

**EXCEL
CENTER FOR ACADEMIC SUCCESS
ANNUAL REPORT
July 30, 2005**

Cheryl Rice, Director

DeLandra Hunter, Associate Director & Coordinator of MAP

Ashley Lewis, Assistant Director for Tutoring and Mentoring

John Olle, Academic Advisor

Katrina Mobley, Staff Assistant

Arlene Pace, Senior Secretary

Vacant, Associate Director for Academic Advisement

Vacant, Academic Advisor

I. Departmental Mission and Achievements

Overview

The Mission of EXCEL, Center for Academic Success, is to provide academic and social support services to all students at the University of West Georgia. To achieve this purpose we offer programs in Academic Advising, Major/Career Exploration, Tutoring in all Core Curriculum courses, Study Skills Training, Peer Mentoring, Multicultural Achievement programming, Academic Service Learning, First Year Student Advocacy, Student Leadership Development, At-Risk and Probation Student Advisement. Much of our focus is in helping the first year student (and parent) make a successful transition to college.

A departmental slogan, personalized for each EXCEL staff member, is “to treat each student, as if he or she were our own.” For our younger staff members and student workers this would mean viewing each student who comes to EXCEL as if he or she were a brother or sister. For the older staff members it means imagining our children in the same situation, needing some guidance. Treating students as if they were a part of this extended “family” does not mean that students are not held responsible for their own success or failure at UWG, but rather we assist in their academic development as needed so that they are able to develop into fully achieving college students, finally independent of our services. This mission works in harmony with the mission of the larger university, “The University aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.”

Our services clearly fit within the Visionary and Bread & Butter Goals of the university of “providing student services which increase opportunities for academic success and personal development and enhance the climate of campus life” and “affirmation of the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff.”

Each individual of EXCEL's staff is prepared to be an important component in the following university goals (listed in a numerical order that is pertinent only for this document):

1. Be a leader within the University System of Georgia in providing educational excellence in a personal environment.
2. Create for students from various backgrounds every possible avenue to intellectual achievement, personal development, and leadership potential without compromising academic excellence.
3. Be recognized for excellence in teaching and learning, research, and public service in undergraduate, graduate, and continuing education.
4. Create outstanding educational experiences, national and regional recognition of selected programs, faculty who excel in their disciplines, superior staff support, and an increasingly capable student body.
5. Provide educational opportunities for a wide range of academically-prepared students that include a strong academic knowledge base for the development of leadership skills and life long learning.
6. Develop both ethical principles and intellectual flexibility for the future, and will celebrate and energize the human spirit through respecting and supporting individual differences in learning styles, identities, and personal/professional goals.
7. Develop pro-active partnerships with public and private schools and other educational institutions, business, industry, government, and cultural and social organizations in order to analyze, synthesize, evaluate, predict, and respond to changing state and regional needs, to support Georgia's educational, economic, and cultural development, and to ensure graduates' readiness for the present and future.
8. Be a unified, clearly focused University with each part contributing to and understanding how every other part contributes to the mission of the University and to the larger society.

II. EXCEL Center Goals & Activities Which Accomplish These Goals

STUDENT ACADEMIC ADVISEMENT & CAREER/MAJOR EXPLORATION PROGRAMS (Goals 1, 2, 4, 6)

Advisement of Undeclared Students:

- **Communications with Undeclared Students Concerning Advisement**
Two weeks prior to beginning of Advance Registration, communications with Undeclared Students included a post card mailed to every undeclared student. Posters and fliers are also distributed across campus.
- **Academic Advisement Numbers**
 - 1487 advisement contacts during advanced advisement periods
 - 1321 additional advisement contacts by individual staff members via email, phone, appointments, walk-ins, etc.
 - 204 Pre-major workshop attendees
 - 1532 pre made schedules for new student orientations
 - Total 4544 advising contacts with students
- **Advance Advisement/Registration Period**
At least one faculty member from each of the Arts and Sciences departments and a number of student services staff members, volunteer 10 hours each in the approximately three week advance registration period to assist with academic advisement. We attempted holistic advisement of students as much as possible, i.e., seeking to discover students at-risk and/or students needing to be referred to other EXCEL Center programs or other departments, etc.
- **Athletic Advisement** of Undeclared Students was conducted during the week prior to regular Advance Advisement each semester.
- **EXCEL Center professional staff** were available to students for advising sessions during other times of the semester as well as during the Advance Registration periods.
- **Pre-Made Schedules** for all undeclared and Arts and Sciences majors who were entering freshmen totally over 1000 schedules.
- **Registration holds** were placed on all undeclared first year students to ensure that they receive one-on-one advisement with either a faculty member or an EXCEL Center professional staff member.

- *Ask an Advisor* email FAQ's on EXCEL Center's web page maintained. This service is open to the public to ask questions about academic advisement and gets about four questions a week

Career/Major Exploration:

- Initial Interviews were conducted, **Discover** Software Program used, second interview included discussion of results with use of addition instrument or referral to academic department or professional when needed (an average of 7.5 students per month).
- **Notebook of Degree Programs by College** was maintained to provide a comprehensive manual of curriculum requirements for each academic major. This notebook has been distributed to other colleges as a reference tool.
- A **library** of career information books & files on all UWG academic departments' courses of study were kept updated and made available to students as needed.
- **Referrals** were made to academic departments &/or professionals in the field.
- In March, because of a professional staff vacancy we were unable to sponsor and coordinate the fifth annual "**Festival of Majors**," which we presume will be resumed in 2006.
- **Advisement of First Year Students on Academic Probation and Suspension Communications** began at the end of each term, when grades were released. During the fall term, the EXCEL Center contacted all first year students on probation or suspension by two rounds of letters asking them to attend a one-on-one meeting with one of the EXCEL Center staff and attend five out of fourteen success seminars offered weekly. During the fall and spring semesters, 325 probation students were seen by one of our professional staff. Those who didn't respond were given a phone call asking them to set up a meeting.

For those who neglected to respond to first and second contacts, another letter was sent to remind them of an **advisement hold** placed on their registration. During the advance advisement period, group sessions were conducted with these students.

