



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Cheryl Rice, Director
DeLandra Hunter, Associate Director & Coordinator of MAP
William Etheredge, Associate Director for Academic Advisement
Ashley Lewis, Assistant Director for Tutoring and Mentoring
Shanna Fountain, Academic Advisor
Kelly Speir, Academic Advisor
David Sluder, Academic Advisor
Erin Brannon, Administrative Assistant
Arlene Pace, Senior Secretary

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 and the UWGeek Squad Program. 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, and eventually college graduates. 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, “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.”



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



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.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



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**
 - 1345/1262 (fall/spring) advisement contacts during advanced advisement periods
 - 2000/1961 additional advisement contacts by individual staff members (via email, phone, appointments, walk-ins, etc.)
 - 200/197 Pre-major workshop attendees
 - 1270 Pre made schedules for new student orientationsAn average of 3500 student contacts per semester, plus orientation advisement and pre-made scheduling.
- **Advance Advisement/Registration Period**
A number of Faculty members from Arts & Sciences and the Richards College of Business, as well as 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 around 1270 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.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



- **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

- **Academic Advising Program Reorganized**
EXCEL Center
Academic Advisement
Organization
General Organizational Structure

A. Alphabetical Breakdown

- A – F Shanna Fountain**
- G DeLandra Hunter (and minority probation students)**
- H – J Ashley Lewis**
- K – R Kelly Speir**
- S – Z William Etheredge**
Between the Cracks Cheryl Rice

B. Departmental Liaison Structure

- 1. William Etheredge**
College of Education
College of Business
- 2. Shanna L. Fountain**
Art
Biology
Chemistry
Criminology
Foreign Language
Philosophy
Math
Music
Nursing
Sociology
- 3. Kelly Speir**
Computer Science
Engineering
English
Environmental Studies
Environmental Science
Geography
Geology
Global Studies
Physics



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Political Science
Psychology

4. Ashley Lewis
Anthropology
History
Mass Communications
Theatre

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.
- **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, we sponsored and coordinated the fifth annual "**Festival of Majors,**" which we renamed "**Mardi Gras of Majors.**" Over 200 students attended this program and all academic departments were represented with the exception of Computer Science.
- **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, nearly 300 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.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Orientation Academic Advisement

- **Created** pre-made schedules for over 1200 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 and First Year Mentoring**
The EXCEL Center offered its eighth year of peer mentoring to HOPE Scholars and first year students. More than 240 students participated in the mentoring experience. During the year a wide variety of activities were offered to help protégés adapt socially and academically to the campus. This year's programming included academic success seminars and a variety of mentor protégé socials. Every spring semester, mentors select a community service project to help out the local community. This year, the mentors selected to volunteer at Carroll County Recreation Center for a three on three basketball tournament. Mentors assisted as judges, score keepers, referees, and university ambassadors. The event was a big success. At our culminating activity eleven mentors meet the criteria of the College Reading and Learning Association (CRLA) for mentor certification. CRLA criteria requires mentors to maintain a grade point average of 3.0 or higher, complete 50 hours of mentoring and attend 15 hours of mentor training. The University of West Georgia is currently the only institution in the State of Georgia that holds a certification for mentoring by CRLA.
- **Challenges of Past Year:** The major challenge last year was not receiving funding for the mentor programs. The lack of funding restricted the type of programming offered during the year. However, a variety of programs were offered in conjunction with other departments and organizations on our campus.
- **Peer Mentoring:** Along with increasing our efforts to educate the campus community about our program, we have continued our traditional retention program, Peer Mentoring. MAP certified four peer mentors based on the standards of the College Reading and Learning Association (CRLA), which required students to maintain a grade point average of 3.0 or higher, complete 50 hours of mentoring and attend 15 hours of mentor training. The MAP Coordinator also shared with other mentor coordinators in the country on how to obtain CRLA



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



mentor certification by presenting with the Assistant Director of the EXCEL Center at the National Conference of the International Mentoring Association.

