADA Journal, 2023) DeRosa, L. states that “while multiple regression analyses [as part of her study] revealed that while there was no direct relationship between advising and GPA, advising had an indirect impact on GPA via students’ experiences of validation/belonging.” She also notes that “moving forward, student success strategies should situate validating practices that foster belonging and validation at the center of advising interventions.”

In a previous research brief compiled by the USC Rossier Pullias Center for Higher Education entitled “Re-Envisioning Campuses to Holistically Support Students: The Ecological Validation Model of Student Success,” (USC Rossier Pullias Center for Higher Education, [May, 2021]) it calls for a model that “challenges prior models that focus on specific initiatives and argues for a student-centered, asset-oriented approach across campus.” This article succinctly articulates the need for the validation component in *ADVANCE LIT: Accelerating Student Success Through Advising* in the paragraph to follow.

“It falls on **educators and advisors** to initiate connections with students to **build trusting relationships**, to make sure students feel like they belong to a college community **who cares about their success**, and to show them how **they can fully realize their role as an integral part of the college community** in a way that speaks to **their individual needs and goals**. By reaching out proactively, educators and advisors can **initiate a connection with the student** to learn about **who they are, what their personal and academic needs and goals are**, and work with students to seek out additional **opportunities to foster belonging tailored to meet student’s individual needs and goals, given their current circumstances.**”

The portion of the brief just shown correlates to **QEP Student Success Outcome #3 “making certain that 100% of all students attend an advising session”** and **#4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.”** Aside from the close alignment with V- Validating, this also aligns, as is noted from the outtakes shown, with A – Advising (“..educators and advisors...build trusting relationships..,” “their individual needs and goals”), and E – Educating (“..they can fully realize their role as an integral part of the college community..”).

The brief goes on to suggest that a particular proactive outreach model that “could be adapted to support students’ sense that they are part of a college community that **cares about their success** and will **support them in their college endeavors.**” The steps in this model, which could be easily adapted to advising at LIT, are:

1. “Mid-semester check-ins with students to get a sense of how they are doing in college”
2. “Whether they are experiencing personal or academic issues for which they need support”
3. “Identifying their academic and personal goals and needs”
4. “Providing interpersonal and emotional support”

5. “Charter a plan with the guidance of the educator to access resources tailored to meet their individual needs and goals”

Steps one through five above also correlate with **QEP Student Success Outcome #3 “making certain that 100% of all students attend an advising session”** and **#4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.”**

Based on all of the research, ***ADVANCE LIT: Accelerating Student Success Through Advising***, will assist students in understanding that they are an integral part of the advising process and make sure that their individual needs are met such that they feel connected to the college community as whole. As a final point to validation as an essential element to advising it is important to note that positive reinforcement of students, strengths-based advising, is key. As stated very succinctly in the article *Strengths-Based Advising*, “advisors help college students with similar crises by encouraging the development of a growth mindset and using strengths-based advising” (Schreiner and Anderson, 2004). This point is elaborated on further in the article “Eight Crises of College Students: Advising with Erikson Across a Student’s Academic Lifespan,” when the authors describe strengths-based advising as: “advisors help students build doable plans and learn to apply their strengths to current and future challenges. By using a strengths-based approach, advisors help students develop the core strength of competency” (Ewing-Cooper and Merrifield, 2019).

IV. Assisting

Vincent Tinto, well known for his work on student retention, in his article “Promoting Student Completion One Class at a Time” (Tinto, (n.d.)) notes that “for some students, social support as might arise through advising and mentoring can also enhance retention and completion.” He goes on to say that such support can also provide the “emotional wherewithal to continue when difficulties arise.” Regarding first-generation, low-income, and underserved students (which as previously noted make up a large percentage of LIT’s student population), Tinto asserts that the link between advising and mentoring and persistence “is especially true for first-generation, low-income, and underserved students who often have few resources to draw upon to meet the many challenges of college completion.” In the article “The Role of Academic Advising in Student Retention and Persistence,” (Drake, 2011) Drake makes a similar argument as it pertains “to the power of advising, communicating, and mentoring in student success and persistence to graduation.” Drake states that “It’s about building relationships with our students, locating places where they get disconnected, and helping this get reconnected (this aligns with **Student Success Outcome #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal,”** and **#5 “increasing student persistence rates from Fall-Spring and Fall-Fall by 15%.”**

The article “Eight Crises of College Students: Advising with Erikson Across a Student’s Academic Lifespan,” previously discussed in the section *validating* above asserts that advisors should model proactivity. “Advisors model proactivity by reaching out to students before problems arise. Proactive advising invites students to take action and seek out help with well-timed touch points, including early in the semester, the middle of the term, registration time, and between semesters.”(Ewing-Cooper and Merrifield, 2019). This aligns with **Student Success Outcome #4 “students will engage with their**

advisor at least three times each semester to ensure that they are still on track with their student success goal.”

V. Navigating

Tinto, in his article “Promoting Student Completion One Class at a Time” (Tinto, (n.d.)), asserts that for new students a place for students to feel familiar within the institution is key. More specifically, “secure, knowledgeable ports of entry that enable new students to safely navigate the unfamiliar terrain of the institution.” This is highlighted through the **N** – Navigating each student through the college process from their first contact all the way through graduation and job placement. This finding is also closely **related to QEP Student Success Outcome #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.”** By ensuring that a student meets with their advisor multiple times a semester this guarantees that (1) the advisor is knowledgeable of the students’ success goal and (2) that the advisor can serve as a safe space to “navigate” the student to the next step along their journey (e.g. to their faculty advisor beginning in semester two). Once this transition between advisors is made, the faculty advisor becomes the navigator for this student going forward.

“Practical Steps to Improving Retention and Graduation Rates” (The Florida State University [FSU] Student Success Team, n.d.), regarding implementation of their 10 suggested strategies to improve retention / graduation (five of which are referred to in the “VI. Coaching” below) suggests six (6) items, two of which are relative to this component (navigating) of the QEP. Those strategies are:

1. **“Expand Academic Advising Services.** Place centrally selected and trained advisors in academic departments across the campus as well as in specialized advising centers for students who are still choosing a major or need help in changing majors.”
2. **“A Structured Program to Work with Undecided (and also re-deciding) students.** These students are typically at risk for non-retention and often have academic difficulties due to their lack of focus on a clear program of study.” The FSU program states that it “offers students a step-by-step process, filled with mandatory one-on-one meetings, programming events and action items, aimed at helping students declare their majors with confidence.” This not only aligns with **N** – Navigating in **ADVANCE LIT: Accelerating Student Success Through Advising**, but also **QEP Student Success Outcome #3 “making certain that 100% of all students attend an advising session,”** and **#4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.”**

VI. Coaching

“Practical Steps to Improving Retention and Graduation Rates” (The Florida State University Student Success Team, n.d.) suggested that as coaching has become ingrained into our culture, from sports

coaching to coaching on managing your health, “it is not surprising that coaching has entered into higher education.” In studies of 400 and 1000 students, their work noted that “meetings with trained academic coaches yielded a significant improvement in retention as well as student satisfaction and engagement with their college experience.” This same article suggests 10 elements that are important to sustained approach to persistence through advising; of those five (5) are relevant to the direction of the QEP based on the size and scope of LIT. They are:

1. ***“Develop a “map” of course schedules by term for every major with the critical courses highlighted.”*** This correlates with QEP student success outcome #2 “ensuring that all college ready students are registered for their first English and math gateway courses during their first and second semesters,” and #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.”
2. ***“Establish an automated contact system to reach every student and let each one know that the institution is monitoring his or her progress.”*** This correlates with: **A** – Assisting each student, through intrusive advising, with staying on track, **N** – Navigating each student through the college process from their first contact with the institution all the way through graduation, **C** – Coaching – Success coaches will be deployed within each academic division to serve as a bridge between professional and faculty advisors, and **E** – Educating both advisors and students on how they are active participants in the advising process.
3. ***“Move academic advisors to the students and develop a structure that fosters professionalism and accountability among advisors.”*** This correlates with: **A** – Assisting each student, through intrusive advising, with staying on track, **N** – Navigating each student through the college process from their first contact with the institution all the way through graduation, and **C** – Coaching – Success coaches will be deployed within each academic division to serve as a bridge between professional and faculty advisors.
4. ***“Be willing to intervene early.”*** This bullet point notes that the “data shows that without early intervention more than half of the students who fall below a 2.0 early in their college career will drop out. This correlates with QEP Student Success Outcomes #1 “ensuring, through high-quality advising, that the credential persistence rate of all dual credit students increases by 15% over the five-year period of the QEP,” #4 “students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal,” and #5 “increasing (full-time and part-time) FTIC student persistence rates from Fall-Spring and Spring-Fall by 15%.”
5. ***“Be willing to deploy new approaches.”*** This bullet, as previously stated above suggests that “meetings with trained academic coaches yielded a significant improvement in retention as well as student satisfaction and engagement with their college experience.” This aligns with **Student Success Outcome #5** “increasing (full-time and part-time) FTIC student persistence rates from Fall-Spring and Fall-Fall by 15%.”

