Implementation Process

The determination of integrated advising categories will be based on a pre-college student assessment derived from a predictive statistical model with a number of qualitative and quantitative factors that may predict potential academic risk & challenge. They include:

Qualitative Input From:

- Admission Counselors
- Coaches
- Deposit Calls
- Disability Services
- Faculty Involved in the Recruitment Process (Music, Theater, etc.)
- SOAR Advisors and Student Leaders

Sample Red Flags from Qualitative Assessment:

- Low or non-academic motivation to attend college (i.e. going because it is expected or because their parents want them to go; only here to play sports)
- Disability or learning differences
- Disconnect between ability measures and educational goals (i.e. a student with a 20 ACT and mediocre high school grades who plans to go to medical school)
- Centenary is not the school they wanted to attend
- Does not believe that a Centenary education will help them achieve their career or life goals (i.e. wants to pursue a career that does not require a college degree; wants a specific professional program or certificate we do not offer)
- Current or past mental health issues

Quantitative Factors:

- ACT
- HSGPA
- Finances/EFC (Pell Eligible)
- 1st-gen status
- Under-represented group
- Gender
- Work off campus (hours/week)
- Student Survey
- Parent Survey
- CIP Participation
- Late Deposit
- Low Self-Efficacy Score

Centenary

Students are assigned to categories that offer key differences in support.

INDIVIDUALIZED SUPPORT
• High Risk
• Needs Assessment
   • Assignment of team members to student directed teams
   • Create team lead
   • Routine Interventions
   • Ongoing assessment of students (see below)

INSTITUTIONAL SUPPORT
• Medium Risk
• Referral to Student Support Team
   • Interventions as needed
   • Ongoing assessment of students (see below)

INSTITUTIONAL ACCESS
• Low Risk
• Ongoing hospitality/nudges
• Interventions as needed
• Access to all current services
• Ongoing assessment of students (see below)

Ongoing assessment of students will occur throughout academic year based on several additional factors:

• Academic performance
   • CIP grade
   • 4th-week check in
   • Mid-term grade report
   • Semester GPA
• Involvement on campus
• Conduct referral
• Non-registration for next semester
• Class attendance problems
• Personal hardship or challenges

• Lack of response to communications
• Did not move onto campus
• Transcript request
• Concern raised by staff/faculty
• Low Engagement (NSSE)
• Low Efficacy (Efficacy Inventory)
• Lack of High Impact Practices (HIP) participation/expectation of participation

Centenary

The following chart represents the preliminary actions and interventions for first-year students in the integrated advising program.

Month	Integrated Advising Action	Intervention
MAY	Begin Engagement Coaching	Make phone calls to 1st-year students
JUNE	Continue with engagement calls for late deposits	
	Review Pre-enrollment data assessment and begin sorting students into categories	
JULY	Continue with engagement calls for late deposits	
AUG	Assign students to categories of support	
	Continue with sorting and engagement calls for late deposits	
	Finalize categories of support	
SEPT	You Can Do This! email	Send "You Can Do This!" email to 1st-year students to encourage and uplift and offer information about Integrated Advising to all categories of students
	Needs Assessment Meetings scheduled for responsive Individualized Support students	Contact Individualized Support students to schedule
	Form Integrated Advising teams (with Advising Wheel) for Individualized Support students	Director of Integrated Advising schedules and facilitates individual meetings with faculty, staff, and RAs to ensure their willingness to participate; identifies team lead
	Alternate intervention for non-responsive Individualized Support students	Develop alternative plans for those who did not attend a Needs Assessment Meeting by a certain date
	4th-week check-in	Collect information on 1st-year students and share with advisors and coaches
	Deliver support	Strategic targeted support (STS)

(Con't)

Centenary

Month	Integrated Advising Action	Intervention
OCT	Institutional Support Needs Assessment	Collect institutional data from CIP grades, SST report, and 4th-week check-in and formulate needed interventions to support student success
	Facilitate ongoing communication with Individualized Support	Facilitate ongoing communication as needed with team leaders
	General communication with 1st-year students	Email to all 1st-year students: drop deadline details; encourage them to speak with their academic advisor; provide positive support; share resource information
	Institutional Access Needs Assessment	Determine where there is need and intervene
	Mid-Term Grade Report	Contact students with deficiencies; share deficiency information with advisors and coaches
	Post-enrollment data assessment	Reevaluate Individualized Support based on mid-term grades
	Deliver support	Strategic targeted support (STS)
NOV	Facilitate ongoing communication with Team Leads	
	Facilitate ongoing communication with Individualized Support	
	General communication with 1st-year students	
	Deliver support	Strategic targeted support (STS)
DEC	Post-enrollment data assessment	Add end of semester grades to data review
	Support registration for Spring	
	Communication to 1st year students	
	Spring semester begins	
	Update all categories	Assign categories (add or remove) based on Fall semester analysis

Centenary

```mermaid
flowchart

A[Pre-college Assessment
(Quantitative
& Qualitative Input,
Predictive Modeling)] --> B[Assignment to
Support Category]

B --> C[**Individualized
Support**]
B --> D[**Institutional
Support**]
B --> E[**Institutional
Access**]

C --> F[Individual Needs
Assessment]
F --> G[Creation of Student-directed
Team & Team Lead]
G --> H[Strategic Targeted
Support/Interventions,
Assessment & Tracking]

D --> I[Referral to
SST]
I --> J[Strategic Targeted Support/
Intervention, Assessment]

E --> K[Access to all
Current Services:
Hospitality Nudges]

H --> L[Ongoing Evaluation
(New Qualitative
& Quantitative Data used to
Reassess Risk/Challenge]
J --> L
L --> B
```

11.30.2018