



EXCEL Center for Academic Success
Annual Report
July 31, 2009



Cheryl Rice, Director
DeLandra Hunter, Associate Director for Tutoring and Mentoring
Ashley Lewis, Assistant Director & Coordinator of MAP
William Etheredge, Academic Advisor
Pamela Maxey, Academic Advisor
Wes Kirkbride, Academic Advisor
Emily Hall, Academic Advisor
Erin Brannon, Administrative Associate
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, 2009



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, 2009



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**
 - 1124/1500 (fall/spring) advisement contacts during advanced advisement periods
 - 1835/705 additional advisement contacts by individual staff members (via email, phone, appointments, walk-ins, etc.)
 - 185/186 Pre-major workshop attendees
 - 1774 Pre made schedules for new student orientationsAn average of 2500 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 1774 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, 2009



- **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. Departmental Liaison Structure

1. William Etheredge

Biology
Chemistry
Computer Science
Math
Engineering (Chemistry, Geosciences, Physics)

2. Emily Hall

Art
English
Foreign Language
Mass Comm
Theater
Music
Philosophy

3. Pamela Maxey

Nursing
College of Business
College of Education
First Year Programs

4. Wes Kirkbride

Anthropology
Criminology
History
Environmental Studies
Global Studies
Political Science
Psychology
Sociology
Geography



EXCEL Center for Academic Success
Annual Report
July 31, 2009



Career/Major Exploration:

- Initial Interviews were conducted, **FOCUS** 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.
- **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 400 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 1700 students.
- **Coordinated** academic advisement aspects of UWG new student orientations with academic colleges.
- **Conducted Undeclared Dean's Meeting @** orientations.
- **Advised** incoming undeclared students.



EXCEL Center for Academic Success
Annual Report
July 31, 2009



- **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 iServe Mentoring**

The EXCEL Center offered its ninth year of peer mentoring to HOPE Scholars and first year students. More than 100 students participated in the iServe mentoring experience which was paired with two sections of POLS 1101. The service project during the fall semester was devoted to voter registration from which more than 1000 voters were registered.

The HOPE Scholarship mentoring program offered a wide variety of activities 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. 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 that could be used for providing food as an enhancement for the mentor programs. 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 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.

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

- **Tutoring:** The EXCEL Center had 1904 student visits in the fall and 2022 student visits in the spring for our tutoring program. The EXCEL Center's tutoring program



EXCEL Center for Academic Success Annual Report July 31, 2009



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 24 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.** 428 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 900 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 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 2009, officers of the UWGeek Squad saw 431 students. For the fiscal



EXCEL Center for Academic Success Annual Report July 31, 2009



year total, the UWGeek Squad aided 1399 students!

- 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 370 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. This January was the beginning of our Faculty Alert program in which faculty notified the Center of students who were doing poorly on test and were not attending class as well as other concerns.
- **Academic Probation:** 391/354 (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.

COLLABORATION WITH OTHER DEPARTMENTS (Goal 8)

- Prepare and maintain current **Core Curriculum Guide** for all incoming students and academic departments.
- **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.



EXCEL Center for Academic Success
Annual Report
July 31, 2009



- **Faculty Resource Packet.** 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.
- **Student Development.** EXCEL Center and SD worked closely together on study skills seminars, career exploration and referrals for counseling. Developed a referral form for better communication.
- Assisted **Departments of Mass Communications, Nursing, Psychology, and Sociology/Criminology** with their pre-major academic advising programs.

MULTICULTURAL ACHIEVEMENT PROGRAM

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 MAP peer mentoring was a part of the First-Year student program selection. First year students were highly encouraged to select one of seven programs to enroll in for this year. The programs were classroom-based and mentoring-based structures.

This year, we were able to retain most of the program participants throughout the entire program. Due to the University System Retention, Progression, and Graduation (RPG) initiative the peer mentors received a stipend for one semester of \$250. The mentoring stipend helped to keep mentors engaged and accountable for their protégé's academic and social performance. During the spring semester, 6 peer mentors were selected to continue to work with minority freshmen on academic probation. These mentors attended bi-weekly classes with their protégés to help with their academic strategies. In addition, MAP certified five 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.

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

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. MP2U is a program in collaboration with the Student Development Center. 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 discuss the information presented in the workshop and develop an individualized comprehensive academic plan. The comprehensive academic plan encompasses learning experiences that will help students to



EXCEL Center for Academic Success Annual Report July 31, 2009



map out their total learning experiences of college life. In addition, this year the participants took career fieldtrips to the Alliance Theatre, CNN, and the Georgia State Capital. MP2U participated in tours, internship and job opportunities, interviews with management, and question/answer sessions. The spring semester, the program focused on career interest areas. Students were placed at a variety of agencies throughout the Carrollton and Atlanta areas to shadow various careers of interest. According to a MP2U participant, "My experience job shadowing a psychiatrist was amazing and very informative. I had the rare chance to sit and ask questions to someone who was already in the career that I want to be a part of", another participant states, "going to Waddell & Reid for job shadowing was a very exciting experience for me. I not only was able to learn more about what financial planners do, but I was also able to work on cases, and connect with people that work there." The program will continue next year to meet 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 46 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 52 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 two freshmen seminar courses for minority students on academic probation. These two probation freshmen seminar courses were taught bi-weekly and covered many academic topics such as study skills, time management, and note-taking strategies. Many of the students in the probation seminar courses had a variety of non academic issues that hindered their academic performance during the academic year.