Referrals were made for students on probation/suspension to professors, tutors, student development, and other support departments on campus, in addition to continuing contact with the EXCEL Center.

Orientation Academic Advisement

- **Created** pre-made schedules for over 1500 students.
- **Coordinated** academic advisement aspects of UWG new student orientations with academic colleges.
- **Conducted Undeclared Dean's Meeting @** orientations.
- **Advised** incoming undeclared students.
- **Oversaw registration** of undeclared students on Banweb and assisted at general trouble shooting sessions.

PEER MENTORING and LEADERSHIP TRAINING PROGRAMS (Goals 1, 2, 3, 4, 5, 6, 7, 8)

- **HOPE Scholar, EXCEL Center & MAP Peer Mentoring.** The EXCEL Center offered a sixth year of peer mentoring to HOPE Scholars and other students. The MAP Peer Mentoring Program has been active over fourteen years and continued to be very effective.
- **Training of Peer Leaders.** Training of peer leaders was conducted as a weekend session at the beginning of fall term as part of the "What Do You Really Know About Leadership" course.
- **XIDS 20002.** This leadership course was offered to peer leaders in workshop chemistry, EXCEL Center tutors and mentors, and Summer Orientation Leaders.

ACADEMIC SUPPORT SERVICES (Goals 1, 2, 3, 4, 5, 6, 8)

- **Tutoring.** The EXCEL Center's tutoring program had its International certification renewed for a second year at the highest of three levels of the CRLA National Tutor Certification Program. The EXCEL Center offered tutoring to students in all core curriculum courses. We employed an average of 12 student tutors. Our tutors consistently receive excellent to good evaluations of their services. Evaluations of tutors are kept on file in the department office.

- **College Success Seminars.** Each week during Fall semester and biweekly during Spring, basis study skills training was offered to the students in time management, test taking skills, memory enhancement techniques, dealing with stress, computer basics, note taking, reading skills, etc. Faculty and professional staff from a myriad of offices conducted the seminars. A number of faculty offered extra credit to their first year students for attendance and attendance was required for all first year students on probation.
- **Computer Lab.** A monthly average of 341 students used our computer lab for email, typing training, writing papers, etc. This aspect of our program had the valuable latent function of giving our staff some one-on-one time with students that was informal, affording us insight into the day-to-day life of the students we may not have had access to, otherwise.
- **Ask Andy** email FAQ's on EXCEL Center's web page maintained. This service is open to the public to ask questions about UWG and University life in general and gets about ten questions a week.

RETENTION OF AT RISK STUDENTS (Goals 1, 2, 4, 5, 6)

- **Students At-Risk Programs.** The EXCEL Center contacts all first year students on probation and suspension, 240 at the end of Fall 2004 & 419 at the end of Spring 2005. At both times, they were told that holds were placed on their registration until they have an interview with one of our staff or attended a set number of success seminars. Follow up meetings, referrals, tutoring appointments, etc. were set up. The EXCEL Center worked in conjunction with the faculty of the **Learning Communities** to assist any Learning Community students who were at-risk.

COLLABORATION WITH OTHER DEPARTMENTS (Goal 8)

- Prepare and maintain current **Core Curriculum Guide** for all incoming students and academic departments.
- **FYRST.** In conjunction with Residence Life and Student Development, the EXCEL Center continued its support of the First Year Students Succeeding Together program (FYRST).
- **Co-Sponsored Programs.** The EXCEL Center financially supported the English Department's Guest Author program. It also supported the Chemistry Department's Peer Led Team Learning program.

- **Faculty Advisors in the EXCEL Center.**
Between 32-25 faculty from Arts and Sciences volunteered to advise in the EXCEL Center. Each faculty advisors volunteered 8 - 10 hours per term to advise undeclared students in the EXCEL Center.
- **Core Curriculum Advising Training for Faculty.** This was the *sixth year* we've offered a campus wide faculty seminar for advising from the core curriculum. We plan to conduct a session each semester.
- **Partnership with the Faculty Center for Teaching and Learning.**
Seventh year of partnership with the faculty's Center for Teaching and Learning, providing program on academic advising and the Core Curriculum.
- **Faculty Resource Packet.** Created and distributed the Faculty Campus Resource Packet to assist faculty members with information about services for students on campus. Packets were distributed at new faculty orientation during presentation by director.
- **Learning Community Coordination.** Assisted Dean of Arts and Science's office with recruitment of learning community students at orientations during the summer and fall. Registered and maintained registration records for the Learning Community.
- **Learning Support and Testing.** We continued an amiable collaboration with Learning Support as they assisted us during advising times that were hectic for us. We reciprocated when they occasionally needed assistance.
- **Student Development.** EXCEL Center and SD worked closely together on study skills seminars, career exploration, and referrals for counseling.
- Team-taught **XIDS 2002** with Department of Chemistry faculty and Student Activities staff member.
- Assisted **Departments of Mass Communications, Nursing, Psychology, and Sociology/Criminology** with their pre-major academic advising programs.

MULTICULTURAL ACHIEVEMENT PROGRAM

- MAP has remained highly successful with the **Peer Mentor** program. With 262 student participants, this program remained one of the best peer mentoring programs at UWG and is well known statewide & nationally.
- The MAP coordinator contacted all first year minority students who were on **Probation or Suspension** and scheduled a one-on-one meeting. At the meeting the student was referred for peer tutoring, counseling or some other form of support.
- The Twentieth Annual Minority Achievement Program **Academic Awards Ceremony** was held in April.

