

QEP Executive Summary

Forward!: A Quality Enhancement Plan for Integrated Advising
at
Centenary College of Louisiana

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Centenary College's Integrated Advising Quality Enhancement Plan (QEP) employs a networked, proactive advising model with a case management approach to assist underprepared, prepared, and high-achieving undergraduate students to be successful in their first year of college. The goal of this QEP is to improve student success at Centenary College, as measured by increased persistence, improved grade point average, increased student engagement, and increased student self-efficacy.

Determining Centenary's QEP topic involved a comprehensive process of data collection, institutional self-assessment, issues identification, solutions identification, and final topic selection. The process engaged a broad audience of faculty, staff, students, and alumni, culminating in consensus around the topic of Integrated Advising as a vehicle for improving student success at the College. Centenary also conducted an informal pilot study to test the assumptions of Integrated Advising. Based on findings from the pilot study, the College committed resources, including the creation of a new staff position to direct the Integrated Advising program. At the same time, a newly formed QEP Steering Committee solicited implementation solutions from across the campus community, focusing on how Integrated Advising would enhance student success and the fulfillment of the College's mission and strategic plan. Finally, the College developed an assessment plan to measure and guide the Integrated Advising program.

Centenary understands that helping students achieve success through increased persistence, improved GPA, increased engagement, and increased self-efficacy is not solely an academic concern, so the Integrated Advising QEP encourages the holistic development of the student through curricular, co-curricular, and extra-curricular college support that often span the offices of Academic Affairs and Student Development. The College's current model of advising is based on an academic faculty advising model that does not always capture the variety of other sources from which students need and receive advice, including coaches, admission counselors, and residence hall staff, among others. Students who arrive at Centenary as student-athletes, as first-generation college students, those with documented learning disabilities, or those with academically at-risk profiles may particularly benefit from having customized advising teams that provide networked support to augment and inform the work of academic advisors.

While existing resources will continue to support students with fewer identified risk factors, the integrated advising teams will concentrate on those students with higher risk profiles, especially in the first year and in the transition to the second year. Using a case management approach, the Director of Integrated Advising will build bridges between the institution and the student and coordinate resources that are provided by faculty, staff, and peers to support student success.