VII. Educating

While the **D** in **ADVANCE LIT: Accelerating Student Success Through Advising** focuses on increasing advisor effectiveness through high-quality training, this section focuses on educating advisors and students on how they are active participants in the advising process. In his article “Academic

Advisement and Student Retention: Empirical Connections & Systemic Interventions” (Cuseo, 2006), Dr. Joe Cuseo references advising surveys conducted by American College Testing (ACT) which repeatedly point to elements missing from academic advising programs / policies in higher education both in the hiring process as well as continual upskilling after the onboarding process. Two (2) of those directly correlate to lack of education of advisors as to their overall role in advising:

1. “Established criteria for the recruitment, selection, and deployment of academic advisors.” This suggests that “lack of attention to professional preparedness of academic advisors and indifference to the identification of advisors not qualified to work with students who are at risk for attrition – e.g., [First time in College (FTIC)], undecided students, transfer students, and commuter students” (which make up most of the students at LIT) will only compound the issue of persistence.
2. “Substantive orientation, training and development of academic advisors.”

The National Academic Advising Association (NACADA), in their web-based article entitled “Concept of Academic Advising” (2006), suggested the following ***student learning outcomes as a result of participating in academic advising***:

1. “Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values”
2. “Use complex information from various sources to set goals, reach decisions, and achieve those goals”
3. “Assume responsibility for meeting academic program requirements”
4. “Articulate the meaning of higher education and the intent of the institution’s curriculum”
5. “Cultivate the intellectual habits that lead to a lifetime of learning”
6. “Behave as citizens who engage in the wider world around them”

Another form of advising, “proactive advising,” was discussed in “IV Assisting” above. In that section, the article “Eight Crises of College Students: Advising with Erikson Across a Student’s Academic Lifespan,” asserted that advisors should model proactivity. “Advisors model proactivity by **reaching out to students** before problems arise. Proactive advising invites students to take action and seek out help with well-timed touch points, including early in the semester, the middle of the term, registration time, and between semesters” (Ewing-Coooper and Merrifield, 2019). This relates to the statement within the QEP framework ***ADVANCE LIT: Accelerating Student Success Through Advising*** “....on how they are **active participants in the advising process.**” Relating this same concept to educating students on how they are active participants in the advising process, the authors state that “One of the goals of proactive advising is to **encourage students to take responsibility for their education** and feel comfortable asking their advisor (and other [college] personnel) for assistance. Initiative helps students develop a sense of purpose” (Ewing-Coooper and Merrifield, 2019).

In summary, the evidence in the literature and shown in best practices, supports the need for the multiple tiered approach as depicted in the acronym **ADVANCE**. It also solidifies the need for each one of these steps so that the student can be advised holistically, while both the students and the advisors

are trained and educated on their role in ensuring their student success goal is met and that their time is maximized throughout the process.

B. Actions to Be Taken

As previously stated, “The intensive and personalized approach to advising may be ideal, but few community college students experience it. Due to financial constraints, most community colleges have high student-advisor ratios, sometimes as high as 1,600 students to one advisor.” - *Designing a System for Strategic Advising* (CCRC, 2013). ***Lamar Institute of Technology plans to break this trend and provide high-quality, intrusive advising to every student so that each can be successful toward meeting their student success goal.***

It is important to restate the mission and vision as we move through the actions to be taken and into the timeline. These two (2) items are our guiding principles in moving the College forward every day.

The **mission** of LIT is to ***“provide innovative teaching and learning for tomorrow’s workforce.”*** ***ADVANCE LIT: Accelerating Student Success Through Advising*** drives this mission forward by ensuring that each student is taught ***not only using innovative teaching and learning techniques,*** but is also ***an active participant in their educational plan to achieve academic and student success.*** Using holistic advising, the College will ensure that from the moment that they arrive on campus, all the way through graduation, that each student will be an active participant in their academic and career planning goals. Through this active participant model, students will understand the ‘why’ behind each course that they are taking in their program of study and how it relates to their degree completion and future career aspirations.

The **vision** of LIT is to ***“Inspire the next generation of workforce through a quality education that evolves to meet industry and community needs.”*** The community **needs** LIT to advise for successful completion of each student’s success goal, the community **needs** our highly trained advisors to keep students on track and on a path to success, and the community **needs** LIT to guide all students toward completion in a timely fashion to fill all current and future workforce needs as this area continues to expand and grow.

The focus of ***ADVANCE LIT: Accelerating Student Success Through Advising*** is to provide high-quality advising that will enhance the advising experience from admissions all the way through graduation. This will ensure the College adheres to the mission, follows the vision, and carries the strategic plan forward so that students continue to thrive and be successful in all their endeavors.

The *ADVANCE LIT: Accelerating Student Success Through Advising* model is comprised of seven (7) components as delineated by the acronym ADVANCE described in Table V-3.

Table V-3
Description of the Seven Pillars of ADVANCE LIT

Pillars		Description
A	Advising	<u>A</u> dvising with an emphasis on each student’s success goal.
D	Developing	<u>D</u> eveloping high-quality advisor training to increase advisor effectiveness and ensure that each student’s time at LIT is maximized for success.
V	Validating	<u>V</u> alidating, through holistic advising, to the students that they do belong at LIT.
A	Assisting	<u>A</u> ssisting each student, through intrusive advising, in staying on track.
N	Navigating	<u>N</u> avigating each student through the college process from their first contact with the institution all the way through graduation.
C	Coaching	<u>C</u> oaching. Success coaches will be deployed within each academic division to serve as a bridge between professional and faculty advisors
E	Educating	<u>E</u> ducating both advisors and students on how they are active participants in the advising process.

Each of the seven (7) pillars can be described in terms of actions to be taken to create the cultural change necessary to ensure that *ADVANCE LIT: Accelerating Student Success Through Advising* impacts students, the College, and the community. Tables V-4 through V-10 describe the sequential implementation activities that will be used to ensure that students receive high-quality advising, stay on track, and achieve their student success goal.

Table V-4
Implementation Activities for Advising

Implementation Activities	Description
Communication	<ul style="list-style-type: none"> • At least three times a semester, advisors will communicate with their caseloads • Professional advisors and faculty advisors will convene at least once per semester to communicate any changes within the programs • Professional advisors and faculty advisors will convene at least once per

	semester to communicate any issues or barriers that may exist
Dual Credit / Traditional College Student Advising	<ul style="list-style-type: none"> • Advisors will review program maps with students so that they fully understand their degree/certificate • Have each student complete the advising form and list their short and long-term success goal(s) • Identify, through intrusive conversations, real (or perceived) hurdles toward meeting the students success goal • Review with the students the expectations within their chosen program • Review the expectations of what is required to be a successful college student • Review students academic progress within the term and meet with them accordingly • Review student profiles regularly in Starfish to identify flags and interventions

**Table V-5
Implementation Activities for Developing**

Implementation Activities	Description
Professional Development	<ul style="list-style-type: none"> • Developing accurate degree maps for all programs • Provide at least one session per semester related to advising • All new faculty members will be given required best practices advising training by the professional advisors at the institution
Use of Technology in Advising	<ul style="list-style-type: none"> • All advisors will be trained in Starfish <ul style="list-style-type: none"> ○ Early alerts ○ Notations ○ Attendance records ○ Confidential notations ○ Degree tracker ○ Interventions

	<ul style="list-style-type: none"> • All advisors will be trained in DegreeWorks <ul style="list-style-type: none"> ○ Verify that the: <ul style="list-style-type: none"> ▪ Degree matches the map ▪ Advisor information is accurate ▪ TSI Scores ○ Tracking credential progress: <ul style="list-style-type: none"> ▪ Completed / attempted credit hours ▪ Applicable courses transferred in ○ Use “what-if” feature to see what would occur if a student is contemplating changing majors • All advisors will be trained in Banner <ul style="list-style-type: none"> ○ Learn all applicable acronym shortcuts ○ View holds ○ Register students for classes ○ Waitlist students for classes ○ Print schedule ○ View receipt of high school transcripts ○ View placement test scores ○ View student record ○ View official transcripts • All advisors will be trained in Xtender
<p style="text-align: center;">Expectations of Record Keeping</p>	<ul style="list-style-type: none"> • Notations on advisor meetings with students • Accurately completing forms • Addressing early alert flags • Understanding student records and holds • Timely responses and assignment of interventions <ul style="list-style-type: none"> ○ TimelyCare ○ Tutoring ○ CARES team • Timely responses and assignment of interventions
<p style="text-align: center;">Advisor Manual</p>	<ul style="list-style-type: none"> • Create an advisor manual with sections for: <ul style="list-style-type: none"> ○ Professional advisors ○ Faculty advisors ○ Strategies and quick tips ○ Shortcuts ○ Acronyms

	<ul style="list-style-type: none"> ○ Do's and Don'ts ○ Forms (with explanations) <ul style="list-style-type: none"> ▪ FERPA ▪ Withdrawal ▪ Add / drop courses ▪ Change of major ▪ Special populations ▪ Veteran benefits ▪ DORI waiver ● Review / update this manual yearly
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**Table V-6
Implementation Activities for Validating**

Implementation Activities	Description
Kudos	<ul style="list-style-type: none"> ● All advisors will acknowledge (in Starfish) a student's academic progress through kudos if they are in good academic standing ● All advisors will send a congratulatory email to students that made the vice-president and president list
Getting Connected	<ul style="list-style-type: none"> ● Advisors will connect students with representatives such as: <ul style="list-style-type: none"> ○ Faculty advisor ○ Financial aid ○ Learning lab ○ Tutors ○ Student life coordinator ○ Career services ○ SGA and student clubs <ul style="list-style-type: none"> ▪ Club rush ▪ College week
Faculty	<ul style="list-style-type: none"> ● Will raise flags as concerns arise: <ul style="list-style-type: none"> ○ Attendance ○ Academics ○ Etc.

