



2025



# QUALITY ENHANCEMENT PLAN

Louisiana Tech  
University

LATech.edu



**2025**

# **CHAMP**

**Cultivating Holistic Advising to  
Maximize Potential**

**On Site Visit:**

**March 31– April 3, 2025**

# Quality Enhancement Plan

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*Vision: Louisiana Tech will be the exemplar public institution in scholarship, teaching, and experiential learning. The University will champion leading-edge research that addresses enduring and emerging local and global challenges, engaging in innovative partnerships that foster economic growth and vitality.*

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## **Maximizing Human Potential**

Maximizing human potential is a pillar of Louisiana Tech's strategic framework, guiding our commitment to student success. Enhancing our student advising model is integral to fulfilling this mission and achieving our strategic priorities. A more personalized and proactive advising approach will ensure that students receive the guidance and resources necessary to achieve academic, professional, and personal excellence. By strengthening academic support systems, advisors can help students navigate their educational journeys with clarity, ensuring they stay on track for graduation while embracing opportunities for intellectual and personal growth.

A refined advising model fosters personal and professional development by equipping students with essential skills, from goal setting to problem-solving, that prepare them for lifelong success. Additionally, improved advising contributes to comprehensive enrollment strategies by increasing student retention and engagement, particularly among diverse populations. Through structured pathways and faculty collaboration, advisors can also connect students with research opportunities, internships, and interdisciplinary experiences, enriching their learning and expanding career prospects.

By prioritizing an advising framework that supports individual potential, Louisiana Tech reaffirms its commitment to student success, intellectual rigor, and continuous improvement, ensuring that graduates are well-prepared to lead in their chosen fields.





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# 1. Executive Summary



*“We will add clarity to our work in developing learners, global citizens empowered to control their individual destinies while contributing to our collective humanity.”*

President Jim Henderson

Louisiana Tech University’s Quality Enhancement Plan (QEP) CHAMP (Cultivating Holistic Advising to Maximize Potential) aims to foster a student-centered culture of success through quality holistic advising, providing each student with individualized support throughout their academic and professional journey.

The purpose is achieved through the demonstration of three student-learning outcomes aligned with goals for (1) developing and implementing a holistic advising model, (2) enhancing advisor training and support, and (3) increasing student utilization of campus resources.

The QEP evolved from broad-based input from stakeholders, including faculty, staff, students, alumni, and external constituents, and the appointment of the QEP steering committee. By identifying Dialogue Teams consisting of broad-based representation, work began to identify concerns and challenges students encounter that cause a barrier to student success. Through ranking, advising was identified as a top priority for improving student success.

**The Student Learning Outcomes (SLOs) will be guided by best practices and academic literature and achieved through the implementation of two primary components. CHAMP implementation will result in our students and advising faculty**

- Demonstrating an understanding of holistic advising principles, including the role and responsibilities of advisees and advisors in supporting academic, career, and personal goals.
- Collaborating with their advisors to create personalized academic plans that include professional development activities.
- Identifying and utilizing various campus support resources to enhance their academic and campus life experience.

**Director of Academic Advising Initiatives:**

To provide strategic direction, leadership, supervision, and administration of the QEP focused on advising services, assessing impact, meeting accreditation standards, and elevating the central role of the QEP in advancing institutional priorities, the University created a new position with the following description and title:

The Director of Academic Advising Initiatives provides visionary leadership for leveraging technology to enhance academic advising and related initiatives across the institution. Reporting to the Office of the Provost, the Director oversees teams responsible for supporting professional development, ensuring student success through advanced advising systems, and providing campus-wide leadership for the QEP and advising initiatives. The Director collaborates with college departments, faculty, staff, and campus support offices to provide vision and leadership for student-centered advising support from onboarding through degree completion.

**Assessment:** Direct assessments will consist of designed quizzes measuring student achievement in CHAMP training modules and the tracking academic plans in Workday. Indirect assessments will consist of annual student surveys, badge-training surveys for advisors, and measurement of campus resource referrals. Completion of the first quarter pilot of CHAMP in FYE courses will allow for ongoing review and adjustment. To ensure improvement, the Director of Academic Advising Initiatives will compile ongoing assessments and feedback and report them to the QEP Advisory Team, faculty, and administration.

The Louisiana Tech University's advising mission is to provide intentional support, connect students to resources, and empower students through education. To achieve this mission, the QEP aligns its student-learning outcomes with the University's vision and the TECH 2030 plan, offering students educational attainments and career preparation through a holistic approach that allows for student success.

# CHAMP

Cultivating Holistic Advising to Maximize Potential

- The “C” in CHAMP stands for Cultivating. Advisors provide students with academic plans, recommend academic support services, and facilitate networking opportunities. Together with advisors, students cultivate a solid partnership essential to success at Louisiana Tech University and the world beyond.
- The “H” in CHAMP stands for Holistic. Holistic advising involves looking at a student as a whole person. Along with academic scheduling, an advisor helps students identify and appreciate their strengths, weaknesses, values, and interests.
- The “A” in CHAMP stands for Advising. Advising aligns teachers and students to accomplish the University's stated mission to educate and develop its students within a safe, supportive, diverse community of learners.
- The “M” in CHAMP stands for Maximizing. Advising equips students for the workforce while building core competencies to maximize their potential. The students' college experience is enriched by engaging in professional development activities and other pursuits outside the classroom.
- The “P” in CHAMP stands for Potential. By embracing the resources and opportunities available during their time at Louisiana Tech University, students are encouraged to maximize and achieve their potential, building a network of peers and professionals before joining the alumni family. CHAMP was integrated via Canvas training modules in the Fall 2024-2025 academic year.



## 2. Overview of Louisiana Tech University

Louisiana Tech University is a comprehensive public research university enrolling over 12,000 students in Ruston, Louisiana. As a member of the University of Louisiana System (ULS), Louisiana Tech is committed to providing quality undergraduate and graduate programs. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community. The university focuses on furthering student success, efficient stewardship of our state resources, commitment to innovation, and empowering graduates by preparing them for their future, and our future.

### Snapshot of Louisiana Tech University

Louisiana Tech University was founded in 1894 and has been accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) since 1927, to award bachelor's, masters, and doctoral degrees. The University is comprised of five degree-granting colleges: Applied and Natural Sciences, Business, Education and Human Sciences, Engineering and Science, and Liberal Arts. The University is recognized by the Carnegie Foundation as a Research University with high research activity. Louisiana Tech is recognized by the Southern Region Education Board as a Doctoral 2 Research University, and it is a SACSCOC Level VI institution.

The 275-acre main campus is located in Ruston, Louisiana, a southern town of 22,200 situated between Shreveport and Monroe on the Interstate 20 corridor in North Louisiana. Ruston is four hours due east of Dallas, TX, and five hours due north of New Orleans, LA. The city serves as a central hub for Lincoln Parish, a parish of 48,000 Louisianans.

Louisiana Tech has a quarter calendar schedule, though it provides semester credit hour credits for its courses. The University has a 22:1 student-faculty ratio, and provides opportunities for positive interaction among faculty, students, and peers. The instructional staff at Louisiana Tech is passionate about student success, teaching and learning, research, and contributing to the economic development of the community and State.

The University is diverse with respect to degrees pursued, ethnicity, race, gender, religions, age distributions, nationality, and geographic region. In Fall 2023, the student population represented 41 different states and 58 different countries.

### Alignment to System and State Priorities

Louisiana TECH 2030 Strategic Framework Plan interlocks with priorities from the UL System and the Louisiana Board of Regents. In 2019, the ULS had described five core competencies in Communication, Critical and Creative Problem Solving, Adaptable Resilience, Cultural Competence, and Self-Reflective Awareness to equip graduates for career and life success. President Jim Henderson stated, "As technology advances, repetitive and predictable tasks are increasingly performed through automation and robotics. Expanding applications of artificial intelligence are only accelerating the movement. For our graduates to be successful, they must be prepared with capabilities that technology simply cannot replace... Defining these skills will enable graduates to better communicate their value to future employers; improve employer recognition of the readiness of UL System graduates; and educate our government leaders about the true value of a bachelor's degree. More importantly, we will add clarity to our work in developing learners, global citizens empowered to control their individual destinies while contributing to our collective humanity" (Henderson, 2023).



Louisiana Tech is dedicated to developing these competencies within its academic and co-curricular programming. Louisiana Tech supports the Board of Regents’ “Pathways to 2030” objectives of educational attainment, research commercialization, community partnership, and system efficiency. Programming focused on access, affordability, student services, high-impact practices, and career preparation aligning the University with statewide goals supporting the State’s educational attainment goal for 60% of Louisiana adults holding a degree or credential of value by the year 2030.

### **Enhancing Advising to Promote Student Success**

Louisiana Tech is enhancing academic advising capacities to positively influence student learning, engagement, development, and achievement. Initiatives are in motion to expand advisor training, update academic systems, and centralize coordination for advisors. Ongoing surveys and focus groups will elicit stakeholder feedback to continuously advance services. These efforts foster a student-centered culture of success by empowering students to make academic decisions, connect with campus resources, and persist toward their goals.



### **Preparing Graduates for Career and Life**

Central to Louisiana Tech’s vision is holistically developing graduates for professional excellence and lifelong success. The University intentionally fosters a student-centered culture of success by supporting advisors to empower students to achieve their full potential. Students are encouraged to be immersed in hands-on learning, enriching experiences, collaborative projects, undergraduate research, peer mentorship, internships, and other high-impact practices to aid development. Partnerships further connect students with organizations and networks related to their career ambitions. With comprehensive commitment to student achievement and graduate success, Louisiana Tech produces capable, world-changing alumni. Aligning with this dedication to meaningful student outcomes, Louisiana Tech is focusing its Quality Enhancement Plan on enhancing academic advising capacities to increase student success.

### 3. Topic Identification and QEP Process

Louisiana Tech University has actively engaged its faculty, staff, students, and external stakeholders in ongoing, integrated and University-wide strategic planning and evaluation processes for the past quarter-century. This planning and evaluation process has been predicated on Louisiana Tech's abiding commitment to high quality education and success of its students. This strategic planning process involves hundreds of individuals from diverse groups including Academic, Financial and Student Affairs, University Advancement, Research and Development, alumni groups, student groups, and external stakeholders.

The following themes describe the University's Strategic Framework, TECH 2030.

#### **THEME ONE**

Develop learners and leaders for academic, professional, and personal excellence.

We hold as our top priority the development of human potential through supporting the goals of our students.

#### **THEME TWO**

Create excellence in scholarship, research, and teaching.

We support faculty and staff in research, scholarship, and service to develop and disseminate knowledge that fosters creativity, making a difference in our region and around the world.

#### **THEME THREE**

Expand the reach and impact of the institution through partnership, stewardship, and innovation.

We recognize our long-term stability and sustainability depend on developing and nurturing meaningful relationships with public and private entities.

#### **THEME FOUR**

Cultivate an engaging environment through community, systems, and spaces.

We believe that performance and satisfaction are directly tied to organizational effectiveness through investments in social, cultural, and physical environments.

Similar to the broad-based input process for TECH 2030, the development of the QEP for Louisiana Tech University has also involved input from hundreds of stakeholders, including faculty, staff, students, alumni, and external constituents. The QEP development process began with the appointment of the QEP Steering Committee including members that were integrally involved in the development of TECH 2030.

The next detailed steps break down the formal process followed in the development of the QEP. The broad range of dates show the long term commitment to improvement at Louisiana Tech University and the ongoing attempts to improve student education.

**STEP 1: FALL 2022. APPOINTMENT OF THE QEP STEERING COMMITTEE**

This appointed membership committee is charged with the responsibility for ensuring demonstration of Louisiana Tech's compliance with requirement 7.2. Members include Dr. Dickie Crawford, Senior Vice President for Student Advancement and Chief Operating Officer, Dr. Terry McConathy, Executive Vice President and Provost Emerita; Dr. Donna Thomas, Provost; Dr. Sheryl Shoemaker, Associate Vice President for Institutional Effectiveness, Research, and Planning; Keri King, Director of Institutional Effectiveness; Ms. Elizabeth McKinney, SGA President (2022); Mr. Connor Smith, SGA President (2023); Mr. Walker Pearson, SGA President (2024);

**STEP 2: QEP STEERING COMMITTEE COLLECTION AND REVIEW OF DATA**

The QEP Steering Committee began reviews of student data, reports from alumni, survey results, literature from higher education agencies and journals, and QEP documents from other SACSCOC, colleges and universities.

**STEP 3: FALL 2022. IDENTIFICATION OF QEP LEADERS FOR DIALOGUE TEAM**

The QEP Steering Committee identified representatives from Academic and Student Advancement to serve as leaders for the Dialogue Teams and engaged them in discussions of their roles. The Dialogue Teams are charged with the responsibility of participating in discussing/identifying some of the concerns and challenges students have as a barrier to student success; discuss how Tech can improve student learning and/or student success; review and discuss survey results; review how students compare to their peers; identify how students are prepared for professions or graduate school; review TECH 2030 focused priorities; alumni and employer surveys, and informal data from alumni and other constituents.

<b>DIALOGUE TEAM LEADERS</b>	
<b>TEAM 1</b>	<b>Brad Deal</b> , Associate Professor, School of Design
<b>TEAM 2</b>	<b>John Brandon Waits</b> , Assistant Professor, Psychology and Behavioral Sciences
<b>TEAM 3</b>	<b>Gerald Jordan</b> , Senior Associate Athletic Director
<b>TEAM 4</b>	<b>Mortissa Harvey</b> , Director of Title IX Compliance
<b>TEAM 5</b>	<b>Jessica George</b> , Executive Director of Student Services and Placement
<b>TEAM 6</b>	<b>Joel Stake</b> , Assistant Director of Honors and Senior Lecturer of Biological Sciences
<b>TEAM 7</b>	<b>Louis Reis</b> , University Senate President and Senior Lecturer of Mechanical Engineering
<b>TEAM 8</b>	<b>Stacy Gilbert</b> , Dean of Student Services & Academic Support

**STEP 4: FALL 2022 WINTER 2022-2023.****IDENTIFICATION OF BROAD-BASED DIALOGUE TEAMS**

The QEP Steering Committee identified broad-based representatives of diverse areas of the institution plus external stakeholders to form the Dialogue Teams, with a group assigned to each of the eight Team Leaders. The Dialogue Teams met multiple times with the Team Leaders. The Dialogue Teams were charged with the responsibility of participating in discussing/identifying some of the concerns and challenges students have as a barrier to student success; discussing how Tech can improve student learning and/or student success; reviewing and discussing survey results; reviewing how students compare to their peers; identifying how students are prepared for professions or graduate school; reviewing TECH 2030 focused priorities; alumni and employer surveys, and informal data from alumni and other constituents. In some cases, dialogue team members engaged their entire departmental facilities, their student groups, and colleagues in the discussions, thus significantly increasing the number of continuants involved in the process. In addition, all teams were provided flyers with QR codes to the survey requests encouraging feedback from their peers.

# Dialogue Teams

**Team 1 Leader:** Brad Deal, Associate Professor, School of Design

1

- Lauren Dowden, Supply Chain Management (Student)
- Amy Stegall, Main Street Director and Community Coordinator at City of Ruston (External Stakeholder)
- Don Schillinger, Dean College of Education
- Vanna Richardson, Administrative Coordinator, School of Communication
- Bob Woody, Library Specialist
- Lt. Col James Sprys Commander, Air Force ROTC Det 305
- Whitney Silvis-Sawyer, Technologist, Professional in Residence, College of Education
- Sarah McVay, Associate Professor, Nursing
- Anne Case-Bartle, Associate Professor, School of Literature and Language
- Christian Hunter, Civil Engineering (Student)

**Team 2 Leader:** John Brandon Waits, Assistant Professor Psychology and Behavioral Sciences

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- Alayna Russell, Marketing Major (Student)
- Garrett Montgomery, Chemistry (Student)
- Will Dearmon, President and CEO at Ruston-Lincoln Chamber of Commerce (External Stakeholder)
- Ron Cathey, Director of Career Services
- Stacy Lynch, Director of Institutional Research and Records Management
- Daniela Mainardi, Director, Professor, Interim Program Chair Departments: Chemical Engineering, Institute for Micromanufacturing, Nanosystems Engineering
- Joanna Ward, Assistant Professor, Health Informatics and Information Management
- Jeremy Mhire, Associate Professor, School of History and Social Science and Interim Associate Dean College of Liberal Arts
- Michelle Jimmerson, Instructor, School of Literature and Language

3

**Team 3 Leader:** Gerald Jordan, Senior Associate Athletic Director

- Victoria Wilcox, MACC (Student)
- Jadan Comb, Business Administration (Student)
- Marlon Watts, CEO of WRLDINVSN (External Stakeholder)
- Gary Kennedy, Dean College of Applied and Natural Sciences
- Brandi Nava, Residential Life & Summer Camps
- Yang Xiao, Assistant Professor Chemical Engineering
- Julie Rutledge, Professor, ENRICH Director, Human Ecology
- Shawn Moss, Instructor, School of Communication
- Ernest Ruffeth, Director, School of Literature and Language
- JoAnn Dausat, Deam Emirita, College of Education
- Shannon Smith, Student Success Specialist, COES

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**Team 4 Leader:** Mortissa Harvey, Director of Title IX Compliance

- Ryson Shelton, Modern Languages and Biology (Student)
- Sadie Colvin, Elementary Education (Student)
- Tori Davis, Chief Communications Officer at Green Clinic (External Stakeholder)
- Sam Wallace, Associate Vice President for Administration and Facilities
- Joshua Chovanec, Registrar
- Avery Broussard, Assistant Director of Operations, Technology & Employer Relations
- Neven Simicevic, Assistant Director, Professor, Physics
- Amy Yates, Interim Director, Professor, Human Ecology
- Kerri Phillips, Professor, Speech Pathology, MA SLP Program Director, School of Communication
- Michele Dormaier, Instructor, School of Theatre

**Team 5 Leader:** Jessica George, Executive Director of Student Services and Placement

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- Gwyneth Edwards, Biology (Student)
- Raygan Barnhill, Nursing (Student)
- Marisol O’Neal, Senior Vice President- Treasury Management Officer at Origin Bank (External Stakeholder)
- Devonia Love-Vaughn, Dean of Inclusion Initiatives & Student Success
- Jimmy Washington, Coordinator of Multicultural Gifts & Advancement
- Leslie Brister, Senior Admissions Specialist – College of Engineering and Science
- Jamie Newman, Associate Professor, Associate Dean for Research and Graduate Studies, College of Applied and Natural Sciences
- Ashley Osborne, Project Based Learning Specialist, COES
- Heath Tims, Associate Dean Undergraduate Studies Office COES, Associate Professor, Mechanical Engineering

**Team 6 Leader:** Joel Stake, Assistant Director of Honors and Senior Lecturer of Biological Sciences

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- Kiara Maxie, Accounting (Student)
- Christi Kruger, Biomedical Engineering (Student)
- Justin Hinkley, Alumnus of the Year 2010 (External Stakeholder)
- Collin Wick, Associate Dean of Graduate Studies COES, Acting Associate Dean of Research, Professor
- Warren Ward, Research and Partnerships
- Allison Davidson, Testing Coordinator, Testing and Disability Services
- Megan Smith, Instructor, School of Communication
- Lacey Deal, Instructor, Kinesiology
- Brenda Savage, Assistant Professor, School of History and Social Science

