Academic Integrity

Operating Principle
2.2 Academic Support.

Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational experience of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:

a. Adequate academic support services are available for student-athletes;

b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing;

c. When it is determined that individual student-athletes have special academic needs, these needs are addressed either through institutional programming or through student-athlete support services;

d. The support services are evaluated at least once every four years by appropriate academic authorities (e.g., faculty members or academic administrators of the institution) and are reviewed and approved periodically by institutional academic authorities outside the department of intercollegiate athletics;

e. There is a commitment to the fair and equitable treatment of student-athletes, in support of their academic endeavors; and

f. Academic improvement plans developed during the previous self-study or as required by the APP have been implemented. After initial campus approval of an academic-improvement plan, if the plan is modified or not fully implemented, the institution shall provide a written explanation prepared and approved by appropriate institutional authorities.

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

There were no conditions for certification related to Operating Principal 2.2 (Academic Support) imposed by the Committee on Athletics Certification in the second-cycle certification.
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:
   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.
   Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

No Plans for Improvement related to Operating Principle 2.2 (Academic Support) were developed by the institution during the second-cycle certification process.

Note: The opening of a new academic center for student-athletes in 2001 was referenced as part of a plan for improvement in Operating Principle 2.1 related to efforts to increase academic performance, retention and graduation rates of student-athletes. The impact of this center is addressed in 2.1, questions 2 and 8.

3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.2 (Academic Support) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification. Please provide:
   a. The additional plan;
   b. The action(s) taken by the institution; and
   c. The date(s) of the action(s).

No additional plans for improvement have been developed related to Operating Principle 2.2 since the second-cycle certification decision.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

The institution’s Associate Athletic Director for Academic Affairs, Dr. Marilyn Middlebrook, serves as Director for Academic Services for Student-Athletes (ASSA). ASSA is a unit within the Division of Academic Affairs, reporting to the Provost/VPAA. The Division includes the academic colleges along with Scholar Development and Recognition, The Honors College, University Assessment and Testing, International Education and Outreach, The Institute for Teaching and Learning Excellence and University Academic Services.

All student-athletes, walk-on or scholarship, have access to ASSA that is physically located in the Joe and Connie Mitchell Academic Enhancement Center. The state-of-the-art facility was opened in 2001 in a location adjacent to the current training and competition facilities of six of the largest sports at the institution and as part of the planned athletic village. The comprehensive learning center includes a Reading & Writing Center, Math Center, Foreign Language Center and an Assistive Technology Center.

ASSA assesses, refers students to and works with institutional academic and student support services (e.g. disability services for students with learning disabilities, counseling for students with emotional or substance abuse issues and Career Services for career aptitude testing.) Internally, ASSA provides services that include:

- Academic support (tutors/facilitators)
- Eligibility tracking
- Admissions assistance
- Personal counseling
-Career advising
-Secondary academic advising
-Compliance assistance
-Challenging Athlete’s Minds for Personal Success/CHAMPS/Life skills programming
-Recruiting assistance
-Services for student-athletes with learning disabilities
-Educational technology (Computer labs)

ASSA is organized to provide services allowed under NCAA guidelines including tutoring, drug rehabilitation programs, personal counseling, use of computers and career counseling. In addition, student-athletes use internal resources and external resources across the campus and in the community.

Student-athletes receive academic advice regarding academic degree program requirements and course scheduling from both advisors in the ASSA and from advisors in their academic colleges. However, only college-based advisors can actually approve a change of major. Student-athletes admitted under the alternative-admission program or transfer-probation program are advised in the University Academic Services unit until they attain the level of academic standing required by the institution and the OSRHE to transfer to college-based academic advisors.

The key staff members of ASSA and their responsibilities are as follows:

**Marilyn Middlebrook** – Associate AD for Academic Affairs, Director ASSA
-Oversee entire ASSA operation
-Counsel/advise student-athletes in football, men’s basketball, wrestling, women’s golf and softball

**Agatha Adams** - Assistant Director
-Counsel/advise student-athletes in soccer, equestrian, women’s basketball and women’s tennis
-Assist with admissions, domestic and international
-Distribute scholarship textbooks/approve financial aid/scholarship/bursar issues (reference)
-Approve summer school applications
-Approve 5th year aid applications
-Submit the ACFA annual graduation report survey
-Submit the NCAA Enhancement annual report
-Assist coaches with student-athlete recruiting

**Alan Good** - Assistant Director / Eligibility Manager
-Counsel/advise student-athletes in men’s and women’s track/cross county, baseball, men’s golf and men’s tennis
-Verify continuing eligibility for all returning student-athletes, each semester
-Coordinate academic honors and post-graduate scholarships (student-athlete biographies, team academic newsletters)
-Analyze data for student-athlete graduation & retention rates
-Serve as APR & GSR consultant to Office of Compliance
-Assist with transfer eligibility (percent of degree)
-Assist coaches with student-athlete recruiting