**Table V-7
Implementation Activities for Assisting**

Implementation Activities	Description
Mandatory Advising Checkpoints	<ul style="list-style-type: none"> • Meet with advisor three times per semester • Meet with advisor at 15, 30, and 45 semester credit hours • Meet with advisors for semester course registration
At-Risk Students	<ul style="list-style-type: none"> • Each advisor will examine their caseload for early alert students • Identified early alert students will receive communication from advisors • Referral services will be communicated with students if needing: <ul style="list-style-type: none"> ○ Tutoring services <ul style="list-style-type: none"> ▪ Tutor.com ▪ Learning lab tutors ○ TimelyCare ○ Advisor meeting (if schedule needs adjustment) • Discuss with the student what it means to be “at-risk” and how they can be successful

**Table V-8
Implementation Activities for Navigating**

Implementation Activities	Description
Dual Credit Matriculation	<ul style="list-style-type: none"> • The dual credit department will coordinate with student services to ensure an ease of transition from dual credit to traditional college student status • Create a dual credit transition packet consisting of the following information: <ul style="list-style-type: none"> ○ Degree map ○ Advisor ○ TimelyCare ○ Financial aid ○ Learning lab ○ Tutoring • Dual credit open house at LIT for upcoming high school graduates

<p>Welcome Packet</p>	<ul style="list-style-type: none"> • Advisors will provide a folder on the initial advising meeting to students with the following: <ul style="list-style-type: none"> ○ Program degree plan ○ Degree audit ○ TimelyCare flyer ○ Library resources ○ Community resources ○ Program information ○ Schedule ○ List of upcoming events
<p>Graduating Student</p>	<ul style="list-style-type: none"> • Meet with assigned advisor • Verify completion with respective department chair • Assist with intent and graduation application process

**Table V-9
Implementation Activities for Coaching**

Implementation Activities	Description
<p>Student Engagement</p>	<ul style="list-style-type: none"> • A student's new (faculty) advisor will send a welcome email at the start of the second semester to touch base and ensure a smooth transition from professional advising to their faculty advisor • Review the expectations of what is required to be a successful college student • Provide monthly email communication of upcoming events and student workshops • Provide additional check-ins (in addition to the three required advisor meetings) to serve as a bridge in the transition process
<p>Tracking Progress</p>	<ul style="list-style-type: none"> • Starfish progress surveys (grade reports) will be provided and communicated with students about their current level of success in the course • Remain in communication with students that have identified real (or perceived) barriers that may interfere with their degree progress

	<ul style="list-style-type: none"> Starfish attendance surveys
Bridging the Gap	<ul style="list-style-type: none"> Success coaches will support faculty advisors and student communication Success coaches will keep track of student / faculty advisor meetings to ensure that they are meeting regularly as required Coaches will support students w/needed resources

**Table V-10
Implementation Activities for Educating**

Implementation Activities	Description
Utilize Accurate Program Maps	<ul style="list-style-type: none"> Place all college ready students in their first English and math gateway courses Track students' progress toward persistence and completion Advisors will meet with department chairs to make certain that program maps are always up-to-date Advisors will review program maps with students so that they fully understand their degree/certificate
Events and Workshops (Students)	<ul style="list-style-type: none"> Delivering events and workshops that are centered around student success such as: <ul style="list-style-type: none"> Financial aid literacy Essay writing and plagiarism FAFSA workshop Financial literacy Time management Communicating with instructors Transfer Advising Retention
Events and Workshops (professional advisors and faculty advisors)	<ul style="list-style-type: none"> Delivering events and workshops that are centered around student success such as: <ul style="list-style-type: none"> FERPA CLEP Prior Learning Assessment Co-Op and Internship credits Soft skills (5G) Conflict management

C. Timeline

Figure V-1 “ADVANCE LIT: Accelerating Student Success Through Advising Timeline” provides a macro-view of the **ADVANCE LIT: Accelerating Student Success Through Advising** timeline, which began with the integration of components of the College’s ongoing strategic planning process. The six-year timeline began in 2022 with the identification of broad topics, followed by the determination of the focus, creation of the action plan, and implementation of the plan, which will achieve full-scale institutionalization in the 2027-2028 academic year.

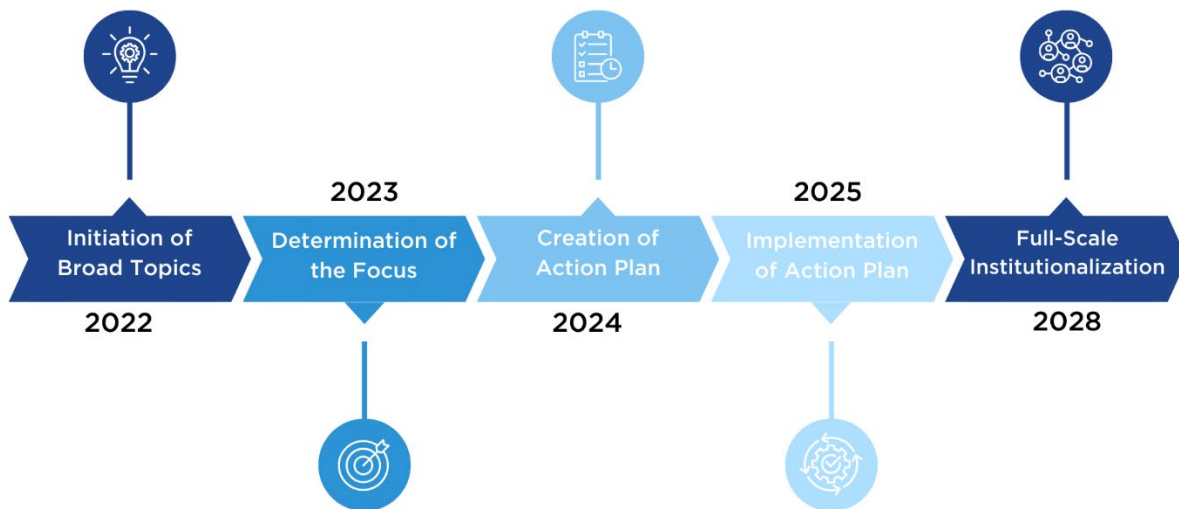


Figure V-1

ADVANCE LIT” Accelerating Student Success Through Advising Timeline

In contrast to Figure V-1, Table V-11 provides a micro-view of the implementation timeline for **ADVANCE LIT: Accelerating Student Success Through Advising**. This figure illustrates the proposed timeline for the implementation and/or continued delivery of the implementation activities. The QEP implementation process commenced in 2023 with the pre-planning phase and will continue through full implementation planned for the 2027-2028 academic year.

Table V-11

ADVANCE LIT Implementation Timeline

	Year 1 (2024-2025)			Year 2 (2025-2026)			Year 3 (2026-2027)			Year 4 (2027-2028)		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Advising												
Communication			●	●	●	●	●	●	●	●	●	●
Dual Credit / Traditional College Student Advising			●	●	●	●	●	●	●	●	●	●
Developing												
Professional Development	●	●		●	●		●	●		●	●	
Use of Technology in Advising		●		●	●	●	●	●	●	●	●	●
Expectations Every Semester of Record Keeping		●		●			●			●		
Advisor Manual		●				●			●			●
Validating												
Kudos		●	●	●	●	●	●	●	●	●	●	●
Getting Connected		●	●	●	●	●	●	●	●	●	●	●
Assisting												
Mandatory Advising Checkpoints				●	●		●	●		●	●	
At-Risk Students		●	●	●	●	●	●	●	●	●	●	●
Navigating												

Dual Enrollment Matriculation		●		●	●		●	●		●	●	
Welcome Packet	●	●	●	●	●	●	●	●	●	●	●	●
Coaching												
Student Engagement			●	●	●	●	●	●	●	●	●	●
Tracking Progress		●	●	●	●	●	●	●	●	●	●	●
Bridging the Gap			●	●	●	●	●	●	●	●	●	●
Educating												
Utilize Accurate Program Maps			●	●	●	●	●	●	●	●	●	●
Events and Workshops (Students)	●	●		●	●		●	●		●	●	
Events and Workshops (Professional Advisors and Faculty Advisors)	●	●		●	●		●	●		●	●	

D. Resources

The total cost to develop and implement the QEP is estimated to be \$10,344,848 comprised of both (\$9,362,858) in-kind (existing) and actual (\$981,990) (new) expenses. Table V-12 provides a detailed projected budget starting from the pre-panning year (2023-2024) to full resource integration in year four (2027-2028).