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**Team 7 Leader:** Louis Reis, University Senate President and Senior Lecturer of Mechanical Engineering

- Jordan Rabun, Computer Information Science (Student)
- Garrett Brakefield, Biology (Student)
- Amanda Carrier, President & CEO at Experience Ruston (External Stakeholder)
- Lindsey Vincent, Associate Dean for Research, Outreach, and Innovation, College of Education
- Boris Teske, College of Liberal Arts Liaison Librarian
- Elton Taylor, Director of Orientation & Special Programs, Student Services and Academic Support
- Lynne Stratton, Associate Professor, Curriculum, Instruction, and Leadership
- Arden Moore, Associate Professor, Director of Institute for Micromanufacturing, Institute for Micromanufacturing, Mechanical Engineering, Nanosystems Engineering

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**Team 8 Leader:** Stacy Gilbert, Dean of Student Services & Academic Support

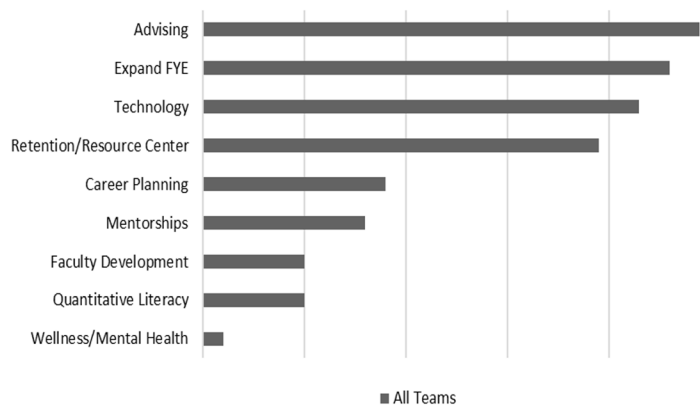
- Bethany Joiner, Human Development and Family Sciences (Student)
- Dalton Diel, Management (Student)
- Andrew Halbrook, Public Works Utilities Manager at City of Ruston (External Stakeholder)
- Carly Spinazzola, Student Success Specialist, COES
- Brian Mulhair, Application Analyst Developer
- Michael Gilmore, Administrative Coordinator, College of Education
- Amy Vessel, Associate Professor, Director Clinical and Professional Experience, Curriculum, Instruction, and Leadership
- Kelly Crittenden, Program Chair and Associate Professor, Mechanical Engineering, Nanosystems Engineering
- Christine Strebeck, Instructor, School of Literature and Language

**STEP 5: WINTER 2022-2023.**

**REVIEW AND CATEGORIZATION OF DIALOGUE TEAMS OF QEP TOPICS**

The QEP Steering Committee reviewed results of all dialogue meetings, survey results, reports and then recorded the results in themed categories. These were returned to the Dialogue Team Leaders for their review with their teams. The Dialogue Teams were requested to identify their top ranked priorities that would improve student learning and/or student success. This analysis was based off the meeting minutes and ranked priorities.

<b>DESIGN TEAM RANKINGS</b>	
October 25, 2022 - February 8, 2023	
8 Dialogue Teams; ~80 participants	
<b>Top Ranked Priorities</b>	
<b>1. Advising</b>	
<b>2. Expand FYE</b>	
<b>3. Technology</b>	
<b>4. Retention/Resource Center</b>	
<b>5. Career Planning</b>	
<b>6. Mentorship</b>	
<b>7. Faculty Development</b>	
<b>8. Quantitative Literacy</b>	
<b>9. Wellness/Mental Health</b>	



**Top Priority Identified by Dialogue Groups:**

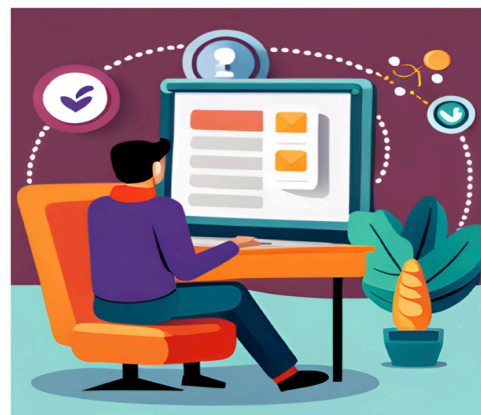
**ADVISING**

- Revise the advising model by designating curriculum advising to advising specialists. Faculty would then have the opportunity to serve as a faculty mentor and industry expert to lead students to success.
- Develop an advising center that is accessible to all students, including as many student resources as possible in one location.
- Equip advisors, faculty and students for success by providing an online hub for academic resources when providing advising. This advising portal should include how to get involved, student support, explore your major, academic support, counseling support, and career center support. The online portal would help explain services that are provided to students.
- Provide additional advising support to first generation, minority, and transfer students.
- Implement a step-by-step guide for advising. In addition, provide a training guide on how to prepare for advising. Examples suggested: provide flow charts and checklists to help with the advising process.
- Design an easy-to-use degree audit system that would be utilized during advising.
- Provide training to advisors and faculty focusing on the importance of the philosophy of holistic advising.



**STEP 6: SPRING 2023.****ESTABLISHING PRIORITIES FOR QEP TOPICS**

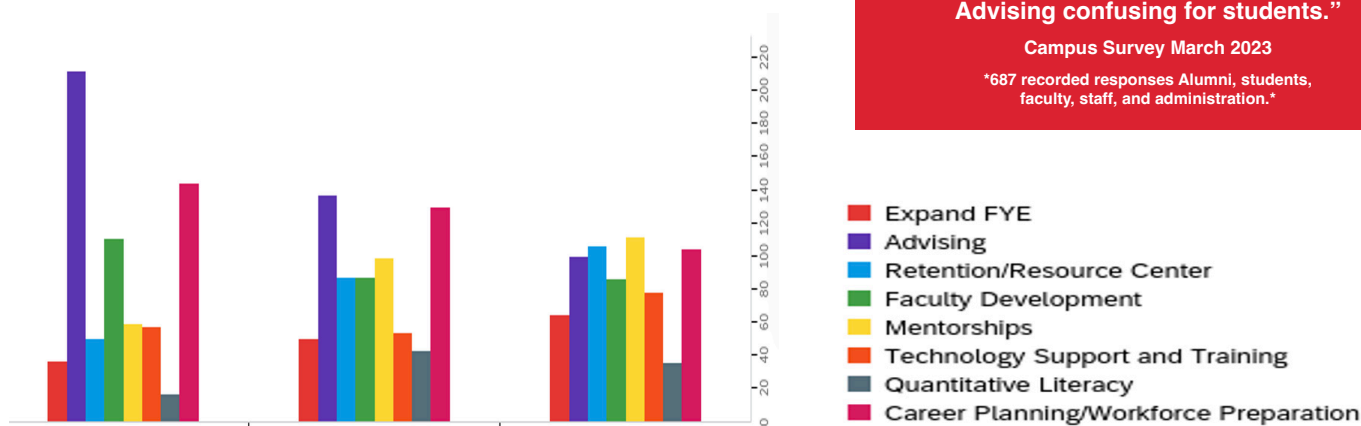
According to the Quality Enhancement Plan Dialogue Team analysis, the Dialogue Teams identified nine priorities for enhancing student learning outcomes and/or student success. In February 2023, the Quality Enhancement Plan Steering Committee shared these results with the campus community to receive feedback from them. Survey respondents were asked what could enhance student learning outcomes and/or student success for their chosen priority. Surveys were distributed to the campus community via emails, in-class distribution, flyers, and a newsletter sent to department heads and deans. The survey could be accessed using a QR code or a survey link. A total of 687 recorded results were received.



**“Advising Training for all faculty and staff members that work directly with students. Make advising more universal rather than differ from professor to professor. Advising confusing for students.”**

Campus Survey March 2023

\*687 recorded responses Alumni, students, faculty, staff, and administration.\*



Based on the analysis of the **March 2023 Campus Survey**, the following items have been summarized:

- Provide more training and support for advisors: Many respondents indicated advisors seem unfamiliar with requirements or overwhelmed with advising duties on top of teaching and research responsibilities. Suggestions include advisor training workshops, guidelines on the advising process, reducing advisor workloads, and rewarding/incentivizing quality advising.
- Hire dedicated professional advisors: Having advising staff whose main role is advising, could improve availability, consistency, and knowledge. Many survey respondents suggested creating college or department-level advising centers staffed by professionals rather than relying solely on faculty.
- Increase availability and accessibility of advisors: Respondents wanted more frequent meetings, easier scheduling, better communication channels, and guaranteed in-person advising. Solutions could include online appointment booking, required advising meetings, ensuring advisor availability during registration periods.
- Standardize and define the advising process: Survey shows wide variability in how students experience advising. Develop consistent University-wide policies, procedures, and expectations for advisors. Outline exactly what academic advising entails at the institution.
- Provide degree planning aids for students: Respondents want clear layouts of required courses, electives, typical class schedules per quarter, and projections of how choices impact graduation timeline. Suggest creating websites, checklists, and guides tailored to programs.
- Assess advisor performance through student evaluations: Multiple respondents suggested allowing advisor evaluations like end-of-course evaluations, to highlight successful advisors and provide feedback to underperforming ones. Could tie to incentives.

## **STEP 7: MARCH 2023. SUMMARIZING AND SORTING PRIORITIES BY CRITERIA**

The QEP Steering Committee reviewed and summarized all priorities. These were then sorted by a set of criteria focusing on improving essential student learning outcomes and/or student success. Results confirmed the highest priority for the QEP was Advising, followed by Career Planning/Workforce Preparation and Faculty Development.

<b>CAMPUS SURVEY</b>
February 9 - March 22, 2023
8 Dialogue Teams; ~80 participants
<b>Top 3 Ranked Priorities for Improving Student Success:</b>
<b>1. Advising (212 responses)</b>
<b>2. Career Planning/Workforce Preparation (144 responses)</b>
<b>3. Faculty Development (111 responses)</b>

## **STEP 8 and STEP 9: April 19, 2023, and May 11, 2023. REPORTING FINDINGS, BROAD-BASED ADMINISTRATIVE DISCUSSION, AND SECURING ENDORSEMENT**

The QEP Steering Committee presented findings to the Council of Academic Deans (CADs), comprised of all academic deans at the University and chaired by the Provost. This administrative group endorsed the QEP identification of advising.

On May 11, 2023, the QEP Steering Committee met with the Administrative Planning Council (APC), which consists of all vice presidents, academic deans, Student Advancement, athletics, student government representatives, the director of the library, and the University Senate Chair. The APC is chaired by the University President. The Steering Committee presented a presentation indicating the process for engaging various groups of faculties, staff, administrators, students, alumni, and other external stakeholders in the QEP development. APC was given the information presented to CADs. Their questions, comments, and suggestions for inclusion in the QEP were considered, and APC endorsed the QEP initiative concept.

## **STEP 10. MAY 2023. IDENTIFYING THE DESIGN TEAM**

The QEP Steering Committee determined the team for designing the QEP (see page 19) in consultation with the President and Provost. The following indicates the Design Team and their specializations.

## **STEP 11: MAY 2023. INITIATING THE DESIGN TEAM ACTIVITIES**

The QEP Steering Committee met with Design Team members to provide informational updates on the development process and to indicate their functions. This team is responsible for participating in topic refinement, writing the focus statement and developing specific, measurable assessments for the QEP. Design implementation strategies were based on data, literature reviews, best practices, available budgets, and assessments. Design Team members detailed student support components and will be responsible for preparing the QEP for distribution. There were two focus groups conducted to assist with designing the plan (the Student Focus Group and the Faculty/Staff Advising Focus Group).

## QEP DESIGN TEAM



### Topic Identification

Institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.



### Broad-based Support

Plan has the broad-based support of institutional constituencies.



### Focus of the Plan

Identifies significant issue that focuses on improving specific student learning outcomes and/or student success.



### Institutional Capability

Institution provides evidence of sufficient resources to initiate, implement, and complete the QEP.



### Assessment of Plan

Institution has developed an appropriate plan to assess achievement.

#### Writing

focus statement, executive summary, overview, literature review, narratives, and draft the QEP document.

#### Assessment

purpose, goals, student learning and/or student success outcomes, assessment cycle, and the assessment plan.

#### Communication

branding, testimonials, and presenting marketing presentations.

#### Implementation

implementation strategy, timeline, institutional involvement, and the organizational structure.

## DESIGN TEAM

**Elton Taylor** - First Year Experience

**Ernest Ruffleth** - Liberal Arts and Core Competencies Champion

**Megan Smith** - Previous QEP Specialist and College of Liberal Arts

**Keri King** - Institutional Effectiveness and Steering Committee

**Whitney Silivis-Sawyer** - Instructional Technology and College of Education and Human Sciences

**Melanie Peel** - Student Advancement

**Joel Stake** - College of Applied and Natural Sciences and Honors (resigned in December 2023)

**Stacy Gilbert** - Student Advancement

**Tom Futrell** - College of Liberal Arts

**Christiann Bayne** - Career Center

**Tonya Calloway** - QEP Assessment Specialist

**Rhonda Boyd** - College of Education and Human Sciences

**Miguel Gates** - College of Engineering and Science

**Jessica George** - College of Business (resigned December 2023)

**Kyle O'Neal** - College of Business (replaced George)

**Sarah McVay** - College of Applied and Natural Sciences (replaced Stake)

**Walker Pearson** - SGA President, Student Member

**Student Focus Group Summary:**

**May 2023 Student Focus Group Summary**

**Issues Highlighted:**

- Lack of availability/accessibility of advisors (busy, not taking appointments), impersonal, and rushed advising sessions
- Advisors lacking knowledge on requirements, career paths, resources
- Inconsistency in process (email-only, no meetings)
- Lack of career/academic planning and mentoring

**- QEP Pilot Design TIMELINE -**

**May 2023**



## May 2023 Faculty/Staff Focus Group Summary

### Issues Highlighted:

- Lack of advisor training and development
- Inconsistency in advising approach across colleges
- Overloaded advisors without incentives
- Technology systems lacking needed functionality
- Frequent curriculum changes challenging advising
- Students and advisors both need more advising resources/preparation

**7**

- Collaborate with Workday Student team to Identify Advising Possibilities.
- Research Workday student Limitations and Suggest Alternatives if Needed.
- Identify Metrics for Success.
- Review most common QEP issues.
- Research Advising Training Resources.
- QEP Steering Committee Update.

**8**

- Step 3: Literature Review Team will provide Literature Review.
- Design Training Resources.
- Design advising structure. Design the organizational structure for the QEP when implemented? (See previous QEP if needed, section 10).

**9**

- Design Implementation Strategy (See previous plan for more information if needed. Section 6-11).
- Design the advising mission and vision statement. Write the focus Statement.
- Design the timeline of critical assessment points over the 5 years of the plan. (See Previous QEP, section 7).

**10**

- Design the Phased Plan in a Timeline Format. (See section 7 of the previous Plan).
- Identify opportunities to collaborate with Marketing Team and Workday Student.
- Design the Implementation Strategy Brand on Data, Literature Reviews, Best Practices and Available Budgets.
- Review QEP Assessment Bootcamp: Workshop Participant Workbook.

**11**

- Design Implementation Items.
- Design Assessment Plan and Effectiveness Plan.
- Design central Location for Advising Materials.
- Refine Student Outcomes.
- Design Budget and Resource Plan.
- Draft QEP Plan.
- Review Steps 4-7 of the Suggested Steps.

**12**

- Prepare for Update Presentations and Marketing Campaign.
- QEP Steering Committee Update.
- Administrative Updates.
- Marketing Campaign.
- Prepare the QEP.
- Implement Endorsed Pilot.

**STEP 12: MAY 2023- DECEMBER 2023. DESIGNING THE PLAN**

The Design Team continued development of the QEP plan and would meet several times each month to design the SACSCOC requirements using suggestions from broad-based input, design implementation strategies based on data, literature reviews, best practice, available budgets, and assessments. The plan aligns multiple different frameworks with the current needs of the students.

Dialogue Teams	Survey Results	Tech 2030 Strategic Framework	University Louisiana System Strategic Framework	Louisiana Board of Regents Pathway to 2030
Update Advising and Pathways	Provide consistent advising training and updated curriculum sheets	Cultivate learners, leaders, and mentors for academic and professional excellence	Academic Success, Student Success and Educational Attainment	Increase College Going
Increase Academic and Student Engagement	Increase engagement with industry partners	Create scholarships, and advance research and innovation	Economic Development, Research and Innovation	Recognize all Credentials of Value
Improve Retention and Support Resources	Provide training to faculty, staff and students on the resources available to support retention efforts	Advance an integrated environment enabling and unparalleled learning experience	Financial Stewardship and Accountability	Improve college Success

**STEP 13: JANUARY 2024. NEW UNIVERSITY LEADERSHIP**

The new leadership in the University brought with it new insights to the QEP. Design Team began work on philosophy, vision, and mission statements. The Design Team was divided into four smaller working groups:

1. Writing Team: Focus Statement, executive summary, overview, literature review, narratives, and draft the QEP. This team worked with all teams and collected writings from the other teams.
2. Assessment Team: Finalized the purpose, student learning and student success outcomes, assessment cycle, and the assessment plan.
3. Marketing Team: Presented branding, testimonials, and marketing to Dr. Henderson. (The Marketing Team was later rebranded as the Communications Team.)
4. Implementation Team: Oversaw implementation strategy, timeline, institutional involvement, and the organizational structure. The chair also oversaw the Search Committee and job description.

Also at this time, the Design Team met with the President and Provost, with the following outcomes:

- Dr. Henderson (and the Committee) approved the work provided thus far.
- Dr. Henderson agreed to be the spokesperson for the QEP marketing campaign.
- Dr. Henderson approved the QEP to research a Teaching and Advising Center and possible addition of professional advisors for in-demand programs. This was not an idea that was supported by April 2024 student surveys.
- Later, the Design Team met Mr. Tom Soto, Director of Brand Strategy, to begin preliminary marketing for the QEP.

**STEP 14: APRIL 2024-PRESENT. DESIGNING ASSESSMENT PLAN**

Assessment Team members designed an assessment plan utilizing 1.) The SACSCOC guide to Defining the Outcomes , 2.) Broad-Based Input, 3.) Strategic Planning, 4.) CAS Standards and Guidelines, and 5.) NACADA Designing Learning Outcomes. In April 2024, the team deployed an internal advising student advising survey before the implementation of Workday Student to determine baseline.

