<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended / Other outcomes</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>How did this strategy support the Strategic Plan? The Vision for Students?</th>
<th>If you did not undertake the strategy please explain</th>
</tr>
</thead>
</table>
| Secure and maximize program resources to serve an optimal number of SSS eligible participants within US Department of Education parameters. | Use technology and technology mediated strategies to increase the educational experience of all students by increasing flexibility and accessibility to educational resources during traditional and non-traditional hours. | Develop and apply knowledge of self, including personality, values, interests, and aptitudes. Demonstrate autonomy and personal responsibility. Understand the importance of lifelong learning. Identify, develop and articulate career competencies necessary to succeed. | 1, 726 individual usages of the SSS Computer lab were logged for 2009-2010, accounting for a total of 1,411 hours of usage. The computer lab was also the center of learning for the project, serving as our primary workshop space, as well. Online workshops were utilized by 18 project participants who logged 9 hours via this instructional method. 85% passed the post-test with an 80% or higher (80% is the minimum acceptable score). The workshop topics included:  
- Reading and Understanding the Course Syllabus  
- It’s a Different World (adjusting to life at the U of M)  
- The Transition from Single to Married  
- Apartment Hunting  
- Interviewing Tips  
- Academic Status/Retention  
- Resume’ Development  
- Credit Cards  
- Stress Management  
- Gearing Up for Graduate School | It is expected that the lab usage will increase or at least remain constant. We are evaluating the online workshops, considering a move to eCourseware to allow us to pre- and post-test participants. This will give a clearer picture of whether the learning is because of the workshop itself. | The online workshops promoted students learning in several areas, including the following:  
1. Develop and apply knowledge of self, including personality, values, interests, and aptitudes.  
2. Understand the importance of lifelong learning.  
3. Identify, develop and articulate career competencies necessary to succeed. | They also supported the U of M goal of Student Success. The computer lab serves to provide a sense of place for students who are served by SSS. It creates a service-oriented culture within the unit. The extension of hours was a result of previous student feedback, which further enhances student ownership. |
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Secure and maximize program resources to serve an optimal number of SSS eligible participants within US Department of Education parameters. (Continued)</td>
<td>Apply for a renewal (continuation) grant for Student Support Services project.</td>
<td>Continuation grant.</td>
<td></td>
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<tr>
<td></td>
<td>The University of Memphis submitted two proposals during the recent Student Support Services Grant Competition:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A. Regular SSS Project Proposal (a continuation grant). The proposed funding for this project is $238,496.00 per year for five years (2010-2015) for a total of $1,192,480.00 in federal funding.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>B. SSS STEM Project Proposal (a new proposal). The proposed funding for this project is $220,000.00 per year for five years (2010-2015) for a total of $1,100,000.00 in federal funding.</td>
<td></td>
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<tr>
<td></td>
<td>NOTE: These funding levels are matched with an institutional match of $177,831.00 per year for five years, for a total of $889,155.00 in institutional funding.</td>
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<td></td>
<td>The latest information regarding the competition suggests that the University will be informed by the U.S. Department of Education by late summer regarding the status of these proposals. The current project cycle will end on August 31, 2010. The department has committed to notifying us prior to the start of the new project year – September 1, 2010.</td>
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<td></td>
<td>The new proposals articulated a number of assessments strategies that incorporate the planning/reporting processes of the U of M and the Funder.</td>
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<td></td>
<td>The continuation of the SSS project supports the division’s goals of increasing graduation and retention; cultivating a welcoming campus culture; increasing student participation in co-curricular programming. The project also seeks to support most, if not all, of the vision for students.</td>
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</tbody>
</table>
| Cultivate the academic, personal, career, financial, technological, and social development of SSS participants, including awareness of and preparation for graduate/professional schools. | Increase the knowledge and preparation of Student Support Services students for graduate and professional schools.  
   a) Discuss continuing education in counseling sessions  
   b) Discuss and assist students in search for suitable educational facility  
   c) Encourage the early submission of application materials  
   d) Provide training sessions for taking graduate entrance exams  
   e) Facilitate open forum that will allow students to talk with current graduate students  
   f) Provide informational sessions to provide the best practices to gain admission into graduate school | Understand the importance of lifelong learning  
   Develop and apply knowledge of self, including personality, values, interests, and aptitudes  
   Possess appropriate self-efficacy  
   Students will pass entrance exams  
   Students will develop skills needed to write professional letter of intent  
   Student will learn about the options for continuing education in a particular field  