**Nikki Jones, Kala Krzych, Amy Randolph** - Learning Specialists
-Provide services/accommodations/preliminary diagnostics for student-athletes with learning disabilities
-Provide educational/psychological testing
-Recruit, assign and manage academic facilitators
-Provide technology assistance for student-athletes with disabilities
-Oversee student-athletes who are enrolled in courses through distance learning
-Refer student-athletes to available university resources
-Provide learning resources for students
-Mentor incoming at-risk and learning disabled students; maintain weekly meetings, coordinate tutorial sessions, provide individual assistance
-Supervise individual study times
-Maintain relationships with licensed psychologists in Stillwater area and the Office of Student Disability Services

**Terry Henley** - Senior Academic Counselor, Football Counselor
-Provide direction for selection of appropriate academic programs, coordinate enrollment
-Instruct Life Skills course
-Serve as a liaison to football coaches regarding any academic or conduct issues with football players
- Coordinate the development and implementation of individualized academic plans for football
- Provide academic counseling to at-risk student-athletes
- Serve as advisor to Student-Athlete Advisory Council (SAAC)
- Participate in the recruitment of prospective high school student-athletes and their families during official visits

**James Knecht** - Academic Center Coordinator Tutorial staff recruiting, management
- Recruit, manage and assign tutors
- Coordinate Semantico Access Management System (SAMS) program
- Assist in the recruitment of facilitators
- Serve as the liaison with faculty for grade tracking and classroom behavior issues
- Provide evening personnel management for Academic Enhancement Center (AEC)
- Oversee student tracking/tutorial database management
- Provide technology support, implementation
- Develop AEC publications
- Manage tutorial textbooks distribution
- Recruit and manage work-study staff
- Update the Student-Athlete Handbook (SAH)

**Debbie Gimlin** - Administrative Assistant
- Process personnel requests for ASSA full- and part-time staff
- Manage and report on budgets
- Assist the Assoc. AD for Academic Affairs
- Advise the Academic Coordinator on human resource issues
- Recruit and manage the work-study staff
- Manage the Senior Office Assistant
- Provide general assistance to all counselors
- Serve as office manager
- Oversee laptop checkout and maintenance
- Organize and coordinate Academic Awards Banquet

**Open Position** - Senior Office Assistant
- Assist with GPA tracking for scholarships, banquet (database management)
- Process tutorial requests
- Assist the Director
- Coordinate staff calendars/scheduling for group events
- Answer phones and direct questions

The organizational charts for the Division of Academic Affairs and the Academic Support for Student-Athletes Center will be available to the review team.

5. Explain how the institution’s staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution.

In the fall of 2006, a team comprised of faculty and academic advisors from colleges across the campus and from University Academic Services was appointed by the Provost/VPAA to conduct the NCAA required review of ASSA.

The group reviewed staffing, services, physical space and financial support following an outline from the NCAA. In addition, the group interviewed student-athletes, ASSA staff and faculty and student academic support service personnel outside the Athletic Department to evaluate the effectiveness of the program—both in serving students and working with university and compliance policies.

A final written report with recommendations was delivered to the Provost/VPAA. The report was presented to the Athletic Council by a member of the Evaluation Team with the ASSA Director available for questions on September 18, 2008.

6. Using the program areas for academic support services, describe the following (this program analysis must be conducted as part of the self-study process):

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services;
c. The mechanisms by which student-athletes are made aware of these services;
d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and
e. The mechanism for periodic approval of these services by academic authorities outside athletics.

If the institution has additional or different academic support services not included in the following list of examples, please click “Add Academic Support Area” in the Athletics Certification Web-based System (ACS).

1. Academic counseling/advising: Course selection, class scheduling, priority registration.
2. Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
3. Academic progress monitoring and reporting: Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.
5. Assistance for at-risk students: Availability including institution-wide assistance.
6. Academic support facilities: Availability of study rooms, computers and labs.
8. Student-athlete degree selection: Degree program assistance.
9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).
10. Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.
11. Study hall: Availability, facilities, attendance policies.
12. First year/transfer orientation: Availability, attendance requirements.
14. Post eligibility programs: Availability of scholarships, assistantships and academic support.

1. **Academic Counseling/advising:**
   a. Counselors within the ASSA assist student-athletes after an initial screening in selecting an academic degree program on a timeline required by the institution and the NCAA, in finding a program that matches both interests and academic strengths of the student-athlete and in ensuring that schedules comply with degree plans. However, student-athletes receive the academic advisement and approvals required before enrollment from college or departmental advisors. Academic degree program declarations or changes can only be done with the signature of college-based academic advisors.

   b. All student-athletes, including walk-ons, are assigned academic counseling/advising services in the ASSA. Members of the spirit squad (cheerleaders, etc.) may also access academic counseling at the ASSA.

   c. Student-athletes are made aware of advising services during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook. In addition, sport counselors meet with student-athletes regularly to review services available to them.

   d. A review team of academic personnel outside athletics is appointed by the Provost/VPAA to conduct an evaluation of ASSA at least every four years. The team uses the outline specified by the NCAA and interviews student-athletes, ASSA staff, student academic services staff, academic advisors and faculty from outside the Athletic Department to review the programs.
2. Tutoring:
   a. Tutoring is available in either group or individual sessions for nearly every course offered at the institution.