The following information was found in April 2024 Student Advising Survey here:

**What type of meeting does your advisor primarily schedule?**

n = 718

Face to Face	83%	599
Online Video Conference	5%	33
Email/ Phone/ Text to advise	12%	86

**What is your preferred conference type when meeting with an advisor?**

n = 739

Face to Face	89%	659
Online Video Conference	6%	41
Email/ Phone/ Text to advise	5%	39

**Who was instrumental in helping you learn how to access campus resources?**

n = 548

My advisor	12%	66
Peer/ Classmate	10%	57
Another Professor/ Staff	12%	62
FYE (First Year Experience) Course	43%	236
Researched on my own	23%	127

**Do you know about campus resources that are designed to support your personal, academic, and career goals?**

n = 691

Yes	80%	550
No	20%	141

**I will seek my advisor out as a resource even outside of scheduled advisement.**

n = 649

Disagree	19%	125
Somewhat Disagree	13%	86
Somewhat Agree	18%	114
Agree	50%	324

**Overall, I am satisfied with my academic advising experience at Louisiana Tech University.**

n = 649

Disagree	10%	68
Somewhat Disagree	11%	73
Somewhat Agree	23%	149
Agree	56%	359

## What else would you like us to know about your advising experience? (n= 238)

(Majority were positive experiences)

• Many students had very positive experiences with advisors who were knowledgeable, responsive, encouraging, and helped map clear plans to graduation. These advisors were attentive to student needs and provided excellent guidance. Specific examples included how their advisor provides a spreadsheet of taken and remaining courses that they stated was extremely helpful. The majority reported that a caring advisor made all the difference.

• However, advising experiences were inconsistent. Some students felt rushed in advising sessions, had trouble getting in contact with advisors, were given incorrect information about courses, or felt their advisor did not know enough about curriculum and scheduling to give proper guidance.

• Students want advisors to provide more specific information on selecting electives, identifying career paths related to their major, and preparing for graduate school or careers. They are looking for advisors to proactively reach out with relevant advising information and internship opportunities.

• Experiences vary by college and department. Some areas seem to provide extensive career guidance, while students in other majors felt they did not get the same level of support. Certain departments have advisors with very high student to advisor ratios, leading to rushed appointments.

• Issues with course scheduling, prerequisites, and getting into needed classes are common pain points that students want addressed during advising. The process of selecting and registering for courses is often confusing and frustrating. Students reported that seats were often full. Many students reported that they wish there was a simple way to view electives, general education requirements, and degree requirements to help them plan for their academic and professional journey.

• Students who changed majors, had multiple advisors, or whose advisor left the University often had more difficult experiences and felt they had to figure things out on their own. Consistency in advisor assignment is desired.



Based upon the feedback from the survey, students also detailed the positive or sometimes problematic characteristics exhibited by advisors in their experiences.

### **Positive Advisor Characteristics:**

- Knowledgeable about curriculum, electives, and other degree requirements
- Responsive and available during office hours, via email, and phone
- Caring, attentive, and supportive of students' needs
- Helps students map clear plans to graduation
- Provides specific information on selecting electives, identifying career paths, and/or preparing for graduate school
- Proactively reaches out with relevant advising information and internship opportunities
- Willing to discuss career planning
- Helps create a curriculum plan highlighting required classes for each quarter
- Builds rapport with students
- Refers to resources

### **Problematic Advisor Characteristics:**

- Lacks knowledge about curriculum, electives, and degree requirements
- Unresponsive and unavailable during office hours, via email, and phone
- Uncaring, unhappy, and unsupportive of students' needs
- Provides incorrect information about courses
- Rushes advising sessions
- Fails to discuss career planning or provide guidance
- Unprepared for advising sessions
- Inconsistent in advising assignments, causing students to have multiple advisors

### **STEP 15: MAY 2024. DIRECTOR OF ACADEMIC ADVISING INITIATIVES**

The Director of Academic Advising Initiatives position justification was approved. This crucial role will lead the design and implementation of Louisiana Tech's Quality Enhancement Plan (QEP) starting in July 2024. Review of applications and candidate interviews began in June 2024.

The Director will lead a comprehensive effort to improve our academic advising approach, focusing on the development of our C.H.A.M.P. (Cultivating Holistic Advising Maximizing Potential) framework. In the initial phase, the Director will collaborate with key stakeholders to refine the QEP's objectives, establish assessment metrics, and create a detailed implementation timeline. They will oversee the development of training programs for advisors, design new advising tools and resources, and work to integrate the C.H.A.M.P. model across all academic departments. By coordinating these efforts, the Director will ensure that the QEP not only meets SACSCOC requirements but also significantly enhances the quality of advising and student support at Louisiana Tech, ultimately improving student success outcomes.

### **STEP 16: JULY 2024. LITERATURE REVIEW**

Literature Review was begun by Dr. Whitney Sivils-Sawyer in July 2024 and completed by Mrs. Melanie Peel in October 2024.

Mrs. Melanie Peel was named as the Director of Academic Advising Initiatives. According to our Provost, Dr. Donna Thomas, this position was "created to provide strategic direction and leadership to enhance student success and retention through advising and related initiatives across the institution."

**STEP 17: JULY 2024. PRESIDENTIAL AND STEERING COMMITTEE**

On May 17th the Design Team met with the President and the Steering Committee to discuss the present state and direction of the QEP. The President was asked to promote the QEP in his Fall Convocation Address to the faculty. On July 30th, several representatives from the Steering Committee were given updates on advising initiatives, an introduction to CHAMP, and an overview of the philosophy for the QEP.

**STEP 18: JULY 2024. PILOT IMPLEMENTATION DESIGN**

Over the Summer, the Design Team members met weekly to design components for the pilot training of academic advisors across campus. The Implementation Team split into two subgroups addressing advisor training and student training.

- Training was planned for faculty and staff advisors to be face-to-face in small groups throughout September.
- College deans were asked by Mrs. Melanie Peel to bring their faculty and staff advisors to the in-person training before the advising session for Winter term had begun. The final date set for these trainings was October 18th.
  - ~ The first pilot of this advisor training was given to First Year Experience (FYE) Instructors on August 28th.
  - ~ Faculty and staff advisors were also given access to the Canvas resources made available to students.
- Student training was planned to be rolled out to Freshmen in the FYE course before being distributed to the upperclassmen. For Freshmen, this Canvas module was titled CHAMP 101, and for upperclassmen, this module was titled CHAMP 201.
  - ~ Freshman training was planned in two modules to be distributed in the first two weeks of October, immediately prior to advising for the Winter term.
  - ~ The FYE Canvas materials contained a direct assessment following the training that attempts to discern the efficacy of the module. All Freshmen received this training and took this survey.
  - ~ As a sample group, there was also a pre-survey distributed to Undecided Majors in the Freshman Class.

**STEP 19: AUGUST 2024. BRANDING**

The CHAMP syllabus, with its “Champ” logo, was submitted to University Communications for branding approval and fine-tuning. Mrs. Melanie Peel scheduled meetings with Mrs. Cami Geisman and Mr. Tom Soto for approval of the logo and suggestions. The Communications Team (and the Design Team as a whole) wanted to ensure that the new variant of “Champ” was University-approved before distributing the syllabus to the wider campus community.

**STEP 20: SEPTEMBER 2024. QEP ANNOUNCEMENT**

On September 3, 2024, President Jim Henderson introduced the CHAMP QEP initiative at the Annual Fall Convocation. His support at the start of the school year served to guide implementation for faculty and staff, and showed how the administration was on board with the plan.

In the weeks leading up to Convocation, the QEP Design Team had provided the President with suggested statements like the following:

*At Louisiana Tech University, we believe education encompasses more than just classes and grades; it's about nurturing students' growth in all aspects of their lives while they're on our campus. That's why we're dedicated to providing holistic advising services that extend beyond mere course scheduling. Advising lies at the core of our campus culture—it's about ensuring every student feels a sense of belonging and has a voice.*

*Our culture of advising goes beyond assisting students in selecting classes; our advisors serve as mentors, helping navigate the challenges of University life and plan for the future. Whether it's selecting a major aligned with their goals or exploring career paths, our aim is to offer personalized support and guidance. By prioritizing the establishment of a culture centered around advising, we're not just shaping success in the classroom, we're fostering a community where everyone feels valued.*

Dr. Henderson spoke in his own words to this same effect, giving his personal touch to the remarks. The Design Team was very appreciative of the support.

## **STEP 21: NOVEMBER 2024.**

### **CONTINUE DEVELOPMENT OF CHAMP, TRAINING, AND ASSESSMENT**

Through the Planning, Development, Revision, and Assessment processes, the QEP Design Team has attempted to improve the quality of education and the effectiveness of the advising experience at Louisiana Tech University. Our working Vision Statement effectively summarizes the QEP and the ends to which we have been working:

*Louisiana Tech is dedicated to fostering a student-centered culture of success through quality holistic advising, providing each student with individualized support throughout their academic and professional journey.*

The Design Team continues to assess the feedback it will gather at the close of the Fall quarter, using this feedback to measure Student Learning Outcomes and to improve future student and advisor training.

• The following figure summarizes the steps followed during topic identification and the QEP process. •



## 4. Student Learning Outcomes and Supporting Environment

CHAMP is aligned with priorities established through broad-based dialogues with constituents, student and faculty surveys, focus groups, and careful analysis of existing issues and concerns addressing the impact of student advising experiences. The CHAMP advising model was designed to address those issues and concerns and to enhance student engagement in the advising process through a holistic advising experience that integrates academic, professional, and personal development. CHAMP specifies related goals with focused SLOs expected to result from implementation of the CHAMP components, including CHAMP training courses for first-year students, upperclassmen, and advisors; the CHAMP advising syllabus; development of an advisor badge training program; and tracking of advisor-initiated referrals to campus resources as described in Appendix D of this document. Goals and their corresponding SLOs are presented in the following chart. Direct assessment strategies measuring student demonstration of the expected learning outcomes are presented in Section 10 of this document.

### Advising Outcome

#### Goal 1

**Develop and implement a holistic advising model** with a focus on an all-encompassing advising experience evolving from a narrowly defined course scheduling model to a model that integrates academic, professional, and personal development.

### Student Learning Outcome

#### SLO 1

**Students will Demonstrate** knowledge of holistic advising principles, including the role and responsibilities of advisees and advisors in supporting academic, career, and personal goals.

**Goal 2****Enhance advisor training and support**

with a focus on advising effectiveness through comprehensive training and on-going development opportunities that will strengthen the relationship between advisors and students by implementing regular check-ins, personalized academic planning, and resource connections.

**Goal 3****Increase student utilization of campus resources**

with a focus on advising initiatives to actively engage students in the holistic process and enhance their satisfaction with advisor-initiated campus support and resource connections.

**SLO 2****Students will**

**Collaborate** with their advisors to create personalized academic plan inclusive of professional development activities.

**SSO****Students will Utilize**

a variety of campus support resources to enhance their overall academic experience.

## 5. Review of Literature and Best Practices Supporting CHAMP

Academic advising, foundational in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes (NACADA, 2006).

Historically, academic advising has been defined as 'course-scheduling.' Institutions are now realizing that correct course scheduling is not enough. Proactive, intrusive, relationship-based outreach is becoming a necessity (Murray, 2024). CHAMP is focused on doing just that at Louisiana Tech University.

Throughout the CHAMP (Cultivating Holistic Advising to Maximize Potential) process, the Committee's goal was to prioritize the success of both students and advisors at Louisiana Tech University through the implementation of holistic advising practices. The literature on this topic emphasizes the importance of academic advising as one of the most effective tools to support student persistence to graduation (Levinstein, 2020). Universities and higher education institutions nationwide provide academic advising for both undergraduate and graduate students. Levinstein states "college student retention, persistence, and completion are of the utmost concern to stakeholders at national, state, and institutional levels, as well as to individual students seeking a greater future for themselves" (p. 1). Significant challenges emerge when addressing the needs of under-prepared students, who constitute a significant party of the student body; institutions have often fallen short in alleviating loss and insuring degree completion for this specific population. Solving the issue of being under-prepared positively improves lives of students and increases the stability of institutions because loss represents not only a waste of the students' time, money, and increased lifetime earnings but also an institution's wasted distribution of limited financial and human resources (Barton, 2008; Day & Newberger, 2002; Dynarski, 2008). Populations of under-prepared students are among the ones that CHAMP aims to assist at the University.

Tinto's Theory of Student Departure (1975) insinuates that a student's commitment to the institution and to degree completion is influenced by the student's academic and social integration. Tinto implies that the greater a student's academic and social integration, the greater the student's commitment to degree completion and institutional loyalty; therefore, the greater the likelihood the student will complete their degree and complete it at that institution (1975). Tinto's (1975) theory proposes that college communities are both academic and social in nature and that student attrition is the result of positive and negative interactions, both formal and informal, occurring within the institution. Moreover, the student's experiences progress through three stages beginning with separation (when leaving their high school environment and relationships); then transition (when the student identifies the institutional cultures, including the norms and patterns of behavior, but hasn't acquired them yet); and finally, incorporation (when the student establishes both social and academic behaviors and connections). The student-advisor relationship, which at many institutions remains a constant throughout the student's academic journey, may be the student's strongest institutional relationship and a key component in the student's decision to persist.

## Advising Values and Assessing Its Importance

Academic advising values reflect what we consider important. Core values are those that relate to respect, professionalism, integrity, caring, and empowerment. Those serving in the role of advisor should be genuine and sincere. The foundational ethics and values of the profession are a prominent feature of learning. Values shape the identity of advising and encapsulates its purpose. Students have a duty to value and appreciate the expertise of their advisor, the time spent advising, self-reliance, and transparency of communication. The value of significant learning as described by Fink's Taxonomy can be described as foundational knowledge, application, integration, human dimension, caring, and learning how to learn (Fink, 2013).

According to Peggy Maki (2010), an assessment map paints a picture of learner-focused questions that help explain the importance of outlining the learning experience. The value of the assessment map is to create the link between advising and learning by identifying skills, values, and knowledge required to enhance the outcome: what is expected to be learned, where should the lesson be learned, and when should it be learned. Expectations that come from strong, intentional advising are that students will know the graduation requirements for their major. Students will be able to select appropriate courses based on the academic goals, and students will value the role of academic planning and course selection as part of their academic goals. These requirements may be learned through experiences shared at Orientation, during individual advising appointments, among retention specialists, or in group advising settings. Students will also come to value the role of academic planning through individual advising meetings with their success specialists as well as consultations with their faculty advisors.

True assessment of advising measures should be collected in various pieces. A one-size-fits-all assessment measure will be neither perfect nor precise. When gauging student feedback, all are important as the measurements should be direct to observe behaviors, indirect to weigh opinions, perhaps in survey form. All forms of data collection should be interpreted so that results adequately inform leadership, advisors, students, and other stakeholders. The courses CHAMP 101: First-Year Advising, CHAMP 201: Underclassmen Advising, and CHAMP Advisor designed for the QEP will provide multiple avenues for assessing each population of the holistic advising philosophy.

Over the years, academic advising has evolved from a unidimensional faculty activity to a multi-dimensional institutional, educational strategy (Antoney, 2020). Academic advising is now not only focusing on students' academic performance, career choices, and skill development, but also preparing them to be responsible citizens who can contribute effectively to the development of community and society as a whole.

The New Leadership Alliance for Student Learning and Accountability, published by its Board of Directors, notes a deep responsibility among higher educators in seeing all students reach their full potential.

Accordingly, this alliance calls for clear and specific guidelines:

- set ambitious goals
- gather evidence of student learning
- use evidence to improve student learning
- report evidence and results

Braskamp and Engberg (2014) also made a clear case for assessment-supported learning programs, noting assessment should be aligned with the culture and mission of the University. The authors noted "assessment is telling a story" (p. 6), it is critical to determine with certainty what to assess, and institutions must involve stakeholders in assessment, assuring a sense of ownership of the project. SLOs for CHAMP Training and courses will be assessed through the utilization of pre and post surveys, quizzes, and percentages of completed training. Students in cohorts will complete pre and post surveys to determine descriptive information from the pre and post pairs. FYE students will complete a quiz at the end of CHAMP 101 training modules to assess learning. Students will then complete a survey in late Spring to assess applied training. The survey will also

assess professional development activities and academic plans completed because of the training. Additionally, the survey will assess resource referrals and satisfaction with the holistic philosophy.

### **Technology and the Influence of Social Media in Advising**

Social media influence on academic advising has also shaped the minds of today's students (Smith, Rainie, & Zichur, 2011). Many times, students become frustrated with long discussions of advisors which are needed for planning. They prefer a "microwave" advising session with no guidance or instruction, but just for course-scheduling to be completed. Our students have become accustomed to an instant gratification culture. The preferred advising appointment is to be concise, with visually pleasing resolutions to complex issues. Pop culture and college perceptions have become based on movies and shows which often portray college as stress free, struggle free, and a minimal focus placed on academics. Therefore, students have an unrealistic and heightened expectation for a carefree college life. Advisors become challenged to address student disengagement as academic rigor and advising turns anticlimactic when students expect the "fun" experience.

Media literacy is an important 21st century skill essential for success. Jones (2002) studied the internet's impact on college students' daily lives and the impact of that use on their academic and social routines. Three main findings of the study were the following: college students are early adopters and heavy users of the internet; college students say the internet has enhanced their education; and college social life has been changed by the internet. Social media outlets such as Instagram, Facebook, X, and others have substantially changed the way students interact with others. Colleges and universities should take significant steps to learn how to deal effectively with social media and the positive and negative influences.

The shutdown in March of 2020 challenged communication efforts in advising significantly. The in-person interactions were reduced to virtual interactions via Zoom, phone calls, and frequent exchanges via email. Students were conditioned to check institutional emails regularly and, prior to the pandemic, many advisors utilized emails as a way to regularly check in with students and share academic content and resources. But the increase in email exchanges during the pandemic took a toll, and an increasing number of students began avoiding email as a means of disconnecting and coping with the challenges and changes of the pandemic. According to an ongoing report on email statistics by The Radicati Group, individuals send and receive over 120 emails daily, and that number is increasing annually (Radicati, 2018). Unsurprisingly, the data finding suggests that email remains the most pervasive form of business communication. Students and advisors have felt the weight of constantly having to manage increased email activity during the pandemic, and the negative impacts are clear: a change in productivity, creativity, and overall motivation to engage (Jensen & Kosin, 2022). With an emphasis being placed on face-to-face interactions throughout all modules of CHAMP Training, the focus is shifted from virtual to interpersonal communication.

### **Connection to Resources is Key**

When developing a support network on our campus, we need to be able to identify who is a part of our population and how we can determine their needs. From the students' perspective, we will need to gain a clear understanding of how the onboarding process works regarding academic advising. Furthermore, students need to know who the stakeholders are for the institution. Key components of campus support programs should be centered around student success, retention, and graduation as intertwined throughout CHAMP Training. This type of 'wrap-around' support may include mentoring, advising, coaching, financial discussions, and career planning for the future (Murray, 2024). The magic key to holistic advising is building a relationship with each individual student. Without the adequate staff to do so, students will miss out on the opportunity. Creating a sense of urgency among students is a way to change student behavior and increase motivation. A one-on-one ongoing connection creates a relationship between the student and advisor. Skill sets in time management, motivation, study habits, and test-taking strategies are actively learned, leading to progression that focuses on outcomes.



The principle academic resource can go underutilized as students often consider advising as a resource only when they are frantic with worry when they realize that they have little time to sign up for classes (Thach, 2022). Many students feel that by seeking out the help of an academic advisor it can be admitting defeat, much like that of a resemblance of the lack of self-reliance, which is not the case.