   Student will gain confidence needed to complete all application processes for graduate school | Two workshops related to graduate and professional school were facilitated in the 2009-2010 academic year, which were attended by 41 students. One session was led by Dr. Karen Weddle-West of the Graduate School. She unfortunately was unable to attend the other session, which was facilitated by SSS Counselors. | As this is a new initiative with the project, tracking data has not been fully implemented (i.e. # of students applying, accepted, enrolled, completing graduate school). The systems and mechanisms for tracking this data must be established and implemented. Even though the formal calculation is lacking, informal feedback from several students suggest that the project’s increased focus on the topic has prompted many of our participants to consider graduate/professional school. | This initiative seeks to promote the university’s student success goal and its access and diversity goal particularly at the graduate school level. It supports the divisional goal of retention and graduation by giving students post-baccalaureate goals to work toward, promoting academic success and encouraging timely graduation. |                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| Present a variety of workshops and cultural activities                | Develop and apply knowledge of self, including personality, values, interests, and aptitudes  
   Possess appropriate self-efficacy  
   Develop an understanding of and respect for people from cultures and ethnic groups different from their own | The project had workshops in the following areas:  
   - Academic Success Skills (19)  
   - Career Advising (65)  
   - Financial Aid (16)  
   - Financial Literacy (10)  
   - Graduate/Professional School (41)  
   The numbers in parentheses indicate the number of participants that attended workshop(s) in the category. | Each workshop was assessed by students to determine their satisfaction with the session and to gauge whether or not they felt the session was helpful. This information was compiled and will be used to inform future workshops schedules, topics, and presenter choices. Also, presenters received copies of the compiled evaluations. | By bringing partners from across campus in to present workshops, we believe this strategy promoted the division vision of establishing connections to the U of M. Some topics supported the Understanding and managing self area. But, the strongest link would be to the succeeding as a professional element. The division’s engagement and retention/graduation goals are also supported here. |                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                 |
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<tr>
<td>Cultivate the academic, personal, career, financial, technological, and social development of SSS participants, including awareness of and preparation for graduate/ professional schools. (Continued)</td>
<td>Development an online community for Student Support Services participants.</td>
<td>Establish a connection to the University of Memphis</td>
<td></td>
<td></td>
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<td></td>
<td>The project implemented both a Facebook group and a Twitter profile. Neither proved to be particularly effective. Therefore, this strategy was not fully undertaken.</td>
</tr>
<tr>
<td>Provide a comprehensive student development program designed to increase the retention, persistence, performance, and graduation of SSS students.</td>
<td>LEADERSHIP STRATEGY: Focus on developing and empowering the Student Advisory Board to play a more active role in SSS program development and evaluation.</td>
<td>Demonstrate effective leadership skills</td>
<td>Become engaged citizens locally</td>
<td>Establish a connection to the U of M</td>
<td>Develop and apply knowledge of self, including personality, values, interests, and aptitudes</td>
<td>Demonstrate autonomy and personal responsibility</td>
<td>The Student Advisory Board facilitated two focus group meetings with project participants in 2009-2010. They solicited feedback from the participants about project activities, staff, services, etc. The board attempted to coordinate two service projects, but was not successful.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Provide a comprehensive student development program designed to increase the retention, persistence, performance, and graduation of SSS students. (Continued) | Provide an intrusive, structured program promote participant success and prevent early discouragement and failure.  
1. 100 percent of participants will be given a needs assessment and will develop a structured Individualized Success Plan (ISP) within 30 days of being admitted to the project  
2. Mandatory bi-weekly meetings with a staff Counselor  
3. Continue to develop Early Intervention Program through partnership with Academic Status and Retention Services Office | Establish a connection to the U of M  
Identify, develop and articulate career competencies necessary to succeed  
Understand the importance of lifelong learning  
Demonstrate effective leadership skills  
Develop and apply knowledge of self, including personality, values, interests, and aptitudes  
Demonstrate autonomy and personal responsibility  
Possess appropriate self-efficacy | | | | | | The 2009-2010 school year was a time of transition for ASR, which saw the first full year under the U of M’s new academic status and retention policy. While sub-strategies 1 and 2 were undertaken, item 3 was not. This is a strategy that hopefully will be more feasible with the implementation of Hobson’s Retain. |
| Increase student participation in SSS programs.  
1. Support and encourage participants with expertise/ knowledge in areas that may be of interest to other participants to facilitate workshops for other participants  
2. Develop an award/incentive for the fall semester for students who complete program requirements | Establish a connection to the U of M  
Demonstrate effective leadership skills  
Develop and apply knowledge of self, including personality, values, interests, and aptitudes  
Possess appropriate self-efficacy  
Demonstrate autonomy and personal responsibility | | | | | | | These strategies have been tabled |
**Goal**

