

Office/Department: Academic Student Services/Academic Success Program

Director: Leslie A. Purtlebaugh

Mission Statement: Academic Student Services strives to support the University and its efforts to help students succeed academically and professionally through our services listed below.

Our Services:

- We manage the academic affairs response to students not in academic good standing.
- We coordinate the re-entry process for students who leave the university while on Academic Probation or Suspension and for all students who have been gone for two years or more and have not yet earned a degree.
- We oversee the Academic Success Program (ASP).
- We facilitate the development of new articulation agreements and coordinate the review and revision of existing guaranteed admission agreements with VCCS institutions and Richard Bland College.

Functional areas included in this office/department:

1. Coordination of re-entry review process for students not in good standing and for all students who have been gone for two years or more and have not yet earned a degree.
2. Program intervention with the purpose of assisting the university's students in an academic suspension or probation status toward academic success.
3. Providing guidance to students on academic probation and suspension, and re-entry students.
4. Responding to parent and student concerns, inquiries, and complaints about academic standing issues. Resolve problems and refer to appropriate sources to clarify policy.
5. Creation of new and updating of existing Guaranteed Admission Agreements and articulation agreements.

1. Students who participate in this experience will gain understanding of student affairs as a profession and the influence student affairs has on contemporary higher education through the following tasks and activities:

- Interviewing and selecting peer instructor staff for Academic Success Program.
- ASP staff training and development.
- Supervising ASP peer instructors.
- Researching topics for ASP workshops and/or class sessions.
- Overseeing ASP workshops and/or classes.
- Meeting one-on-one with ASP students.
- Completing administrative tasks related to the maintenance of ASP program.
- Corresponding as needed with ASP students in person, by phone and through e-mail.
- Planning, marketing, and publicity.

2. Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:

- Chickering's Theory of Psychosocial Student Development
 - Work to create an environment in ASP sessions that supports student participants' maturation through the seven vectors.

- Help the coordinators understand the struggles facing individual students.
- Help coordinators work with student staff to understand their individual struggles and to help them reach the later vectors.
- Perry’s Theory of Cognitive Student Development
 - Help coordinators develop lesson plans that will assist students in moving through the stages.
 - Help instructors to understand the struggles many students in earlier stages face in the academic setting.
 - Provides the coordinators with a framework for both “challenging” and “supporting students.”
- Gardener’s Theory of Multiple Intelligences
 - Students can explore the ways in which they learn best and techniques to utilize this knowledge.
- Rogers’ Theory of Experiential Learning:
 - Provides reasoning for why our students should be actively engaged in all class, and with all material.

3. Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:

- Coordinating pre- and post- ASP student assessment testing.
- Monitoring and scoring assessment instruments for ASP participants.
- Compiling assessment report detailing and comparing the outcome of pre- and post-ASP.
- Assessment testing.
- Evaluating ASP staff.
- Monitoring compliance and progress of ASP participants.

4. Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:

- Supervisory meetings
- Mid-year evaluation
- Final evaluation

5. Specific expectations of students assigned to this site include:

- To perform tasks in a timely, organized, and professional manner
- To request assistance when needed
- To adhere to confidentiality guidelines
- To be prompt to work, student appointments, meetings, presentations, etc.
- To notify staff of any changes to regular schedule
- To meet with supervisor on a regular basis

Contact Person

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