Advising approaches and strategies utilized on campuses vary nationally depending on student body needs and advisors' skill sets; however, one thing is clear: academic advising is fundamental to student success (Campbell & Nutt, 2003). Leaders among advisors who understand how to successfully engage, retain, and graduate their student populations improve the sustainability of their institutions, the economic vitality of their region, and of utmost importance, the lives of their students (Goldin & Katz, 2009). We must aim to gain a better understanding of student discernments of the advisor-student relationship and the role this relationship plays in the students' academic success.

Academic advising is described as one of the most effective tools supporting retention, success, and degree completion (Habley & Crockett, 1988; Hunter & White, 2004; Kramer & Associates, 2003; Kuh, 2008; Metzner, 1989; Tinto, 1975, 2007). Many of the relationship-centered qualities of a good advisor include supportiveness (Long, 1987) and accessibility (Ryan, 1992). When holistic advising is persistent and occurs often (Gerholm, 1990), the impact of early interactions (Seidman, 1991) enhanced the student perception of advisor concern. When student satisfaction is a result, due in part, of effective academic advisement, the outcome is increased retention at the institution (Andrews, Andrews, Long, & Henton, 1987; Frost, 1993; Gordon, 1994; Heisserer & Parette, 2002), and, as Metzner (1989) discovered, are associated with student perceptions of advising quality.

Effective academic advisement eases attrition by:

- providing students with the clearest path toward graduation through course and major advisement;
- providing an institutional connection to break through administration while also reflecting the institution's commitment to student success;
- offering a set of high academic expectations and encouragement for academic performance;
- providing referrals to other campus academic supports (Kimball & Campbell, 2013; Tinto, 1975, 1993, 2007; Young-Jones, Burt, Dixon, & Hawthorn, 2012).

### **Holistic Advising: Defined**

As the name implies, holistic advising cannot be confined to a series of steps that advisors check off while meeting with students; rather, it is individualized and tailored to assist the individual student sitting in the office with the advisor at that moment. CHAMP Training speaks volumes to intentional, resource-based support to all students from all walks of life. Appreciative advising is a component of the holistic advising approach. It is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

The phrase "holistic advising" has existed in the arena of academic advising for years, but as an aspect of an institution's approach, not necessarily as a central design element in supporting students (Kardash, 2020). Lately, it has started to be described as an approach or mindset to the advising process. When the word holistic is applied to advising, it insinuates that advisors cannot look at students through a purely academic lens, but rather as a whole person. Whatever is happening in their personal lives can weigh just as heavily on their academic success. Through the lens of the learning theory of humanism, educators work to develop the whole person, helping the learner become self-aware and mature (Merriam, Caffarella, & Baumgartner, 2007). The importance is understanding the whole person: where an individual is in their development, what they are currently experiencing in their lives, and what their goals and dreams are. Through this understanding and

exploration with the implementation of CHAMP, advisors can help students comprehend how their studies can help them gain strategies to make good decisions, problem-solve, and persist through difficulties in every aspect of their lives.

Holistic advising is an important consideration for all college students. College demographics are diversifying quickly, and many students have multiple responsibilities on top of their studies. They may be working full-time, navigating life as a single parent, or returning to school after a lengthy break. These factors, and many more, are important when advisors work with a student. If we don't look at them holistically, we are not seeing the whole picture of what they are experiencing. Holistic advising is simply one human being helping another human being—biases aside—and viewing all aspects of their lives as intertwined. Holistic advising will be incorporated into the strategies shared in CHAMP.

The Rollins School of Public Health Office of Student Affairs suggested that there was a need to increase coordination between academic advisors, student affairs staff, and care managers to create a comprehensive care plan for individual students (Black and Williams, 2024). Furthermore, academic advisors, teaching assistants, and faculty need comprehensive training and resources aimed at supporting students' changing needs. Student support teams have been created with representatives of both academic affairs and student life leaders that:

- plan, implement, and evaluate trainings and resources related to holistic advising practices;
- offer monthly communications with resource updates and programs related to academic advising, as well as student well-being and success;
- use existing University systems to develop and evaluate standard operating procedures aimed at increasing collaborations between academic departments and University-level care providers;
- assist care partners in addressing individual students' academic concerns, social or behavioral concerns, financial hardship, and basic needs (CDC, 2022 & LaMorte, 2022)

The overarching purpose of CHAMP is to enhance the overall well-being of the students we serve at our institution. Holistic advising reinforces the importance of students' academic success and personal development, identifies training and professional development opportunities for academic advisors and student-facing staff, and encourages discussions of collaboration opportunities with University partners within their respective communities. We need to be able to answer the question as stated in the Boyer 2030 report, "How can we ensure that all students receive excellent advising—holistic advising that is student-centered and encompasses academic, career, and basic needs guidance—so students can best benefit from our complex institutions?" (Boyer 2030 Commission, 2022).

Being intentional requires institutional and community understanding, particularly the resources available to students both on and off campus. It requires the advisor to possess a knowledge of their students through a holistic lens, which is emphasized throughout CHAMP Training. Not every student is going to need the same support. Understanding when and where to refer a student is key in holistic advising. It is not possible for advisors to be experts in everything that can happen to a student during their academic career; however, as Charlie Nutt, Executive Director of NACADA, has stated, "they should be experts in the art of referral" (Kafka, 2018, p. 2).

The idea of proactive advising is not new, but it plays an important role in holistic advising. Being proactive involves connecting with students at the first sign of trouble (Varney, 2013). Early intervention can help students access support and resources at crucial moments rather than waiting until a problem grows into a dire situation. Empowering advisors to connect in a preemptive manner, requires training to have these interactions and provide supportive coaching for students.

A key foundational element in developing an advising program with a holistic approach is creating a relationship between advisor and advisee, which in turn helps establish trust. For advisors to effectively refer their advisees to services, first the student must trust the advisor enough to feel comfortable sharing that they are having a problem. This is true in any advisor and advisee relationship regardless of the approach; however, it is vital in holistic advising due to the nature of conversations that the advisor engages with the student.

To develop a meaningful relationship, conversations must go beyond academics. For students, academic classes are just another aspect of their life—in some cases, it is a small percentage of their responsibilities. Understanding the total student view is important and a common thread throughout CHAMP. The total student view works to look at all areas of a student's life: by discussing hobbies, family life, or work environments, students can begin to create similarities in those different areas, which in turn can boost confidence in their academics. It also allows the advisor to better understand the environment in which the student is approaching their academic career and provide advice and resources early in the relationship.

Asking open-ended questions is a way to begin to develop the relationship, with a focus to develop a shared sense of responsibility for the student's goals. Through holistic advising, advisors work to identify areas of stress or barriers—such as family issues or isolation—that students may face, but they may not link to their academic performance (Hamline University, 2018).

Many times, students perform very well academically, but the transition to college life is overwhelming for them. In the increasingly complex and diverse college climate, advisors need to be able to address multiple aspects of a student's life and understand that events or struggles happening outside of the classroom can impact academics as much as struggles in class. A holistic advising approach allows advisors to be comfortable holding in-depth conversations with advisees, which establishes roles of trust and allows advisors to effectively refer students to available resources. In turn, this helps students feel supported in their college journey, which may help them persist through their challenges and remain focused on their educational and career aspirations.



## 6. The Louisiana Tech University Quality Enhancement Plan CHAMP: Holistic Advising Experiences

Louisiana Tech University's Quality Enhancement Plan (QEP) CHAMP (Cultivating Holistic Advising to Maximize Potential) aims to foster a student-centered culture of success through quality holistic advising, providing each student with individualized support throughout their academic and professional journey.

For many years, Advising was a varied experience for students and for advisors across the Louisiana Tech University campus. Some colleges employed staff members or student success experts; other colleges required faculty to advise. Some advisors served hundreds of advisees; others served very few. In some reported instances, advising consisted solely of course scheduling, though some advisors leaned into the experience of developing students and relationships as in the holistic advising model. Like the students, advisors have also had input into the QEP, drawing attention to the lack of training and resources, and (sometimes) the lack of preparedness on the parts of their advisees. The lack of consistency and the belief that students and advisors would benefit from a uniformly positive advising experience was part of the reason this QEP has been so enthusiastically undertaken.

The purpose for the QEP is achieved through the demonstration of three student-learning outcomes aligned with goals for (1) developing and implementing a holistic advising model, (2) enhancing advisor training and support, and (3) increasing student utilization of campus resources.

CHAMP Advising was designed to address key issues identified during the broad-based dialogue and discussions, review of the literature, advising best practices, and review of data. Results of the data (e.g. March 2023 Campus Survey, Broad-based dialogue, April 2024 Student Advising Survey) indicated common themes of issues such as: best practices around advising (CHAMP Advising Syllabus; Goal 1), need for student and advisor training and support (CHAMP 101, Advisor Tours; Goal 1, 2, & 3) and incentives for development (Advisor Badge Program; Goal 2). Additionally, the data from the student advising survey (April 2024 survey; APPENDIX C1) also suggested that students preferred the current face to face faculty advisor model.

CHAMP Advising was developed with the overarching goal to improve student's advising experiences through a student-centered holistic experience. Elements of CHAMP respond directly to key concerns and align with CHAMP goals and expected outcome measures (SLOs/SSOs). CHAMP consists of three major components, each addressing one or more key issues, and each with appropriate resources. The major components include the following:

### 1. CHAMP Advising Syllabus (APPENDIX B)

CHAMP Advising syllabus was created as a guide to address issues concerning consistent university-wide advising expectations and to define the holistic advising experience at Louisiana Tech University. The syllabus was designed by a team of student leaders, faculty advisors, student development specialist, and staff that focuses on goal one: develop and implement a holistic advising model.

The advising syllabus is a tool that outlines the roles and responsibilities for both the advisee and advisor (SLO1) with a list of some commonly used campus resources (SSO). CHAMP advising syllabus was created using some key elements identified by the National Academic Advising Association (NACADA) that should be included in advising syllabi.

The elements included on the CHAMP syllabus are:

- a. The CHAMP advising vision, mission, and advising philosophy.
- b. Goals and expected SLOs/SSOs of CHAMP advising so students can easily recognize how advising impacts their success.
- c. Tools and campus resources for students.
- d. A set of roles, expectations, and responsibilities for both advisees and advisors.

First-year students received a syllabus in their FYE courses during CHAMP 101 training, which will be discussed later, upperclassmen received through the self-directed Canvas training courses (CHAMP 201), and advisors received through in-person trainings (Advisor Tours). The syllabus is maintained and available for all groups (FYE students, upperclassmen, and advisors) on the learning module system, Canvas.

## **2. CHAMP Student Training Courses (APPENDIX D)**

The CHAMP training course modules were created to address some training needs and gaps that were identified by multiple constituents (e.g. dialogue groups, students, advisors, focus groups, baseline data). The CHAMP courses were designed by a team of faculty, advisors, student leaders, student development specialists, and assessment experts that address key training needs and gaps across two goals: develop and implement a holistic advising model (Goal 1) and increase student utilization of campus resources (Goal 3).

### **a. CHAMP 101 FYE Course**

The CHAMP 101 student training course was developed to emphasize knowledge and skills about students' roles and responsibilities in the advising process and knowledge about building connections with advisors (C), utilization and connection to resources and advising the whole student (H), utilize tools and systems for student information and course registration (A), obtaining timely support, engagement, and professional development (M), and post-graduation planning (P).

The CHAMP 101 training will be delivered to students in FYE courses. Students reported that FYE was instrumental for their gained knowledge about advising processes and campus resources. FYE courses are an existing structure that allow them to be the central course to train first year students. The majority of first year students (>90%) have the opportunity to complete their FYE course during the Fall of their first year with their college cohorts. Additionally, the team for FYE instructors are selected from faculty and student development specialist who commit to engaging in appropriate professional development initiatives to maintain fidelity to the course syllabus. The faculty are provided a stipend for their participation as the course is an addition to their course loads in their academic departments. The instructors also attend an annual Fall FYE instructor workshop. The unique structure of FYE is a result the course redesign from the previous QEP, Blue Fire.

For the pilot, Fall 2024, CHAMP 101 modules were delivered in FYE courses by the student's FYE instructors over two class periods, within the two weeks prior to winter quarter registration and advising. This was mandated across all sections. FYE instructors completed CHAMP Advisor and CHAMP 101 student training delivery during the annual Fall FYE instructor workshop.

#### **b. CHAMP 201 Canvas Course**

The upperclassmen training course was the same as CHAMP 101 except the M and P sections were expanded and tailored for upperclassmen students. Students are provided the comprehensive guidance which helps them navigate academic, career, personal, and social development, emphasizing personal support, resource connections, and building a well-rounded college experience (M). They are given a more comprehensive understanding, highlighting academic planning and discussing the importance of mentorships and alumni support (P).

All students will have access to CHAMP 201 on Canvas, for the duration of their academic studies. Fall FYE cohorts will have access to CHAMP 201 after they complete CHAMP 101 during the fall quarter.

### **3. Advisor Support, Training, and Development**

The advisor training was developed from the advisor need for training and development and aligns with the goals (Goals 1 & 2): develop and implement a holistic advising model, and to enhance advisor training and support. The training course for advisors deals with topics closely related to student course except they were tailored for advisors. A team of faculty and advisors designed the course based on feedback from focus groups and baseline data, and surveys from both students and advisors.

#### **a. Advisor Tours**

During the pilot year, Fall 2024, all colleges and departments were informed about CHAMP in-person training. Tours were announced by the University President during the annual Faculty Convocation. Colleges chose a time slot as groups or individually. Multiple slots were available weekly, and tours began early September and continued through the second week in October (a week before most departments began advising for the Winter quarter.) Tours lasted approximately 60 minutes and were presented collaboratively with Workday student team; the tours consisted of 30 minutes holistic advising imitative and 30 minutes Workday student system processes.

#### **b. Advisor Badge Programs**

Following the completion of in-person training in the Fall, advisors received access to the CHAMP Advisor course. The course contains access to the modules shared with students, the syllabus, and the introduction of Badges as a continued educational measure. Resources that have been recognized on campus as providing support to students and that were commonly referred to by advisors have been identified and invited to complete a PowerPoint template as a means to share their information. Advisors can earn badges for completing training. Badges may be earned in the following areas: Financial Aid, Residential Life, Career Services, Counseling, Student Government Association, and many others. These badges can help build knowledge and document mastery of college advising skills. A certificate of completion is to be provided after each course is finished.

Once the PowerPoint templates are completed and submitted to the Design Team, a short quiz will be added so that knowledge of the content can be assessed as well as the number of advisors utilizing the tool. Credit for the badges will be earned based on the score of the quiz. The introduction of badges, guest speakers, and lunch seminars can carry from Winter into Spring providing opportunity to continue education year-round and into the future. The Design Team proposes that the number of badges earned (indicated by successful quiz scores) will determine the potential for earning an annual stipend. Once in-person training has been completed, an advisor is then eligible to receive the CHAMP advisor course, complete a specified number of badges, attend a presentation, and earn \$500 per year if each piece has been satisfied. The proposed budgeted amount for this annual stipend is \$150,000. This incentive would provide valuable opportunities for advisors to pursue excellence. When used in conjunction with the other training elements, badging will encourage learning by sparking interest and motivating, engaging, and rewarding advisors. This piece of training will be most effective by selecting resources that are relative to the holistic advising initiative.

#### Badging for Academic Advisors...

- Helps advisors visually and conceptually see the goal they want to attain
- Helps provide feedback to advisors that they have gained the knowledge to pass to the next level
- Acknowledges current accomplishments and incentivizes future investment
- Provides a vehicle for advisors to display their accomplishments for their colleagues and students, thus encouraging the desire to accomplish more
- Helps advisors see how they may compare to others at the University

Although the annual in-person training is mandatory, the earning of badges leading to a stipend would be optional. Furthermore, completion of badge training may need to be considered for future nominees for the Advisor of the Year Award. Criteria would be similar to that of the faculty/staff awards with nominations secured from each college. Advisors could not be nominated if they had not completed in-person training. Redesigning the process of the Advisor of the Year Award may help strengthen the newly created Academic Advising Initiatives Office.

The badge program will be continuously improved by measuring engagement and impact of badge training courses to determine subsequent badge trainings. The number of completed badges will be tracked.

## 7.

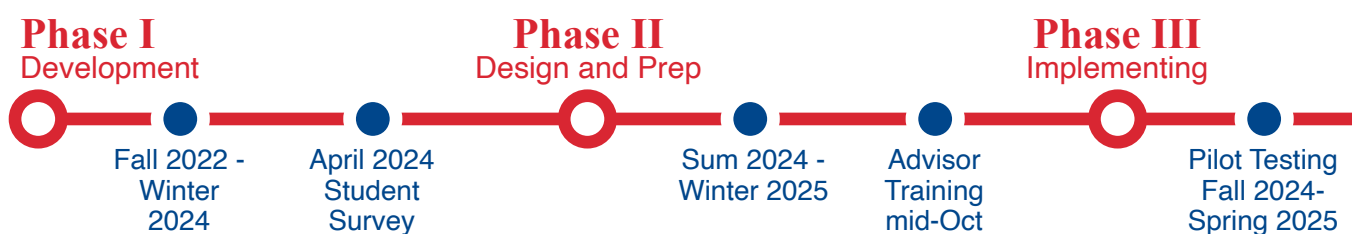
**CHAMP****Development, Design, and Implementation Phases**

**Phase I**, determining the QEP and the components of the plan based on multiple sources (e.g. feedback from surveys, review of literature, focus groups, initial baseline data...) took place during Fall 2022 through Winter 2024.

- Appointment of the QEP Steering Committee
- QEP Steering Committee collection and review of data
- Identification of QEP leaders for Dialogue Teams including broad-based input from leaders on campus and from the surrounding community
- Identification of broad-based Dialogue Teams
- Review and categorization of Dialogue Teams select QEP topics
- Establishing priorities for QEP topics by reviewing data, campus survey, and TECH 2030 strategic priorities
- Summarizing and sorting priorities by criteria
- Reporting findings, broad-based administrative discussion, and securing endorsement
- Identifying the Design Team
- Initiating the Design Team activities
- Began literature review relative to identified QEP components
- Began designing the QEP plan
- New University leadership directed the team to revisit some earlier steps but ensured support from administration

**Phase II**, designing the QEP and preparing the QEP document, took place from Summer 2024 to Winter 2025. (Please note that there is some overlap in phases as individual processes were ongoing.)