- **Training of Peer Leaders.** Training of peer leaders was conducted as a series of bi-weekly sessions offered in the EXCEL Center, a weekend session at the beginning of fall term, and the opportunity to enroll in 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 is certified at the highest of three levels by 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. The peer tutors receive biweekly training throughout the year on various topics ranging from learning styles to critical thinking. In attempt to increase the quality of peer instructors across campus three academic departments required their peer instructors to participate in our CRLA training sessions. Our tutors consistently receive excellent to good evaluations of their services. Evaluations of tutors are kept on file in the department office. Last year was our first time awarding “master” level certification since our center has received our certification.
- **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 250 students used our computer lab this year for working on their class work, emailing, 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.
- **UWGeek Squad:** The EXCEL Center offers assistance and training to students who are unknowledgeable or untrained in computer programming. These



EXCEL: Center for Academic Success Annual Report July 31, 2007



computer assistants known as the UWGeek Squad, aid students in Microsoft Word, PowerPoint, Excel, Access, Office, MyUWG portal, WebCT Vista, BanWeb, Microsoft Vista, Library E-reserve reading, Web Page Design and Internet Safety including Facebook and Myspace. The UWGeek Squad is located in the EXCEL Center computer lab on the main floor of the UCC. The Officers are available Monday – Thursday 9am-8pm and Fridays 8am-5pm.

- The EXCEL Center computer lab contains a total of 13 computers and 1 computer at which is the home of the UWGeek Squad. The lab also contains two printers, one which students can automatically print from any computer for black and white images, and the other for color images which must be preformed by the UWGeek Squad at their desk. All printing at the lab was free of charge for students.
- Once a student has been helped by an UWGeek Squad officer, the officer will then track the student's name, ID number, day and time, and what program the student has been assisted with. At our highest peak of assisted students in February 2007, officers of the UWGeek Squad saw 356 students in which they aided with a combination of 513 different computer programs. For the fiscal year total, the UWGeek Squad aided 718 students with a combination of 1009 different programs.
- Not only does the UWGeek squad aid students in the labs, but they also tend to student, staff and faculty emails, phone calls, and even at times will leave the lab to help Faculty and Staff members. They are also available for classrooms and organizations in need of assistance with computer programming.
- **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, averaging around 300 students a semester. At both times, 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.
- **Students on Academic Probation:** In addition to serving freshmen on academic probation through the Guided Success Groups, MAP increased its efforts to reach out to its freshman students on academic probation. Those students were contacted several times throughout the semester, so they would have an



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



understanding of what academic probation is and how to get themselves off of academic probation. The majority of first year minority students on probation met with the MAP Coordinator individually, and they were coached on study skills, time management, and note-taking strategies.

- **Guided Success Groups:** During the spring semester without coordinating a formal mentoring program, we were able to channel our energy to freshmen placed on academic probation after one semester of classes. With the support of the University of West Georgia's Retention, Progression and Graduation efforts, MAP created a pilot program for minority freshmen on academic probation. The primary objective of this project was to strengthen the academic study skills of minority freshmen placed on academic probation through Guided Success Groups. Seven students were selected from MAP's Mentoring Program to lead the Guided Success Groups (GSG). The MAP Coordinator conducted training for GSG Leaders to teach them how to communicate effectively with students on academic probation and lead the Guided Success Groups. The Success Leaders conducted 7 sessions focusing on helping students to change habits impeding their academic success. The first guided session was facilitated by the MAP Coordinator to explain the university policy of academic probation and the requirements to return to good academic standing. The following sessions covered the following topics: Time Management, Learn about Your Learning Style, Make the Most of Your Campus Resources, Score on Your Exams, Read to Remember and Take Effective Notes. Other topics may have been added to the sessions depending on the needs of the students. Success Leaders worked throughout the semester to establish a relationship outside of the success groups to promote academic success. They contacted students regularly to monitor academic progress. Success Leaders also kept detail records of the students in their Guided Success Group. During the semester, the MAP Coordinator met with Success Leaders to address any problems encountered.

The program did not warrant the success expected. One challenge of the program is encouraging participants to attend all sessions. Students who attend most of the sessions were more likely to return to good academic standing. Also, GSG Leaders need to work with probation students individually to address individual needs. The MAP Coordinator plans to continue the program in the following year with modifications to the program.