   Student-athletes requesting tutoring must sign-up during the first two weeks of a semester using forms available in the Academic Enhancement Center front office. While tutoring is voluntary, some student-athletes with academic deficiencies may be directed to tutoring in the academic contract they sign with their ASSA counselor. Tutoring is considered an addition to class attendance and individual study time, so student-athletes are expected to have attempted homework before a tutoring session. Students arriving more than 15 minutes late to a tutoring session are considered a “no-show” and coaches are notified.

   Tutors work in the evenings and by appointment during the day to accommodate schedules of student-athletes. At any given time, there are 65 to 70 tutors working with student-athletes. Tutors may be paid or volunteer and may be students (undergraduates and graduate), faculty, staff and/or community leaders. Those who are paid receive $8 to $25 per hour depending on their experience, the subject matter, and the number of assigned students. Ratios are usually no more than 1 to 5. Student tutors are required to have completed a minimum of 75 credit hours, have a GPA of 3.0 or higher, and have earned an “A” or “B” in the course he/she is tutoring. Most have been referred to the Academic Enhancement Center by OSU faculty.

   All tutors complete a two-day training program during which they review policies regarding academic integrity and receive a copy of the Academic Enhancement Center Tutorial Manual. This manual outlines expectations and responsibilities of the tutoring staff and addresses issues associated with academic integrity. Tutors are prohibited from dating or socializing with student-athletes outside of the Academic Enhancement Center and are expected to demonstrate the highest level of professionalism, integrity and confidentiality.

   The Academic Enhancement Center takes steps to clearly define expectations relative to the responsibility of the tutors to report any observed breaches of the university’s academic integrity policy. Tutors are reminded that they have a responsibility for promoting academic integrity beyond their personal commitment to refrain from providing inappropriate academic assistance.

   Tutors are required to conduct all tutoring in the Academic Enhancement Center during approved times; exceptions require prior approval of the Academic Enhancement Center Coordinator. All tutors are required to submit a session report at the conclusion of each tutoring session; information is shared with sport counselors and coaches. Tutors are encouraged to maintain open communication with the student-athlete(s) they tutor. Academic Enhancement Center policy clearly prohibits tutors and facilitators from making contact with university faculty or instructors.

   Tutors are evaluated throughout the semester based on formal and informal observation, academic progress of student-athletes, and thoroughness and promptness of session reports.

   b. All student-athletes, trainers, managers, members of the spirit squads and former athletes may attend group tutoring sessions.

   c. Required tutoring is offered in private academic counseling sessions. Otherwise, student-athletes are made aware of tutoring services during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student-Athletics), through flyers, personal communication and in the student-athlete handbook.

   d. Tutoring was reviewed thoroughly by the review team comprised of faculty and academic staff from outside the Athletic Department that conducted the latest evaluation of Academic Services for Student-Athletes in 2006.

   e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

3. Academic progress:
a. ASSA Counselors assigned to each team and each student-athlete on that team request grade reports from instructors at week 6 and week 10 of the semester. Generally counselors are NOT allowed to contact instructors. All instructor contact is done by a single individual within ASSA and most frequently by e-mail. For the most part, ASSA does not perform attendance checks although there is an attendance question on the grade check e-mail. Certain coaches DO implement class attendance checks for certain athletes.

b. Grade reports are routinely requested for all student-athletes and at the request of the Senior Assoc. AD for student trainers, managers and spirit squad members.

c. Student-athletes are made aware of importance of academic progress during sessions with their facilitator, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

d. APR rates are reviewed by the Athletic Council which serves in an advisory capacity to the President and has a majority membership of faculty and academic professionals from outside the Athletic Department. In addition, this function is reviewed during the NCAA evaluation done by the team appointed by the Provost/VPAA.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

4. Assistance for special academic needs:

   a. The Academic Enhancement Center employs three full-time learning specialists with expertise in learning disability services/accommodations/preliminary diagnostics as well as educational and psychological testing. Any student-athlete, trainer, manager or spirit squad member who is referred by a coach, a former teacher, family member, or by academic records or who requests help is given a preliminary assessment and referred to a private psychologist in Stillwater for a thorough professional evaluation. If the evaluation shows the existence of a learning disability, the student takes the diagnosis/prescription to the Office of Student Disability Services at OSU where an array of accommodations is made available. The ASSA is also able to provide specific support services.

   b. All student-athletes, trainers and members of the spirit squads are eligible for assessment of potential learning disabilities and access to services through the institution’s Office of Student Disability Services outside the Athletic Department. Incoming student-athletes with a record of a learning disability or considered “at risk” due to alternative admission or transfer probation status undergo routine assessment to determine a need for services related to learning disabilities.