III. Statement of Outcomes, Process to Assess These Outcomes, and Assessment Results

Division of Student Services Assessment Chart

Department: EXCEL Center

Assessment	Purpose	Method/Subjects	How often	Most recent use/Response	How results are used
Advisee Satisfaction	To determine students' satisfaction with academic advisement at the EXCEL Center	Survey distributed to all student advisees	At the time of each advisement and academic schedule selection (Once per semester)	Ongoing, each semester/ Spring 2005 *See Assessment Appendices	1). Individual academic advisors will receive feedback and make necessary corrections on how perceived. 2). Director and Staff will make any necessary enhancements to general academic advising program.
Tutoree Satisfaction	To determine student satisfaction with peer tutoring program	Accutrack, a scheduling software program, records student's evaluations and comments	Every first and 3 rd visit. Accutrack offers the tutoree an opportunity to evaluate the tutor	Ongoing, each semester/ Summer 2005 *See Assessment Appendices	1). To evaluate work of the individual tutor and to allow adjustment based on feedback. 2). To correct and enhance components of the tutoring program.
GPA's of Tutorees	To determine if EXCEL Center tutorees improve in their academic performance	If 1 st year student, compare GPA with students of comparable abilities. If 2 nd semester and above, compare to prior semester (Banner report)	Once a semester	Ongoing, each semester/ Spring 2005 *See Assessment Appendices	Director and Staff determine if services need changing or enhancing.
GPA's of MAP participants	To determine if MAP participation improves academic performance	If 1 st year student, compare GPA with students of comparable abilities. If 2 nd semester and above, compare to prior semester (Banner report)	Annually	Spring 2005/ 262	Coordinator determines if the program needs changing or enhancing.
EXCEL Center Utilization Reports	To count the number of students using various services	Computer and hard copy sign-in documentation and Staff calendar and contact sheet records	Each Semester	Summer 2005 *See Assessment Appendices	Director and Staff determine if the program needs changing or enhancing.
Retention rate of students who participated in EXCEL and MAP programs	To determine if EXCEL Center and MAP participation improves student retention rates	Banner report- Verify if students are registered for subsequent semester	Each Semester	Summer 2005 *See Assessment Appendices	Director and Staff determine if the program needs changing or enhancing.
College Success Seminar Attendee satisfaction survey	To determine students' satisfaction with seminars	Survey distributed at each seminar	Annually	Spring 2005 *See Assessment Appendices	Director and Staff determine need to change seminar content and/or programming.

IV. GENERAL STATEMENT OF DEPARTMENT CONDITIONS

The EXCEL Center is a thriving department, with the number of students who have used the Center's programs up nearly double (192%) over last year. We have been in existence nine years, growing from a professional staff this year of four to six. Because of increase in professional staff we feel that we can now serve the 1400 undeclared students and the other first year students more effectively, hopefully strengthening our attempts to meet the university goal of "educational excellence in a personal environment," and our departmental goal of "treating students as if they were our own."

We are extremely pleased that we have been given by the VP of Student Services and VP of Academic Affairs the opportunity to increase our academic advisors positions by two advisors. These positions were filled during the summer of 2005. These advisors are allowing us to assign student advisees to each advisor so that students will be able to have regularity in the advisor they meet with when they come to the EXCEL Center. The advisors will have a load of 300 – 400 students with whom they can customize and personalize their academic advisement communications.

V. Departmental Achievements

***Please note that our accounting did not include phone contacts or visits of the numerous students who did not sign in when they used our services.**

Student Use Numbers By Program Categories August 2004- July 2005

PROGRAM	CONTACT #s	INDIVIDUAL STUDENTS
Academic Advisement	4544	2927
Computer Lab Use	4101	Not Known
Discover Major/Career	89	72
Mentoring	796	796
Orientation Advisement	1156	(in Academic Advisement)
Probation	855	325
Success Seminars Attendance	1023	291

Tutoring Appointments	2458	619
Co-Sponsored Programs	169	No data
EXCEL-MAP Programs, other	1312	No data
Total	16,503	5,030

VI. Staff Productivity

Cheryl Rice, Director:

Awards

First Year Student Advocate Award presented at the Annual First Year Experience and Students in Transition Conference, Phoenix, February 2005.

Presentations

“We Love our Faculty Advisors: Recruiting and Training Volunteer Advisors,” with Linda Wagner, Regional NACADA Conference, Oxford MS. March 2004.

Professional Conferences/Workshops

Theories of College Student Development On-Line Course, August 2004

Managers and Supervisors Conference, Atlanta, GA, August 2004

National Conference on Student Retention, New Orleans, July 2004

Carroll County Chamber of Commerce Leadership Academy, March – May 2004

Georgia Tutoring Association Annual Meeting, Macon, GA, February 2004

Membership in Professional Organizations

Member, College Reading and Learning Association, 2003 – Present

Member, National College Learning Center Association, 2001 - Present

Member, National Academic Advising Association, 1997 – Present

Member, Georgia College Personnel Association, 2002 – Present

Member, Georgia Tutoring Association, 2003 - Present

University Committees

Grade Appeal Committee 2003- Present

Enrollment Management Committee 2001 - Present

Co-Chair, Academic Advisement Enrollment Management Sub-Committee, 2005 – Present

First Year Experience Enrollment Management Sub-Committee, 2005 – Present

Retention, Transfer and Continuing Student Services Enrollment Management Sub-Committee, 2005 – Present

Advanced Academy Advisory Committee 2000 - present.

Linda Wagner, Associate Director:

Left on Medical Leave December 2004 and did not return

Ashley Lewis, Assistant Director:

Presentations

“Organization Introspection, and Graduation: Survival Skills for the Undergraduate Student” Minority Advising Program and Minority Recruitment Office, Valdosta State University, Valdosta, GA, March 24-25

Professional Conferences/Institutes

Accu-Track Software Workshop, Orlando, FL, April 2005

National College Learning Center Association Summer Institute, “Excellence in Learning Center Practice and Professionalism”, Kenosha, WI, June- 13-17, 2005

Southern Association for College Student Affairs, “New Professionals Institute”, San Antonio, TX , June 20-24, 2005

Membership in Professional organizations

Member, National Academic Advising Association, 2005- Present

Member, College Reading and Learning Association, 2005- Present

Member, National College Learning Center Association, 2005- Present

Member, Student Affairs Administrators in Higher Education, 2005- Present

Delandra Hunter, Assistant Director, MAP Coordinator (hired June, 2004):

