



RANDOLPH-MACON C O L L E G E

Connecting the Dots...

The ARC across Academic Advising, Career/Graduate Program Preparation, Student Services, Athletics, International Education, and Financial Aid.

Executive Summary

The mission of Randolph-Macon College — to develop the mind and the character of its students—underlies the college's ultimate purpose: to prepare undergraduates for successful lives. R-MC enrolls over 1,400 undergraduate students, who pursue their academic paths in 54 areas of study (including majors, minors, pre-professional programs and other areas). Randolph-Macon College (R-MC) integrates an outstanding liberal arts education and success strategies taught by extraordinary faculty mentors, with a strong tradition of intensive faculty involvement in advising.

The College's QEP strives to improve the environment for student learning and student success by improving the quality of the advising experience for students. This effort is integrated with ongoing initiatives across R-MC's campus with the goal of:

- Improve **consistency** of advising throughout a student's career at Randolph-Macon College.
- Improve **communications** related to all aspects (academic, administrative, life, career) of advising.
- Improve **connections** among all parties (faculty, staff, coaches, peer mentors) that support student advising.

Historically, academic advising has been led by the faculty. Based on an analysis of assessment data over several years, the College's current approach for major advising by faculty is a strength and is not being changed, but ongoing issues with various aspects of the advising process indicate a need for a holistic approach to advising, encompassing all aspects of the student experience. This approach allows students to leverage a variety of campus resources and initiatives. Issues identified as major challenges include the difficulty in finding appropriate advisors, faculty preference that incoming students be advised by a first-term professor, and student concerns about the quality of the academic advising they received.

Our QEP maintains the primary advising role with faculty advisors so that both Major and Pre-Major advising continue as a faculty responsibility. An Advising Resource Center (ARC) was created under the direction of an academic advising professional as a part of the Higgins Academic Center (HAC). This allows a consolidation of advising roles not currently covered by faculty into one area. Additionally, the ARC assumes the responsibilities for coordinating all aspects of advising to ensure that the goals of improving consistency, communications, and connections are met and that the student experience with advising is significantly enhanced. Placing the ARC in the HAC, part of the Learning Commons in the McGraw-Page Library, allows for smooth integration with other academic support services.

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