   c. Student-athletes are made aware of services related to learning disabilities during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

   d. A review team of academic personnel outside the Athletic Department is appointed by the Provost/VPAA to conduct an evaluation of ASSA at least every four years. The team uses the outline specified by the NCAA and interviews student-athletes, ASSA staff, student academic services staff, academic advisors and faculty outside the Athletic Department to review the programs.

   e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

5. Assistance for at-risk students:

   a. The ASSA staff is particularly focused on addressing the need of at-risk students through a combination of team-based counselors and individual facilitators. At-risk student-athletes develop academic contracts with their personal advisors that specify goals and the responsibility of the student to attend study sessions, tutoring, classes, and to complete assignments. The contracts also spell out actions necessary to maintain eligibility and to make progress towards earning a degree during that eligibility. In addition, the contracts may specify use of institutional resources such as study skills classes in the Counseling Center, use of the Math Learning Resource Center or the Writing Center in addition to encouraging use of resources available in the ASSA.
b. “At-risk” student-athletes are identified by ASSA staff using test scores and high school GPA’s. In addition, all student-athletes alternatively admitted, admitted in transfer-probation status or re-admitted after academic suspension are assessed through methods such as diagnostic testing for issues that might hamper academic success.

c. Student-athletes are made aware of services related to learning disabilities during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

d. Success rates for at-risk students are reviewed by the Athletic Council which serves in an advisory capacity to the President and has a majority membership of faculty and academic professionals from outside the Athletic Department. In addition, University Academic Services monitors these students and this function of ASSA is reviewed during the NCAA evaluation done by a team appointed by the Provost/VPAA.

e. The Provost/ VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

6. Academic support facilities:

a. The Academic Enhancement Center houses two computer labs with a total of 93 computers and 50 wireless internet-enabled laptops. The wireless network was acquired through a donor gift. Each computer offers Microsoft Office XP applications, the Internet, and OSU network applications, including e-mail and the OSU Edmon Low Library online service. The center features 9 study rooms with technology suitable for group projects or tutoring sessions plus five large classroom facilities for mini-seminars on topics such as note-taking, study skills or career choices. In addition, a Math Center, Writing Center, Literacy Center and Foreign Language center provide focused facilities/software in those specific academic areas. The center is designed with glass walls to enable monitoring of both tutors and students involved in online course work. The center recently acquired a “Smart Board” that allows tutors to work problems on the board and then make a print-out for the student-athlete to study later.

b. All student-athletes including trainers, managers, former athletes and Spirit squad members have access to the facilities. At certain times of the semester, sections of computer labs may be reserved for student-athletes involved in online courses or specific study sessions.

c. Student-athletes are made aware of services related to academic support facilities during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

d. Academic Integrity inside the academic support facilities are monitored on a daily basis by graduate students hired from outside the Athletic Department. In addition, facilities were reviewed during the most recent evaluation of ASSA by an academic team from outside the Athletic Department appointed by the Provost/ VPAA.

e. The Provost/ VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

7. Academic evaluation of prospective student-athletes:

a. The Director or Assistant Director of the ASSA meets prospective student-athletes (and often their parents) during their official or unofficial visit to the institution and advises the student of services provided in the ASSA and/or the institution that might address their particular academic needs based on a preliminary review of their academic credentials. As stated in Item 6 above, every student-athlete's academic credentials are reviewed by their team counselor and those in alternative admission or transfer probation or on academic probation are given high priority.

b. All student-athlete’s, scholarship or walk-on, are assessed automatically and members of manager/training staff and spirit squad members are assessed by request of the Senior Assoc. AD.
c. Student-athletes are made aware of services available to students with special academic needs during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skill course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

d. University Academic Services and the Office of Student Disability Services – both outside the Athletic department – monitor the academic progress of at risk students. The Academic Integrity Committee of Athletic Council monitors academic progress reports for every team on a semester basis, in effect, reviewing the results of academic evaluation. In addition, the academic evaluation function of ASSA was reviewed during the NCAA evaluation done by a team appointed by the Provost/VPAA.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

8. Student-athlete degree selection:

a. The ASSA staff, particularly through a shared staff arrangement with the institution’s Career Services Office works with student-athletes in career aptitude testing to help individuals select majors congruent with their academic strengths and individual interests. The ASSA staff also counsels student-athletes regarding the demands of certain majors in the context of meeting NCAA eligibility guidelines and the requirement to select a major by the 5th semester of enrollment at the institution. However, student-athletes who wish to change their declared major at the institution must receive the approval of academic advisors based in the colleges.

b. All students at the institution including student-athletes are urged to begin working with Career Services as early as their freshman year in order to take advantage of aptitude testing, career counseling, resume development, interviewing, job search strategies, and internships that could affect major selection. The guidelines regarding declaration of a major by beginning of the fifth fulltime term of an academic career are equally applied to all students although student-athletes are also subject to NCAA guidelines.