Professional Conferences/Workshops

National Conference on Student Retention, New Orleans, July 2004

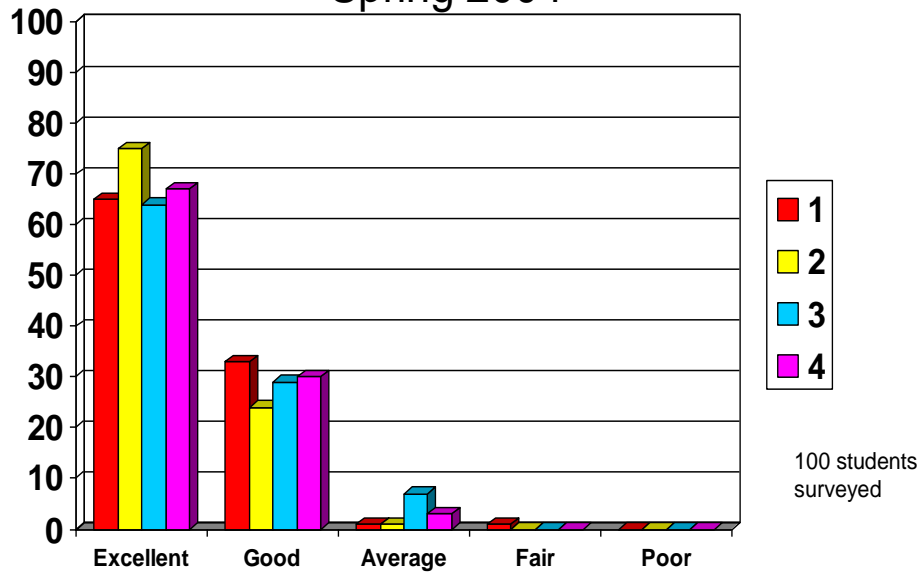
Resumes of all professional staff members are in Appendix V.

**APPENDIX I
STUDENT SERVED NUMBERS**

Category	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Academic Advisement	1533	1785	2681	3661	4041	4597	4544
Computer Lab	1691	2191	2135	2713	3170	3696	4101
Discover	91	33	78	177	96	159	89
Mentoring	1467	1062	1368	1548	164	433	796
Orientation Advisement	44	45	268	521	254/1500	1664	1156
Probation	87	215	117	25	264	336	855
Success Seminars	525	535	828	680	1495	1568	1023
Tutoring Appointments	776	1350	1679	2403	2799	1400/2271	1639/2458
Classes	132	132	140	270	139	228	23
Co Sponsored Programs	N/D	N/D	N/D	N/D	1779	306	169
EXCEL/MAP Programs	N/D	N/D	N/D	N/D	1160	2563	1312
MAP Programs							
TOTALS	6346	7348	9294	11998	16722	16950	14068

APPENDIX II
Student Evaluations of College Success Seminars

EXCEL Center
Success Seminar Feedback Results
Spring 2004



1. Usefulness of the information presented:
2. Knowledge/ preparedness/ organization of the presenter(s):
3. Handouts, audio-visual aids, etc.:
4. Overall quality of this presentation:

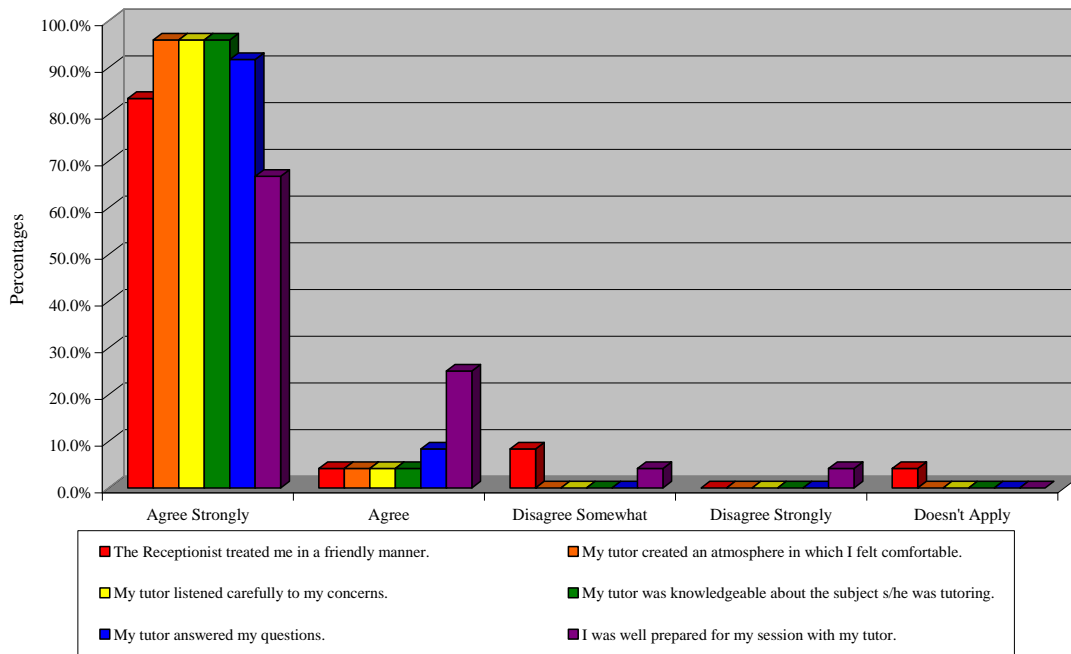
APPENDIX III
Student Evaluations of Academic Advisement

