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- 2017–2018 At A Glance
Mission
THE UNIVERSITY OF WEST GEORGIA’S CENTER FOR ACADEMIC SUCCESS SEEKS TO DEVELOP HIGHER LEVEL THINKERS AND SELF-EMPOWERED LEARNERS by providing the tools needed for success to the University’s diverse population. To achieve this purpose, we promote the development of student leaders who facilitate active and collaborative learning.

Vision
Through strategic collaboration with faculty and campus partners, the Center for Academic Success will become an exemplary and effective academic assistance model through which students will engage in success-oriented behaviors and be a benchmark for peer and aspirant institutions.

Our Team

Director
Carrie Ziglar

Associate Director for Peer Learning
Position Open

Associate Director of Academic Support & Assessment
Jerome Lee

Coordinator for Supplemental Instruction
Shelby Scott

Coordinator for Peer Tutoring
Emily Richardson

Coordinator for Peer Academic Coaching
Nichole Ray

Coordinator for Academic Success Programs
Stormy Sims

Budget Manager/Office Manager
Paula Neild

Front Desk Receptionist
Rebekah Folds
The Center for Academic Success offers peer tutoring for all core classes, as well as select upper-level classes with high DFW rates. Tutoring has historically been our most popular program hosting more than 5,000 appointments during the 2017–2018 school year. Our tutoring center allows students to sit down one on one with an experienced and trained tutor to discuss study strategies, and review key concepts. In order to work in our office, all tutors must have at least a 3.0 GPA and have earned an A in any class that they support.

Our program is level 3 CRLA certified, which means that our more than 70 peer tutors go through a rigorous and detailed training program to help them meet our student’s needs. This year the tutoring center broke records for appointments made with 6,610 appointments scheduled during the 2017–2018 school year. Under the leadership of our new coordinator of peer tutoring, we look forward to another record-breaking year.

**Fast Facts**

- **CRLA** level 3 certified
- **70+** peer tutors
- **115** courses covered
- **6,610** appointments made 2017–2018
- **87%** retention rate

**Retention Rates**

<table>
<thead>
<tr>
<th>Tutoring Fall 2015</th>
<th>Tutoring Spring 2016</th>
<th>Tutoring Fall 2016</th>
<th>Tutoring Spring 2017</th>
<th>Tutoring Fall 2017</th>
<th>University Overall Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.7%</td>
<td>81.4%</td>
<td>92%</td>
<td>84.1%</td>
<td>87%</td>
<td>72.38%</td>
</tr>
</tbody>
</table>
Academic Coaching

Our Peer Academic Coaching program promotes success and retention by providing support to at-risk students. Our coaches help students to develop the time management, test taking and study skills that they need to succeed in college. All of our coaches must maintain a 3.0 GPA and attend biweekly trainings.

2017–2018 was an amazing year for the program. The number of coaching appointments more than doubled from 860 in 2016–2017, to 2,118 in 2017–2018. This growth can be attributed to the development of several influential campus partnerships, new appointment tracking software, and of course the hard work of our Coordinator for Peer Academic Coaching.

Nichole Ray:
Coordinator for Peer Academic Coaching

Fast Facts

146% increase in appointments

898 students served in 2017–2018

0.32 GPA increase for students who attended 4+ appointments

Record-breaking year for appointments made, students served, and appointments kept

Number of Students Coached
Supplemental Instruction supports retention and graduation by targeting high-risk courses instead of high-risk students. Our Supplemental Instruction leaders are rigorously trained according to the University of Missouri Kansas City standards. SI leaders are expected to attend classes that they have already passed with an A in order to serve as a role model, and lead review sessions outside of class. Every student who is selected to serve as an SI leader must have at least a 3.0 GPA.

Supplemental Instruction continued to make a major impact on the success of students in 2017–2018. This year, there were 7,368 visits to supplemental instruction. SI covered 109 sections in Fall 2017, but cut back to 81 sections in Spring 2018 to focus on the courses that were most in need. Though fewer sections were supported, students continued to find value in supplemental instruction. Students who attended 6+ sessions in Spring 2018 earned a course GPA 0.74 points higher than those who went to 0 sessions.