c. Student-athletes are made aware of degree selection/career development services during recruiting visits, team meetings, content in orientation classes, in the life skills course (SDVE 1113, Orientation to Student Athletics), the ASSA website, personal communications, flyers and the Student-Athlete Handbook as well as by ads in the student newspaper, flyers and sidewalk signs on campus placed by Career Services to alert students to on-campus interview schedules, employer presentations, and OSU Career Fairs, etc.

d. Degree selection support for students-athletes was reviewed thoroughly by the review team that conducted the latest evaluation of ASSA in 2006. The team was comprised of faculty and academic staff from outside the athletic department.

a. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

9. Learning assessments:

a. Academic Services for Student-Athletes is actively involved in learning assessment for incoming student-athletes. Examples include:

- Working closely with the Foreign Language department to have student-athletes who have had a language in high school tested to make sure they are enrolling in the right level of college language course.
- Urging students whose ACT scores indicate a need for remediation to take a COMPASS exam to see if they can “test out” of that pre-college work.
- Strongly advocating CLEP and AP testing by potential student-athletes who have particularly strong high school academic credentials or who have taken AP classes in order to earn AP credit without having to actually take a college course – advancing the student more quickly towards degree completion.

b. All incoming student-athletes are eligible for assessment services at their request, but ASSA automatically conducts assessments on students who enter the alternative admission program, are admitted on transfer probation or are readmitted after academic dismissal.
c. Student-athletes are made aware of academic assessment during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), through flyers, personal communication and in the student-athlete handbook.

d. Success rates for student-athletes are reviewed by the Athletic Council which serves in an advisory capacity to the President and has a majority membership of faculty and academic professionals from outside the Athletic Department. In addition, University Academic Services monitors these students and this function of ASSA is reviewed during the NCAA evaluation done by a team appointed by the Provost/VPAA.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so they were prepared to ask questions.

10. Success skills:

a. Study skills are emphasized and addressed through a multi-pronged approach in the ASSA. Activities may include short term (i.e. three week) seminars held by ASSA, special presentations featuring staff from the Division of Student Affairs, discussions at team meetings, college-based orientation classes, participation in the life skills course (SDVE 1113, Orientation to Student Athletics) or on an individual basis through sessions with each student-athlete’s facilitator with whom an academic contract (including study allocations) is negotiated. The facilitator is a paid staff member who helps the student-athlete develop a study plan and discusses how to access academic resources and how and when to contact the sport counselor in the ASSA. Each student-athlete’s action steps under the academic contract are tracked in the ASSA’s new SAMS software.

The CHAMPS Life Skills program is a national program that is offered through the SDVE 1113 course; however, the SDVE 1113 class covers many other topics besides those listed in CHAMPS Life Skills. The course is designed to provide an orientation to Oklahoma State University and includes topics such as study skills, building positive relationships, career exploration, drug and alcohol awareness, and time management.

b. All student-athletes including managers, trainers and spirit squad members are eligible for study skills/life skills activities through the ASSA. However, after reviewing academic credentials, student-athletes designated “at-risk” and all freshmen and first semester transfer student-athletes are assigned to study-skills activities. Not surprisingly, a large number of academically elite student-athletes request study skills assistance.

Academic success by student-athletes is celebrated at the annual Athletic Academic Banquet where national and conference academic accomplishments are recognized in addition to those who have won institutional academic honors or who are completing degree requirements.

Some of OSU’s most recent academic accomplishments by student-athletes include:

- Darnell Smith (football): Arthur Ashe, Jr. Sports Scholar, John McClendon Minority Post-graduate Scholarship, National Football Foundation Honor Society, Big 12 Post-graduate Scholarship (2007),
- McKenzie Price (women’s tennis): NCAA Ethnic Minority Post-graduate Scholarship (2008),
- Ryan Vail (men’s track): ESPN/Co-SIDA Academic All-American 1st team, Les Martin Endowed Post-graduate Scholarship (2008),
- Danielle Green (women’s basketball): ESPN/Co-SIDA Academic All-American 1st team, ESPN, Verizon, GTE Academic All-American, Arthur Ashe Jr. Sports Award first team (2008),
- Lauren Simmons (women’s tennis): Big 12 Post-graduate Scholarship (2007),
- Nicole Grimaldi (soccer): ESPN/Verizon Academic All-District, 1st team, ESPN/Co-SIDA Academic All-American, 2nd team, Prentice Gautt Big 12 Post-graduate Scholarship, NCAA Post-graduate Scholarship (2008),
- Mike Breshears (men’s track): ESPN/Co-SIDA Academic All-American (2007),
• Moira Steyn (women’s track): ESPN/Verizon Academic All-American (2007)

• Zack Robinson (men’s golf): ESPN Academic All-American of the Year (2006)

• Yolanda Odenyo (soccer): NSCAA Women’s Scholar All-America Team (2006)

• Lauren Colwell (soccer): Big 12 Post-graduate Scholarship (2006)

Other Recent Highlights

• Wrestling now leads all Division 1 schools with 24 all-time Academic All-Americans (2008)

• In 2007, soccer, equestrian and women’s tennis each won their respective coaches’ association national academic award.