- Completed CHAMP QEP Draft
- Created position for Director of Academic Advising Initiatives, listed position, and completed the hiring process
- Completed literature review
- Identified student learning outcomes
- Pilot implementation design
- Branding (marketing, revision of Champ image, conference with University Communications)
- Presented preliminary updates to the President and Steering Committee
- Drafted Canvas resources for the Design Team, advisors, and students
- Continued development of CHAMP, training, and assessment tools
- Began providing CHAMP Advisor course training to campus constituencies (to be completed before October 17, when Winter advising began)
- Began designing measurable assessment plan





**Phase III**, implementing the QEP began Fall 2024 and continues through Spring 2025 for initial pilot testing, formative evaluation, summative evaluation, and refinement of all QEP components. *While CHAMP was taken live rather than formally piloted with a small control group, the Design Team saw a moment when the University was changing to two new information systems: Canvas and Workday. It was unanimously decided that it would be more beneficial for students to embrace CHAMP and the new holistic advising model alongside the new information systems rather than trying to continue advising as it was and making multiple changes over a series of terms.*

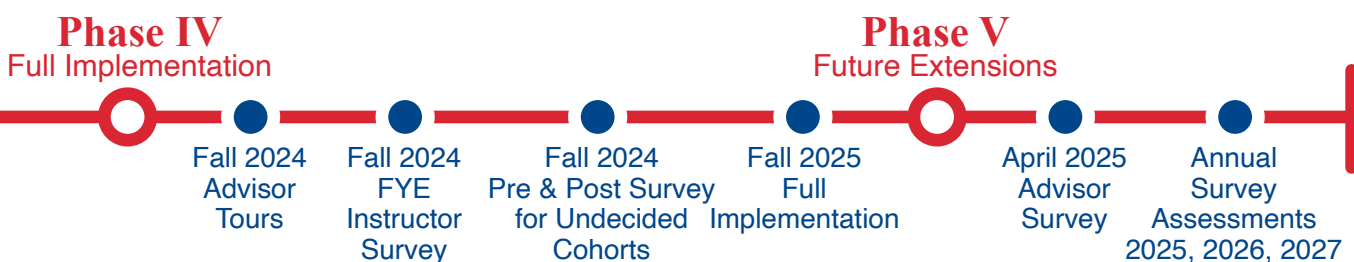
- QEP announcement by President Henderson at Fall Convocation
- Canvas resources go live for FYE sections
- Training continued for advisors that had missed first round of visits with Director of Academic Advising Initiatives
- Refine CHAMP Canvas course and training based on assessment data
- Review and refine assessment instruments as needed
- Continue to market CHAMP
- Implement assessments for CHAMP teaching in Fall quarter FYE courses
- Analyze assessment data
- Initiate any refinements indicated by assessment data

**Phase IV**, full implementation will occur in fall 2025.

- Plan, schedule, and implement the CHAMP instruction modules in all FYE courses
- Introduction of CHAMP 201 for upperclassmen
- Initiate holistic advising among faculty, staff, and students
- Implement assessments of CHAMP training and student instructional modules in FYE
- Review and analyze all assessment data
- Continue assessment of student learning outcomes and other CHAMP elements
- Consider essential revisions of CHAMP elements
- Prepare and report data to the leadership teams
- Identify the advisory board

**Phase V**, extension for the future:

- Plan for Winter workshops with speakers from NACADA that would enhance advisor training with comprehensive and on-going development opportunities
- Continue collection, analysis, and reporting of assessment data, both formative and summative, to guide future changes for fostering a student-centered culture of success through continued implementation of a holistic advising model
- Analyze results from training surveys and implement data driven decisions for improvement that would enhance advisor success in providing holistic advising
- Continue to design and implement other badge training opportunities that will impact student utilization of campus resources and be essential for student success
- Consider a change in the oversight of the Advisor of the Year award to come from the newly created Academic Advising Initiatives Office
- Consider changes to the Advisor of the Year Award to include criteria that are similar to that of faculty/staff awards and require completion of in-person CHAMP training and a predetermined number of badge trainings



## 8. Broad-Based Support of Institutional Constituencies

### Institutional Involvement

Louisiana Tech University's QEP, CHAMP, exemplifies strong institutional involvement through extensive collaboration among internal and external stakeholders. From the outset, various groups, including the Dialogue Teams, the Design Team, and administrative representatives, played key roles in shaping the QEP's objectives. More than 150 faculty and staff participated in CHAMP Advisor Training, offering valuable feedback to refine the initiative and ensuring a broad understanding of holistic advising across campus. This collaborative effort was guided by the newly created Director of Academic Advising Initiatives, whose role facilitated communication and coordination with stakeholders to implement the plan effectively.

The university's commitment to holistic advising also extended to students, with targeted training for both incoming freshmen and upperclassmen. In Fall 2024, freshmen participated in CHAMP-focused modules during their First Year Experience courses, where they learned about their roles and responsibilities in the advising process, building connections with advisors, and utilizing campus resources. Upperclassmen had access to a similar self-directed course, CHAMP 201, which was designed to help students maximize their potential and prepare for life after graduation. This comprehensive approach attempts to ensure that students receive individualized support at every stage of their academic journey. Student involvement shows another layer of involvement at Louisiana Tech.

External stakeholders, including alumni and industry partners, also took part in the development of CHAMP. The university maintained ongoing communication with these groups to ensure the initiative aligned with professional expectations and that they could support the program's goals. Alumni feedback helped keep the QEP in line with the perceived culture of the university. Additionally, training programs for advisors, including Advisor Tours and upcoming professional development opportunities such as badging and speaker events will help the university sustain momentum and ensure that the holistic advising model is effectively implemented.

Overall, Louisiana Tech University's success in launching CHAMP reflects the deep involvement of a wide range of internal and external constituencies. The initiative's design, training programs, and ongoing refinement processes have created a supportive, student-centered environment aimed at fostering student success. By working together across programs and with external partners, the university is committed to ensuring that the CHAMP initiative remains a dynamic and effective program for years to come.

### Budget and Resources

Commitment to the Plan: Budget and Resources (Parts of Assessment and Implementation Team responsible.)

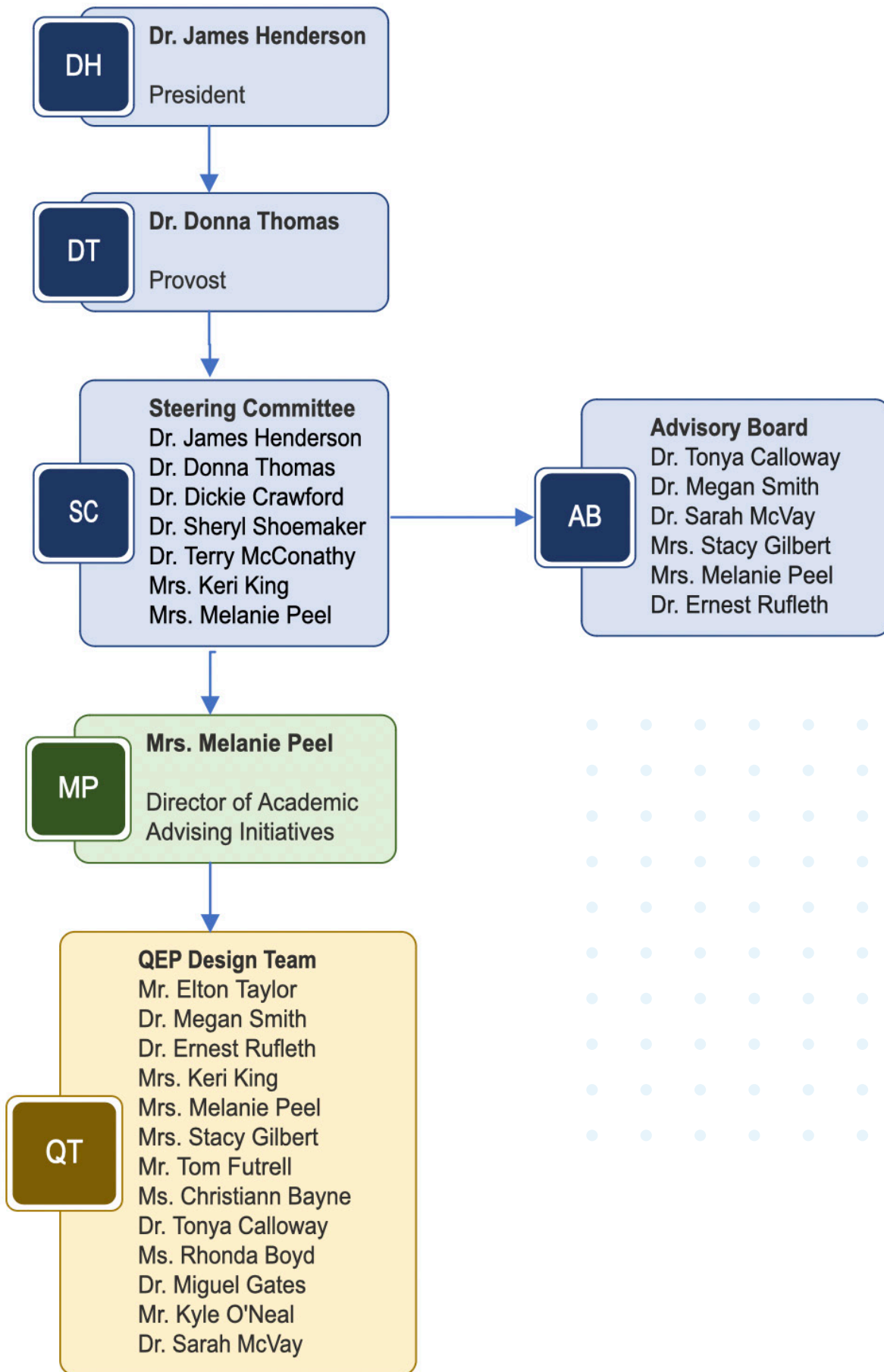
- Personnel
- Professional Development
- Technology, Furnishings, and Facilities
- Assessment Instruments
- Cost of Badges / Training / Lunches

<b>Personnel</b>	<b>2024/25 year 0</b>	<b>2025/26 year 1</b>	<b>2026/27 year 2</b>	<b>2027/28 year 3</b>	<b>2028/29 year 4</b>	<b>2029/30 year 5</b>
Salaries	109,000	109,000	109,000	109,000	109,000	109,000
Fringe Benefits	45,000	45,000	45,000	45,000	45,000	45,000
<b>Operating Expenses</b>						
Utilities, subscriptions and rentals	7,500	7,500	7,500	7,500	7,500	7,500
<b>Supplies</b>						
Laptop, Apple MacBook	3,000	0	0	0	4,000	0
Marketing Pieces for CHAMP	4,500	4,500	4,500	4,500	4,500	4,500
<b>Travel and Professional Membership</b>						
NACADA Membership and Conference	2,500	2,500	2,500	2,500	2,500	2,500
SACSCOC Membership and Conference	2,500	2,500	2,500	2,500	2,500	2,500
<b>Training and Compensation</b>						
Faculty/Staff Stipends for Badges	0	150,000	150,000	150,000	150,000	150,000
Workshops and Continued Education	0	20,000	20,000	20,000	20,000	20,000
Assessment Fees	0	3,000	3,000	3,000	3,000	3,000
<b>TOTAL</b>	<b>174,000</b>	<b>344,000</b>	<b>344,000</b>	<b>344,000</b>	<b>348,000</b>	<b>344,000</b>

## 9. CHAMP Organizational Structure

Implementation of the Quality Enhancement Plan’s CHAMP requires a structure for leadership and accountability. The following chart indicates a shared responsibility between University administration, faculty, and staff. Please see Appendix D for the position description of the Director of Academic Advising Initiatives.





## 10. CHAMP Assessment Plan

**CHAMP ADVISING**—The pilot for Cultivating Holistic Advising to Maximize Potential (CHAMP) will involve multiple components of assessment. The components will assess student’s growth in knowledge about their roles and responsibilities in the holistic advising process, active participation in the holistic process, increased utilization of campus resources, advisor impact and engagement, advisor-initiated referrals, and the overall QEP pilot.

The CHAMP Advising model evolves from a narrowly defined course scheduling model to a model that will integrate academic, professional, and personal development. Key features of the QEP pilot are differentiated CHAMP training courses for first-year students, upperclassmen, advisors, as well as an advising syllabus, development of an advisor badge training program, and tracking of advisor-initiated referrals to campus resources. The majority of members from the three groups (first-year students, upperclassmen, advisors) will receive initial training during Fall quarters. Specifically, during the pilot and subsequent years, first-year students will receive CHAMP advising training in their First-Year Experience (FYE) courses. Upperclassmen will have access to self-directed CHAMP training modules through the learning module system, Canvas. Additionally, upperclassmen will be informed about the training through their campus email, course system announcement banner, and course registration system. Throughout their academic experience, students will have continuous access to the training courses on their Canvas pages. Advisors will complete in-person training workshops called CHAMP Advising Tours over the duration of multiple dates during the Fall quarter. Moreover, advisors will be provided additional learning outside of the initial training workshop by completing badges through an advisor badge program. Advisors will also have access to review all student trainings.

### Goals and Student Learning Outcomes

Assessment of the QEP pilot is organized around three goals, two student learning outcomes, and one student success outcome (SLOs/SSOs), aligned with the Louisiana Tech University Strategic Framework, TECH 2030, shown in Tables 1, 2, and 3 of this section. Louisiana Tech University Strategic Framework, TECH 2030, is a living plan that the institution can interact and react and be proactive to external and internal issues within and beyond its control. The goals and SLOs/SSOs for CHAMP are:

**Goal 1:** *Develop and implement a holistic advising model*

**SLO1:** **First-year students will demonstrate knowledge of holistic advising principles, including the roles and responsibilities of advisees and advisors in supporting academic, career, and personal goals.**

**Goal 2:** *Enhance advisor training and support*

**SLO 2:** **First-year students will collaborate with their advisors to create personalized academic plans inclusive of professional development activities.**

**Goal 3:** *Increase student utilization of campus resources*

**SSO:** **First-year students will utilize a variety of campus support resources to enhance their overall academic experience.**

An important consideration of any assessment plan is the frequency of assessment, and timeline for the pilot, implementation, evaluation, and analysis of assessments connected to the outcomes. Each SLO/SSO is aligned to a type of measure, assessment method, frequency of assessment, and baseline data source as depicted in the following Tables 1, 2, and 3. Closely associated with the assessment timeline are the source and location of baseline data.

**Baseline Measurement:** Initial baseline data about student’s advising experiences was collected in April 2024, a few weeks prior to Spring advising for the upcoming subsequent Fall 2024 course registration. The survey was designed and administered through Qualtrics. All undergraduate classifications (Freshman, Sophomore, Junior, Senior) and institutional sites and modalities (Main, Barksdale, Online) were invited to participate. The survey was designed to dis-entangle responses between two sub-groups (met with assigned advisor; had not met with assigned advisor) about their advising experiences. Students were also asked to identify their college and departments. There were 874 students who participated and 707 students who completed the full survey. The data and analysis were shared with all appropriate constituents for feedback through the sharing process to promote continuous improvement.

The analysis of results revealed two key areas for improvement. First, freshman engagement in the advising process needed improvement because they were the lowest represented compared to other undergraduate classifications. Second, the survey design did not have an indicator to determine first-year students and those who were undecided about their major. These baseline findings informed the development of goals, student learning outcomes, and measures for the QEP pilot.

## Assessment and Measurement Strategy

The Louisiana Tech QEP pilot will participate in the Institutional Effectiveness (IE) assessment process as a Unit, implementing IE assessment procedures and guidelines. CHAMP will play an important role in meeting the IE goals of Louisiana Tech University. The essential purpose for the assessment process is to facilitate continuous improvement through assessment of the QEP components and to provide feedback that will result in improved student learning outcomes.

Each SLO/SSO is aligned to a type of measure. These varied measures provide a continuous source of feedback, enhanced reliability, and increased opportunities for data-driven interventions, and modifications. Tables 1, 2, and 3 indicates the targeted measurement group, strategy, and the multiple measures used in the process. Evaluation and feedback instruments include indirect, direct, and summative measures. Some of these measures are student advising experience surveys, student evaluations of CHAMP FYE course, student professional development activities, advisor-initiated referral tracking, tracking of academic plans, student frequency and usage of campus resources, impact of CHAMP training, faculty/advisor feedback of CHAMP tours, faculty/advisor evaluations of CHAMP FYE course, advisor badge program evaluations and feedback, and end of module training quizzes. These instruments will be discussed here and are available to view in the appendices.

**Measurement Group:** First-year, Fall Quarter cohorts, enrolled in FYE are the targeted student group for assessment of the pilot. First-year students enrolled in the Fall Quarter are new to Louisiana Tech University’s advising experience. Their first advising experience for many is through attendance at the University’s freshman orientation sessions. However, the engaged advising experience (e.g. know their assigned advisor, actively participate by creating saved schedules, seeking out their advisors...) for most will not occur until Winter Quarter registration and advising. So, the Winter Quarter registration for many first-year students, will be their first interaction with an assigned advisor and engagement in the full advising experience.

**Matched Pre-Post Survey:** Two improvements revealed from the baseline measurement were the need for a larger representation of freshman students and the addition of a demographic optional measure, to select if first-year and/or undecided. So, in the pilot year, first-year students in undecided cohorts will complete pre/post survey as a follow-up to the April 2024 survey, and their scores matched using their CWID. These surveys will measure student's prior knowledge before training and impacts after training. The questions selected for the pre/post survey were based on Freshman responses from the April 2024 survey. The pre/post survey is viewable in Appendix C2.

**Methodology:** The design of the study is a cohort comparison survey. The previous cohorts will be used as the benchmark to determine improvement of subsequent cohorts. First-year Fall FYE cohort comparison surveys will be designed to assess the pilot SLOs. Specifically, the April 2024 survey will be updated with reflective SLO measurement items (now referred to as the April 2025 survey) and designed to compare baseline cohort results, pilot, first-year students in year one of implementation with those in subsequent years to assess improvements. Also, the cohort surveys will be designed to evaluate progression of holistic advising across cohorts, with the expectation that students in later cohorts (who experience a fully implemented holistic advising model) will demonstrate increased satisfaction and utilization of resources compared to earlier cohorts. The cohort surveys in April will assess some key SLO/SSO measures such as applied knowledge from CHAMP 101 training (SLO1); advisor engagement and student active participation (SLO2); resource utilization (SSO); and the overall programmatic impact of the CHAMP advising model.

The annual cycle for the cohort assessment will continue the same timeline as the baseline measurement, in April 2024, two weeks before Spring advising for subsequent Fall course registration—April 2025 with the pilot cohort. The key rationale to assess yearly in April is based on when the majority of students and advisors receive CHAMP advising training. Most first-year student cohorts (>90%) will complete CHAMP 101 training during the Fall Quarter in their FYE courses. Additionally, most advisors will complete advisor training tours during the Fall Quarter. Yearly assessments in April, will afford students two advising experience opportunities (Winter and Spring course registration, to determine their assigned advisor, apply CHAMP 101 principles, utilize advisor-initiated resources. Also, surveys given each year in April, will allow time for data to be collected, analyzed, reported, and used to determine improvements for CHAMP student and advisor training courses for the subsequent academic year. All undergraduate students will be invited to complete surveys in April. Participation of all students will be measured; however, only FYE Fall 2024 cohorts and subsequent FYE Fall cohorts will be the assessed group.

**Workday Student:** Workday Student is a new student information system that replaced the Tech-modified BOSS student information system at Louisiana Tech in April 2024 for Spring advising for the subsequent Fall 2024 course registration. It should be noted that this was the leading advising session during the baseline measurement collection. It was important to get student's advising experiences before implementation to obtain student advising experience results that were not influenced by common frustrations of using a new system.

Workday Student centralizes all essential student tasks like searching and registering for courses, viewing and updating their personal information, viewing grades and academic progress, requesting unofficial or official transcripts, paying their tuition and downloading important documents, as well as many other tasks and processes. It is pivotal that the Workday Student and QEP teams maintain their partnership as Workday continues to develop tools, measures, and procedures to achieve expected outcomes for the CHAMP holistic experience to close the loop.



