



EXCEL Center for Academic Success
Annual Report
July 31, 2008



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DeLandra Hunter, Associate Director
William Etheredge, Associate Director
Ashley Lewis, Assistant Director
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.”



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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.



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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**
 - 1424/1124 (fall/spring) advisement contacts during advanced advisement periods
 - 985/1365 additional advisement contacts by individual staff members (via email, phone, appointments, walk-ins, etc.)
 - 111/68 Pre-major workshop attendees
 - 1587 Pre made schedules for new student orientationsAn average of 2400 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 1587 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.



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- **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. Previous program -- 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. Current Program -- 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
Political Science



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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. The Discover program has been replaced by a much more effective program, FOCUS.
- **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, over 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.



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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 and First Year Mentoring**
The EXCEL Center offered its eighth year of peer mentoring to HOPE Scholars and first year students. More than 61 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



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also shared with other mentor coordinators in the country on how to obtain CRLA 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 had 1998 student visits in the fall and 1742 student visits in the spring for our tutoring program. 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 19 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.** 352 students attended the college success seminars sponsored by the EXCEL Center. 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 1200 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.



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- **UWGeek Squad:** The EXCEL Center offers assistance and training to students who are unknowledgeable or untrained in computer programming. These 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 September 2007, officers of the UWGeek Squad saw 253 students in which they aided with a combination of 276 different computer programs. For the fiscal year total, the UWGeek Squad aided 995 students with a combination of 1132 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 330 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.



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- **Academic Probation:** 251/410 (fall/spring) students were 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 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



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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. There a total of 4 rap sessions: 7 students at the science session, 6 at the English session, 10 at the history session and 5 at the math session. No changes will be made to next year's sessions.

COLLABORATION WITH OTHER DEPARTMENTS (Goal 8)

- Prepare and maintain current **Core Curriculum Guide** for all incoming students and academic departments.
- **FIRST**. In conjunction with Residence Life and Student Development, the EXCEL Center continued its support of the First Year Students Succeeding Together program (FIRST) and trained and scheduled tutors for 1 first year residence halls.
- **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.
- **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**. Assisted with registration for the Learning Community.
- **Learning Support and Testing**. We continued an amiable collaboration with Learning Support in conjunction with tutoring for their courses and the Regents' Exam.
- **Student Development**. EXCEL Center and SD worked closely together on study skills seminars, career exploration and referrals for counseling.



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- 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

There are many campus departments and student organizations that address the social needs of minority students, so we feel that we have been successful as an institution in meeting that area of minority students' needs. However, helping minority students excel academically is our challenge. We have tackled that challenge by increasing the awareness of MAP's services to students, faculty, and staff. We have made sure that we are present not only at New Student Orientation, and Visitation Days, but we have made a point to educate RA's and Residence Life Directors about our program. The Director of the EXCEL Center makes a point to inform faculty about MAP at the New Faculty Orientation and at the College of Business and Arts & Science beginning of the year All Faculty Meetings. We continue our awareness efforts through our publication, *The LEGACY*, which highlights academic success tips, career preparation advice and campus life. This publication is sent to all minority students, and distributed in high traffic areas on campus. We use every means available to advertise to students our programs.

Peer Mentoring

Along with increasing our efforts to educate the campus community about our program, we have continued our traditional and best retention program, Peer Mentoring. This year, we were able to retain most of the program participants throughout the entire program because we offered peer mentoring during the fall semester. In the previous years, we found that student participation decreased drastically during the spring semesters. During the spring semester, peer mentors continued to mentor freshmen informally without formal programs planned. In addition, MAP certified one peer mentor 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.

More Power to You: The Second Year Experience for Minority Students



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MP2U (More Power to You: The Second Year Experience for Minority Students) is a second year program for minority students. MP2U guides second year students with exploring majors and careers and uniquely provides opportunities for second year minority students to engage in a variety of learning opportunities while increasing self awareness. In collaboration with the Student Development Center, the program was a pilot study to understand how to serve the larger population of second year UWG minority students. Program participants engaged in bi-weekly workshops on The Sophomore Slump, My Personality Traits, Discover a Lasting Career, What are my strengths, again?, Choosing the Right Major, and To Be or Not to Be: Decision Making. After each workshop, participants met with a program advisor to apply the information personally. In addition, students developed an individualized comprehensive academic plan. The comprehensive academic plan encompasses learning experiences that will help students to map out their total learning experiences of college life. The program will continue next year to further determine the needs of minority sophomore students.