• OSU had 17 recipients for the 2006 Arthur Ashe, Jr. Sports Scholar Award, leading the nation.

• OSU had a record-breaking 24 student-athletes earn Academic All-American/Scholar Athlete status in 2006.

All-Big 12 Academic Award Record since 2000

Since 2001, the institution has seen 721 student-athletes selected for All Big 12 Academic Awards—369 male student-athletes and 352 females— for an average of more than 90 awards per year. In addition, individual teams have led the conference in All Big 12 Academic selections.

In 2004, softball with 6 selections tied for first in the conference, men’s tennis led the conference with 5 and wrestling with 6 was second.

In 2005, women’s cross country led the conference with 9 selections, softball tied for second with 7, wrestling led the conference with 7, men’s golf with 3, men’s cross country with 8 and men’s basketball with 4 tied for second in their sports.

In 2006, 101 selections set a school record! women’s cross country with 11 and soccer with 12 led the conference, softball tied for second with 8 and women’s track tied for 3rd with 12. Wrestling was first with 4 selections. Men’s golf tied for first with 4. Men’s cross country was second with 9, men’s tennis with 4 tied for second, men’s track with 12 tied for 3rd and football with an OSU record of 8 first team selections was fourth in the conference.

In 2007, 113 selections set a new OSU record! Soccer led the Big 12 with 13 selections, and women’s cross country with 9 and softball with 6 tied for first. Women’s basketball with 5, men’s golf with 4 and women’s track with a team record of 20 all tied for second in their respective sports. Baseball led the Big 12 with 9 and wrestling tied for first with 4. Men’s golf was second in the conference with 5 selections and men’s track was third with a team record 15 selections.

In 2008, wrestling led the conference with 9 selections and men’s cross country was second with 7.

c. Student-athletes are made aware of both study-skill and life-skill enhancement opportunities during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics), particularly designed to address the management of athletic and academic responsibilities, through flyers, personal communication and in the student-athlete handbook

d. Academic success rates for all student-athletes—an indicator of study skills -- are reviewed through the APR data by the Athletic Council which serves in an advisory capacity to the President and has a majority membership of faculty and academic professionals from outside the Athletic Department. In addition, University Academic Services monitors alternatively-admitted students and this function of ASSA is reviewed during the NCAA evaluation done by a team appointed by the Provost/VPAA.
e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so that they were prepared to ask questions.

11. Study hall availability

a. The ASSA no longer hosts large group study halls. Instead, each student-athlete develops an individualized study plan with his/her facilitator and sport counselor that may specify attendance at a group tutoring session, a private tutor, time in a subject specific lab facility such as the ASSA writing lab or in an institution-wide facility such as the Math Learning Resource Center in addition to individual study hours. Again, student-athletes may be directed to check out a laptop or to work on a group project in one of the ASSA’s small study rooms. In fall, 2008, ASSA purchased SAMS software that tracks each aspect of each student-athlete’s contract which allows specific review of what’s contributing to the success or lack-thereof of each individual.

b. All at-risk student-athletes complete academic contracts that specify particular study expectations and the use of academic resources that can contribute to meeting academic goals.

c. Student-athletes are made aware of study hall opportunities during recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in the life skills course (SDVE 1113, Orientation to Student Athletics) particularly designed to address the management of athletic and academic responsibilities, through flyers, personal communication and in the student-athlete handbook.

d. Study hall practices were reviewed thoroughly by the review team that conducted the latest evaluation of ASSA in 2006. The team was comprised of faculty and academic staff from outside the athletic department.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so that they were prepared to ask questions.

12. First year/transfer orientation:

a. Student-athletes are required to attend the Athletic Department orientation for all new student-athletes. In addition, each team has a meeting with required attendance where student-athletes are given the Student-Athlete Handbook including a planner with a copy of NCAA rules. International student-athletes also attend an orientation developed by the Office of International Students and Scholars concerning additional services and requirements for students who are not US citizens.

Each fall and spring, a 3-hour Life Skills course based on the NCAA CHAMPS outline (SDVE 1113, Orientation to Student Athletics) is offered by ASSA to all incoming freshmen. The course is designed to provide an orientation to Oklahoma State University and includes topics such as study skills, building positive relationships, career exploration, drug and alcohol awareness, and time management.

