The Undergraduate Advising Office is primarily responsible for advising probationary and deficient students; however, we also advise undecided arts and science students, non-degree and community-access students.

Students on academic deficiency may be denied readmission by their department. Denied students may apply for readmission to the Undergraduate Advising Office on a temporary basis as an undecided student. The Undergraduate Advising Office has two dedicated full-time advisors to assist students in turning around their academic status. We offer resources, guidance and best practices for success. The goal is to increase students’ GPAs so they may apply for readmission to their department and graduate.

Welcome to the Undergraduate Advising Office

I am Tyrone Davidson, the director of the UAO. I became the director in January 2012, but served in this office as an academic advisor for two and a half years before that. It has been a wonderful experience.

I enjoy interacting with the magnitude of people, ranging from freshman students to graduating seniors, graduate students, faculty, staff, parents, guardians and siblings. No single situation or person has been the same. With every conversation I have, my goal remains the same – to assist whoever it is until he or she is completely satisfied and the problem is resolved.

Tyrone Davidson
UAO Director

Dana Rapiere
Academic Advisor

Beth Welter
Administrative Assistant

106 Campus Support Facility | 573.341.4738 | Advising.MST.EDU
ON-TRACK

On-Track is a program developed by students, for students. The program is facilitated by our Peer Mentors. Participants learn to form connections that will help them study more effectively. The program is geared toward probationary and deficient students and is designed to motivate students through group activities, networking, study sessions and seminars. Seminar topics addressed are:

- Time Management
- Learning Styles
- Mid-term Recovery
- Personality Types
- Collaboration in the Classroom
- Final Exam Preparation

Students who fully participate and complete the program will see an average increase of .5 in their semester GPA. And, 25 percent of participants increase their GPA by more than one whole point.

WHEN IS A STUDENT REFERRED TO ENROLL IN ON-TRACK

The department chair or department advisor is encouraged to recommend students who have been at risk for one or more semesters. Students are at risk when their term or cumulative GPA falls below a 2.0.

ON-TRACK PEER MENTORS

In fall 2014 we had nine Peer Mentors representing nine different majors. The mentees are required to meet with their mentor one-on-one and as a group multiple times during the semester. Peer Mentors provide accountability and empower students to discover their strengths. They inform mentees of the various resources available on campus and encourage the use of them.

PEER MENTORS VS TUTORS

Mentors focus on building relationships and skills. Tutors focus on specific assignments or subjects. Mentors provide support. Tutors provide information. Mentors affect overall success. Tutors affect performance in a course.

WHAT PARTICIPANTS HAVE LEARNED

“Scheduling study time, being aware of resources on campus and interacting with my professors”

“Starting work early and getting it done on time”

“Time management from early week, homework, and studying before and after class”

JESSICA FARRIS
PEER MENTOR

PARTICIPANT BECOMES A PEER MENTOR

I self-enrolled in On-Track during the second semester of my freshman year after a brutal first semester. I thought that I could come into college and study like I did in high school. Little did I know, college and high school are not the same. I thought I had good time management and study habits. Why should I change? After two more semesters of thinking that I was right and losing my scholarships, I finally realized that if I didn’t change what I was doing, I would put everything I worked for in jeopardy.

“The On-Track program and my On-Track mentor taught me how to be a successful student. Now I really enjoy being able to pass what I learned in the program on to other students.”

At the beginning of my junior year, I did a complete overhaul of how I went about school and how I organized myself, using the tools from On-Track. That semester was my best semester at this school up to that point, and every semester since then I have tweaked my new-found study habits and my GPA has only increased. This past semester, Fall 2014, I am proud to say that I am finally on track to get my scholarships back.

I decided to become an On-Track mentor because I know what it’s like to struggle, and I can put myself in their shoes. Being in Air Force ROTC, it also helps me mentor our underclassmen so that they don’t make the same mistakes that I did.

JESSICA FARRIS
PEER MENTOR