Advisement Evaluation
for Spring 2005

Questions	Agree Strongly	Agree	Disagree Somewhat	Disagree Strongly	Doesn't Apply	Didn't Answer
1 The Receptionist treated me in a friendly manner.	792/905 87.5%	110/905 12.2%	1/905 0.1%	2/905 0.2%	0/905 0.0%	0/905 0.0%
2 My Advisor created an atmosphere in which I felt comfortable.	781/905 86.3%	106/905 11.7%	8/905 0.9%	8/905 0.9%	0/905 0.0%	0/905 0.2%
3 My advisor listened carefully to my concerns.	773/905 85.4%	112/905 12.4%	11/905 1.2%	4/905 0.4%	2/905 0.2%	3/905 0.3%
4 When I asked for it, my advisor gave me information about resources and support services on campus.	675/905 74.6%	148/905 16.4%	18/905 2.0%	3/905 0.3%	59/905 6.5%	2/905 0.2%
5 My advisor was knowledgeable about general education, degree and course requirements.	685/905 75.7%	184/905 20.3%	23/905 2.5%	4/905 0.4%	6/905 0.7%	3/905 0.3%
6 My advisor answered my questions.	761/905 84.1%	111/905 12.3%	19/905 2.1%	3/905 0.3%	3/905 0.3%	8/905 0.9%
7 My advisor helped me explore strategies so I can make good decisions about my academic plan.	696/905 76.9%	161/905 17.8%	22/905 2.4%	7/905 0.8%	14/905 1.5%	5/905 0.6%
8 I was well prepared for my meeting with my advisor	540/905 59.7%	249/905 27.5%	97/905 10.7%	12/905 1.3%	1/905 0.1%	6/905 0.7%
9 My advisor displayed professional behavior.	788/905 87.1%	102/905 11.3%	7/905 0.8%	2/905 0.2%	1/905 0.1%	5/905 0.6%
	Yes		No		Didn't Answer	
10 Overall, I am satisfied with my advisor.	867/905 95.8%		14/905 1.5%		24/905 2.7%	
11 Overall, I am satisfied with advisement process at the EXCEL Center.	869/905 96.0%		13/905 1.4%		23/905 2.5%	

APPENDIX IV Tutor Program Evaluations

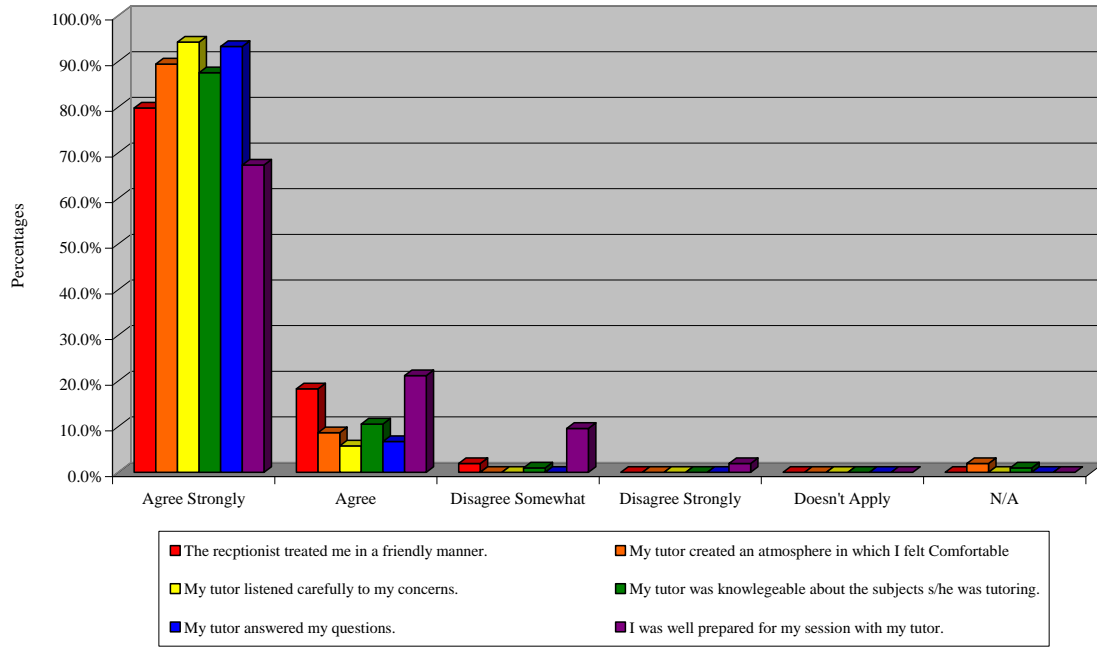
Tutor Evaluations
(Questions 1-6)
Fall 2004



Tutor Evaluations

(Questions 1-6)

Spring 2005



APPENDIX V
STAFF RESUMES

CHERYL A. SINK RICE

EDUCATIONAL BACKGROUND

B.A., WEST VIRGINIA WESLEYAN COLLEGE, 1972

Department of Sociology and Anthropology

M.ED., AUBURN UNIVERSITY, 1974

Department of Rehabilitation Services

M.A., AUBURN UNIVERSITY, 1977

Department of Sociology

TEACHING AND ADMINISTRATIVE EXPERIENCE

UNIVERSITY OF WEST GEORGIA

CARROLLTON, GEORGIA

Director, EXCEL Center for Academic Success, 1996 - Present

Developed UWG's EXCEL Center (originally, Freshman Center) Program, components of which include: Academic Advisement for Undeclared Majors, Major/Career Exploration, Study Skills Training, Tutoring in Core Curriculum, Tri-level Mentoring Program for HOPE & First Year Scholars, Multicultural Achievement Program. Each Spring Term, teach course entitled, LEADERSHIP (XIDS 2002), which involves selection and training of student summer orientation leaders. Each Fall Term, teach SOCIOLOGY OF HUMOR, (SOCI 3100), a regular course in the Sociology Department.

Adjunct Instructor, 1989 - 1996

Taught INTRODUCTION TO SOCIOLOGY, RACE AND ETHNICITY,
SOCIOLOGY OF HUMOR, SOCIOLOGY OF RELIGION, AND WGC 101.

HARALSON COUNTY CENTER FOR THE DEVELOPMENTALLY DISABLED

BREMEN, GEORGIA

Principal Instructor, 1979 - 84

Supervised instructional staff and created work programs for developmentally disabled adults. Administered payroll and workshop budget. In developing work programs for the center's clients, solicited work from local industries, procuring permanent contracts with Southwire and King Packaging (Bremen).