The Legacy Newsletter Publication

This publication is distributed monthly to minority students and placed in high traffic areas on campus. It highlights academic success tips, career preparation advice and campus life.

Making Your Mark Academic Session Series

New minority freshmen are strongly encouraged to attend the Making Your Mark Session Series. The sessions focused on academic skills such as time management, learning styles, how to study, and preparing for tests. Each session is taught by a group of trained mentors. The sessions are primarily targeted to first year minority students to help them differentiate study skills from high school and college. The attendance and evaluations were above average. The average Participation of each session was 27 students. The Making Your Mark Academic Sessions will continue to be led by peer mentors due to the successful level of student participation.



EXCEL Center for Academic Success
Annual Report
July 31, 2009



Latino Cultural Society

To increase the retention of Hispanic students, the Latino Cultural Society (LCS) student organization continues to create a social environment for 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 onetime project, but the students enjoyed it enough to continue it throughout this year. LCS also volunteered for Safe Treat. LCS set up arts and crafts tables for children and students for Halloween and held a piñata hitting contest. The children loved the experience and LCS plans to participate again next year. 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. This year LCS has increased their visibility on campus by co-sponsoring Latin Films with the Foreign Languages Department, other student organizations, and being active in the “Celebration of Latino Culture” week. Next year, the organization plans to continue co-sponsoring events with departments and student organizations to continue to increase their visibility on campus.

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. Their academic success is evident of the need for this scholarship. MAP worked with Tania and Ingrid throughout the year to ensure they were 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 25th annual Academic Awards Ceremony on Wednesday, March 25, at 7 p.m. in the Campus Center Ballroom. This year we had a total of 734 UWG and 19 high school students that qualified for this award programs. The program featured speaker was Dr. Jacqueline R. Michael. Dr. Michael served as the UWG first coordinator of the Multicultural Achievement Program. 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 best combination of athletic performance, academic achievement, team spirit and community involvement.



EXCEL Center for Academic Success Annual Report July 31, 2009



Celebration of Latino Culture

The Celebration of Latino Culture presented four events to the UWG and Carroll County Community. The purpose of the program was to encourage and provide cultural diversity and celebrate the Latino Culture. The first event sponsored by MAP, LCS, and the Department of Foreign Languages and Literatures was a film entitled "Under the Same Moon." The film was about a young boy's journey across the US/Mexico border to be reunited with his mother. The purpose of the film was to increase students understanding of the Spanish language.

A Guide to Study Abroad

MAP hosted a study abroad fair to encourage students to travel to Spanish speaking countries. This event was designed to expose students to the many opportunities for going abroad to learn Spanish. The event included representatives from the international programs office as well as pass study abroad participants. The pass study abroad participants presented slideshows from their study abroad experience and shared personal stories about school, social and family life while in Cuernavaca, Mexico. The students discussed their appreciation for the lessons, in life and school, which they learned as a result of studying abroad.

VIVA Radio Station

VIVA radio station was invited to campus during the spring semester. VIVA is the top Latino radio station in Atlanta. The station set up in the middle of campus where they played a live feed for the station and gave away lots of free items.

Richard Wright Centennial

The Richard Wright Centennial was a three day event co-hosted by MAP and the UWG English Department. The Wright Centennial consisted of a lecture given by Dr. Robert P. Felgar, English Department Chair at Jackson State University and film viewing and discussions presented by UWG faculty. Richard Wright was among the first African American writers to achieve literary fame and fortune. Though he spent only a few years of his life in Mississippi, those years would play a key role in his two most important works: *Native Son*, a novel, and his autobiography, *Black Boy*.

Black History Week

Black History week was in collaboration with the Africana Studies Program. During this week, two films and lectures were presented to the UWG student body. The film, *Traces of the Trade: A Story from the Deep North* was presented by Dr. Stephanie Wright, UWG professor of History. This film chronicles the descendants of the largest slave-trade family in early America as they face their past and explore their violent heritage that helped shape a nation. The second film was facilitated by Dr. Shun Waymon, a professor of UWG's Political Science Department entitled, *TULIA, TEXAS*. This documentary took a look into the aftermath and investigation behind the massive 1999 Tulia, Texas drug bust, where 46 people were arrested, and a staggering 39 of which were African Americans. The film documented the subtlety racial prejudice and failures of America's criminal justice system.

Challenges: 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



EXCEL Center for Academic Success
Annual Report
July 31, 2009



accommodate the growing Latino student population. MAP hopes to address the academic concerns of its 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 no funding from the University System of Georgia next year along with the West Georgia Foundation which challenges MAP to secure funding to support the MAP Academic Awards Program.

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 2009 | 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 2009 | 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. |
| GPAs 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 2009 | Director and Staff determine if services need changing or enhancing. |
| GPAs 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 | Annually | Spring 2009 | Coordinator determines if the program needs changing or enhancing. |



EXCEL Center for Academic Success
Annual Report
July 31, 2009



| | | | | | |
|---|---|---|---------------|-------------|---|
| | | semester (Banner report) | | | |
| 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 2009 | 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 2009 | 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 2009 | 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 2200 students a month. 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.

We remain without an Associate Director for Academic Advisement and that does have a negative effect on our efficiency and ease of service.

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



EXCEL Center for Academic Success
Annual Report
July 31, 2009



“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

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



EXCEL Center for Academic Success
Annual Report
July 31, 2009



-
- 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

Resumes of all professional staff are available.



EXCEL Center for Academic Success
Annual Report
July 31, 2009



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, 2009



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