Table V-12
Estimated Cost of ADVANCE LIT

		N or I*	Pre-Plan (2023-2024)	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)	Year 4 (2027-2028)	Total
Personnel								
1	QEP Director ¹	I						
2	Learning Lab Specialist	I	--					
3	Math Tutor (P/T) [^]	I	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
4	English Tutor (P/T) [^]	I	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
5	Science Tutor (P/T) [^]	N	--	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000
6	Professional Advisors (6) ²	I						
7	Faculty Advisors (86) ³	I						
8	Recruiters (2)	I						
9	Dual Credit Coordinator	N						
10	Dual Credit Recruiter (2)	I						
11	Student Life Coordinator	I						
12	Success Coaches (Embedded)	I (2)						

13	Success Coaches (Embedded)	N (2)	--					
TOTAL FOR SECTION:			\$1,111,833	\$1,275,644	\$1,313,101	\$1,351,684	\$1,368,656	\$6,443,692
Professional Development								
14	Guest speakers	N	--	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
15	In-house workshops (students)	N	--	\$500	\$500	\$500	\$500	\$2,000
16	In-house workshops (faculty)	N	--	\$500	\$500	\$500	\$500	\$2,000
17	Virtual workshops	N	--	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
18	In-person conferences	N	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
19	Travel for training	N	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
20	Local travel	N	--	\$500	\$500	\$500	\$500	\$2,000
21	Alpha Umi 5G Soft Skills	I	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
TOTAL FOR SECTION:			\$20,000	\$29,500	\$29,500	\$29,500	\$29,500	\$138,000
Technology								
22	Starfish	I	\$96,500	\$96,500	\$96,500	\$96,500	\$96,500	\$482,500
23	Banner	I	\$328,788	\$328,788	\$658,429	\$658,429	\$658,429	\$2,632,863
24	DegreeWorks	I	Included in Banner	Included in Banner	Included in Banner	Included in Banner	Included in Banner	Included in Banner
25	Tutor.com	I	\$16,399	\$16,399	\$16,399	\$16,399	\$16,399	\$81,995
26	TimelyCare	I	\$37,170	\$37,170	\$37,170	\$37,170	\$37,170	\$185,850
27	ZOOM	N	--	\$11,707	\$11,707	\$11,707	\$11,707	\$46,828
TOTAL FOR SECTION:			\$478,857	\$490,564	\$820,205	\$820,205	\$820,205	\$3,430,036
Assessment								
28	External Evaluator	N	--	--	--	\$20,000	\$20,000	\$40,000
29	SurveyMonkey	I	\$384	\$384	\$384	\$384	\$384	\$1,920
30	CCSSE survey	N	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$42,500

31	Focus group supplies	N	\$500	\$500	\$500	\$500	\$500	\$2,500
32	Student surveys	I	\$200	\$1000	\$1,000	\$1,000	\$1,000	\$4,200
TOTAL FOR SECTION:			\$9,584	\$10,384	\$10,384	\$30,384	\$30,384	\$91,120
Marketing & Special Events								
33	Promotional campaign	N	\$54,500	\$48,500	\$42,500	\$36,500	\$30,000	\$212,000
34	Office supplies	N	--	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
35	Copy costs	N	--	\$500	\$500	\$500	\$500	\$2,000
36	Literature / Memberships	N	--	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
TOTAL FOR SECTION:			\$54,500	\$53,500	\$47,500	\$41,500	\$35,000	\$232,000
QEP Implementation Supplies (QEP Director)								
37	Office supplies	N	--	\$500	\$500	\$500	\$500	\$2,000
38	Copy costs	N	--	\$500	\$500	\$500	\$500	\$2,000
49	Printing costs	N	--	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
TOTAL FOR SECTION:			--	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000

*New (N) or In-kind (I)

1 – For the QEP Director, 50% of the retention coordinators time is included in this calculation.

2 – For all professional advisors, 100% of the salary of each was taken into consideration except for the retention coordinator (who will also serve as the QEP director), the remaining \$ of his salary was added into this calculation.

3 – For faculty advisors, 15% of their time is included in this calculation.

^ - all tutors wage calculations are based on \$15.00 / hour for a maximum of 20 hours / week for a maximum of 30 weeks a year (15 weeks / term) [$\$15 \times 20 \times 30$] = \$9,000

Budget Narrative

1. QEP Director – The position will be 50% of the time allocated for the Coordinator of Retention.
2. Learning Lab Specialist – An embedded position in the learning lab that will monitor the tutors and tutoring services.
3. Math Tutor (P/T) – This is a part-time staff position employed as needed.
4. English Tutor (P/T) – This is a part-time staff position employed as needed.
5. Science Tutor (P/T) – This is a part-time staff position employed as needed.
6. Professional Advisors – Six (6) full-time advisors with 100% of their time dedicated to advising of students.
7. Faculty Advisors – Eighty-six (86) full-time faculty members with 10% of their time dedicated to advising students within their program of study following their first semester at the College.
8. Recruiters – Two (2) full-time recruiters with 100% of their time dedicated to the recruitment and onboarding of students.
9. Dual Credit Coordinator – This is a full-time position that is responsible for the Dual Credit program at the College.
10. Dual Credit Recruiters – This is a full-time position that is responsible for outreach to new and existing Dual Credit partners (school districts).
11. Student Life Coordinator – The student life coordinator also serves as the direct supervisor of the Learning Lab Specialist and the Tutors listed in budget items 2-5 above.
12. Success Coaches (Embedded) – Enrollment and retention coaches assigned to navigate students' success towards goals and completion.
13. Success Coaches (Embedded) – Enrollment and retention coaches assigned to navigate students' success towards goals and completion.
14. Guest Speakers – Guest speakers will be used to provide professional development training for faculty and staff, as well as providing specialty seminars to students.
15. In-house workshops (students) – These will provide seminars to students on topics outside of their normal academic studies, such as financial management, time management, etc.
16. In-house workshops (faculty) – These will provide professional development opportunities for faculty.
17. Virtual workshops – These will provide faculty and staff the opportunity to participate in workshops that they can do at their own pace, when most convenient with their schedule.

18. In-person conferences – This will provide additional registration funds to conferences such as SACSCOC.
19. Travel for training – This will provide additional travel funds for item 18 above.
20. Local travel – This is allocated to provide reimbursement for travel to dual enrollment sites, for example, to implement and institutionalize the QEP.
21. Alpha Umi 5G Soft Skills – This will equip the College with the needed tools to provide soft skills training to faculty and staff as well as students.
22. Starfish – Annual licensing fees associated with the continued use of the student portal in support of the QEP.
23. Banner – Annual licensing fees associated with the continued use of the ERP in support of the QEP.
24. DegreeWorks – Annual licensing fees associated with the continued use of the web-based advising and degree planning tool in support of the QEP.
25. Tutor.com – Annual licensing fees associated with the continued use of online tutoring software in support of the QEP.
26. TimelyCare – A health, mental health, and suicide prevention tool that will assist in the overall holistic options for each student.
27. Zoom – Annual licensing tool for the Zoom platform which will / can be used for group advising as well as overall advising services.
28. External Evaluator – To bring an external evaluator on campus for a review and evaluation of the QEP assessment plan. This will occur at the end of the year two and will guide the process of institutionalizing the QEP.
29. SurveyMonkey – Annual licensing fee to provide a tool which will be used to engage students experiences throughout the QEP.
30. CCSSE Survey – For conducting student engagement surveys to help evaluate the effectiveness of the QEP using nationally benchmarked comparisons.
31. Focus group supplies – For promotional items and incentives (t-shirts, hats, refreshments, etc.) for students participating in focus groups.
32. Student surveys – printing and related costs to provide additional survey instruments to assess the effectiveness of the QEP.
33. Promotional campaign – For conducting a media blitz and providing items to promote the QEP.
34. Office supplies – For routine office supplies to support marketing of the QEP.
35. Copy costs – For routine copy costs to support marketing of the QEP.

- 36. Literature/Memberships – For annual subscriptions to journals and publications related to the QEP.
- 37. Office supplies – For routine office supplies to support the QEP and the QEP director.
- 38. Copy costs – For routine copy costs to support the QEP and the QEP director.
- 39. Printing Costs – For routine printing to support the QEP and the QEP director.

VI. Assessment Plan

Introduction

This comprehensive assessment plan is designed to evaluate the effectiveness of the ADVANCE LIT Quality Enhancement Plan (QEP) at Lamar Institute of Technology (LIT). The plan covers a five-year period from 2025 to 2029 and focuses on five (5) key outcomes aimed at improving student success and persistence.

The assessment plan includes:

1. The data definitions and specific assessment methods for each outcome
2. Data collection strategies
3. Timelines for assessment activities
4. Responsible parties for each component
5. An overall assessment strategy, including annual reviews and mid-point evaluation
6. Reporting and dissemination plans
7. Resources and support considerations
8. Three (3) Strategies for Success associated with each of the five major outcomes

This comprehensive assessment plan will provide a solid foundation for evaluating the effectiveness of LIT's QEP and demonstrating its impact to SACSCOC and other key stakeholders.

Dual Credit Student Credential Persistence Rate

Outcome 1: *Ensuring, through high-quality advising, that the credential persistence rate of dual credit students increases by 15% over the five-year period of the QEP.*

Assessment for this outcome provides more meaningful results in Spring which also aligns with the semester that dual credit students graduate from high school. Thus, only the spring semester count is used in arriving at a baseline percentage for the three measurements for success. This is also supported by the information presented in the table below.

Data Definitions: The first measurement for success will be calculated as a percentage of Dual Credit Students (DCS) who earn a credential from LIT with a graduation date corresponding to the last Spring semester enrolled as a DCS but did not matriculate (Graduated as DCS w/o matriculation).

The second measurement for success will be calculated as a percentage of Dual Credit Students (DCS) who did not earn a credential from LIT in the last Spring semester enrolled as a DCS but matriculated to LIT as a new student (Matriculated w/o graduation).

The third measurement for success will be calculated as a percentage of Dual Credit Students (DCS) who earned a credential from LIT in the last Spring semester enrolled as a DCS and also matriculated to LIT as a new student (Graduated & Matriculated).