AUBURN UNIVERSITY AT MONTGOMERY

MONTGOMERY, ALABAMA

Adjunct Instructor, 1976 - 77

Taught RACE AND ETHNIC RELATIONS, SOCIAL THEORY AND SOCIAL PROBLEMS.

TUSKEGEE UNIVERSITY

TUSKEGEE, ALABAMA

Adjunct Instructor

Summer, 1975 & Summer 1976

Taught INTRODUCTION TO SOCIOLOGY & MARRIAGE AND THE FAMILY.

PROFESSIONAL CONFERENCES AND WORKSHOPS

Theories of College Student Development On-Line Course, August 2004

Managers and Supervisors Conference, Atlanta, GA, August 2004

National Conference on Student Retention, New Orleans, July 2004

Carroll County Chamber of Commerce Leadership Academy, March – May 2004

Georgia Tutoring Association Annual Meeting, Macon, GA, February 2004

National College Learning Center Association, Chicago, October 2003

Outstanding First-Year Student Advocate Nominee, National Resource Center for The First-Year Experience and Students in Transition, 1999 & 2000.

Semi-Finalist of the 1998 Outstanding First-Year Student Advocate Award, awarded by the National Resource Center for The First-Year Experience and Students in Transition.

PROFESSIONAL ORGANIZATIONS

Member, National College Learning Center Association, 2001 - Present.

Member, National Academic Advising Association, 1997 - Present.

Member, College Reading and Learning Association, 2003 – Present

Member, Georgia College Personnel Association, 2002 – Present

Member, Georgia Tutoring Association, 2003 - Present

Member, National Orientation Directors Association, 1996 - 2001.

UWG Committee Member

Grade Appeal Committee 2003- Present; Enrollment Management Committee 2001 – Present; First Year Programming Committee, 1997 – present; Advanced Academy Advisory Committee 2000 – present; SACS Accreditation Committee for Undergraduate Accreditation, 2001 - Present;

Retention Steering Committee, 2000 - present; Responsible Sexuality, 1996 - present; Learning Community, 1997 - present; First Year Program, 1997 - present; Core Curriculum, 1997; Future of the Department of Learning Support & Testing, 1998 - present, Student Services Habitat for Humanity Fund Raising Committee, 1999, Organizational Committee for the Institute for the Healing of Racism, 1999.

Assessment and Accreditation, May 22, 2002, sponsored by Regents' Administrative Committee on Student Affairs, and Georgia College Personnel Association, Clayton State College, Morrow GA.

Training Student Leaders, May 6 & 7, 2002, sponsored by Paper Clip Communications, Inc., Atlanta, Georgia.

First Year Experience, University of South Carolina, Feb. 19 - 22, 2000.

First Rocky Mountain Conference on Peer-Led Team Learning, University of Montana, August 7 - 10, 1999. (Invited by Dr. Garmon, Chemistry, to attend as learning specialist for implementation for NSF Grant.)

The Web Design Conference, Rockhurst College Continuing Education Center, Inc., Atlanta, June 30, 1999.

Southern Regional Orientation Workshop (NODA Region VI Conference), Elon College, North Carolina, March 19 - 21, 1999.

First Year Experience, Eighteen Annual Conference, Columbia, South Carolina, Feb. 20 - 23, 1999.

Georgia's Advisors Drive-In Workshop, Georgia Perimeter College, Feb. 5, 1999.

National Conference on Student Retention, New Orleans, July 8 - 11, 1998.

Achievers' Edge, Georgia State University, September, 1998.

How to Manage Multiple Projects, Meet Deadlines, and Achieve Objectives, April, 1998.

Southern Regional Orientation Workshop (NODA Reion VI Conference), Florida International University, Miami, March 20-22, 1998.

National Academic Advising Association, Southeast Region IV Advising Conference, Jekyll Island, Georgia, March 1 - 3, 1998.

Supervisory Skills for Women, Atlanta, March, 1998.

The First Year Experience, Seventeenth Annual Conference, Columbia South Carolina, Feb. 1998.

Leadership Development Program, State University of West Georgia, October, 1996 - May, 1997.

National Conference on Student Retention, Orlando Florida, July, 1996.

John N. Gardner, WGC 101 Training, West Georgia College, 1991.

PRESENTATIONS AND PUBLICATIONS

“We Love our Faculty Advisors: Recruiting and Training Volunteer Advisors,” with Linda Wagner, Regional NACADA Conference, Oxford MS. March 2004.

“Student Leader Training: Methods and Materials Used to Reach SI Leaders, Mentors and Tutors” (with Gretchen Marcus, Goucher College) 16th Annual Conference, National College Learning Center Association, Evanston, IL, October 3-5, 2001.

“Peer-Led Team Learning: Creating Alliances for Teaching and Learning Among Faculty, Student Leaders, and Learning Specialists” (with A. E. Dreyfuss, City College of New York, CUNY)

Presentation, “Achieving Institutional Permanence for the PLTL Model,” National Conference on Peer-Led Team Learning, Goucher College, Towson, Maryland, July 12 - 15, 2001.

Presentations, “On-Campus Dissemination,” and “Leader Training: Critical Components,” PLTL (Peer Lead Team Learning) Second Annual Leadership Conference, Newark, New Jersey, November 3- 5, 2000.

Presentation, “A Partnership of Faculty and Professional Advisors in the Advisement of Undecided Students,” NACADA (National Academic Advising Association) National Conference, Orlando, October 6 - 8, 2000.

Presentations, “Developmental Theory and the Workshop” & “The Ends and Outs of Getting a Credit Bearing Course Approved for Training Peer Leaders,” Training Peer Leaders in The Workshop Project, University of Rochester, Rochester, New York, June 18 - 20, 2000.

Presentation, “How to Start a Peer Led Workshop Program,” First Year Experience Conference, Columbia, South Carolina, February 19-21, 2000.

Publication, “Relational Leadership and Its Usefulness to the Workshop Model,” in The Workshop Project Newsletter, Volume 1, Issue 4, Summer 2000.

