

Office of University Academic Services

Mission

The Office of University Academic Services serves and supports at-risk students while developing programs to foster retention and graduation.

Vision

The Office of University Academic Services will be a premier program in the United States for students who need additional academic services and will accomplish this by:

- Offering developmental one-on-one academic advising;
- Providing a peer tutoring service for all students;
- Teaching classes geared toward success and personal growth of non-traditional adults, undecideds, transfers, alternative admission, and probationary students;
- Empowering students through informing them of University policies and procedures; and
- Providing mentors, both peer and adult, to serve as role models and to assist with student acclimation and academic success.

Core Values

Diversity – We respect others and value diversity of opinions, freedom of expression, and other ethnic and cultural backgrounds.

Integrity – We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional in our dealings with not only students, employees and the public, but also with data and information dissemination.

Service – We believe that serving others is a noble and worthy endeavor.

Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

Excellence – We seek excellence in all our endeavors, and we are committed to continuous improvement.

Stewardship of Resources – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.

Goals, Critical Success Factors, Objectives, and Strategies

Goal One: Learner Success – Cultivate a friendly, positive, and supportive learning environment that encourages academic growth and enhances individual contributions to society.

Critical Success Factors:

- Proper placement in courses for 100% of freshmen using existing assessment tools
- Midterm grades, early alert and excessive absence reports for 75% of entering freshmen and transfer students as methods of assessing student progress
- Assistance in determining appropriate degrees and careers for individual strengths and weaknesses of 80% students
- 50% attendance of freshmen at ALPHA and/or Camp Cowboy for orientation to campus
- 90% of freshmen to enroll in and satisfactorily complete UNIV 1111 Freshman Orientation
- 75% of all Transfer students to complete a Transfer Orientation course
- 75% probationary students to enroll in and satisfactorily complete UNIV 2001 Academic Assessment and Evaluation
- Increase student use of free individual tutoring

Objectives:

Objective 1.1: Ensure a positive beginning for each entering freshman and transfer student to promote retention and desire to pursue a degree at OSU through proper placement and feedback in first year.

Strategies:

- Provide individual developmental academic advising for all students.
- Encourage reinstatement of mid-term grade reports for all freshmen.
- Communicate the nature of college and university expectations to entering freshmen through written materials and oral presentations during freshman enrollment.
- Require proper placement of freshmen and new transfers into entry-level courses by means of ACT area and COMPASS scores.
- Follow up excessive absence and mid-term grade reports with letters and phone calls.

Objective 1.2: Offer assistance and encouragement to OSU students who experience academic difficulty through widely publicized programs and resources.

Strategies:

- Disseminate accurate information regarding drop dates, policies, and procedures for all students.
- Provide on-call intrusive academic advising, including “walk-in” counseling when possible.
- Assign specific caseloads to advisers so that students have the opportunity to develop a relationship/rapport with at least one adviser.
- Allow changes of adviser at student request for better student/counselor match.
- Monitor and follow up on students’ progress using mid-term grades, excessive absence reports, and final grades to identify those who may be struggling.
- Require two courses, “Freshman Orientation” for new freshmen and “Academic Assessment and Evaluation” for those who fall on probation to disseminate information on policies and procedures, as well as to present study skills, goal-setting and encouragement to “at risk” students.
- Refer students to other units on campus when appropriate (e.g., University Counseling).
- Offer free tutoring in all disciplines upon request.
- Create accurate and timely mid-term grade and attendance reports.
- Follow up excessive absence and mid-term grade reports with letters and phone calls.

Objective 1.3: Ensure wise use of all resources, including the new advising fee, and monitor its use for the benefit of students.

Strategies:

- Provide regular updates on how new advising fees are spent.
- Develop database tracking system of individual student use of tutors and student success in coursework.
- Evaluate use of Student Academic Mentor Program funds and their aid in welcoming and retaining freshmen.

Objective 1.4: Create a stimulating growth and learning environment for counselors and staff.

Strategies:

- Encourage staff to continue their education to complete higher degrees.
- Plan monthly staff development sessions with topics ranging from learning disabilities and critical thinking to financial aid policies and the Patriot Act.
- Encourage involvement in and attendance to conferences for the Oklahoma Academic Advising Association, National Academic Advising Association, American College Testing Program, and others as funds permit.

- Utilize student case studies for feedback on effective advising strategies.
- Conduct annual staff retreats to promote and encourage community, teamwork, and individual advising strategies.
- Hold monthly staff meetings to promote discussion, community, and university awareness.

Goal Two: Diversity – Increase the number of minority students and non-traditional adults and foster geographic, social, economic and cultural awareness through teaching and promoting an appreciation for diversity on campus.