Most student-athletes also attend an orientation class required by academic colleges as part of degree requirements. Some attend “Camp Cowboy” a three-day orientation “camp” for freshmen sponsored by the Division of Student Affairs as part of pre-enrollment in the summer. Those not involved in football may also attend “ALPHA” a two and a half day orientation held the weekend before classes begin – also developed by the Division of Student Affairs that contains modules on academic success, drug use, diversity and campus life in addition to orientation to other resources from recreation facilities to police assistance across campus.

b. An array of orientation activities are made available to students across the institution. Student-athletes are made aware of the course-credit implications and the benefits of attendance in each sort of orientation and some commit to specific orientation activities as part of their academic contract with their facilitator.

c. Student-athletes are made aware of orientation opportunities during recruiting visits, during enrollment in the academic colleges, on the ASSA website, at coaches meetings, through flyers, personal communication and in the student-athlete handbook.

d. Degree requirements concerning orientation are monitored in the colleges and by the Registrar’s Office outside the Athletic Department. In addition, orientation activities were reviewed by the team that conducted the latest evaluation of Academic Services for Student-Athletes in 2006. The team was comprised of faculty and academic staff from outside the Athletic Department.
13. Mentoring:

a. The ASSA converted a volunteer faculty mentoring program to a formal paid facilitators program in 2001, although a cadre of faculty and emeriti volunteers still assist ASSA. Each athletic team is assigned an ASSA counselor who is also responsible for matching student-athletes with a facilitator. The facilitator meets with the student-athlete as frequently as necessary (but at least once a week) to achieve the goals set by the student in an individualized academic contract. The facilitators are now required to enter progress/action steps into the ASSA SAMS software for academic progress tracking.

The facilitators are held to very specific standards as outlined in the Facilitator Handbook which is available online and will be available to the review team. Facilitators are evaluated on standards of:
- Professionalism
- Session requirements
- Feedback
- Ethics

Since all sessions must take place in the ASSA, facilitator interaction is observed by ASSA professional staff and facilitators receive regular reviews.

b. Student-athletes deemed “at risk” academically (i.e. alternative admits, transfer probation admits and other student-athletes on academic probation) are automatically assigned facilitators. Other student-athletes, including trainers, managers and spirit squad members may request facilitators.

c. Student-athletes are informed of the facilitators program at recruiting visits, on the ASSA website, at coaches meetings, in student orientation, in life skills course (SDVE 1113 Orientation to Student Athletics) particularly designed to address the management of athletic and academic responsibilities, through flyers, personal communication and in the student-athlete handbook.

d. Success rates for at-risk students (an indicator of the effectiveness of facilitators) are reviewed by the Athletic Council which serves in an advisory capacity to the President and has a majority membership of faculty and academic professionals from outside the Athletic Department. In addition, University Academic Services monitors these students and this function of ASSA is covered in the NCAA evaluation done by a team appointed by the Provost/VPAA.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so that were prepared to ask questions.

14. Post eligibility programs:

a. All former athletes, particularly those who left in good academic standing but without remaining eligibility are tracked and contacted regularly in an attempt to enable them to complete a degree program. Scholarships and assistantships are used to provide financial support to these former athletes. The table below shows the recent record of 59 graduates from this effort. A few of these are now in graduate school.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>29</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>7</td>
</tr>
<tr>
<td>Football</td>
<td>23</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>1</td>
</tr>
<tr>
<td>Wrestling</td>
<td>5</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>1</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
</tr>
<tr>
<td>Women’s Track</td>
<td>2</td>
</tr>
</tbody>
</table>

b. All former student-athletes who have exhausted eligibility are candidates for this program.

c. Student-athletes who have exhausted eligibility and former student-athletes who are post eligibility are personally contacted by the ASSA and urged to take advantage of the new scholarship and other programs designed to
support degree completion, in addition, there is information on the Athletic Department website and in information mailed to O-Club members (former athletes)

d. Post eligibility programs were reviewed by the team that conducted the latest evaluation of Academic Services for Student-Athletes in 2006. The team was comprised of faculty and academic staff from outside the Athletic Department. In addition, the Big 12 Compliance Review, also conducted every four years, reviews this function in conjunction with the APR Improvement Plan for baseball in place at the institution since 2006. And the Athletic Council reviews APR figures and the Improvement plans designed to address deficiencies – including post-eligibility plans designed to address an APR deficiency in baseball.

e. The Provost/VPAA officially received the report from the Evaluation Team. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so that were prepared to ask questions.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of your most recent academic support services evaluation.]

    See attached

8. Identify the academic authorities outside the athletics department responsible for conducting the institution’s academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution’s most recent academic support services evaluation.

    The Evaluation Team, convened and appointed by the Provost/VPAA, included representatives of instructional and advisement professionals from academic units throughout the institution with no connection to the Athletic Department:

    Dr. A.J. Johannes, Professor of Chemical Engineering, Chair and former Athletic Council member
    Mr. Chris Campbell, Academic Counselor in University Academic Services
    Dr. Linda Martin, Associate Dean, College of Agriculture and Natural Resources (has left the institution)
    Dr. Craig Robison, Director of Student Academic Services, Spears College of Business (recently retired)
    Mr. Arthur Webb, Senior Academic Counselor, College of Arts and Sciences

    The Associate Vice President for Academic Affairs served as a facilitator to the Evaluation Team. Team members were selected to reflect a broad range of academic disciplines, four of the seven academic colleges and academic roles from instruction to advising across the institution.

    The most recent evaluation took place in 2006.