Presentation, “A Partnership of Faculty and Professional Advisors in the Advisement of Undecided Students,” NACADA (National Academic Advising Association) National Conference, Orlando, October 6 - 8, 2000.

Presentations, “Developmental Theory and the Workshop” & “The Ends and Outs of Getting a Credit Bearing Course Approved for Training Peer Leaders,” Training Peer Leaders in The Workshop Project, University of Rochester, Rochester, New York, June 18 - 20, 2000.

Presentation, “Implementing a Peer Leader Workshop Program,” First Year Experience Conference, Feb. 19 - 22, 2000, Columbia, SC.

Presentation, “Better Preparing Carroll County High School Students for College,” Panel Discussion, Bowdon High School, Feb. 11, 2000.

Grant Proposals: FIPSE Grant Proposal, “The Generational Approach to a Learning Community/Mentoring Program, (submitted 2/2000). National Endowment for the Humanities,” “Teachers Erasing Racism, 1999; FIPSE Grant Proposal, “The Generational Approach to a Learning Community/Mentoring Program,” 1997.

Presentation, “How to Organize a Student Peer Mentoring Program,” First Year Experience Conference, Feb. 20-23, 1999, Columbia, SC.

Videos: What's Happening West Georgia? Interview concerned with information about the EXCEL Center (Nov., 2001); Panel, A Global Multicultural Education Conversation Among University Professors (Oct, 1998), Hope for Hope Scholars, (1997), University Professors Approach to Parenting (1997), Academic Advisement on UWG's Campus (1997), The Director's and One Student's View of the Freshman Center (1996), Freshman Center Promotional Video with UWG's President (1996).

Ongoing Workshop Presentations (1996 - Present): What Every Student Needs to Know About Advisement, Academic Advisor Training, Time Management, Study Skills Training.

What's So Great About Being a Freshman, Insight, Fall, 1997.

Edited and wrote articles for Freshman Center based newsletters: Fresh Hope, 1997, present; Freshman Center Newsletter for Students and Parents, 1996, 1997, present.

Moderated Panel on Women's Studies, Celebration of Scholarship, State University of West Georgia May, 1997.

Humanizing the Workplace for Increased Productivity and Worker Satisfaction, co-authored with Donadrian Rice, in The U.S. Economy in the Light of Justice, Solidarity, and Complementarity: An Interdisciplinary Perspective, West Georgia College Studies in the Social Sciences, Siegfried G. Karsten, ed., Vol. XXXII, June, 1994.

The Importance of Not Being Earnest: the Sociology of Humor or the Humor of Sociology, Social Science Colloquium, West Georgia College, November 30, 1993.

Reviewer, Women: Contemporary Issues and Perspectives, West Georgia College Studies in the Social Sciences, N. Jane McCandless, ed., Vol. XXXI, June, 1993.

Watch Your Language--It May Make or Break Your Child's Self Esteem, Marriage and the Family, May 1990.

The History of Mother Goose, Parenting, June/July, 1989.

Newsletter, composed and edited monthly newsletter, Sportsplex Health Center, Carrollton, Georgia, 1987 and 1988.

Weight Loss and Stress Reduction Seminar Series, Sportsplex Health Center, Carrollton, Georgia, Fall and Winter, 1986 and 1987.

The Experience of Work and Leisure, co-authored with Donadrian Rice. Presented at Fifth Annual Conference, Eastern Regional Association for Humanistic Psychology, 1976.

A Jungian View of Rock Music, co-authored with Donadrian Rice. Presented at the National Conference on Humanistic Education, West Georgia College, 1974.

DeLandra Montay Hunter

Education

Master of Science in Education, December 2001
Jacksonville State University, Jacksonville, Alabama
Educational Administration

Bachelor of Science in Education, August 2000
Jacksonville State University; Jacksonville, Alabama
English Language Arts Teaching Field

Experience

English Teacher, Howard School of Academics and Technology,
August 2003 to present
Chattanooga, Tennessee

Learning Center Director, Woodstock Boys and Girls Club, June
2003 to August 2003
Woodstock, Georgia
Plan and organize activities for academic enrichment; instruct
youth to all aspects of drama; train junior staff; evaluate the
progress of youth development.

Language Arts Teacher, Tapp Middle School, August 2001 to
December 2002
Powder Springs, Georgia

English Teacher, Anniston High School, August 2000 to May
2001, Anniston, Alabama

Maintain order and discipline in the classroom; employ a variety of instructional techniques; strive to implement by instruction and action the school system's philosophy of education, instructional goals, and objectives; evaluate student progress on a regular basis; maintain accurate and complete records as required by law and school system policy; work to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students; train students to become effective leaders as sponsor of the student council.

Leadership

Senator, Student Government Association, Jacksonville State
University 1997-1999
Academic Student Representative for over 7,000 students; liaison
between the University Academic Council and the Student
Academic Affairs Committee; monitored student government
elections; initiated Adopt-a-Freshman Program for the Student
Senate; launched a Book Drive for local school system; devised

and implemented a bill increasing the minimum grade point average for prospective Student Senate members.

Awards

United States National Collegiate Student Government Award
Student Government President's Pick Award
Student Government Most Outstanding Committee Chairperson
Dean's List

Affiliations

Association of Teacher Educators
National Council of Teachers of English
Pi Lambda Theta Honor Society

Ashley M. Lewis

alewis@westga.edu

EDUCATION

Valdosta State University (VSU), Valdosta, GA
Master in Public Administration, December 2003

Valdosta State University (VSU), Valdosta, GA
Bachelor of Arts, Sociology & Anthropology, May 2002

- Study Abroad in Guadalajara, Mexico (Summer 2001)

WORK EXPERIENCE

EXCEL Center Assistant Director, University of West Georgia, Dec. 2004 - Present

- Recruit, maintain, and train tutor and mentor staff on a continual basis
- Maintain College Reading and Learning Association Certification
- Perform mentor and tutor evaluations
- Advise students in undeclared and selected majors in course work
- Monitor and developed records, resources, and supplies
- Develop and organize academic and social programming