**Advisor In-Session Measurement:** QEP teams will continue to partner with the Workday Student team to design and integrate an instrument within the existing student advising “hold then register” process. During course registrations students have advising holds and cannot register for classes until they meet with advisors. After the advising meeting, advisors remove the advising hold and then students can register for classes. The utility for creating a measure within an existing process will offer easier data collection that will not be intrusive to the existing advising processes. The instrument will measure advisor-initiated referrals for students to campus resources and student preparedness for advisor meetings. This is an important measure to close the loop as it directly measures campus resource referrals.

**Interim for Advisor In-Session Measurement (pilot):** For the pilot, as the team continues to work with Workday Student to customize a CHAMP measure, a Google document was used to measure advisor-initiated referrals and student preparedness for advising sessions during Winter 2025 course registration and advising sessions. A cross-section sample (departments-Graphic Design, Kinesiology, Undecided, English, and Nursing) was used.

Student preparedness was objectively measured using a met (1/Yes) or did not meet expectations (0/ No) rubric. The rubric measured elements of preparedness that were identified on the CHAMP Advising syllabus. The rubric is available to view in Appendix C6.

### Components Designed to Enhance the Holistic Advising Experience

Phase I, determining the components of the QEP, is based on multiple sources (e.g., feedback from surveys, review of literature, focus groups, initial baseline data...) and took place during Fall 2022 through 2024. Phase II, designing the QEP, and preparing the QEP document, took place during Fall and Winter 2024-25. Phase III, implementing the QEP, began Fall 2024 through Spring 2025 for initial pilot testing, formative evaluation, and refinement of all QEP components. Full implementation will occur Fall 2025. Some of the components designed to enhance the CHAMP advising experience are explained here

**Champ Advising Syllabus:** CHAMP Advising syllabus was created as a guide to define the holistic advising experience at Louisiana Tech. The advising syllabus is a tool that outlines the roles and responsibilities for both the advisee and advisor with a list of some commonly used campus resources. The CHAMP advising syllabus was created using elements identified by the National Academic Advising Association (NACADA) that should be included on advising syllabus. The elements included on the CHAMP syllabus are:

1. The CHAMP advising vision, mission, and advising philosophy.
2. Goals and expected SLOs for CHAMP advising so student can easily recognize how advising impacts their success.
3. Tool and campus resources for students.
4. A set of roles, expectations, and responsibilities for both advisees and advisors.

First-year students received a syllabus in their FYE courses, upperclassmen received through the self-directed Canvas training courses, and advisors received through in-person trainings (Advisor tours).

**CHAMP 101 FYE Course:** The CHAMP training course modules were created to address gaps and training needs identified by multiple constituents (e.g., dialogue groups, students, advisors, focus groups, baseline data...). The student training emphasizes knowledge and skills about students’ roles and responsibilities in the advising process and knowledge about building connections with advisors (C), utilization and connection to resources and advising the whole student (H), utilization of tools and systems

for student information and course registration (A), obtaining timely support, engagement, and professional development (M), and post-graduation planning (P).

For the pilot, Fall 2024, CHAMP 101 modules were delivered in FYE courses by the student's FYE instructors over two class periods, within two weeks prior to Winter Quarter registration and advising. FYE instructors complete the CHAMP Advisor and CHAMP 101 student training delivery during the annual Fall FYE instructor workshop. FYE instructors completed an instructor survey to provide feedback for continuously improving the CHAMP student courses. Students completed end-of-module quizzes at the end of training modules. The number of completed quizzes and scores will be measured. Students will also complete items on cohort survey in April 2025 to assess impact of CHAMP, resource utilization, preparedness, and engagement.

**CHAMP 201 Canvas Course:** The upperclassmen training course was the same as CHAMP 101 except the M and P sections were expanded and tailored for upperclassmen students. These particular points are significantly more important to upperclassmen moving into their fields of employment.

**Advisor Tours:** During the pilot year, Fall 2024, all colleges and departments were informed about CHAMP in-person training. Tours were announced during the annual Faculty Convocation. Colleges chose a time slot as a group or individually. Multiple slots were available weekly, and tours began in early September and continued through the second week in October, a week before most departments began advising for the Winter Quarter. Tours lasted approximately 60 minutes and were presented collaboratively with the Workday Student Team. Thirty minutes of the training were devoted to the imitative holistic advising, and the remaining 30 minutes were dedicated to the Workday Student processes. Advisors scanned QR codes at the end of the tour to track attendance and give feedback. The feedback from surveys was and will be used to determine impact and engagement for continuously improving future tours and training gaps and to develop the advisor badge program.

### **Advisor Badge Program:**

Following the completion of in-person training in the Fall, advisors received access to the CHAMP Advisor course. The course contained access to the modules that were shared with students, including the syllabus, and the introduction of badges as a continued educational measure. Campus support resources that were frequently referred by advisors were identified by inviting advisors to complete a PowerPoint template as a means to share their information. Advisors can earn badges for completing training. Badges may be earned in the following areas: Financial Aid, Residential Life, Career Services, Counseling, Student Government Association, and many others. These badges can help build knowledge and document mastery of college advising skills. A certificate of completion will be provided after each course is finished.

Once the PowerPoint templates are completed and submitted to the Design Team, a short quiz will be added to assess content and knowledge, as well as the number of advisors utilizing the tool. Credit for the badges will be earned based on the score of the quiz. The introduction of badges, guest speakers, and lunch seminars can carry from Winter into Spring, providing opportunity to continue education year-round. The Design Team proposes that the number of badges earned (indicated by successful quiz scores) will determine the potential for earning an annual stipend. Once in-person training has been completed, an advisor is then eligible to receive the CHAMP

advisor course, complete a specified number of badges, attend a presentation, and earn \$500 per year if each component has been satisfied. The proposed budgeted amount for this annual stipend is \$150,000. This incentive would provide valuable opportunities for advisors to pursue excellence. When used in conjunction with the other training elements, badging will encourage learning by sparking interest and motivating, engaging, and rewarding advisors. This piece of training will be most effective by selecting resources that are relevant to the holistic advising initiative.

Although the in-person training is mandatory, the earning of badges leading to a stipend would be optional. Furthermore, completion of badge training will be considered for future nominees for the 'Advisor of the Year Award.' Criteria would be similar to that of the faculty/staff awards with nominations secured from each college. Advisors are not eligible if they have not completed in-person training. Redesigning the process of the 'Advisor of the Year Award' will help strengthen the newly created Academic Advising Initiatives Office.

The badge program will be continuously improved by measuring engagement and impact of badge training courses to determine subsequent badge trainings. The number of completed badges will be tracked. Table 2 addresses strategies and outcomes about badge program.

As indicated in Tables 1, 2 and 3, three goals were generated to encompass the implementation of CHAMP components and expected outcomes. These goals, their expected levels of attainment, and the instruments identified for their assessment are provided in the chart.

Results of assessments will be collected, analyzed, and prepared into reports for review by Louisiana Tech University administrators, QEP Director, QEP Advisory Board, and other appropriate groups.



**Goal 1: Develop and implement a holistic advising model** with a focus on an all-encompassing advising experience evolving from a narrowly defined course scheduling model to a model that integrates academic, professional, and personal development.

Student Learning Outcome (SLO1) Students will:	Strategy	Assessment Direct/Indirect	Frequency	Target/Baseline Data
<p><b>(Pilot) Demonstrate</b> knowledge of holistic advising principles, including the role and responsibilities of advisees and advisors in supporting academic, career, and personal goals.</p> <p>Strategic Alignment: T2030 Theme 1, Strategic Priority 3, Theme 2. Strategic Priority 3, Theme 3. Strategic Priority 4</p>	<p>Create differentiated CANVAS training courses for CHAMP advising for first-year (CHAMP 101) and upperclassmen (CHAMP 201) students.</p> <p>Create in person training for Advisors and in collaboration with Workday Student</p> <p>CHAMP 101 advising training to be delivered in FYE course by their FYE instructors over 2 class periods, within 2 weeks prior to Winter quarter advising. CHAMP 201 will be a self-directed course available to upperclassmen within 2 weeks advising. Both groups will have access to CHAMP courses during all academic terms.</p> <p>Create CHAMP advising syllabus which outlines expectations, cultural norms, and relationships for holistic advising. First-year students receive in First Year Experience (FYE) course, advisors receive in advisor training, and upperclassmen can print from CANVAS course.</p> <p>FYE instructors complete CHAMP Advisor and CHAMP 101 student training delivery during annual Fall FYE instructor workshop.</p> <p>Determine End of Module Quiz and reflective items for April survey to measure application knowledge of CHAMP 101 student course.</p>	<p><b>Pre and Post Survey:</b> Students in undecided cohorts will complete a pre and post survey to determine descriptive information from the matched CWID pre/post pair. <b>(Indirect)</b></p> <p><b>End of Modules Quiz:</b> FYE students will complete quiz at the end of CHAMP 101 training modules, in FYE courses, to assess learning. <b>(Summative/Direct)</b></p> <p><b>April Survey:</b> Students complete survey in April to assess applied CHAMP 101 training. <b>(Indirect)</b></p>	<p><b>End of Module Quiz:</b> End of modules quiz in FYE course.</p> <p><b>Annual April Survey:</b> Most first year students complete FYE during Fall quarters, waiting until April to assess will allow students one quarter to apply training. April survey given, one-two weeks before Spring advising for subsequent Fall quarter course registration.</p>	<p>All students FYE courses will complete CHAMP 101.</p> <p>Baseline Cross-section Group: Only undecided FYE cohorts will complete pre and post survey during the first year of CHAMP training implementation. All other FYE cohorts will complete the post at the end of their FYE courses.</p> <p>All undergraduate students will be invited to complete Spring survey. Participation of all students will be measured and engagement prioritized. FYE cohorts and subsequent FYE Fall cohorts will be assessment group.</p> <p><b>Expected Outcome:</b> Assessed in April 2025, application knowledge, survey ratings evaluating students across cohorts indicates growth in learning and understanding of CHAMP 101 training.</p> <p>(Pilot) Starting at 0%, measure percentage of advisors who complete training.</p>

**Goal 2: Enhance advisor training and support** with a focus on advising effectiveness through comprehensive training and on-going development opportunities that will strengthen the relationship between advisors and students by implementing regular check-ins, personalized academic planning, and resource connections.

TABLE  
**2**

Student Learning Outcome (SLO) Students will:	Strategy	Assessment Direct/Indirect	Frequency	Target/Baseline Data
<p><b>(Pilot) Collaborate</b> with their advisors to create personalized academic plan inclusive of professional development activities.</p> <p>Strategic Alignment: T2030 Theme 1. Strategic Priority 1, Theme 1. Strategic Priority 4, Theme 2. Strategic Priority 2, Theme 2. Strategic Priority 3, Theme 2. Strategic Priority 4, Theme 3. Strategic Priority 4</p>	<p>Determine reflective item measures for April survey to assess measuring academic plans and professional development activities.</p> <p>Create Badge training program for advisors.</p> <p>Partner with Workday Student team to determine if academic plans can be tracked in Workday Student.</p> <p>Determine number of academic plans before Winter advising and registration.</p>	<p><b>April Survey:</b> Students complete survey in April to assess professional development activities and academic plans completed. <b>(indirect)</b></p> <p><b>Badge Surveys</b> Badge training surveys to determine badge training effectiveness. <b>(indirect)</b></p> <p><b>Academic Plan:</b> Track collaborative efforts creating academic plans in workday. <b>(direct)</b></p>	<p><b>Annual April Survey:</b> Each year in April, one-two weeks before advising for subsequent Fall quarter course registration.</p>	<p>All undergraduate students will be invited to complete April survey. Participation of all students will be measured and engagement prioritized. Only engagement of FYE 2024 cohorts and subsequent FYE FALL cohorts will be the prioritized assessment group.</p> <p><b>Expected Baseline Outcome:</b> &gt;50% of students having actively created academic plans demonstrates collaboration and planning with advisors. &gt;50% of students having engaged in professional development activities prior to graduation also demonstrates collaboration.</p> <p>All advisors will access to badge trainings.</p> <p><b>Expected Outcome:</b> Survey ratings of badge trainings will determine engagement and impact for subsequent advisor badge trainings.</p>

**Goal 3: Increase student utilization of campus resources** with a focus on advising initiatives to actively engage students in the holistic process and enhance their satisfaction with advisor-initiated campus support and resource connections.

TABLE  
**3**

Student Success Outcome (SSO) Students will:	Strategy	Assessment Direct/Indirect	Frequency	Target/Baseline Data
<p><b>(Pilot) Utilize</b> a variety of campus support resources to enhance their overall academic experience.</p> <p>Strategic Alignment: T2030 Theme 1. Strategic Priority 1, Theme 2. Strategic Priority 2, Theme 2. Strategic Priority 3, Theme 2. Strategic Priority 4, Theme 3. Strategic Priority 4</p>	<p>Determine item measures for April survey to assess measuring resource utilization, satisfaction, and success.</p> <p>Partner with Workday Student team to create a measure (In-Session Advising Measure) in Workday to track advisor-initiated referrals and objectively determine s student preparedness for advising sessions.</p>	<p><b>April Survey:</b> Students complete survey in April with items to assess resource referrals and satisfaction with the holistic model. <b>(indirect)</b></p> <p><b>In-Session Advising Measure:</b> Completed during Advising using objective measures from CHAMP syllabus. <b>(direct)</b></p>	<p><b>April Survey:</b> Each year in April, one-two weeks before subsequent Fall course registration.</p> <p><b>In-Session Advising Measure:</b> During advising sessions.</p>	<p>All Louisiana Tech students will be invited to complete Spring Survey. Participation of all students will be measured; however, only engagement of FYE 2024 first year Fall cohorts and subsequent cohorts will be the primary target.</p> <p><b>Expected Baseline Outcome:</b> Determine percentage of campus resources utilization as indicated by feedback from students and advisors will demonstrate satisfaction. (Pilot)</p>

## 11. Conclusion

CHAMP is the acronym used to identify the expectations for the holistic approach and interactive relationship between student and advisor. As a reminder:



### **Vision**

Louisiana Tech will foster a student-centered culture of success through quality holistic advising, providing each student with individualized support throughout their academic and professional journey.

### **Mission**

The mission of advising at Louisiana Tech University is to provide intentional support, connect students to resources, and empower students through education.



**A. References****B. CHAMP Syllabus****C. Measurements****C1. Academic Advising Student Survey****C2. Pre/Post-Survey****C3. Advisor Tour Survey****C4. FYE Instructor Survey****C5. April 2025 Survey****C6. Advisor In-Session Survey****D. CHAMP Student Trainings****E. Position Description: Director of Academic Advising Initiatives****F. QEP Implementation Goals and Evaluation Instruments****G. Glossary****APPENDIX A. REFERENCES**

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## APPENDIX B. CHAMP Syllabus

SYLLABUS



# CHAMP

Cultivating Holistic Advising to Maximize Potential  
Louisiana Tech University™

**VISION**

Louisiana Tech will foster a student-centered culture of success through quality holistic advising, providing each student with individualized support throughout their academic and professional journey.

**MISSION**

The mission of advising at Louisiana Tech University is to provide intentional support, connect students to resources, and empower students through education.

**GOALS**

1. Develop and implement a holistic advising model
2. Enhance advisor training and support
3. Increase student utilization of campus resources

**STUDENT LEARNING OUTCOMES**

1. Demonstrate an understanding of holistic advising principles, including the role and responsibilities of advisees and advisors in supporting academic, professional, and personal goals.
2. Collaborate with their advisors to create personalized academic plans inclusive of professional development activities.
3. Identify and utilize a variety of campus support resources to enhance their overall campus life experience.

**ADVISING PROCESS**

1. Review Workday Student to find out who your academic advisor is. If no advisor is listed, contact your academic department to be assigned an advisor
2. Before advising begins, review your Louisiana Tech email regularly for instructions regarding advising scheduling
3. Review the [Academic Calendar](#)
4. Become familiar with the relevant Academic Catalog for your specific academic year

01 BEFORE

1. Identify type of advising appointment you need
2. Prepare questions and create Saved Schedule in Workday
3. Pay attention to important dates

02 DURING


1. Arrive on time
2. Put phone on silent
3. Communicate progress
4. Discuss goals and interests
5. Ask questions

03 AFTER

1. Note information gained during advising
2. Follow up as necessary
3. Utilize recommended campus resources

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Louisiana Tech University™ | Cultivating Holistic Advising to Maximize Potential



## STUDENT & ADVISOR RELATIONSHIP

**STUDENTS**

1. Engage actively in holistic advising by sharing academic, career, and personal goals
2. Prepare thoroughly, for advising sessions by listing questions and goals (academic, career, graduate, or professional), reviewing your degree plan, and preparing a tentative schedule of classes for your advisor to review
3. Collaborate actively with your advisor, sharing your goals and using their guidance to make informed academic decisions
4. Take responsibility for your academic decisions and actions, understanding their potential impact on your progress and goals, seek clarification when needed
5. Meet with your academic advisor before registering for courses each quarter, and register for courses prior to the late registration period
6. Utilize recommended campus resources and services
7. Review your major requirements and degree plan regularly
8. Provide feedback on advising experiences to help improve advisor satisfaction
9. Pay attention to important dates and deadlines in the Academic Calendar
10. Before dropping or changing courses, consult with your advisor and Financial Aid to prevent unintended consequences

**ADVISOR**

1. Foster a student-centered culture of success through holistic advising by engaging in active listening and empathy in all interactions
2. Prepare for advising meetings by staying updated on curriculum, electives, degree requirements, university policies, and procedures to provide accurate guidance
3. Collaborate with students during thorough advising sessions, assisting in creating clear graduation plans and developing achievable academic goals
4. Guide students in developing realistic academic and professional plans, including career planning, internship opportunities, and graduate school preparation.
5. Maintain regular office hours, be responsive via email and phone, and promptly release registration holds after advising sessions, ensuring consistent accessibility and support for students throughout their academic journey
6. Guide students to utilize relevant campus resources and services making appropriate referrals when needed
7. Serve as a mentor with knowledge of the advisee's program of study and current field trends
8. Proactively share relevant advising information, resources, and opportunities with students
9. Participate in ongoing advisor training and adhere to best practices, including FERPA regulations and attention to academic calendar deadlines
10. Counsel advisees on course changes to mitigate unintended consequences

**FREQUENTLY REFERRED RESOURCES**

[BARC \(Bulldog Achievement Resource Center\)](#)

[Bulldog Cultural Center](#)

[Career Center](#)

[Counseling Services](#)

[Financial Aid](#)

[Good Nutrition Mission Food Pantry](#)

[Lambright Sports & Recreation](#)

[Registrar's Office](#)

[Tech Care](#)

[Prescott Memorial Library](#)

[Student Activities & Student Programs](#)

[Testing & Disability Services](#)

[Writing Center](#)

[University Police](#)

[Help Desk](#)

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## APPENDIX C. Measurements

### APPENDIX C1. Academic Advising Student Survey (April 2024)

Louisiana Tech University is dedicated to providing an exceptional learning environment by focusing on meeting student needs and enhancing the quality of education. As part of our accreditation process, we are developing a Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The QEP will focus on improving advising services.

Your feedback is essential in shaping this plan and improving advising services, so please take 5-7 minutes to tell us what you think. Visit [QEP.LATech.edu](http://QEP.LATech.edu) if you would like to learn more.

