

**Office/Department:** Academic Student Services/Academic Success Program

**Director:** Leslie A. Purtlebaugh

**Mission Statement:** To coordinate the academic affairs response to the university's at-risk students, and to aid the at-risk student populations in succeeding academically and professionally by providing program intervention, advising, and referral to academic support services.

**Functional areas included in this office/department:**

1. Coordination of re-entry review process for students not in good standing.
2. Program intervention with the purpose of assisting the university's students in an academic suspension or probation status toward academic success.
3. Advising of the university's at-risk student populations – students on academic probation and suspension, and re-entry students.
4. Responding to parent and student concerns, inquiries and complaints about academic issues. Resolve problems and refer to appropriate sources to clarify policy.
5. Updating and revising of existing Guaranteed Admission Agreements between JMU and VCCS institutions.
6. Working with targeted programs on the development of program articulation guides to be utilized by VCCS institutions.

**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.  
Researching topics and completing lesson plans for each ASP class session.  
Overseeing ASP I classes (4-6 classes weekly, for eight weeks in the fall).  
Meeting one-on-one with, and advising, ASP I and ASP II students.  
Training and supervising peer instructors conducting one-on-one meetings with meeting track students  
Completing administrative tasks related to the maintenance of ASP and ASP II programs.  
Providing support for staff who conduct Academic Recovery Workshops.  
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:**

1. 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.
2. 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."
  3. Gardener's Theory of Multiple Intelligences
    - Students are able to explore the ways in which they learn best and techniques to utilize this knowledge.
  4. 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 I student assessment testing.
- Monitoring and scoring assessment instruments for ASP participants
- Compiling assessment report detailing and comparing the outcome of pre- and post ASP I assessment testing.
- Evaluating ASP staff weekly.
- Monitoring compliance and progress of ASP and ASP II participants.

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

- Weekly 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 set and keep weekly office hours
- 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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