Minority Faculty and Staff Meet and Greet

To kick-off the academic year, MAP has continued its tradition of introducing the minority faculty and staff to minority students at its annual Meet and Greet event. This year, approximately 85 minority faculty, staff and students as well as senior administrators attended the event.

Freshmen on Academic Probation

MAP increased its efforts to reach out to its freshman students on academic probation by utilizing the entire EXCEL Center staff. Each academic advisor in the EXCEL Center was assigned a group of 55 freshmen on academic probation to assist throughout the spring semester to help them return to good academic standing. Those students were contacted several times throughout the semester, so they would have an understanding of what academic probation is and how to get themselves off of academic probation. Each advisor met with students to help them individually. The MAP Coordinator taught a course for freshmen on academic probation. Whether students were in the probation course or met with academic advisors, each freshman was coached on study skills, time management, and note-taking strategies.

Academic Rap Session Series

New freshmen 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



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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. The attendance was below average and the evaluations were above average. The faculty was not utilized to its fullest with audiences of 10 students. The Academic Rap Sessions will be conducted by peer mentors next year and MAP protégés will be required to attend to try to increase the attendance. If this method works, faculty will be invited to lead the sessions the following year.

Multicultural Enrichment Program

MAP, along with the co-sponsorship of the admissions office, did not continue its Minority Enrichment Program (MEP) this year, a community outreach program for area high school students due to no allocation of funding from the West Georgian Foundation. 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 on average four of its twelve participants to enroll as freshmen at UWG each year. In collaboration with the admissions office, MAP seeks to find other sources of funding to support this community outreach program.

Latino Cultural Society

To increase the retention of Hispanic students, the Latino Cultural Society (LCS) student organization continues to create a social environment for UWG Latino students while bringing diversity to the campus community. The organization has become an active student organization with over 45 members sharing their culture with faculty, staff and students. This past year, the organization decided to volunteer in the community as a focus for the year. They volunteered weekly at a senior citizen home in Carrollton where they played bingo with the residents. The event started as a one time project, but the students enjoyed it enough to continue it throughout the year. LCS also volunteered at the Youth Connections Program at Live Oaks Shelter, a shelter for abused children in Carroll County. The student leaders taught the children salsa dancing and different customs and foods of Latin America. The children particularly enjoyed hitting the piñata and diving for the candy as well as learning how to speak Spanish. LCS continued its usual activities of hosting parties with a Latin flavor as well as teaching other students how to speak Spanish at its weekly meetings. Next year, the organization plans to increase its visibility on



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campus by working with other student organizations on events and the Foreign Languages department on Hispanic week.

In addition, four Latino students who are also officers of LCS attended the National Conference on Student Leadership in Atlanta, Georgia for three days to develop leadership skills to further enhance the Latino Cultural Society. They used the information from the conference to plan for the upcoming year. The students were engaged in conversations about student organization publicity and promotions, fundraising, and motivating members.

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 Goizueta Scholars, Tania Celis and Ingrid Gonzalez, are doing well academically. Her academic success is evident of the need for this scholarship. MAP worked with Tania throughout the year to ensure she was successful.

Academic Awards Program

Minority and international students at the University of West Georgia and local high school students were recognized for their academic achievements at the 24th annual Academic Awards Ceremony on Tuesday, March 25, at 7 p.m. in the Campus Center Ballroom. Jeffrey Turner, chief of police in Clayton County, was the keynote speaker. Turner has served in the Clayton County Police Department as a uniform patrolman, detective and assistant chief of police before becoming the chief of police. He graduated from West Georgia with a degree in criminal justice in 1986 and is a graduate of the FBI National Academy. The Multicultural Achievement Program hosted the event. MAP presented three awards to UWG students: the Academic Achievement Awards to students with a 3.0 grade point average or higher; the Academic Excellence Awards to juniors and seniors with a 3.5 GPA or higher; and the ACE Awards to juniors and seniors with the highest grade point average in their field of study. In addition, a Helena Harbridge International Student-Athlete Award recognized an international student-athlete possessing the



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best combination of athletic performance, academic achievement, team spirit and community involvement.