    Note: While not as comprehensive as the formal evaluation under NCAA guidelines, the Athletic Council which serves in an advisory capacity to the President and the Athletic Committee of the Faculty Council provide oversight to certain aspects of the Academic Services for Student-Athletes on an annual basis.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority’s involvement in the academic support services evaluation.

    The institution did not use an outside individual or entity in evaluation of academic support services; however, as part of the Big 12 Compliance review which takes place every four years, an evaluation of many parts of Academic Services for Student-Athletes did occur. Robert Smurt of “The Compliance Group”, was hired by the Big 12 conference to conduct the most recent compliance review in 2007 as required by the NCAA.
10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved in this review.

The report from the most recent evaluation was delivered to the Associate VP for Academic Affairs who reviewed the recommendations and is serving as chair of the Academic Integrity Committee of the current self-study. That committee reviewed the report in order to respond to questions related to Operating Principle 2.2 of the self-study.

The report recommended four modifications to the Tutorial Manual and one modification to the Student-Athlete Handbook:

a. The addition of the institutional academic integrity policy as an addendum
b. The enhancement of written materials defining the responsibility of tutors to report violations of academic integrity in addition to plagiarism.
c. The addition of the Supplemental Tutorial Agreement to the sample contracts and agreements section of the manual.
d. The additions of statements on academic integrity and examples of behaviors which violate the fundamentals of academic integrity to the Student-Athlete Handbook.

All four recommendations have been incorporated. The report is attached in Question 7 above and will be available to the review team.

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Please provide:

a. The plan or actions implemented; and
b. The date(s) of actions taken or specific timetable for completion of the plan(s).

  a. The Evaluation Team recommended additions to the Tutorial Manual and Student-Athlete Handbook related to statements on academic integrity. All four actions recommended by the review team regarding additions to the Tutorial Manual were enacted. Additional statements regarding academic integrity and behaviors that violate the fundamentals of academic integrity were added to the Student-Athlete Handbook.

  The report was delivered to the Provost/VPAA. The Director of ASSA and a representative of the Evaluation Team presented the report to Athletic Council on September 18, 2008. The report was distributed to the Council in advance so that they were prepared to ask questions.

  In addition, issues identified in interviews with staff from the Registrar and Academic Student Services directors and staff were addressed as follows:

  *Last minute additions to rosters requiring huge effort at eligibility certification:* This is actually a compliance issue as roster information comes from that office, not ASSA. However, illnesses, injuries, discipline and academic issues cannot be “scheduled” so some last minute changes continue to occur.

  *Last minute major declarations requiring a rush in the Registrar’s Office:* Due to a new, proactive relationship with staff in the Registrar’s Office and newer software, ASSA is being notified by the Registrar when deadlines are approaching so the two staffs can work together with student-athletes in advance of deadlines.

  *Class schedule changes without notice to Academic Advisors:* Advisors want to be notified of schedule changes within 2 days. This is no longer an issue because changes in the Student Information System (SIS) now give advisors the ability to view who has made changes on screen 139 of SIS as soon as the changes are made.

  *ASSA counselors using student-athlete Personal Information Numbers (PIN’s) so students claim schedule changes were made without their knowledge:* Due to changes in SIS, ASSA counselors have computer access without using student PINS. The system now tracks who made any changes for accountability. In addition, the “counselors” in ASSA no longer use the title “advisor” so students don’t get confused between their academic “advisor” and their sport counselor.
Presentations by ASSA to Directors of Student Academic Services to improve communications, need for an annual workshop: An annual workshop is sponsored through Academic Affairs. All advisors are invited to attend.

b. The recommended additions were made to the Tutorial Manual and to the Student-Athlete Handbook in fall 2008 and continue to date

12. List all APR Improvement Plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. Please provide:

a. The original plan;
b. The action(s) taken by the institution;
c. The date(s) of the action(s); and
d. An explanation for any partial or non-completion of such required actions.

Football-06
a. In 2006-2007, an APR Improvement Plans was developed for football
b. The institution planned to change the language in Financial Aid agreement forms and develop a program to assist these student-athletes in completing degree requirements while allowing them to pursue professional athletics as a profession with a goal of reducing "0 for 2's" by 50%
c. The 2006-2007 plan for football was enacted Nov 2, 2007
d. The plan was completed in the 2006-2007 academic year.

Note: In 2007, the APR of women’s basketball fell to 914, which is below the NCAA level of 925, penalizing the institution with the loss of a scholarship. (Factors that contributed to the low APR included the departure of an athlete who was academically ineligible but had remaining athletic eligibility and a coaching change that caused a roster turnover of all but two athletes.) Because the APR was not below 900, the institution was not required to submit an improvement plan to the NCAA but is monitoring the situation very closely.

13. If the institution has developed a plan for improvement(s) for Operating Principle 2.2, describe the institution’s efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plans for improvement for Operating Principle 2.2 have been developed other than the APR plans for improvement noted in Question 12 of 2.2.