Table VI-1

Dual Credit Graduation and Matriculation - Data

	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Students	502	899	1277	1540	1747	2331
Graduated as DCS w/o matriculation		1	136	103	208	207
Matriculated w/o graduation	30	41	20	47	67	64
Graduated & Matriculated	1	1	38	64	67	49
Total	31	43	194	214	342	320
Rate	6.18%	4.78%	15.19%	13.90%	19.58%	13.73%

Baseline: 15.60% (Average of Spring 2021 to Spring 2024)

Target(s):

Table VI-2

Dual Credit Graduation and Matriculation - Targets

	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029
Target Rate:	18.60%	21.60%	24.60%	27.60%	30.60%

Assessment Methods:

1. Quantitative Analysis:
 - Track the credential persistence rate of dual credit students in the spring semester of the fiscal year.
 - Calculate the percentage increase from the baseline.
2. Qualitative Analysis:
 - Conduct surveys with dual credit students to assess the quality of advising received.
 1. Dual Enrollment Survey of Student Engagement (*DESSE*) (pending approval)
 - Hold focus groups with advisors to identify successful strategies and areas for improvement.

Data Collection:

- Utilize institutional research data to track student persistence rates.
- Administer online surveys to dual credit students at the end of each academic year.
- Conduct annual focus groups with advisors.

Timeline:

- Annual data collection and analysis (August-September)
- Yearly progress report (October)
- Comprehensive review at the end of the five-year period (2029)

Responsible Parties:

- Institutional Effectiveness and Assessment Office
- Dual Credit Program Director
- QEP Director

Strategies for Success:

1. Early Intervention Program:

- Utilize LIT Starfish early alert system to identify dual credit students who may be struggling academically or considering discontinuing their studies.
- Provide targeted support services, including tutoring and counseling, to address challenges early on.
- Conduct regular check-ins with dual credit students to assess their progress and needs.

2. Seamless Transition Pathway:

- Develop a clear, structured pathway for dual credit students to transition into full-time or part-time college programs.
- Offer specialized orientation sessions for dual credit students transitioning to full-time or part-time status.
- Create a "Dual Credit to Degree" guide that outlines how dual credits apply to various degree programs.

Increased First-Year English or Math Course Registration

Outcome 2: *Ensuring that all college ready students are registered for their first English or Math gateway courses during their first and second semesters.*

Data Definitions: Outcome #2 will be calculated as a percentage of College Ready Students (CRS) in English or Math who are registered in either their first or second semester at LIT in a respective College Level English and or Math course.

College Ready (CR) in Math or English:

Table VI-3

College Ready (CR) in Math or English - Data

	FY2022	FY2023	FY2024
English (CR) enrolled in English	19.9%	21.4%	17.9%
Math (CR) enrolled in Math	23.3%	23.8%	23.8%

Baseline: FY 2024: English (CR) 17.9%

Math (CR) 23.8%

Target(s):

Table VI-4

College Ready (CR) in Math or English - Targets

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Target Rate:	100%	100%	100%	100%	100%

Assessment Methods:

1. Quantitative Analysis:

- Track the percentage of degree-seeking college-ready students in English or Math registered for English or Math courses in their first two semesters.
- Monitor student performance in these courses.

2. Qualitative Analysis:

- Survey students about their experience with course registration and the impact on their academic progress.
 1. CCSSE: Utilize responses to assess the effectiveness of support services for first-year English and Math course registration (Outcome 2).
 2. SENSE: Utilize responses to assess the effectiveness of support services for first-year English and Math course registration (Outcome 2).

3. Institutional Surveys

- Interview academic advisors about the implementation of this strategy.

Data Collection:

- Use enrollment data from the Institutional Effectiveness and Assessment office.
- Collect course performance data (grades, completion rates).
- Conduct online surveys with students at the end of their second semester.
- Hold semi-annual interviews with academic advisors.

Timeline:

- Data collection at the end of each semester
- Analysis and reporting at the end of each academic year (May-June)

Responsible Parties:

- Institutional Effectiveness and Assessment Office
- GEDS Department Chair and English and Math Lead Faculty
- Academic Advising Department
- QEP Director

Strategies for Success:

1. Proactive Course Planning:

- Implement a mandatory course planning session for all new students during orientation or initial advising meeting.
- Use Banner Degree Audit software to automatically identify students who haven't registered for English or Math in their first two semesters.
- Send personalized reminders and recommendations to students about English and Math course registration.

2. First-Year Success Workshops:

- Conduct workshops highlighting the importance of early English and Math completion for academic success.
- Offer study skills and time management sessions tailored to these foundational courses.

3. Faculty-Advisor Collaboration:

- Establish regular meetings between English/Math faculty and academic advisors to discuss course offerings and student needs.
- Develop a "Why English and Math Matter" campaign, with faculty providing real-world examples of how these skills apply across disciplines.
- Create faculty-led information sessions for students unsure about their readiness for college-level English or Math.

Universal Advising Attendance

Outcome 3: *Making certain that 100% of all students attend an advising session.*

Data Definitions: Outcome #3 will be calculated as a percentage of all certified LIT students who attend at least one advising session divided by all LIT students registered for a particular semester.

Table VI-5

Advising Participation - Data

	FY 2022			FY 2023			FY 2024		
	Fall 2021	Spring 2022	Total	Fall 2022	Spring 2023	Total	Fall 2023	Spring 2024	Total
Total Students Enrolled (E1 Certified)	4,469	4,039	8,508	4,781	4,411	9,192	5,261	4,906	10,167
Total Students Enrolled That Were Advised	2,690	2,127	4,817	2,808	2,205	5,013	2,902	2,205	5,107
Percentage	60.19%	52.66%	56.62%	58.73%	49.99%	54.54%	55.16%	44.94%	50.23%

* Spring counted November to March

* Fall counted April to October

* Cancelled appointments were not counted

Percentage was derived using the number of students advised in starfish to the number of students officially enrolled in Fall and Spring.

Baseline: FY 2024: 50.23%

Target(s):**Table VI-6****Advising Participation - Targets**

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Target Rate:	100%	100%	100%	100%	100%

Assessment Methods:

1. Quantitative Analysis:
 - Track the percentage of students who attend advising sessions each semester.
 - Monitor the timing of advising sessions relative to key academic milestones (e.g., registration periods).
2. Qualitative Analysis:
 - Survey students about their advising experience and its perceived value.
 1. **CCSSE:** Use responses to assess the effectiveness of universal advising (Outcome 3).
 2. **SENSE:** Use responses to assess the effectiveness of universal advising (Outcome 3).
 3. Institutional Surveys
 - Collect feedback from advisors on the implementation and challenges of universal advising.

Data Collection:

- Use LIT's Starfish software to track student attendance.
- Administer post-advising surveys to students via Starfish.
- Conduct semester-end debriefs with advising staff.

Timeline:

- Ongoing tracking throughout each semester
- Mid-semester progress check (October and March)
- End-of-semester final report (December and May)

Responsible Parties:

- Academic Advising Department
- IT Department (for tracking software)

- QEP Director

Strategies for Success:

1. Multi-Channel Advising Access:

- Offer various advising formats: in-person, virtual, group, and drop-in sessions to accommodate diverse student schedules and preferences.
- Implement a user-friendly online scheduling system using LIT’s Starfish software for advising appointments.
- Provide evening advising options for non-traditional students.

2. Integrated Advising Model:

- Incorporate advising checkpoints into the curriculum of first-year experience courses.
- Train faculty to provide basic advising and referrals during office hours.
- Develop an "Advising Syllabus" that outlines the expectations and benefits of advising throughout a student's academic journey.

Multiple Advisor Engagements

Outcome 4: *Students will engage with their advisor at least three times each semester to ensure that they are still on track with their student success goal.*

Data Definitions: Outcome #4 will be calculated as a percentage of all LIT students who attend at least 3 or more advising sessions divided by all LIT students who received advising during the semester.

Table VI-7

Student Engagement - Data

	FY 2022			FY 2023			FY 2024		
	Fall 2021	Spring 2022	Total	Fall 2022	Spring 2023	Total	Fall 2023	Spring 2024	Total
Total Students Advised	2,198	2,039	4,237	2,315	2,043	4,358	2,314	2,111	4,425
3+ Advisor Meetings	429	357	786	471	367	838	422	290	712
Percentage	19.52%	17.51%	18.55%	20.35%	17.96%	19.23%	18.24%	13.74%	16.09%

- * Spring counted 1st January to 31st May
- * Fall counted 1st August to 31st December
- * Cancelled appointments were not counted

Data was obtained from starfish

Baseline: FY 2024 – 16.09%

Target(s):

**Table VI-8
Student Engagement - Targets**

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Target Rate:	100%	100%	100%	100%	100%

Assessment Methods:

1. Quantitative Analysis:
 - Track the number of advisor-student interactions per semester for each student.
 - Analyze the correlation between advisor engagement and student academic performance.
2. Qualitative Analysis:
 - Survey students about the quality and impact of multiple advising sessions.
 1. **CCSSE:** Use responses to assess the effectiveness of multiple advisor engagements (Outcome 4).
 2. **SENSE:** Use responses to assess the effectiveness of multiple advisor engagements (Outcome 4).
 3. Institutional Surveys
 - Collect advisor feedback on the effectiveness of increased engagement.

Data Collection:

- Use Starfish advising management software to log all advisor-student interactions.
- Administer end-of-semester surveys to students.
- Conduct advisor focus groups at the end of each academic year.