- **Academic Rap Session Series:** Students on academic probation are strongly encouraged to attend the Academic Rap Session Series. The Rap Sessions focus on study skills in English, math, history and science core courses. Each session is taught by a faculty member from each of the four areas. The sessions are primarily targeted to first year minority students to help them differentiate study skills from high school and college. There were no major challenges for the sessions. The attendance was average and the evaluations were above average. No changes will be made to next year's sessions.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



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) and coordinated some mentoring training with the FYRST program.
- **Co-Sponsored Programs.** The EXCEL Center financially supported the English Department's Guest Author program. We also supported the Chemistry Department's Peer Led Team Learning program.
- **Faculty Advisors in the EXCEL Center.**
Between 18-22 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 *eighth year* we've offered a campus wide faculty seminar for advising from the core curriculum. We conduct a session each semester.
- **Partnership with the Faculty Center for Teaching and Learning.** *Ninth 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.** 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.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



- 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 several hundred 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 Twenty-First Annual Minority Achievement Program **Academic Awards Ceremony** was held in April.
- **AAMI Program with Carrollton High School:** The University of West Georgia received funds during fall 2005 from the University System of Georgia's African-American Male Initiative to expand existing and proven programs that encourage the successful matriculation of African-American males. The University of West Georgia's MAP program has partnered with Carrollton High School (CHS) to establish a mentoring program for high school African American males, the Male Apprentice Program. The primary goal of the program is to support high school African American males and to help them to understand that education is the vehicle for success. The program supports this goal through its connection with high school peer mentors, academic tutoring and support, connection to successful college-age African-American males, and social enrichment activities to various attractions in the Atlanta area. The primary source of funding for the program was the one time grant from the system office. Therefore, this poses a challenge for future programming to support the program's goals. This past year, the program was idle due to not receiving any funding from the University of West Georgia and the University System Office. The MAP Coordinator continued to devote time to the program by hosting monthly seminars for the high school males that focused on learning styles, communication and college success. However, mentoring did not occur without funding. The MAP Coordinator and Assistant Principal at Carrollton High School have decided to continue the existence of the program for one more year without funding. They will evaluate the program at the end of the year to decide if the program can function without funding.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



- **Multicultural Enrichment Program:** MAP, along with the co-sponsorship of the admissions office, continued its Minority Enrichment Program (MEP) this year, a community outreach program for area high school students. The program provides an orientation to college life through a four day summer program. High school students learn how to research admission requirements at various institutions and financial aid. Students are also exposed to academic program opportunities. The program was a major success for the University of West Georgia. MEP brought three of its twelve 2005 participants to enroll as freshmen at UWG in the fall of 2006. In collaboration with the admissions office, MAP seeks to expand this community outreach program to accommodate more students.
- **Latino Cultural Society:** The Latino Cultural Society continues to bring diversity to the campus community. They have become an active student organization sharing their culture with faculty, staff and students. They had a successful year with sponsoring a Latin Weekend. The weekend included a Latin Fantasy Night with Latin music, dancing, and food and a fashion show by a Latino group out of Atlanta. The weekend culminated with a community service project with Latino children in the Carroll County area. Community service is a large part of the organization, for they volunteer throughout the year in the community at an after-school program for Latino children. LCS also presented awards to its members at an Awards program attended by several faculty and staff including the Vice President of Student Services. The Vice President for Student Services supports the organization as much as possible. The Latino Cultural Society faces the challenge of receiving funding for events and service to the campus. They were fortunate to receive a grant from the Student Activities Office to host their weekend events. The Latino Cultural Society plans to work with the Foreign Languages Department in its Hispanic Week Celebration next year.
- **The Goizueta Foundation Scholars Fund:** The Goizueta Scholars Program has been established to support students with Latino/Hispanic descent. The Goizueta Foundation Scholars Fund Scholarship is a need based award and covers 100% of financial need demonstrated by the student. The award amount is determined on an individual basis, and may be added to any other scholarship (e.g. HOPE, Presidential Scholarships, etc.) The award amount is renewable annually, based upon the student's satisfactory academic performance, progress toward his or her degree, annual demonstration of need, and participation in community service and events sponsored by the Multicultural Achievement Program. Our first Goizueta Scholar, Tania Celis, completed her first full academic year. Her academic success is evident of the need for this scholarship. MAP worked with Tania throughout the year to ensure she was successful.
- **Passing the Torch Alumni Program:** In its first full year of existence, Passing the Torch is thriving as an essential resource for minority juniors and seniors. The program's goal is to provide support from UWG minority alumni to minority juniors and seniors. This program hosted an educational forum for education majors.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Students were able to connect with teachers, counselors and principals in the area and get the latest trends in education. Passing the Torch also sponsored a nursing forum for nursing majors to help students explore their options in the nursing field. One of the most successful programs this year was the Alumni Mentoring Reception. With a generous donation from the UWG Alumni Association, MAP coordinated an alumni mentoring reception to connect minority alumni to juniors and seniors so that the alumni could serve as mentors to students. The alumni will serve as mentors offering career guidance to students during the remaining of their college career. Next year, the program will attempt to add career shadowing and other career forums involving alumni.