Passing the Torch Program

In 2007-2008, The Passing the Torch program (PTT) sponsored programs that were beneficial to the academic and social growth of UWG minority juniors and seniors. Each of the programs offered inspiration and guidance to students to improve their overall college experience and their post graduate experience following graduation. As a program underneath the Multicultural Achievement Program, PTT was created primarily to reach the needs of minority juniors and seniors. Members of the African American Alumni Association of UWG were chosen to speak with students to help guide them with making the right decisions. One of the challenges with PTT was finding alumni to present at programs. The majority of the programs were held during the week which created a problem for alumni to get to Carrollton in a timely manner to present. Next year, alumni will not be the primary source of information for junior/senior programming. Below are descriptions of PTT programs:

“Celebrating the Spirit of West Georgia”

This program was held during West Georgia’s homecoming festivities to encourage and uplift school spirit among minority students by inviting past alumni to share their positive experiences at UWG. Secondly, the purpose of the program was to evoke minority students to become more involved within campus student life. Former African American Homecoming Kings and Queens, along with a former African American Student Government President were invited to speak to minority students about the importance of becoming actively involved in student organizations, clubs, and student leadership positions to make a difference not only within their own personal lives but also in the lives of others on UWG’s campus. Participants in the program addressed the importance of having goals, dreams, and aspirations to achieve success in and outside of school. They addressed how campus involvement played a major role in their success following graduation.

“A Millionaire’s Dream”

A Millionaire’s Dream was created in conjunction with Alpha Kappa Psi Fraternity Incorporated, a national business fraternity for males and females on UWG’s campus. PTT sponsored the program so students could learn the importance of financial investment and saving plans to prepare for the future.



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Students who attended the program were taught to save now to gain prosperity in the future. Alumni with different financial backgrounds were called to present and hold conversations with students about financial investing. Alumni panelists included Fred O'Neal a Financial Analyst of Edward Jones, Katrina Mobley a Financial Planner of Waddell and Reed and June Sanders an IRS Tax Examiner. Panelists shared the importance of investing, how to invest, and how to wisely choose safe companies and products to invest. Panelists also discussed the significance of opening retirement plans for college students. Discussions were focused on looking at the current problems that plague the retirement system, the effects of how the problems will affect the future, and retirement plans for students that could help relieve many of the issues affected by retirement. Panelists also encouraged students to become employed with stable employers, like the government.

“The Cultural Blowout”

The Cultural Blowout was held in collaboration with the student organization Free Verse the Experience, a literary arts organization that encourages students to explore their talents in writing, performance, and music. The Cultural Blowout program involved students with a variety of talents, and skills from various religious, cultural backgrounds, diverse countries, and student organizations with different beliefs and values to display the arts of dance, poetry, song and performance. The Cultural Blowout helped students to unite and share their similar interests while celebrating their differences. This program was created to give students a greater prospective of the world. Alumni Jamaal Marshall aided in our mission by joining in and addressing students through vocal performance and encouraging students to pursue their talents positively.

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. Also, next year MAP will continue to address the needs of its second year students through the development of programming for this student population. MAP received less funding for the upcoming year to support programming. The lack of funding from the West Georgia Foundation challenges MAP to find funding for the MAP Academic Awards Program, and the MEP program was not held this summer as a result of no funding.



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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 despite the challenges to funding.

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 2008	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 2008	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 2008	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 2008	Coordinator determines if the program needs changing or enhancing.
EXCEL Center Utilization	To count the number of students using various services	Computer and hard copy sign-in	Each Semester	Summer 2008	Director and Staff determine if the program needs changing or enhancing.



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Reports		documentation and Staff calendar and contact sheet records			
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 2008	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 2008	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 2700 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 1100+ 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 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

Addressed in above.