Substitute Teacher, Fayette County Board of Education, Aug. 2004- Dec. 2004

- Instructed designated course material
- Monitored student classroom participation and behavior

Freshman Year Experience, Intern, Valdosta State University, Aug. 2003- Dec. 2003

- Taught Freshman Seminar Class (VSU 1101)
- Recruited and trained program staff
- Monitored student progress through academic logs and personal contact
- Organized and coordinated cohorts participation in service learning
- Kept statistical data on freshman academic progress
- Hired twenty program support staff members
- Developed training seminars for cohort staff
- Organized student employee compensation
- Provided academic advisement for cohort students
- Experience with BANNER, MS Office, Front Page

City of Valdosta School System, Social Services Intern, 2001-2002

- Served as liaison between community agencies and city school system
- Co-developed a grant for the city schools system
- Developed problem solving techniques with students, parents, and social service staff

**Student Director of Peer Mentor Program and Orientation Leaders,
Valdosta State University, 1999 – 2002**

- Graduate Assistant- Summer 2002
- Coordinated orientation sessions with admissions
- Trained and supervised orientation leader staff
- Assisted in campus information sessions and tours for admissions
- Co-instructed Freshman Seminar 1101 and Freshman Seminar 1102
- Instructed Alcohol 101 Seminar
- Assisted students with registration

**Student Assistant, Office of Student Affairs,
Valdosta State University, 2000-2001**

- Greeted and assisted students/ visitors and effectively handled their questions/inquires concerning student services
- Typed correspondences, answered phones, and scheduled meeting for Vice President

PRESENTATIONS

- “Organization Introspection, and Graduation: Survival Skills for the Undergraduate Student” Minority Advising Program and Minority Recruitment Office, Valdosta State University, Valdosta, GA, March 24-25, 2005

PROFESSIONAL ORGANIZATION

- The American Society for Public Administration, Member, 2003- Present
- National Academic Advising Association, Member, 2005- Present
- College Reading and Learning Association, Member, 2005- Present
- National College Learning Center Association, Member, 2005- Present
- Student Affairs Administrators in Higher Education, Member, 2005- Present

John Olle

Email: jpolle@msn.com

Education

- M.A. in Psychology 2001-2003
University of West Georgia, Carrollton, GA
Graduated with a 4.0 G.P.A
- B.A. in Psychology 1993-1990
Michigan State University, East Lansing, MI

Employment History

- University of West Georgia
1601 Maple Street
Carrollton, GA 30118
- ◆ **Academic Advisor in the EXCEL Center**
March 2005 to present
 - Advise undeclared majors, pre-majors, and probation students
 - Assist students in exploring career options and majors
 - Participate in orientation session and workshops
 - Manage the a student computer assistance team – the UWGeek Squad
 - Academic Service Learning Coordinator for UWG
 - ◆ **Academic Service-Learning Coordinator of the College of Arts & Sciences**
January 2004 to July 2005
 - Design and coordinate UWG's Academic Service-Learning program
 - Educate and recruit faculty and students
 - Grant writing
 - Coordinate student volunteers
 - Collaborate service projects with Latinos United of Carroll County (LUCC)
 - ◆ **Administrative Assistant in the Writing Center**
August 2003 to May 2004
 - Manage English faculty tutors
 - Administrate policy
 - Coordinate the daily functioning of the Writing Center

◆ **Graduate Research Assistant**

August 2001 to August 2003

- Assist in all aspects of class administration
- Manage students
- Design websites
- Lecture as needed

Graduate Research Assistant for the following professors:

- Summer of 2003 – Dr. Vickie Geisler Assistant Dean & Dr. Pauline Gagnon, Interim Dean, College of Arts & Sciences
- Spring of 2003 – Dr. Lisa Littlefield Instructor
- Fall of 2002 – Dr. Amy Cuomo Assistant Professor
- Summer of 2002 – Dr. Pauline Gagnon, Associate Dean
- Spring of 2002 – Dr. Pauline Gagnon, Associate Dean
- Fall of 2001 – Dr. Richard Miller, Dean College of Arts & Sciences and Dr. Amy Cuomo Assistant Professor

◆ **Senior Remittance Processor – January 1998 to August 2001**

- Delegate and prioritize work across the department
- Coordinate training and development of the staff
- Supervise operation and functioning of the Unisys Computer Network and Unisys Processing Team
- Oversee daily deposits exceeding \$20,000,000

Grants Received

- Mary Allen Lindsey Branan Foundation/Wachovia 2004 - \$20,000, awarded for expansion and operations of the Academic Service-Learning program at the University of West Georgia.
- Nell Warren & William Simpson Elkin Foundation/SunTrust 2004 - \$5,000, awarded for expansion and operations of the Academic Service-Learning program at the University of West Georgia.

Leadership

- Cofounder of the UWG student organization the “Current Events Forum”
- Served as President of the “Current Events Forum” from Fall 2001 to Fall 2003

Membership in Professional Organizations

- Member of National Academic Advising Association, 2005 to present

Professional Conferences/Workshops

- Southern Consortium of the American Democracy Project, Marrow, GA, November 10-12.
- The Foundation Center's Proposal Writing Seminar, Atlanta, June 24, 2005
- American Democracy Project: Institutionalizing Civic Engagement, sponsored by the American Association of State Colleges and Universities, Portland, June 16-18, 2005

University Committees

- American Democracy Project at the University of West Georgia, 2005 – present
- Academic Service Learning Committee, 2004 – present

Presentations

- “Roundtable Discussion: The Difference Between Civic Engagement and Service Learning Activities” with Tim Hynes and Sandra Stone at the Southern Consortium of the American Democracy Project, Marrow, GA, November 10-12.
- “Transformational Psychology and Psychologists for Social Responsibility” at the Student Psychology Annual Research Conference (SPARC) at the UWG in 2003
- “Community Leadership: Responding to the Call” at the annual Omicron Delta Kappa lecture at the SUWG in March 2002
- “Students Speak Out” at the UWG student contemplation rally held April 24, 2002
- “The Current Events Forum” at SPARC at SUWG in 2002