At the end of the survey, you will have an opportunity to provide your contact information, if you wish to enter the drawing for a prize.

#### Demographic, Background, and Knowledge

Answer the following by selecting the most applicable response.

1. What is your classification? (drop down— Freshman (0-29 hours), Sophomore (30-59 hours), Junior (60-89 hours), Senior (90 hours +))
2. What is your PRIMARY campus? (drop down—Main, Online (all classes on-line), Barksdale)
3. Do you know who your ASSIGNED advisor is? **YES/ NO**
  - a. **IF YES, THEN>>**Have you met with your ASSIGNED advisor? **YES/NO**
    - i. If **YES, THEN>>** >My **ASSIGNED** advisor is (drop down—Faculty, Staff, Graduate Assistant, I don't know)>> THEN NEXT Question 4,
  - b. **IF NO, Then>>**Have you met with **ANY advisor** or had **ANY** advising? **YES/NO**
  - c. **IF-YES, Then >>** Why did you meet with an **UNASSIGNED** advisor (drop down— My department and/or advisor recommended; Had group advisement (i.e. advised in a group with peers): I've switched majors; It was more convenient; I prefer the UNASSIGNED; I don't know who my advisor is) ; >>**AFTER, Then>**The **UNASSIGNED** advisor was (drop down—Faculty, Staff, Graduate Assistant, I don't know),>> **AFTER, THEN Question 4>**
  - d. **If NO, THEN>>** end the survey
4. What type of meetings does your advisor PRIMARILY schedule? (drop down— Primarily face to face (often used); Primarily online video conference (often used); Primarily email/phone/text to advise (often used) )
5. What is your preferred conference type when meeting with an advisor? (drop-down—face to face; Online; Other, list )
6. What method of communication is PRIMARILY used to schedule a meeting with an advisor? (choose the method often used)? (drop down—Fill-in calendar outside advisor's door, Primarily Face to Face, Primarily Email, Primarily Phone call, Text message, Other (list))
7. What is your preferred method of communication to schedule advisement? (drop down—Fill-in calendar outside advisor's door; Face to face; Email; Phone call; Text message; Other (list))
8. How quickly does your advisor respond to emails and/or phone calls? (drop down—Within 72 hours/less than 3 days; After more than 72 hours/greater than 3 days; Never responds back).
9. Do you know how to use Louisiana Tech University's course registration system? **YES/NO**
  - a. If **YES, THEN>** Who was instrumental in helping you learn this information? (drop-down—1. My Advisor 2. Peer/Classmate 3. Another Professor/Staff 4. Researched on my own 5. FYE course (First Year Experience) 6. Other (list))

10. Do you know how to identify degree requirements including certificate, concentration, minor, and major requirements? **YES/NO**
- a. If YES, THEN> Who was instrumental in helping you learn this information? **(drop-down—1. My Advisor 2. Peer/Classmate 3. Another Professor/Staff 4. Researched on my own 5. FYE course (First Year Experience) 6. Other (list))**
11. Do you know how to map your course path to graduation? **YES/NO**
- a. If YES, THEN> Who was instrumental in helping you map your course path to graduation? **(drop-down—1. My Advisor 2. Peer/Classmate 3. Another Professor/Staff 4. Researched on my own 5. FYE course (First Year Experience) 6. Other (list))**
12. Do you know how to access and use the Academic Calendar and/or Catalog? **YES/NO**
- a. If YES, THEN> Who was instrumental in helping you learn how to access and use the Academic Calendar and University Bulletin? **(drop-down—1. My Advisor 2. Peer/Classmate 3. Another Professor/Staff 4. Researched on my own 5. FYE course (First Year Experience) 6. Other (list))**
13. Do you know about campus resources that are designed to support my personal, academic and career goals? **YES/NO**
- a. If YES, THEN> Who was instrumental in helping you learn about campus resources that are designed to support your personal, academic and career goals? **(drop-down—1. My Advisor 2. Peer/Classmate 3. Another Professor/Staff 4. Researched on my own 5. FYE course (First Year Experience) 6. Other (list))**

**Rate your academic advising experience. Select the most applicable response.**

**1. Disagree, 2. Somewhat Disagree, 3. Somewhat Agree, 4. Agree.**

- My advisor has clarified their expectations for preparedness for our advising appointments.
- My advisor has given guidance about how to find information (curriculum, degree plan, department/college website, etc.) about my degree program.
- My advisor provides assistance in selecting appropriate courses.
- My advisor has given guidance about how to map my degree path to graduation.
- My advisor is knowledgeable about careers that apply to my degree program.
- My advisor provides referrals for campus services when appropriate
- I am given the time I need during my academic advising appointment(s) and do not feel rushed.
- The availability of my advisor is currently meeting my needs.
- I seek my advisor out as a resource even outside of scheduled advisement.
- Overall, I am satisfied with my academic advising experience at Louisiana Tech University

**Follow-up Questions (Communication team)**

1. What aspect of advising do you find to be the MOST PROBLEMATIC? **(drop down—Course scheduling (i.e. quarterly identifying classes); Career advising (i.e. internships, networking, and other career-related opportunities); Academic support (i.e. campus resources, etc.); Mentorship (i.e. intentional guidance from experience))**

2. How many times within a quarter do you interact with your ASSIGNED advisor that's not face-to-face (i.e. via email, phone, text ) (**drop down – 0;1; 2; 3-4;5+**)
3. How many times within a quarter do you meet with your ASSIGNED advisor face to face? (**drop down – 0; 1; 2; 3-4; 5+**)

### Department/College

1. What college are you in (**drop down of colleges**)
2. What department are you in (**drop down of department**)

### Comment Box (optional)

What else would you like us to know about your advising experience? Please provide a response below.

### Drawing entrance (optional)

If you would like to be considered for a prize, please enter your name and CWID.

### Rate the Survey (optional)

Please tell us how we did with this survey.

## APPENDIX C2. Pre/Post- Survey (Sample group-undecided FYE cohorts)

(Data collected before and after CHAMP training.)

### What is your CWID

1. Are you a first-year college student? **YES/NO**
2. Do you know who your **ASSIGNED** advisor is? **YES/NO**
3. How many times have you met with your **ASSIGNED** advisor or **MET WITH ANY ADVISOR (do not include advising during orientation)**? 0; 1, 2, 3-4, 5 or more
4. How many times have you **accessed** or used student workday, on your own, without help (**do not include logging in for student employment**)? 0; 1, 2, 3-4, 5 or more
5. How many **campus resources** are you **familiar with or have knowledge about**? 0; 1, 2, 3-4, 5 or more [scavenger hunts have started in some classes so may influence this—added a question at the end.]
6. Are you in the major you plan to continue pursuing? **Yes; No, Plan to switch; I'm not sure**
7. Has your class started or completed the scavenger hunt? **YES/NO**
8. Has your FYE instructor reviewed or discussed some student campus resources? **YES/NO**

## APPENDIX C3. Advisor Tour Survey

### In-Person Academic Advising Training

Your answers to the questions below will be used for the further development of the Quality Enhancement Plan (QEP) related to the Academic Advising Initiatives.

- Advisor (First & Last Name):
- Tech email address:
- Date of attendance:
- Which College are you from?:
- In which department of the above colleges do you advise?:
- I acknowledge that I have been made aware of the new initiatives of holistic academic advising: **YES/NO**
- Provide any additional feedback below related to your experience of this training:

## APPENDIX C4. FYE Instructor Survey

### FYE Instructor Survey

Louisiana Tech University is dedicated to providing an exceptional learning environment by focusing on meeting student needs and enhancing the quality of education. As part of our accreditation process, we are developing a Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The QEP will focus on improving advising services. Your feedback is essential in shaping this plan and improving advising services and instruments used to measure, so please take 5-7 minutes to tell us what you think. Visit [QEP.LATech.edu](http://QEP.LATech.edu) if you would like to learn more.

1. The CHAMP training was easy to find on my CANVAS course? **YES/NO**  
Please answer the following using the rating scale 1 to 4 (Strong Disagree, Disagree, Agree, Strongly Agree)
2. The concepts of the CHAMP course were clear and easy to present? **YES/NO**  
(if disagree) Then--What was not clear and difficult to present?
3. Two days of class was a sufficient amount of time to present the CHAMP training course? **YES/NO**  
(if Disagree) Then--What is a sufficient amount of time?
4. The required assignments were relevant for the course material? **YES/NO**
5. Did you use any optional assignments? **YES/NO**
6. Did you use the power point or CANVAS to present the training? **YES/NO**
7. Students were engaged to learn about the concepts in the CHAMP course? **YES/NO**
8. The topics for the CHAMP course were relevant for students to understand the Holistic advising process? **YES/NO**
9. After completing the CHAMP course, will students demonstrate the ability to understand holistic advising, including role and responsibilities of advisees and advisors in supporting academic, professional and personal goals? **YES/NO**
10. I attended the FYE instructor training on August 28, 2024? **YES/NO**  
IF no—skip next question

11. The FYE instructor training on August 28, 2024, was helpful to understand the CHAMP philosophy and how to present the CHAMP FYE course? **YES/NO**
12. I felt prepared to teach the CHAMP FYE course? **YES/NO**  
If no, Then--What could have help you prepare better?
13. I advise students? **YES/NO**
14. The FYE course was also helpful for my own learning? **YES/NO**
15. Please rate the survey **CHOOSE FACE :) to :(**
16. Please submit any additional feedback or information you would like to share with us.

### **APPENDIX C5. April 2025 Survey**

In development Phase 5

### **APPENDIX C6. Advisor In-Session Survey (Sample Departments)**

#### **Pilot -Google Document Advisor In-Session Survey**

**(sample group: Computer Science, Graphic Design, Kinesiology, Nursing, Undecided, English)**

(Data collected during winter quarter Advising session)

This measure will be used to assess advisor-initiated campus resource referrals and undergraduate student preparedness for the holistic advising process. Informative feedback relies centrally on **advisors completing while engaged with students during advising sessions**. Advisors were asked to complete this metric **during advising sessions/appointments for each advisee before advisee was released to register** (Workday “remove hold process”) or immediately following.

1. Select your Department (**BARC, Computer Science, English, Graphic Design, Kinesiology, Nursing**)
2. The student is a [**Freshman** (0-29 credit hours); **Sophomore** (30-59 credit hours); **Junior** (60-89 credit hours); **Senior** (90+ credit hours)]
3. Was the student prepared for the Holistic Advising Process? **YES/NO**
4. Did the student schedule an appointment? **YES/NO**
5. Did the student complete quarterly onboarding? **YES/NO**
6. Did the student create a saved schedule? **YES/NO**
7. Did the student arrive on time? **YES/NO**
8. Did the student ask questions and/or have prepared questions? **YES/NO**
9. Was there discussion of goals, progress, and/or interests? **YES/NO**
10. Did you suggest or discuss campus resources? **YES/NO**  
If yes, which resources [**BARC, BCC, Career Center, all same from syllabus, other**]
11. Considering the items above and the CHAMP syllabus as a guide, how prepared was the student. **(RATE 1-5)**
12. What else would you like us to know about this student as it pertains to the holistic advising process?

## APPENDIX D. CHAMP Student Trainings:

Elements of CHAMP respond to key issues and align with goals and expected SLO's/SSOs. The parts of CHAMP are broken down here.

# C.H.A.M.P.

### *Why Are Advisor-Student Partnerships Beneficial?*

The “C” in CHAMP stands for Cultivating. Building a solid partnership with your academic advisor is essential for your success at Louisiana Tech University. Your advisors are here to help:

1. Provide you with academic plans tailored to meet your goals, interests, and strengths. These customized plans will help you navigate your educational paths efficiently. Customized plans help ensure that you take the right courses to meet graduation requirements and that you take courses to support your career objectives.
2. Recommend academic support services like the BARC tutoring center, communication resources, and writing workshops to assist in overcoming challenges you may face in your academic journey.
3. Facilitate networking opportunities and connect you with campus career support services that offer substantial career development benefits to help clarify your professional goals.

You can expect your advisor to be student-centered, which means your unique needs and aspirations are prioritized. To facilitate a solid advisor-student partnership, you must be an active participant. This requires organized preparation for advising sessions and regular communication with your advisor. Preparation and communication are central for your advisor to prioritize your unique needs and aspirations. Effective communication will strengthen the collaborative relationship and cultivate a holistic, student-focused support system that not only addresses your academic and career needs but also fosters personal growth. This may encourage you to engage in extracurricular activities, develop soft skills, and achieve a healthy school-life balance. Your advisors play a crucial role in helping you reach your maximum academic and professional potential.

### *What Skills for Cultivating the Advisor-Student Relationship?*

#### **Active Listener**

To improve your communication skills you should start by assessing your listening skills. Many times, we overestimate how effective we are at listening or believe listening is difficult to learn or improve. However, like any skill, you can improve your listening capabilities by learning how to be an active listener and following a few guidelines. Improving your listening skills will help you engage in better dialogues with your advisors and make you a more competent communicator.

Active listening is not simply “hearing” a message. In the advisor-student partnership, actively listening aids in the overall experience by helping you understand, respond, remember, and evaluate the information you receive from your advisor. Additionally, you will illustrate your respect for your advisor when you actively listen to them.

#### *Let us begin by exploring what active listening requires of the listener:*

1. To pay close attention to messages to decode the message correctly
2. To remember the information



3. To utilize the information
4. To respond to the information
5. To evaluate the information

***How can you show your advisor you are actively listening to them?***

1. Nonverbally- by nodding, maintaining eye contact, taking notes, removing distractions (headphones, phones, food, etc.), your actions (following through with your advisors instructions and advice).
2. Verbally- by responding appropriately (when prompted or when you have a question), asking questions, and following up with your advisor through email or additional appointments.

***Active Listeners should:***

1. Respect your advisor's time (arrive on time and be prepared for your appointment). You limit your ability to develop a successful partnership if you are not prepared or are not respectful of your advisor's time.
2. Maintain an open mind as you listen to your advisor. Often, we let our own biases, opinions, and judgments get in the way of our ability to actively listen. Before we make judgments, we should listen to the entire message.
3. Listen to the whole message (verbal and nonverbal) this includes the words someone says and how they say them (tone, inflection, etc.). We often miss the meaning of communication when we only focus on the words.

***Active Listeners should avoid:***

1. Interrupting someone when they are speaking
2. Talking over someone
3. Monopolizing your advising session by doing all the talking. You cannot listen if you are the only one speaking.

## **Competent Communicator**

A competent communicator can achieve their goals through effective and appropriate communication choices. This requires you to be self-aware of your behaviors and how they influence your interactions with others. How do you look, sound, and react when communicating with others? If you can be self-aware and self-reflective of your behaviors, you can identify what you excel at and where you can improve. An effective communicator is also able to adapt to various communication interactions. You would adjust how you speak with your advisor versus your best friend. This helps you be more person-centered instead of self-centered and willing to listen to the thoughts, opinions, and ideas of others.

A competent communicator communicates in a way that both respects others and encourages them to want to listen, while also listening in a way that encourages others to want to speak. This fosters an environment where dialogue can flourish. True dialogue involves deep respect and recognition for others. It is not about winning anything but rather about understanding people's unique positions and perspective (Valenzano et al., 2016).

A few things to consider in your advisor-student partnership to foster dialogue and effective communication include being civil, present, positive, and valued.

**Competent communication should:**

1. Aim to be polite and have respect for yourself and others.
2. Give your full attention to the advising session
3. Minimize distractions (i.e. silence your cellphone)
4. Maintain a positive attitude about the interaction. Your advisor is here to guide you. They can only assist if you are bold enough to ask or share your concerns.
5. Value your advisor's time but don't forget to value your voice.
6. Ask questions, engage in a conversation, and actively participate. One way to be an active participant is to take notes during your session. It illustrates to your advisor that you are paying attention, allows you to remember important information later, and provides a space to write questions you may have so you do not forget.

**The Effective Partnership**

Some information is necessary for advising to be an effective partnership. Your academic and professional goals are a window to yourself that advisors use to guide you to maximize your potential. However, there may be personal information you wish to share to help your advisor know you better and tailor their advice to your specific needs. Self-Disclosure is voluntarily providing information to others that they would not learn if one did not tell them. We self-disclose to begin to deepen a relationship by sharing reactions, feelings, personal information, and confidences. Self-disclosure improves the quality of relationships, clarifies our understanding of ourselves, is an essential part of managing stress, and it fulfills a human need to be understood and accepted. Note: Sharing some information may not be suitable for the early stages of a relationship/collaboration, but it is appropriate to disclose it later. We are like onions (according to Shrek and the Social Penetration Model), and the breadth and depth of information shared with another person increase as a relationship develops (Wood, 2011).

***What is 'Holistic Advising' and Why is it Beneficial for Students?***

The "H" in CHAMP stands for Holistic. What comes to mind when you think about holistic advising? Some keywords include: sustained, strategic, integrated, proactive, personalized, relational, and trusting. Holistic advising involves looking at a student as a whole person, not just as an academic encounter.

Through holistic advising, your advisor will use the collaborative relationships formed through ongoing encounters that start early in your academic journey. These relational meetings will allow fostering and support that take into consideration your current situations and future goals. With personalized conversations and a bidirectional approach, you will receive holistic support, referrals, and guidance for both your academic and personal journey.

Besides course scheduling, your advisor is there to assist in connecting you to on-campus resources for your personal, academic, and professional growth. To facilitate this connection, here are some questions to ask yourself before your advising session to help prepare you for what questions you should focus on during your advising session. Below are questions you can ask your advisor. These are typical first-year questions.

***Questions to ask yourself***

1. Have you reviewed your curriculum and identified 3+ courses for the next quarter?
2. Are there subjects that are more difficult than others where you may need more support?
3. Are you getting involved with clubs or organizations that relate to your major?
4. Do you have a general understanding of career paths related to your major?

5. Have you considered a Summer internship or other opportunities for work?
6. Do you need to have research or teaching experience?
7. Have you checked your account(s) for any holds?
8. Have you thought about changing majors, adding a major, or adding a minor?

### *Questions to ask your Advisor*

1. What are some common challenges students in my major face?
2. What campus resources do you think I need to utilize in the next quarter?
3. What are some student organizations that align with my major or career path that I can get involved with?
4. Is there an internship required for my degree? What are some ways I can find an internship? Where have students previously interned?
5. Do I need to have research or teaching experience?
6. Is my goal of graduating on [chosen date] realistic at my current pace? How can adjustments be made to reach that goal, i.e., is it realistic?
7. What courses may be challenging to take at the same time within my curriculum? Are there any courses/subjects of concern?
8. How would a major, minor, or concentration be helpful toward my career goal(s)?
9. Should I pursue a minor area of study? What minor or concentration would be the most beneficial for my desired career path?
10. What academic support services are available if I need help with coursework?
11. What is the preferred means of contacting you if I have questions during the quarter?

### *What Skills Assist You in Achieving Your Academic, Professional, and Personal Goals (Holistic Advising)?*

#### **SMART Goals**

In the children's fable Alice in Wonderland, the Cheshire cat quipped to Alice when she had lost her way, "any road will get you there, if you don't know where you are going" (Lewis, 1865). Clear destinations with goals provide benefits to help us achieve success in all areas of life. Goals are the things that we can obtain while walking a valued path. Goals are concrete and achievable events, situations, or objects. They can be completed, possessed, or finished.