Critical Success Factors:

- Enhance services to minorities and non-traditional adults
- 100% increase in number of non-traditional adults and minority students
- 50% increase in retention of minority students and adults
- Minority awareness issues included in lesson plans of all UAS course sections
- 50% increase in graduation rates of minority and non-traditional students
- 25% increase in student participation in special programs for minorities and non-traditional adults

Objectives:

Objective 2.1: Increase the number of non-traditional adults, minority students, and students with unique academic circumstances.

Strategies:

- Participate in the Principal/Counselor Workshops sponsored by High School and College Relations to explain our programs and philosophy of working with non-mainstream students.
- Discuss feasibility of a “2-way Gateway” Program whereby non-traditional students and students traditionally admitted through UAS who now are sent to NOC, will be automatically admitted as transfers through UAS where special programs are available to specifically meet needs.
- Recruit in local and regional businesses and industries to reach adults who may be interested in returning to school.

Objective 2.2: Create an atmosphere of welcome, acceptance, and support for non-mainstream students.

Strategies:

- Design scholarships and applications for non-traditional students.
- Hire personnel who are accepting of all types of students, that is, low income, non-traditional, minority, academically challenged, and more.
- Provide role models for diverse student populations.
- Develop and maintain an effective web page with up-to-date information.

Objective 2.3: Retain and graduate more minority and non-traditional students and those with unique educational preparation.

Strategies:

- Create awareness for non-traditional student recruitment and scholarships.
- Continue free tutoring program to meet the needs of students experiencing difficulty.
- Offer freshman orientation and assessment courses as a means of support for students.
- Communicate directly with non-traditional adults seeking information, as well as inadmissible students seeking alternatives for future admission.

Objective 2.4: Support programs that meet special needs of minorities and non-traditional adults.

Strategies:

- Collaborate with the Non-Traditional Student Organization, Native American Student Association, and Afro-American Student Association, to better understand and meet student needs.
- Continue free Tutoring Project.
- Create a web page connecting available resources on campus.

Objective 2.5: Target funds and resources to meet needs of minorities.

Strategies:

- Develop tracking system to identify minority student use of tutors and minority student success in coursework.
- Track minority student success, grade point averages, retention, and graduation rates.
- Measure minority student involvement in Student Academic Mentor Program.
- Conduct staff development programs on minority progress in education (such as 50th Anniversary of Brown vs. Topeka Board of Education, Multicultural Development and Assessment Center services, Martin Luther King Day, and more), and then utilize information in classes.

Goal Three: Academic Excellence – Develop and uphold standards of educational excellence by providing a learning environment in which all students may reach their maximum potential.

Critical Success Factors:

- Free individual tutoring for all students
- Increase scholarship opportunities for non-traditional students and those who have overcome difficulty and have had breaks in their educational histories
- Identify specific criteria for admission of non-traditional adult freshmen and transfers
- One-on-one developmental advising involving at least three appointments per student each semester
- Enrollment in special course, UNIV 2001 Academic Assessment and Evaluation, for at least 50% students on academic probation who have never had the course
- Lower D,W,F rates in basic general education courses and remedial courses at least 10%
- Supplemental Instruction for all large lecture classes including those with over 100 students in each (e.g., BIOL 1114, HIST 1103, MATH 1513, POLS 1113, STAT 2023, GEOL 1014)
- 50% decrease in students on academic probation
- 50% decrease in students suspended
- 20% increase in UAS freshman retention rate from 62.5% to 82.5%
- 20% increase in UAS graduation rates
- 50% decrease in number of OSU remedial enrollments at NOC from 503 to 252 in fall semester

Objectives:

Objective 3.1: Develop an improved method for tracking UAS freshman retention rates.

Strategies:

- Hire new Data Specialist to create database to identify student characteristics, desired majors, success rates, and ultimate graduation.
- Determine feasibility of creating unique “college” code/designation to more easily identify UAS students.
- Work with Institutional Research to develop accurate data and programs to track UAS students and their success.
- Identify a liaison in each college to promote better communication and cooperation.

Objective 3.2: Increase graduation rates 10% after five to six years.

Strategies:

- Work with Office of Academic Affairs to streamline and solidify the new 2004-05 Bachelors of University Studies degree for consistent use by all colleges for students needing more flexible degree plan.
- Refer appropriate students seeking readmission after probation/suspension to Northern Oklahoma College to achieve and prove readiness to return to OSU.
- Widely distribute policies on repeats, reprieves, bankruptcy and more.
- Work closely with colleges to understand their specific college requirements.

Objective 3.3: Decrease number of students on academic probation and suspension.

Strategies:

- Initiate defined mandatory college referral of students to UAS upon reaching probationary status so that active intervention may occur.
- Work closely with undergraduate colleges to offer probation course and utilize UNIV 2001.
- Widely communicate and distribute policies and procedures such as repeats, reprieves, forgiveness, bankruptcy, etc.