**Fast Facts**

- **7,368** visits in 2017–2018
- **109** sections covered in Fall 2017
- **81** sections covered in Spring 2018
- **Used by 30%** of eligible students
- **60+** SI Leaders on staff

![Chart showing SI GPA by Visit for Fall 2017 and Spring 2018](image-url)
In Fall 2017, the Center for Academic Success launched the 3 to Succeed campaign. The goal of the campaign was to highlight the benefit of using all three of our services. While data collected in Spring 2018 found that students who used all three services did generally better than those who did not, the number of appointments was found to be more predictive of student success. Future campaigns will focus on encouraging students to attend 6+ appointments spaced out over regular intervals throughout the semester.

The overall GPA data for our programs in 2017–2018 is promising. Students who use our services have a slightly lower GPA than the institutions average of 2.94; but it is important to keep in mind that students who use our services are more likely to be struggling in their courses. For example, students who attend academic coaching have an average GPA 0.43 points lower than the average across all of our services; however, coaching targets the institution’s most at-risk students. When isolating these populations, take early alert students for example, we see that those who use coaching actually perform much better than students who do not.
The Center for Academic Success hosts multiple events centered on academic skill building and campus adjustment. This year we launched a workshop series, *Snacking Your Way to Success*, which encouraged students to grab a quick bite to eat while they learned valuable academic skills from the Center for Academic Success and our campus partners. In addition to the workshop series, during the 2017–2018 school year we developed a valuable partnership with Greek Life. Through this partnership, we hosted 11 workshops that served 346 students.

Our biggest event is the Study Blitz. This event attracts hundreds of students who take advantage of drop in tutoring the day before finals. The Study Blitz also provides students with the opportunity to relax with movies, messages, and coloring sheets before exams begin. This year’s Study Blitz attracted 282 students in the fall and 309 students in the spring. We look forward to hosting the Blitz next year in the Campus Center, which will allow us to have more space and a simpler layout.

### Fast Facts

- **346** students served through Greek Life partnership
- **591** visits to Study Blitz
- **Launched** *Snacking Your Way to Success* workshop series in Fall 2017
- **Preparing to launch** *Succeed West* first-year support program in Fall 2018

### Number of Study Blitz Participants

<table>
<thead>
<tr>
<th></th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>45</td>
<td>121</td>
<td>114</td>
<td>136</td>
<td>198</td>
<td>172</td>
<td>109</td>
</tr>
<tr>
<td>Sophomores</td>
<td>34</td>
<td>51</td>
<td>56</td>
<td>60</td>
<td>95</td>
<td>67</td>
<td>84</td>
</tr>
<tr>
<td>Juniors</td>
<td>17</td>
<td>24</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>23</td>
<td>65</td>
</tr>
<tr>
<td>Seniors</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>13</td>
<td>20</td>
<td>54</td>
</tr>
<tr>
<td>Graduates</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>107</strong></td>
<td><strong>207</strong></td>
<td><strong>202</strong></td>
<td><strong>335</strong></td>
<td><strong>332</strong></td>
<td><strong>282</strong></td>
<td><strong>309</strong></td>
</tr>
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Every semester the Center for Academic Success partners with Academic Affairs, as well as other campus partners within the division of Student Affairs and Enrollment Management to facilitate the university’s Early Alert Progress Report process. This strategy has been effective in reaching thousands of at-risk students and steering them towards essential campus resources. This program has also seen consistent increases in faculty engagement. The faculty response rate has increased by 35% from Spring 2016 to Spring 2018. This year there were 1,971, and 1,632 students marked as at-risk in the Fall 2017 and Spring 2018 respectively.

Typically, about 30% of students who are labeled at-risk during the early alert process visit the Center for Academic Success. This means that out of the 1,632 students who were marked at-risk Spring 2018 only 472 students used our services (28.9%). In the future, we are looking to build more intentional campus partnerships to help drive students toward academic success services, and track students who use services outside of the Center for Academic Success, such as the Advising Center or the Counseling Center. We hope that this will allow us to get a more robust picture of early alert outcomes. Though we still have quite a ways to go, data suggests that the Early Alert Progress Reports are an effective way to leverage technology to provide academic support to at-risk students.
2017–2018
At A Glance

2.98
GPA of students with 10+ visits

14,487
Total visits

14%
Increase in faculty response

7,368
Supplemental Instruction appointments

2,118
Academic Coaching appointments

5,001
Tutoring appointments