There are two types of goals: **terminal goals** and **enabling goals**. A terminal goal specifies an end date when a more long-term goal is likely to be realized. Enabling goals, as short-term ending points, lead up to the accomplishment of a given terminal goal. One might view a "ladder" of steps as a series of enabling goals that lead to the terminal goal at the top of the ladder.

The acronym **SMART** helps us to recall that goals identify behavior or accomplishments in observable terms:

**Specific:** The goal should be stated in specific ways with clear, not vague, verbs

**Measurable:** The goal needs to be described using measurable or countable behaviors.

**Action:** The goal involves an action or accomplishment to be realized

**Realistic:** The goal should be stated in such a way that two or more observers would reliably agree about the realistic behavior being measured.

**Time:** The goal should include an expected time for completion.

This acronym helps us develop action plans to realize our stated goals to move in the direction of our values.

## Advising

The “A” in CHAMP stands for Advising. For the purpose of this training, we will specify the distinction between “Course Scheduling” and “Holistic Advising,” however, both should occur during “Advising.” The advising and registration process occurs each quarter beginning the fifth week (in some colleges) to the seventh week of the current quarter. You will need to consult with your advisor to see how advising will occur. You can access your assigned advisor information on Workday Student.

To access your academic information in Workday Student, you will first need to login to Workday through the CAS (Central Authentication System) and Duo Authentication.

Other steps to the advising process may include:

### **Communicating with your Advisor and other Faculty/Staff**

You should remember that this relationship is a business professional relationship. If you are emailing your advisor, remember that professional email etiquette is essential.

### **Completing Quarterly Student On-Boarding**

Students will also be asked to complete on-boarding documents quarterly.

### **Changing Your Major:** A question to consider is “Am I in the right major?”

If you are unsure that you would like to continue in your declared major, it may be beneficial to consult some Career Exploration Tools that are offered by Louisiana Tech Career Center. These tools allow you to identify interests, potential career paths, and are career assessment tools. These are online resources that are accessible and free to students whether on main campus or online only. You can find all of these tools on the Career Center website. You can also visit the Career Center in Keeny Hall 337. Career Counselors are also available in the Career Center. Should you find yourself in the situation of doing an Academic Major Change, you should complete that process as early as possible to avoid negatively impacting your advising process. Students can initiate a Program of Study Change in Student Workday.

### **Viewing your Current Schedule and Academic History**

Students should consider themselves the expert of their own academic path. While the advisor is a great resource, you, the student, should be well informed on what classes you need, classes you have taken, and the path to your academic goals. You are only responsible for your academic plan, your advisor is assisting with many academic plans.

You should first look at your CURRENT SCHEDULE to make sure you are aware of the classes (including course numbers) in which you are enrolled.

### **Checking for Registration Holds**

Additionally, you will also want to check for any REGISTRATION HOLDS (traffic fines, etc.) to see if there are any actions that would keep you from being able to register for classes.

## Maximize

The “M” in CHAMP stands for Maximize, so when it comes to advising, what specific aspects of your experience are you aiming to maximize? From the start of your college journey and continuing through the subsequent years, you are actively preparing for your future careers by acquiring field-specific skills in the classroom. Your college experience is further enriched by engaging in extracurricular activities and other pursuits outside the classroom. To equip you for the workforce and maximize your overall college experience, this journey begins with building core competencies and progresses into professional development, ultimately positioning you as the top candidate for employment.

## Core Competencies

Louisiana Tech University is one of nine entities within the University of Louisiana System (ULS). Our system has identified five core competencies that prepare students for a successful life and career after graduation. Those five competencies include:

- Communication Competence
- Critical & Creative Problem Solving
- Adaptable Resilience
- Cultural Competence
- Self-Reflective Awareness

The National Association of Colleges and Employers (NACE) also identifies eight core competencies, which provide a framework for identifying career-related goals.

These competencies include:

- Career & Self-Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology.

As a student at Louisiana Tech University, you can link competencies to your activities, demonstrating to employers how you have acquired and applied skills in real-world scenarios. For example, you can involve yourself in clubs and organizations which may provide opportunities to apply skills of leadership, communication, or equity and inclusion on our campus. You can attend events during Welcome Week, participate in career prep activities, or join a study group. You may also use a specific tool or software for group projects which can reinforce your skills in teamwork or technology.

From building core competencies to engaging in professional development, you can continue to maximize your college experience by learning essential skills such as writing an effective resume, preparing for interviews, building a network, conducting job or internship searches, and engaging in job market research. On-campus resources like the Career Center offer workshops on these and other topics to support you in your career preparation

## Using the Career Center to Help Choose a Major

The Career Center also provides weekly walk-in resume reviews, giving you direct feedback to help you strengthen your applications. You can also explore online tools such as BigInterview and Quinncia which can provide guidance for the resume and practice for interviewing. For job market research, online tools such as the O\*Net Online and the Occupational Outlook Handbook offer reliable information on job market trends, educational requirements, salary expectations, and more, all tailored to your specific field of study.

As you navigate this journey at Louisiana Tech University, remember that every experience inside and outside of the classroom is an opportunity to build the skills and competences that will make you stand out to a potential employer. By actively participating in extracurricular activities, leveraging on-campus resources, and utilizing online tools for your career development and job market research, you are laying a strong foundation to your future career. Take charge of your journey and make the most of every resource available to maximize your success beyond graduation.

## Academic Guidance

**Personalized Academic Plans:** Personalized academic plans help students navigate their education path efficiently and align their academic journey with personal and professional goals. Advisors create customized departmental academic plans to match each student's unique goals, interests, and strengths, ensuring that students receive guidance tailored specifically to their needs.

**Course Selection:** Proper course selection maximizes academic success and maintains timely progress toward degree completion.

**Resource Recommendations:** When students utilize available resources, they will strengthen their academic skills and support their overall success. Advisors can recommend academic support services such as tutoring centers like the BARC, writing workshops, and encourage participation in study groups. This will help students overcome challenges and excel in their studies. Students should self-advocate.

## Career Development

**Internship Connections:** Gaining valuable hands-on experience and professional growth opportunities through internships can enhance students' resumes with practical experiences, thereby making them more competitive in the job market (i.e. Handshake, internships coordination, course credit for internships). Advisors can be an important resource to link students with internship opportunities that are relevant to their field of study.

**Job Search Assistance:** Effective job search assistance increases students' chances of landing desirable positions and launching successful careers. Advisors recommend campus resources that support writing resumes and cover letters and preparing for job interviews.

**Career Coaching:** Career coaching is more than career decision making; it assists students to clarify their professional goals and develop actionable plans to achieve them. Advisors can provide some insights into career paths, industry trends, and professional development opportunities that may help students make informed decisions about their futures.

**Networking Opportunities:** Networking opportunities facilitate professional relationships that can lead to internships, job offers, and career advancement. For more information students can consult with advisors, the Career Center, or professional organizations within their college. Students may attend career fairs and other networking events; advisors may also have connections with industry professionals and alumni networks.

## Personal Support

**Emotional and Mental Health:** Emotional and mental health support fosters students' well-being, enabling them to focus on their academic and personal growth. Advisors can be a supportive space for discussing personal challenges and stressors, and they should refer students to Counseling Services when needed.

**Work-Life Balance:** Achieving work-life balance prevents burnout and enhances overall student satisfaction and performance. Students may look to their advisors and other campus resources to learn more about finding a balance between their commitments.

**Crisis Management:** Effective crisis management support ensures that students can continue their education despite personal setbacks. Counseling Services offer crisis counseling.

**Campus Resource Connection:** Connecting with campus resources supports students' comprehensive needs, contributing to their overall success. Advisors may guide students to various campus resources, including TechCare health services, Financial Aid, Residential Life (housing), and student organizations.

### **Making Connections:**

**Campus Integration:** Campus integration enhances students' sense of belonging and involvement in the University community. Departments like the Bulldog Cultural Center (BCC), Office of International Affairs (OIA), and extracurricular involvement, promote personal growth, leadership skills, and a sense of community. Advisors will encourage participation in clubs, organizations, and activities that align with students' interests and goals, enriching their college experience.

**Professional Networks:** Building professional networks increases students' career opportunities and support systems. Advisors may facilitate connections with professionals and organizations relevant to students' career goals, expanding their professional network.

**Peer Connections:** Peer connections provide mutual support, collaboration, and a sense of community. Advisors foster collaboration and support by helping students connect with peers who have similar academic or career interests.

**Community Engagement:** Community engagement fosters civic responsibility and enhances students' personal and professional development. Advisors should encourage students to engage in community service and volunteer opportunities.

### **Resource for Students:**

**Academic Resources:** Utilizing academic resources supports students' research and study needs, contributing to their academic success. Advisors inform students about available academic resources such as libraries, departmental labs, and campus services that enhance their learning experience.

**Professional Resources:** Professional development opportunities equip students with the skills and knowledge needed for career advancement. (Career Closet, headshots, etiquette dinner, etc) Advisors may encourage students to attend workshops, seminars, and certification opportunities that will enhance their professional skills in preparation for the job market. Handshake, hosted by the Career Center, is a great resource for workshops, seminars, and more on this topic.

**Financial Resources:** Access to financial resources ensures that students can afford their education and focus on their studies. Advisors may recommend campus resources that will help students with financial stressors to navigate financial aid, scholarships, grants, and budgeting resources.

## Potential

The “P” in CHAMP stands for Potential. By embracing the resources and opportunities available during your time at Louisiana Tech University, you have the opportunity to unlock a successful and fulfilling career path, transforming your college experiences into the stepping stones that lead to future possibilities. You have the potential to build a network of peers and professionals who were all once students, and then join the LATech Alumni family that extends beyond the college experience.

As you approach graduation, you’ll likely be asked about your **post-graduation plans** through surveys from your department, college, or University like the First Destination Survey. These surveys may inquire whether you plan to attend graduate or professional school, seek employment in your industry, have already secured a job, or are joining the military. This information helps paint a hopeful picture for future graduates showing them their own potential futures.

By participating in CHAMP advising, you also gain access to a network of advisors and professionals who can provide valuable letters of **recommendation** as you transition into the workforce. As an alum, you also have the opportunity to serve on **advisory boards** related to your field, or return to your alma mater for **recruiting** events and career fairs to offer experiential opportunities to students. During your time at Louisiana Tech and as an alum, your engagement helps build a strong professional network that will continue to support your career growth and keep you connected to Louisiana Tech’s family.

### Path to Graduation:

**Graduation Planning:** Effective paths to graduation planning safeguard students to meet all requirements and graduate on time. Advisors assist students to map out their path to degree completion ensuring a timely graduation.

**Credit Tracking:** Accurate credit tracking avoids last-minute issues that could delay graduation. Workday Student provides the opportunity to map degree completion.

### Mentorship Opportunities:

**Building Mentorships:** Mentorships offer ongoing guidance, support, and advice, significantly impacting students’ academic and career success. Advisors can become mentors or help students find mentors within their academic or professional field. Advisor mentorship can offer long-term professional support and connections even after graduation. Long-term mentorship relationships provide enduring support and networking opportunities.

**Networking:** As you read in the section on maximizing your potential, you have the potential to build a **network** of peers and professionals who were all once students, and then join the **Louisiana Tech Alumni** family that extends beyond the college experience.

**Post-Graduation Plans:** As you approach graduation, you’ll likely be asked about your **post-graduation plans** through surveys from your department, college, or University like the First Destination Survey. These surveys may inquire whether you plan to attend graduate or professional school, seek employment in your industry, have already secured a job, or are joining the military. This information helps paint a hopeful picture for future graduates showing them their own potential futures.



## APPENDIX E. Position Description: Director of Academic Advising Initiatives

### Job Description: Executive Director of Teaching and Advising Initiatives

The Executive Director provides visionary leadership for leveraging technology to enhance teaching, learning and academic advising across the institution. Reporting to the Provost, the Director oversees teams responsible for supporting faculty development, ensuring student success through advanced advising systems, and providing campus-wide leadership for the Quality Enhancement Plan (QEP) and core competencies integration.

The Executive Director of Teaching and Academic Advising Initiatives is responsible for the coordination, oversight, and assessment of all advising programs and services that support the academic success and retention of students. The Executive Director collaborates with college departments, faculty, and campus support offices to provide vision and leadership for student-centered advising support from onboarding through degree completion. Responsible for demonstrating effective communication, care, collaboration, and celebration.

#### Key Responsibilities:

- Provide strategic direction and administration of the QEP, assessing impact, meeting accreditation standards, and elevating the central role of the QEP in advancing institutional priorities
- Foster a culture of student-centered excellence in teaching focused on integrating core competencies into curricula, including self-reflective awareness, cultural competence, creative/critical problem solving, adaptable resilience and communication using Canvas assessments and badges
- Design and deliver professional development programming and training resources focused on elevating academic advisor competencies and success
- Continuously assess emerging advisor professional development needs and design updated training programs and tools aligned to those needs
- Foster partnerships with student success stakeholders to align advisor training programs to desired Plan outcomes
- Strategically guide the selection and application of technologies to enrich pedagogy, empower faculty development, streamline advising pathways and boost retention initiatives
- Champion the use of predictive analytics and automation to support data-informed, proactive and personalized academic advising and student success interventions
- Foster partnerships across academics and administrative departments to align technologies, policies and practices to learning ecosystems and student support infrastructure
- Lead skilled teams responsible for educational technology integration, program effectiveness, and faculty development programming for the advancement of the QEP
- The Director will serve on various University committees including: General Education Requirements, Instructional Policies, Retention, Strategic Planning, University Catalog and other as assigned

#### Additional Key Responsibilities:

- Work closely with associate deans and the Registrar to continuously improve training programs and resources for faculty and advisors
- Identify opportunities to better leverage Workday Student functionalities to enrich advising, instruction and the student experience
- Oversee initiatives aimed at increasing integration of Workday Student with complementary education technologies and analytic platforms

#### Qualifications:

- Master's degree in education, instructional design, or related field; doctorate preferred
- 5+ years directing significant educational technology programs with demonstrated faculty adoption and student retention impact
- Commitment to learner-centric, data-informed application of technology for enhancement of academics
- Ability to effectively convey complex projects involving multifaceted institutional integration
- Skilled at fostering consensus and adoption of innovation across diverse stakeholders
- Excellent oral and written communication skills
- Aptitude to collaborate with a wide-spectrum of student support professionals and leaders, contributing to a cohesive approach to student retention

#### Appointment Type

Regular 12- month

#### Salary Information

Commensurate with experience

## APPENDIX F. QEP Implementation Goals and Evaluation Instruments

Goals	Evaluation Instrument
Fall 2024 0% of advisors complete training (determined after pilot)	QR code survey check in Advisor tours
>50% of students create academic plans demonstrates collaboration and planning with advisors	Workday Report
>50% of students having engaged in professional development prior to graduation demonstrates collaboration	April 2025 survey (development stage)
Fall 2024 0% of advisors complete badge training	Badge training survey (developmental stage)
Fall 2024 0 badges completed	
% advisor-initiated for advising sessions	Workday Advisor In-session Survey
>50% prepared for advising sessions	Advisor In-Session Survey (rubric)
Fall 2024 0% CHAMP impact	April 2025 survey
Fall 2024 0% CHAMP engagement	April 2025 survey
Fall 2024 0% campus resources (first-year students)	April 2025 survey

## APPENDIX G. Glossary

**Academic Advising:** A process of guiding students in academic, personal, and career development, central to Louisiana Tech’s mission of promoting holistic student success.

**Advising:** Aligning advisors and students to fulfill the University’s mission, emphasizing education, support, and community.

**Assessment:** Methods used to measure the effectiveness of CHAMP, including: Direct Assessment: Quizzes in training modules to gauge student understanding, and Indirect Assessment: Surveys and feedback tools to evaluate advisor training and resource utilization.

**Campus Support Resources:** A range of services offered to assist students academically, professionally, and personally, including tutoring, career services, and mental health support.

**Canvas Training Modules:** Digital learning resources integrated into the University’s online platform to train students and advisors on CHAMP principles starting in the 2024-2025 academic year.

**Carnegie Classification:** Louisiana Tech is classified as a Research University with high research activity, signifying its robust research output and graduate education programs.

**Centralized Coordination for Advisors:** A system to streamline and improve academic advising by providing enhanced training, updated technology, and centralized support.

**Cultivating:** Fostering partnerships between students and advisors, offering academic plans, support services, and networking opportunities to ensure success.

**Dialogue Teams:** Groups of stakeholders tasked with identifying student challenges and prioritizing solutions for success.

**Director of Academic Advising Initiatives:** A leadership position responsible for overseeing the implementation and success of CHAMP and broader advising initiatives.

**First-Year Experience (FYE) Courses:** Introductory classes that integrate CHAMP principles, serving as pilot programs to test and refine the initiative.

**Holistic Advising:** An advising approach that addresses the student as a whole person, focusing on academic, career, and personal development.

**Holistic:** Considering the whole student, including their strengths, weaknesses, values, and interests, beyond academic scheduling.

**Louisiana Tech University:** A comprehensive public research University in Ruston, Louisiana, enrolling over 12,000 students. Known for its focus on innovation, student success, and graduate preparedness.

**Maximizing:** Equipping students with skills and experiences to achieve their full potential and succeed professionally.

**Potential:** Encouraging students to utilize resources and build networks to maximize opportunities and achieve success.

**Quality Enhancement Plan (QEP):** A focused initiative to enhance academic advising at Louisiana Tech, aiming to foster a student-centered culture and increase student success through improved advising practices and support systems.

**Quarter Calendar:** Louisiana Tech operates on a quarter-based academic schedule while granting semester credit hours.

**Ruston, Louisiana:** The location of Louisiana Tech's main campus, a small town between Shreveport and Monroe, serving as a regional hub for Lincoln Parish.

**SACSCOC (Southern Association of Colleges and Schools Commission on Colleges):** Accrediting body for Louisiana Tech, authorizing it to award bachelor's, master's, and doctoral degrees.

**Stakeholder Input:** Collaborative contributions from faculty, staff, students, alumni, and external constituents in shaping the QEP and other institutional initiatives.

**Student Learning Outcomes (SLOs) / Student Success Outcomes (SSOs) :** Objectives students are expected to achieve through CHAMP: 1. Understanding holistic advising principles; 2. Creating personalized academic plans with advisors; 3. Utilizing campus support resources.

**TECH 2030 Plan:** Louisiana Tech University's long-term strategic vision, emphasizing educational attainment and career preparation through innovative, student-centered approaches.

**University of Louisiana System (ULS):** A group of public universities in Louisiana, of which Louisiana Tech is a member, committed to providing quality education and preparing students for professional and personal success.



## Connect With Us

LATech.edu

LATechAlumni.org

LATechSports.com

University Advancement  
Marbury Alumni Center

Louisiana Tech University  
P.O. Box 3183  
Ruston, LA 71272-3183

318.255.7950  
800.738.7950

Facebook – [facebook.com/LATech](https://facebook.com/LATech)

Twitter – [twitter.com/LATech](https://twitter.com/LATech)

Instagram – [instagram.com/LouisianaTech](https://instagram.com/LouisianaTech)

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