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.



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Professional Conferences/Workshops

Member of Local Organization Committee for 22nd NCLCA Annual Conference, Atlanta, September 26-29, 2007

Obtained Lean Six Sigma Green Belt Classification, March 2008

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

President, Professional Association of Academic Advisors, UWG, 2007 – Present

Member Advisory Board of the Murphy Public Service Center and American Democracy Project, UWG, 2008

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.

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



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-
- 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

- “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
- 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

Presentations:

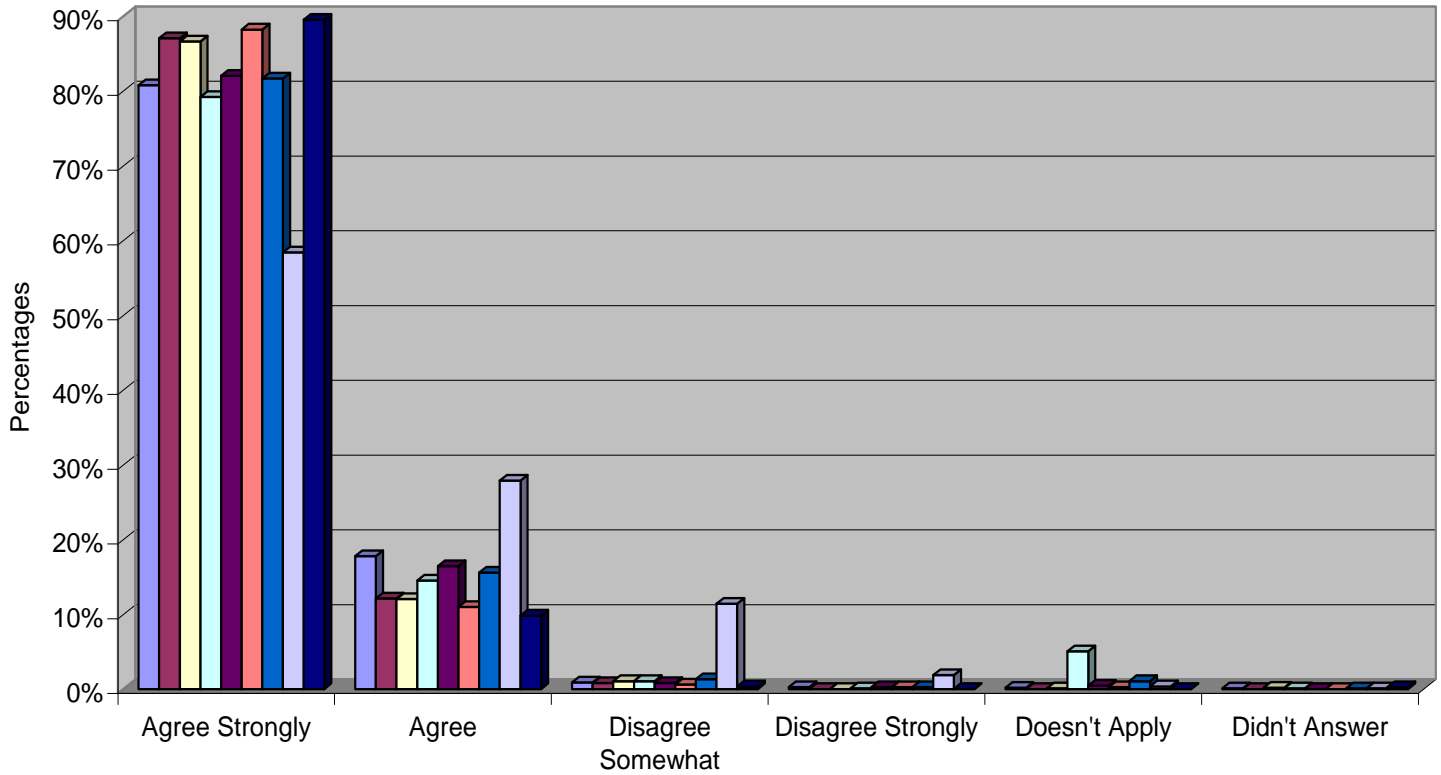
“Oops I did it again, Pitfalls of New Academic Advisors, NACADA Southeast Regional Conference. Georgia State University, Atlanta, GA, March 5-7, 2006