Objective 3.4: Accurately decrease number of remedial enrollments.

Strategies:

- Work with High School and College Relations to ensure that high school counselors are aware of curricular requirements for admission.
- Accurately reflect OSU remedial enrollments by recording NOC's administrative withdrawals.

Objective 3.5: Utilize funds from new Student Academic Services Fee to address academic needs of students.

Strategies:

- Support and expand free campus-wide tutoring program.
- Increase advertising of free tutoring so that all students are aware of this service.
- Hire additional counselors for "drop in" assistance for all students needing advice on degree requirements and major selection, drop and add information, State Regents' and campus policies and procedures, repeats, reprieves, and other academic policies.
- Offer basic training and assistance in Student Information System enrollment on a walk-in basis.

Objective 3.6: Create a supportive environment where staff may reach their maximum potential professionally and academically.

Strategies:

- Encourage part-time enrollment of staff in coursework to complete additional higher degrees.
- Allow staff the freedom to utilize individual academic disciplines and strengths in classroom teaching.

Goal Four: Cooperation and Collaboration – Provide, encourage, and ensure efficient communication and collaboration among academic units through an effective leadership team.

Critical Success Factors:

- Publish newsletter each semester
- Create accurate database supplying current major and GPA information on UAS students to forward to colleges on a regular basis
- All students transfer to colleges when admission criteria are met
- On-going, regular information-sharing sessions with the colleges regarding changes in college degree requirements and services of UAS
- Increase scholarships for probationary students making significant progress
- Student assistant positions filled with successful student role models

Objectives:

Objective 4.1: Improve collegiality and collaboration with the Student Academic Services office in each college.

Strategies:

- Respond promptly to requests for information from colleges and other campus units.
- Work with probation students and readmissions referred by Northern Oklahoma College and the colleges.
- Conduct annual information sessions with each college so they may clarify new college degree requirements and admission criteria.
- Seek clarification of Bachelor of University Studies procedures colleges wish to follow.
- Work with colleges to determine when students should transfer from UAS to individual colleges.
- Appoint individual liaisons to each academic college.

Objective 4.2: Address stereotyping of UAS students by continuing to serve as advocates for at-risk students and communicating their successes to the campus community.

Strategies:

- Recruit intern from the Department of Journalism and Broadcasting each academic year.
- Develop public relations campaign to inform the public of UAS and its services through Daily O'Collegian articles.
- Design professional flyers and brochures.
- Enhance and update UAS web page.
- Publish UAS Newsletter.

- Obtain permission to publish stories of UAS students who have gone on to successful careers.

Goal Five: Pride and Recognition – Promote established traditions and programs that encourage pride and reflect the history and image of Oklahoma State University.

Critical Success Factors:

- All newsletters highlight successes of UAS students and graduates
- 20% improved graduation rates of UAS students
- Presentations to high school counselors and principals at annual Principal-Counselor Workshops to highlight our special programs for students at-risk

Objectives:

Objective 5.1: Reflect Oklahoma State University's concern about students who need help adjusting to college.

Strategies:

- Be available to meet with students needing help on demand when possible, or within 24 hours of request.
- Provide orientation courses for new freshmen and assessment course for those experiencing academic difficulties.
- Provide one-on-one intrusive academic advising for those assigned to UAS.
- Assist first generation college students, non-traditional adults, readmissions, under-prepared, and transfers to UAS in adjusting to a major comprehensive University.
- Reflect land grant philosophy through working with first generation college students.

Goal Six: Outreach and Service – Serve as a catalyst to provide opportunities that will meet the needs of a changing society and stimulate economic development in Oklahoma.

Critical Success Factors:

- 10% improvement in 4 year graduation rate of full time students
- 90% of UAS freshman enrollment in and satisfactory completion of UNIV 1111 Freshman Orientation
- Number of minority students increase by 100%
- 50% decrease in probations and suspensions

Objectives:

Objective 6.1: Improve retention and graduation rates by serving, encouraging, and stimulating those at risk.

Strategies:

- Properly place 100% of freshmen in courses.
- Request midterm grades, early alert, and excessive absence reports for 100% of entering freshman and transfer students as methods of assessing student progress.
- Assist students in determining appropriate degrees and careers for individual strengths and weaknesses.
- Increase UAS student attendance at ALPHA for orientation to campus.
- Determine feasibility of a transfer orientation course.
- Devise new assessment instruments to better place new freshmen in entry level courses, as well as to determine transfer student readiness.

Objective 6.2: Impact society through providing strong, supportive services to underachievers.

Strategies:

- 90% UAS students on probation will enroll in and satisfactorily complete UNIV 2001 Academic Assessment and Evaluation.
- Address special needs of minorities and non-traditional adults with specific academic courses, counseling, organizations, and other unique programs.
- Promote appropriate college referrals of students on probation to UAS.