Timeline:

- Ongoing tracking throughout each semester
- Mid-semester progress check (October and March)
- End-of-semester final report (December and May)
- Annual comprehensive analysis (June)

Responsible Parties:

- Academic Advising Department
- Institutional Effectiveness and Assessment Office
- QEP Director

Strategies for Success:

1. Milestone-Based Advising:

- Structure the three required advising sessions around key academic milestones (e.g., start of semester, mid-terms, registration period).
- Develop specific agendas and discussion points for each session to ensure meaningful engagement.
- Consider implementing a digital badge system to recognize students' progress through advising milestones.

2. Personalized Advising Plans:

- Work with each student to create an individualized advising plan at the start of each semester that can be stored in the LIT Starfish Early Alert System.
- Use Starfish predictive analytics to identify potential challenges and tailor advising discussions accordingly.
- Encourage students to set personal goals for each advising session and reflect on their progress.

3. Cross-Functional Advising Teams:

- Create advising teams that include academic advisors, career counselors, and faculty mentors.
- Rotate students through different team members for each session to provide diverse perspectives.
- Utilize the shared note-taking system in Starfish to ensure continuity across advising sessions.

Increased FTIC Student Persistence Rates

Outcome 5: *Maximizing (full-time and part-time) FTIC student persistence rates from Fall-to-Spring and Fall-to-Fall by 15%*

Data Definitions: Outcome #5 will be calculated using the official CBM001* and CBM009** reports. The first-year retention rate measures the percentage of first-year students who had persisted in or completed their educational program a year later, broken out by Full-time (≥ 12 SCH) and Part-time (< 12 SCH).

**The CBM001 is a Texas state mandated student report that reflects all students enrolled at the reporting institution in courses (for which semester credit hours are awarded) as of the official census date, which shall be the 12th class day of the fall and spring semesters.*

***The CBM009 is a Texas state mandated report that will include all degrees and certificates which have been awarded to students in active Texas Higher Education Coordinating Board approved programs during the fiscal year.*

Table VI-9
Persistence Rate - Data

	Fall 2020		Fall 2021		Fall 2022	
	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Full-Time	65.96%	50.23%	71.15%	51.66%	78.65%	54.81%
Part-Time	56.43%	45.89%	59.66%	47.23%	63.81%	47.60%

Table VI-10
Persistence Rate - Baseline

Baseline:	Fall	
	Spring	Fall
Full-Time	73.16%	52.79%
Part-Time	59.76%	46.08%

Target(s):

Table VI-11
Persistence Rate - Targets

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Full-time, Fall-to-Spring Target Rate:	76.16%	79.16%	82.1.6%	85.16%	88.16%
Part-time, Fall-to-Spring Target Rate:	62.76%	65.76%	68.76%	71.76	74.76%
Full-time, Fall-to-Fall Target Rate:	55.79%	58.79%	61.79%	64.79%	67.79%
Part-time, Fall-to-Fall Target Rate:	49.08%	52.08%	55.08%	58.08%	61.08%

Assessment Methods:

1. Quantitative Analysis:
 - Track Fall-Spring and Fall-Fall persistence rates for FTIC students (both full-time and part-time).
 - Calculate the percentage increase from the baseline data.
 - Analyze factors contributing to improved persistence (e.g., advising frequency, course performance).
2. Qualitative Analysis:
 - Conduct exit interviews with non-persisting students to identify reasons for leaving.
 - Survey persisting students about factors contributing to their continued enrollment.
 1. **CCSSE:** Analyze responses to evaluate the impact on FTIC student persistence (Outcome 5).
 2. **SENSE:** Analyze responses to evaluate the impact on FTIC student persistence (Outcome 5).
 3. Institutional Surveys

Data Collection:

- Use institutional enrollment data to calculate persistence rates.
- Administer online surveys to persisting students at the beginning of each Fall semester.
- Conduct phone or email interviews with non-persisting students.

Timeline:

- Data collection at the end of each semester
- Fall-to-Spring persistence analysis (February)
- Fall-to-Fall persistence analysis (September)
- Annual comprehensive report (October)

Responsible Parties:

- Institutional Effectiveness and Assessment Office
- Enrollment Management Committee
- QEP Director

Strategies for Success:

1. **College Success Skills (DORI 0200):**

- Utilize the LIT College Success Skills (DORI 0200) to reinforce the goals and outcomes of the ADVANCE QEP. The College Success Skills is a required first-year course that focuses on academic skills, career exploration, and campus engagement.

2. Holistic Student Support:

- Utilize LIT's centralized "Student Success Center" that coordinates academic support, counseling, financial aid advice, and career services.
- Develop a financial literacy program to help students manage college costs and reduce financial-related attrition.

3. Data-Driven Retention Initiatives:

- Use predictive analytics to identify FTIC students at risk of not persisting and provide targeted interventions.
- Conduct regular surveys and focus groups with FTIC students to understand their challenges and needs.
- Promote the use of Starfish flags, where faculty and staff can easily refer struggling students for immediate support.

Overall QEP Assessment Strategy

1. Annual Review:

- Compile data and analyses for all outcomes.
- Prepare a comprehensive annual report detailing progress towards each outcome using the prescribed SACSCOC Fifth Year Impact Report format.
- Identify areas of success and areas needing improvement.
- Develop action plans for addressing any shortfalls.

2. Mid-Point Evaluation (2027):

- Conduct a thorough review of the QEP's progress at the midpoint of the five-year plan.
- Consider engaging external evaluators to provide an objective assessment of the QEP's effectiveness.
- Make necessary adjustments to the plan based on findings.

3. Final Evaluation (2029):

- Perform a comprehensive analysis of all data collected over the five-year period.
- Assess the overall impact of the ADVANCE LIT QEP on student success and persistence.
- Prepare a final report for SACSCOC and institutional stakeholders using the prescribed SACSCOC Fifth Year Impact Report format.

- Develop recommendations for sustaining successful initiatives beyond the QEP period.
- 4. Continuous Improvement:**
- The QEP steering committee will meet quarterly and review ongoing progress.
 - The QEP steering committee will implement a feedback loop to continuously refine and improve QEP initiatives based on assessment results.
 - The QEP steering committee will regularly communicate progress and findings to all institutional stakeholders via email blasts and annual newsletter.

Reporting and Dissemination

1. Prepare quarterly updates for internal stakeholders (faculty, staff, administration).
2. Develop an annual QEP newsletter to share progress and success stories with the entire campus community.
3. Maintain a dedicated QEP website to publicly share assessment results and updates.

Resources and Support

1. Allocate sufficient budget for assessment activities, including software, survey tools, and external evaluation.
2. Provide ongoing professional development for staff involved in QEP implementation and assessment.
3. Ensure IT support for data collection, analysis, and reporting systems.
4. Establish a QEP office or designate staff specifically responsible for coordinating assessment activities.

This comprehensive assessment plan provides a structured approach to evaluating the effectiveness of the ADVANCE LIT Quality Enhancement Plan. By systematically collecting and analyzing both quantitative and qualitative data for each outcome, Lamar Institute of Technology will be well-positioned to demonstrate the impact of its QEP and make data-driven decisions for continuous improvement in student success.

ADVANCE (ing) LIT Forward

By increasing the persistence rate of LIT students through ADVANCE LIT, we will help the community to continue to thrive by allowing its citizens the opportunity to obtain a college credential, thus improving their economic situation for themselves and the generations behind them. As the literature review has shown, academic advising plays a crucial role in helping to ensure that students stay on a path to success. ADVANCE LIT, is not meant to be a “checking of the box” for accreditation, but a mindset for the College going forward which helps us ensure that we do whatever is necessary to help all students succeed.

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Appendices

Appendix A



LAMAR INSTITUTE **OF** TECHNOLOGY

Strategic Plan 2020-2025

A Shared **Vision** Growth and Excellence

- College Stakeholders
- Community Members
- Business and Industry
- TSUS (Vision 2020)
- THECB (60x30TX Plan)

Vision Letter

President's Letter

From the Office of the President



Dr. Lonnie L. Howard

November 19, 2020

Dear LIT Family and Friends of the College,

The Lamar Institute of Technology (LIT) **Strategic Plan 2020-2025** is concise and straightforward. However, this plan has been years in the making and is based on research. It combines the expectations of our internal and external stakeholders into **A Shared Vision**. After my 2016 presidential installation, we began collecting data utilizing focus groups, surveys, billboards, and social media. I also conducted one-on-one interviews with community members, elected officials, educators, and business/industry leaders. The central question asked of [all] stakeholders was, "What should LIT focus on for the future?" Most said, 'growth and excellence.'

Growth and excellence are the drivers of this strategic plan which align with TSUS Vision 2020, THECB 60x30TX Plan, and my bold prediction of 10-in-10. In just ten years (2016-2026), I can see LIT enrolling **10,000 students** (credit and noncredit), expanding online technical programs, and establishing small campuses across the entire state. Regarding excellence, LIT will be known for its innovation, premiere workforce training, and high-quality faculty and staff. Students will earn their degrees *faster and cheaper* by receiving college credit for their life experiences. As alumni, they will return to serve in many valuable roles at the institution.

As the college has grown from 6,946 students (2016) to 8,129 students (2019) and continues to grow, we believe that the goals listed below will aid in economic revitalization and help ensure that future generations have a clear pathway to the American Dream.