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Advising Evaluations



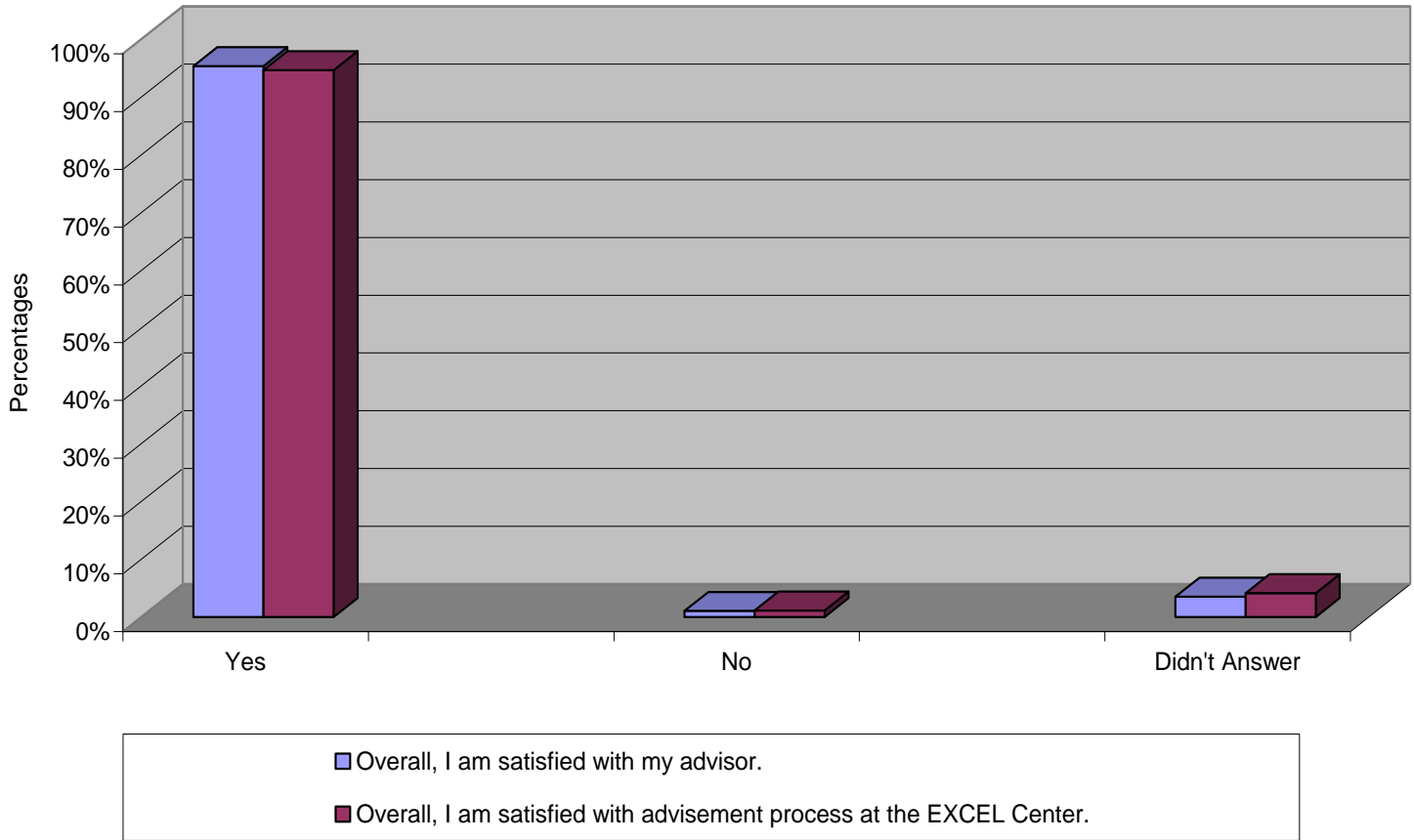
- The Receptionist treated me in a friendly manner.
- My advisor listened carefully to my concerns.
- ... knowledgeable about general education ... requirements
- My advisor helped me explore strategies ...
- My advisor displayed professional behavior.
- My Advisor created an atmosphere in which I felt comfortable.
- ... My advisor gave me information about resources ...
- My advisor answered my questions.
- I was well prepared for my meeting with my advisor