- Last year's programs were generally successful, and we will continue to build upon this success. For the future, MAP desires to expand its programming and services to accommodate the growing Latino student population. MAP hopes to address the academic concerns of its Hispanic students. MAP has been involved with the writing of a number of grants which address the academic needs of Hispanic students. MAP has had successes this past year. We hope that with continued support from our institution and the Board of Regents we will continue to thrive.

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 2007	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 2007	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	Once a semester	Ongoing, each semester/ Spring 2007	Director and Staff determine if services need changing or enhancing.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



		abilities. If 2 nd semester and above, compare to prior semester (Banner report)			
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 2007	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 2007	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 2007	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 2007	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 averaging around 1500 students a month. We have been in existence ten years, growing from a professional staff this year of six to eight. Because of increase in professional staff we feel that we can now serve the 1300 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."



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



We are just beginning to see the benefits of the Academic Advisement Program's reorganization mentioned above. This reorganization will allow each undeclared student to have an assigned advisor that s/he will see repeatedly until s/he declares a major.

In addition, because of the increase in academic advisors, we are looking forward to strengthening our Career/Major Exploration program.

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.**

VI. Staff Productivity

Cheryl Rice, Director:

Presentations

"Can This Marriage be Saved: Bridging the Gap Between Academic Affairs and Student Services", with Rice, Olle, Hunter, Stone. Annual First Year Experience and Students in Transition Conference, with Atlanta, February 2006.

Professional Conferences/Workshops

Georgia's Advising Best Practices Conference, Georgia Tech, June 14, 2006.

Luminary Series in Leadership, Atlanta, April 26, 2006

National Academic Advisement Association, Atlanta, March 5 – 7, 2006.

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



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



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.

Delandra Hunter, Associate Director, for Multicultural Programming

Presentations

“Bridging the Gap Between Academic Affairs and Student Services, 25th Annual Conference on The First-Year Experience, Atlanta, February, 2006.

Professional Conferences/Workshops

- Completion of the 2005 Carroll County Leadership Academy
- Attended the 18th Annual National Conference on Race and Ethnicity
- Attended the 4th National Conference on Best Practices in Black Student Achievement

Ashley Lewis, Assistant Director:

Presentations

- “Opposites Can Attract: Marriage therapy for Academic and Student Affairs” Freshman Year Experience Conference, Atlanta, GA, February 24-28, 2006
- Collaborating with Harrison County High School Freshman 101 program to help high school retention

Professional Conferences

- Participant in Carroll County Leadership Academy- expanded knowledge of opportunities and issues in the Carroll County community.

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

Shanna Fountain, Academic Advisor



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Presentations:

“Oops I did it again, Pitfalls of New Academic Advisors, NACADA Southeast Regional Conference. Georgia State University, Atlanta, GA, March 5-7, 2006

Professional Conferences and Institutes Attended:

Graduated from the Carroll County Leadership Academy, 2006.

Resumes of all professional staff are available.



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



Ashley Lewis:

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**

- Advise students in undeclared and selected majors in course work
- Facilitate major and probation workshops
- Develop pre-made schedules for first year students
- Provide academic success strategies and university policies to advisees
- Freshman Seminar and XIDS 2002 instructor
- Recruit, maintain, and train tutor and mentor staff on a continual basis
- Maintain College Reading and Learning Association Certification
- Perform mentor and tutor evaluations
- Monitor and develop records, resources, and supplies
- Develop and organize academic and social programming
- Proficient in BANNER and MS Office

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



EXCEL: Center for Academic Success
Annual Report
July 31, 2007



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

- “The ABC’s of CRLA Mentor Certification” International Mentoring Association Conference, Atlanta, GA, March 22-24, 2007
- “Keeping Tutor Training Spicy” CRLA Southeast Symposium, Kennesaw State University, Marietta, GA , February 24, 2007
- “Using Facebook as an Academic Advising Tool” Third Annual Academic Advising Best Practices Event, Georgia Tech Academic Advisors Network, Atlanta, GA, June 14, 2006.
- “Opposites Can Attract: Marriage Therapy for Academic and Student Affairs” Freshman Year Experience Conference, Atlanta, GA, February 24-28, 2006
- “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- 2005
- 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



EXCEL: Center for Academic Success
Annual Report
July 31, 2007