Strategic Goals

1. Increase Student Access, Success, and Reduce Debt.
2. Be more Responsive to the Community and Industry.
3. Promote Institutional Excellence.

This LIT Strategic Plan 2020-2025 represents our mission (*what we're about*), vision (*where we're going*), and roadmap (*how we're going to get there*).

Most respectfully,

A handwritten signature in black ink that reads "Lonnie L. Howard". The signature is written in a cursive style and is enclosed within a hand-drawn oval.

Lonnie L. Howard

P.O. Box 10043 Beaumont, Texas 77710 (409) 880-8596 llhoward@lit.edu
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

Mission Statement

Our mission is to provide innovative teaching and learning for tomorrow's workforce.

Core Values

Community

We cultivate partnerships that develop solutions to community challenges, which are important for economic vitality and quality of life.

Excellence

We strive for excellence in instruction and service by upholding high academic and professional standards, providing a quality educational environment, and continuously seeking improvement in all aspects of our work.

Innovation

We pursue excellence in teaching and learning through encouragement and support of creativity, experimentation, imagination, originality, entrepreneurial spirit, and visionary leadership.

Integrity

We strive to demonstrate high standards of ethical conduct and celebrate honesty, openness, and trust.

Civility

We are committed to diversity, inclusion, and respect the opinions and perspectives of others, even if they differ from our own. At LIT, everyone is welcome.



Three Strategic Goals

Goal 1 Increase Student Access, Success, and Reduce Debt

We will eliminate enrollment barriers, create a positive *culture* that encourages educational attainment, and control student costs.

Goal 2 Be more Responsive to the Community and Industry

While the 'LIT brand' expands statewide, we will remain a *neighborhood college*, bridging the gap between community revitalization and future workforce development.

Goal 3 Promote Institutional Excellence

LIT employees will be '*active partners*' in meaningful training and innovation that leads to institutional excellence.



Implementing the Goals

Goal 1 Increase Student Access, Success, and Reduce Debt

Create a Statewide Footprint:

- Develop career and technical programs that are completely online.
- Support the Lamar Link transfer initiative with Lamar University.
- Expand rural K12/ISD, higher education, and Texas agency partnerships.

Design Practices that Adult Learners Want:

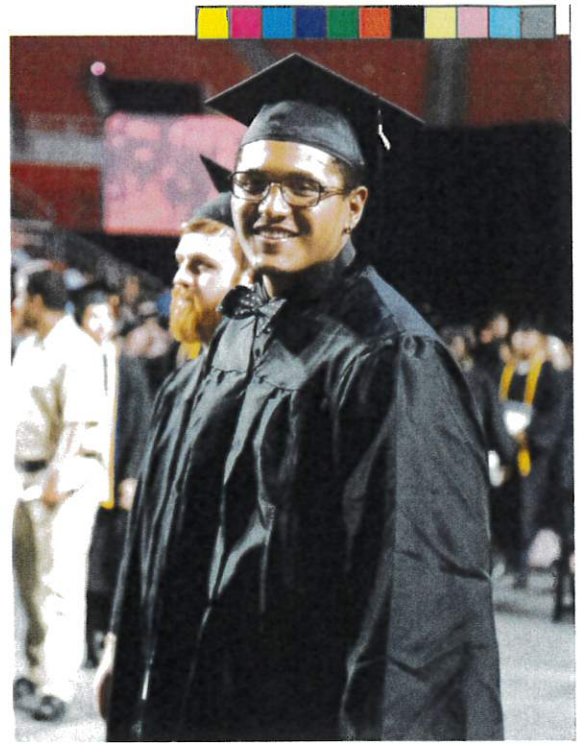
- Get students into the job market quicker with competency-based education, internships, and apprenticeships.
- Create more weekend and 8-week classes.
- Provide students with childcare assistance.

Create a Culture of Student Success:

- Ensure LIT is a welcoming place that promotes student learning.
- Remain ranked as one of the "Best Places to Work" in Southeast Texas.
- Provide wrap-around services that will improve completion and graduation rates.
- Create a '1st Year College Experience' for all students and a Minority Male initiative.
- Ensure the ratio of African-American and Hispanic faculty mirrors the student body.

Continue Our Efficient Business Model:

- Ensure data drives college decisions.
- Evaluate space utilization and class sizes.
- Continue shared services with Lamar University, Sam Houston State University, and Lamar State College Port Arthur. Develop agreements with other TSUS components.
- Budget for annual employee merit raises.
- Increase auxiliary revenue, annual giving, and college development.



Implementing the Goals

Goal 2

Be more Responsive to the Community and Industry

Remain a Neighborhood College:

- Be a hub for the community (civic events, meetings, and emergencies).
- Encourage faculty to have students complete service-learning projects to aid in helping the community.

Upskilling South Park:

- Job Creation: develop a multifaceted campaign called "*Upskilling South Park.*"
- Build a coalition of elected officials, civic leaders, educators, and business people to prioritize hiring from South Park.
- Solicit donations, gifts, and grants to offer free or reduced training.
- Identify distressed properties and partner with the city to revitalize the community.

Develop a Talent Pipeline:

- Faculty and staff will visit middle schools to help change children's perception of career and technical education.
- Develop a forward-thinking enrollment management plan.

Responding to Business:

- Collaborate with Workforce Solutions, the Golden Triangle Business Roundtable, and other entities to forecast industry needs.
- With the creation of the new LIT Corporate College, provide industry with workforce solutions 24/7 (on site or at the college).
- Rather than in years or months, provide 'education in weeks.'



Implementing the Goals

Goal 3 Promote Institutional Excellence

Make Training Meaningful:

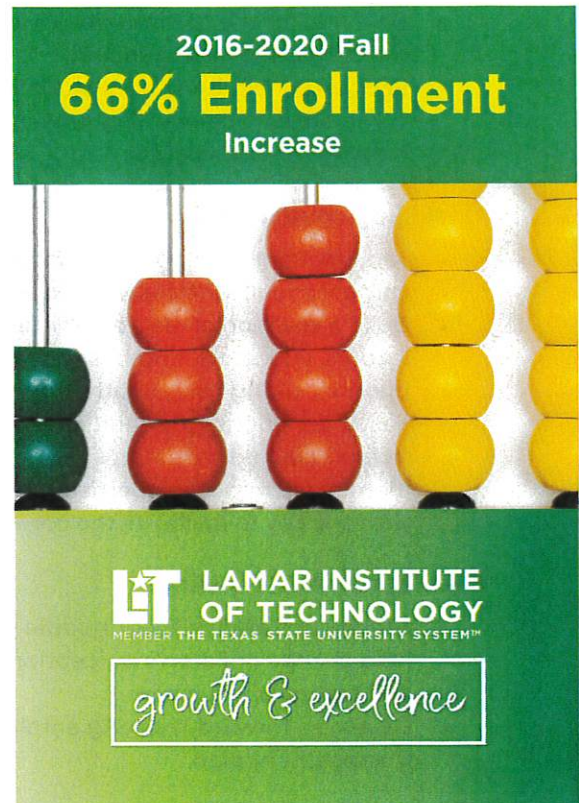
- Encourage employees to be active partners in training and survey them to determine what they actually need.
- Continue to host the Association of College and University Educators (ACUE).
- Provide classroom training for K12/ISD dual credit teachers.
- Provide more staff-to-staff customer service, retention, and recruitment training.
- Host more faculty-to-faculty led recruitment and retention training.
- Create tabletop active shooter training and online sessions that employees can use more frequently.

Promote Excellence:

- Utilize predictive analytics to help students who are at-risk of not completing.
- Use more effective data practices to evaluate employee accountability.
- Expand the notion of the "LIT Family" and our culture of caring.
- Encourage employees to utilize college sponsored educational benefits.
- Recognize the different facets of diversity.

Increase Innovation:

- Innovation Awards: incentivize employees' innovative ideas that bring about significant college value.
- Encourage all employees to stay current on educational trends.
- Seek industry-related faculty-externships.
- Promote cross-collaboration and team-teaching among different disciplines.



Measuring the Strategic Plan

Monitoring and Revising

We are proud that the LIT Strategic Plan 2020-2025 performance expectations are ambitious and that the bar is set high. In some cases, our metrics might exceed those of TSUS Vision 2020 and THECB 60x30TX Plan. The three goals of this plan are designed to work in concert with other institutional planning documents (i.e., college master plan, chancellor's report, IT plan, program review plan, enrollment management plan, etc.).

While this is a 5-year strategic plan, it will be continuously monitored because LIT's operating environment, as well as the higher educational landscape, is ever-evolving. From an institutional perspective, these three goals will be measured at the divisional, departmental, and program level on an annual basis. Given that the strategic plan's core principles are 'growth and excellence', we have a fundamental obligation that must be demonstrated to our internal and external stakeholders.

From an individual perspective, maximum employee effort is vital to achieving the targets associated with this strategic plan. Given this, supervisors must conduct [both] mid-year assessments and annual personnel performance evaluations. Measurable key performance indicators (KPIs) will be developed for each employee and their productivity incentivized (if the budget allows) by way of a one-time pay or merit raises.

It is the responsibility of LIT's Department of Institutional Effectiveness (IE) to keep administrators, faculty, and staff informed. The Department of IE will use current data to track on-time individual and institutional KPI attainment. If goals, targets, or expectations need to be adjusted, we have a formal process. Any major change recommendations must go through the college's shared governance structure, be approved by the president, and then reviewed by TSUS.