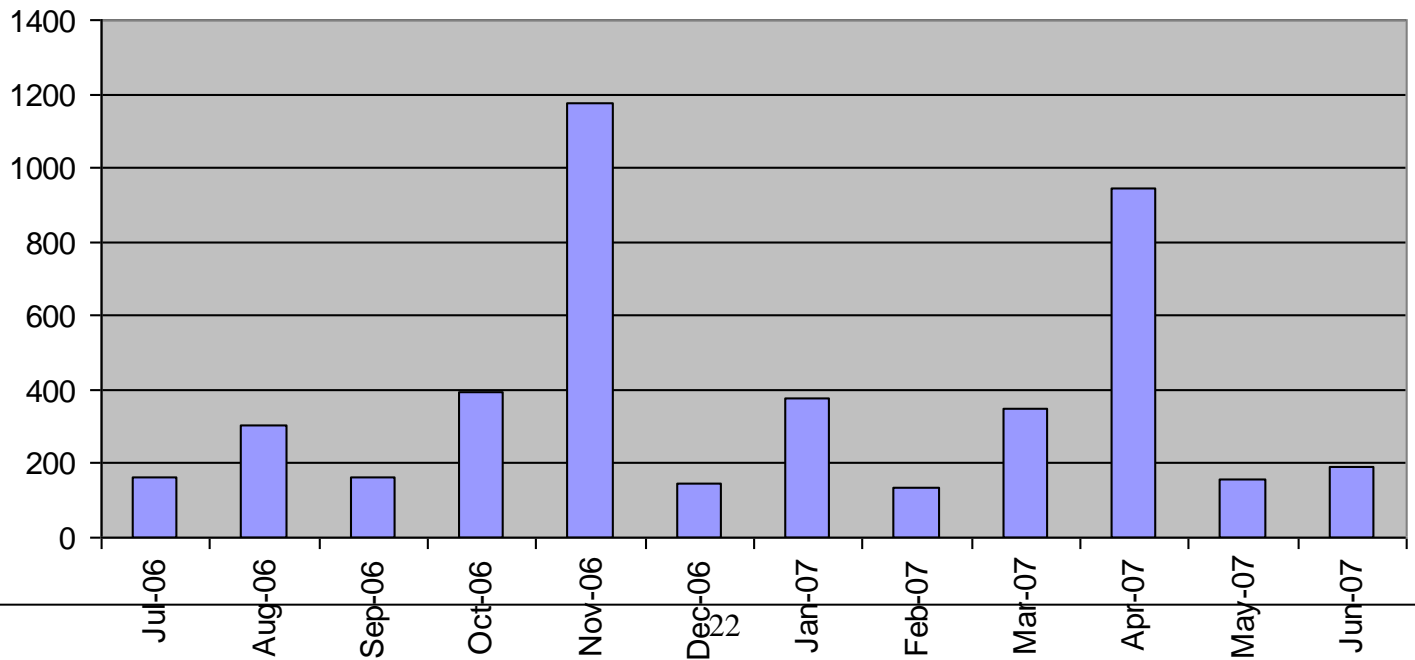
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Advising Evaluation Totals



Number Advising Contacts by Month





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EXCEL Mentor Protégé Fall 07-08 GPA

	End of Fall			End of Spring		
	Average UWG GPA	Average Transfer GPA	Average Overall Fall 07 GPA	Average UWG GPA	Average Transfer GPA	Average Overall Spring 08 GPA
Protégé	2.153	3.160	2.161	2.324	3.057	2.323
All Freshmen	2.313	2.840	2.340	2.527	2.898	2.538
All Freshmen Excluding Protégé	2.335	2.830	2.366	2.56	2.897	2.573