One-on-One Interviews and the Steering Committee

One-on-One Interviews

External Stakeholders

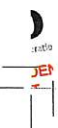
Mayor Becky Ames (City of Beaumont)
Mayor Larry Spears (City of Orange/LIT Alumni)
Mayor Pro Tem Harold Doucet (City of Port Arthur/LIT Donor)
President Ken Evans (Lamar University)
Former Board Manager Angela Bransford (BISD)
Dennis Isaacs (Business)
Glen Edgerly (Industry)
Tim Sudela (Industry/LIT Alumni/LIT Foundation)
Jerry Nathan (Community Member)
Vernon Durden (Community Member/LIT Donor)
South Park Neighborhood Association

LIT Steering Committee

Internal Stakeholders

President Lonnie L. Howard
Dr. Kerry K. Mix
Bonnie Albright
Dr. Melissa Armentor
David Mosley
Dr. Angela Hill
Dr. Miranda Phillips
Alfred Griswold
Patrick Calhoun
Dr. Mary Sizemore
Kenneth Mason
James Welch
Tiffany Williams-Parker
Lauri Arnold-Calder
Stephen Hudnall
Samuel Dockens
Amanda Clayton
Christopher Elliott
Linda Kornis
Christine Marsh
Jason Woodall
Naamah Baaheth (SGA)





MEMBER THE TEXAS



STATE UNIVERSITY SYSTEM™



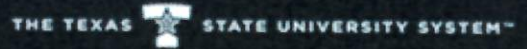
LAMAR INSTITUTE
OF TECHNOLOGY

**GET A DEGREE
THAT WORKS**

LIT.EDU

Appendix B

LAMAR INSTITUTE OF TECHNOLOGY
2024 REPORT CARD



	2021 Baseline	2024 Report	3-yr Change	2025 Target	Progress to Target
Contextual Measures					
Access/Enrollment					
Annual Unduplicated Headcount	7,535	10,584	40%	8,001	100%
African American Headcount	1,324	1,388	5%	1,353	100%
Hispanic Headcount	996	1,342	35%	1,037	100%
International Headcount	0	0		0	
Adult Learner Headcount	1,049	1,029	-2%	1,082	0%
Dual Credit Headcount	1,333	2,365	77%	1,363	100%
Contact Hours - Continuing Ed	189,048	276,266	46%	193,236	100%
Contact Hours - Credit	1.670m	1.840m	10%	1.673m	100%
Student Success					
African American Degrees & Certificates	159	331	108%	171	100%
Hispanic Degrees & Certificates	152	241	59%	163	100%
International Degrees & Certificates	0	0		0	
Adult Learner Degrees & Certificates	318	377	19%	326	100%
Economically Disadvantaged Degrees & Certificates	325	407	25%	334	100%
Nursing Degrees & Certificates	0	0		0	
Allied Health Degrees & Certificates	132	172	30%	134	100%
STEM Degrees & Certificates	188	183	-3%	193	0%
1-Year Persistence Rate	57.5%	54.9%	-5%	59.8%	0%
Credits to Degree	78	80	3%	76	0%
FTIC to complete 30 SCH in first year	12.9%	17.0%	32%	14.0%	100%
Graduates per 100 UG FTSE	33.3	51.8	56%	35.0	100%
Online Degrees & Certificates	280	319	14%	340	65%
Online Programs	28	29	4%	34	17%
Excellence					
Tenure/Tenure-Track Faculty	88	50	-43%	0	
Female Faculty	113	127	12%	118	100%
African American Faculty	26	37	42%	29	100%
Hispanic Faculty	13	14	8%	13	
International Faculty	0	0		0	
Instruction Support as % of Budget	51.9%	35.4%	-32%	53.4%	0%
Affordability					
Average FA Award per FT Student	\$5,448	\$8,208	51%	\$5,953	100%
Pell Recipient Headcount	1,235	1,277	3%	1,417	23%
Net Price	\$7,033	\$9,346	33%	\$7,089	
Average Debt of Graduates	\$15,993	\$13,551	-15%	\$13,697	100%
3-Year Cohort Default Rates	14.8%	0.0%	-100%	12.8%	100%

Appendix C

FACT SHEET

LAMAR INSTITUTE OF TECHNOLOGY

WHY LIT?

JOB PLACEMENT

95% of our students find a career or transfer to a university after completing their education.

LOWER TUITION

Our tuition **decreased 47%** over the past two years. As a result 15 semester credit hours is a total of \$1,770.

ECONOMIC IMPACT

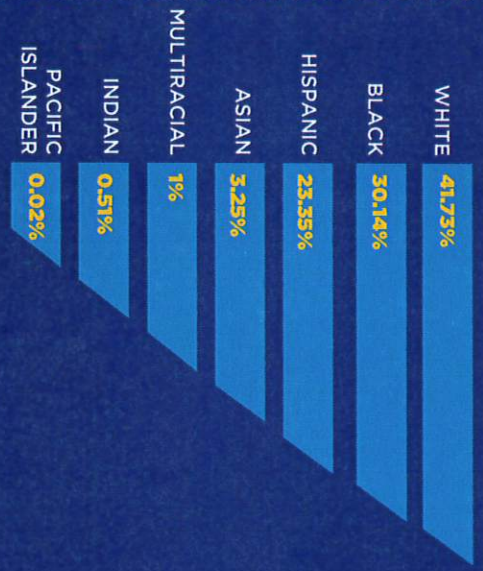
Within a year LIT added over \$183 million in income, supporting over 1500 jobs in the Southeast Texas region. Texas invested \$62.7 million to support LIT and in return Texas's economy will grow by \$1.1 billion, over the course of LIT students' work life.

RETURN ON INVESTMENT

Our students **return for their investment** is \$196.5 million in increased earnings over their working lives. This translates to a return of **\$5.40 for every dollar** a student invest in their education.

\$196.5 MILLION

STUDENT DEMOGRAPHICS



995 DEGREES AWARDED FY 2022

- > 119 ASSOCIATES
- > 465 ASSOCIATE OF APPLIED SCIENCE
- > 402 CERTIFICATES
- > 9 CORE COMPLETERS

55.95% FEMALE
44.05% MALE

18,425 ALUMNI COUNT

346 FACULTY & STAFF

- FACULTY 89
- STAFF 99
- 108

FY ENROLLMENT (UNDUPLICATED)

	2018	2019	2020	2021	2022
CREDIT	3,728	4,019	5,093	5,431	5,623
NON-CREDIT	3,574	4,110	2,442	4,952	6,471
GRAND TOTAL	7,302	8,129	7,535	10,383	12,094

ENROLLMENT GROWTH 62%

ABOUT OUR STUDENTS



69% PART-TIME STUDENTS



57% RECEIVED FINANCIAL AID



77% FIRST GENERATION COLLEGE STUDENTS



64% DEGREE/CERTIFICATE SEEKING

FACT SHEET

LAMAR INSTITUTE OF TECHNOLOGY

WHY LIT?

JOB PLACEMENT

92% of our students find a career or transfer to a university after completing their education.

LOWER TUITION

Our tuition **decreased 47%** over the past three years. As a result, 15 semester credit hours is a total of \$1,770.

ECONOMIC IMPACT

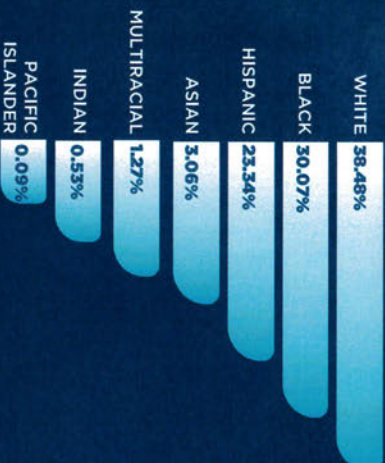
Within a year LIT added over **\$183 million** in income, supporting over 1500 jobs in the Southeast Texas region. Texas invested \$62.7 million to support LIT and in return Texas's economy will grow by \$1.1 billion, over the course of LIT students' work life as reported by Lightcast in 2022.

RETURN ON INVESTMENT

Our students **return on their investment** is \$196.5 million in increased earnings over their working lives. This translates to a return of **\$5.40 for every dollar** a student invest in their education as reported by Lightcast in 2022.

\$196.5 MILLION

STUDENT DEMOGRAPHICS



1087
DEGREES AWARDED FY 2023

- 163 ASSOCIATES
- 398 ASSOCIATE OF APPLIED SCIENCE
- 527 CERTIFICATES
- 9 CORE COMPLETERS



19,429
ALUMNI COUNT

410
FACULTY & STAFF

- FACULTY: 109
- STAFF: 129
- 65
- 107

FY ENROLLMENT (UNDUPLICATED)

	2018	2019	2020	2021	2022	2023
CREDIT	3,728	4,019	5,093	5,431	5,623	5,826
NON-CREDIT	3,574	4,110	2,442	4,952	6,471	4,920
GRAND TOTAL	7,302	8,129	7,535	10,383	12,094	10,746

2018-23 ENROLLMENT GROWTH 47%

POWER ON.

ABOUT OUR STUDENTS

70%
PART-TIME STUDENTS

40%
RECEIVED FINANCIAL AID

76%
FIRST GENERATION COLLEGE STUDENTS

66%
DEGREE/CERTIFICATE SEEKING

34%
DUAL CREDIT STUDENTS