Provide a comprehensive student development program designed to increase the retention, persistence, performance, and graduation of SSS students. (Continued)

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3. Provide financial-based incentives to help participants work less hours, live on campus, and stay enrolled and successful in school.</td>
<td>Understand the importance of lifelong learning Develop and apply knowledge of self, including personality, values, interests, and aptitudes</td>
<td>The project developed a grant proposal in collaboration with the U of M Internship Team to provide SSS participants with paid internships. The proposal was not funded. The Internship Team was recently successful in using the proposal developed in collaboration with SSS to secure funds through the student Green Fee grant program. SSS will work with the Internship Team during the 2010-11 academic year to provide paid internships to up to 16 SSS participants with the resources provided through this funding.</td>
<td>No feedback was offered regarding either of our unsuccessful proposals. We’ve yet to implement the funded project; therefore, no assessment data is available.</td>
<td>These strategies support several elements the division’s vision for students, including: 1. Establish a connection to the U of M 2. Demonstrate effective leadership skills 3. Demonstrate autonomy and personal responsibility 4. Succeeding as a professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.

2. Please include results from programs/services not included in your 2009-2010 Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Loan Program</td>
<td>Academic success of project participants.</td>
<td>This program is intended to offer participants books that they can checkout temporarily in the event that they cannot afford to purchase all of their textbooks. Furthermore, the texts are available as resources to participants and the tutoring staff.</td>
<td>This year, only 8 participants used the service. However, upon review of the collection, it was determined that the books were outdated and needed to be updated. The staff identified the general education courses SSS participants have registered to take in Fall 2010. Based on this information, we will secure updated texts for the 2010-11 academic year.</td>
</tr>
<tr>
<td>Tutoring Program</td>
<td>Academic success of project participants</td>
<td>The project saw an increase in the number of students using the tutoring services in the fall. Forty individual students (20% of the project participants) received tutoring by project tutors. They received just over 130 hours of tutoring during the school year. There were 121 individual contacts.</td>
<td>The performance of the students receiving tutoring was not collected and compiled. This is a next step in the evaluation of the tutoring project should it continue. This component of the project is being evaluated to determine cost-effectiveness.</td>
</tr>
</tbody>
</table>
3. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated.

**ACTIVITIES/SERVICES**

The SSS project engaged participants in a number of services over the course of the 2009-10 academic year. These activities and services are detailed in the table below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of Contacts</th>
<th>Cumulative Activity Time (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Lab Usage</td>
<td>1,716</td>
<td>1,410</td>
</tr>
<tr>
<td>Individual Counseling (Academic Advising)</td>
<td>742</td>
<td>278</td>
</tr>
<tr>
<td>Individual Counseling (Academic Success)</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Individual Counseling (Career Advising)</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>Individual Counseling (Personal Advising)</td>
<td>315</td>
<td>88</td>
</tr>
<tr>
<td>Individual Counseling (Financial Aid/Scholarship)</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>Individual Counseling (Leadership/Involvement)</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>Individual Counseling (Other)</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>Tutoring - Business</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tutoring – English</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Tutoring – Math</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Tutoring – Paper Proofing</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Tutoring – Humanities/Arts</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Tutoring – Social Sciences</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Tutoring – Science</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Tutoring – Other</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Tutoring – Academic Success</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**ACADEMIC YEAR SCHOLARSHIPS**

This year SSS awarded scholarships to a total of 110 students during the fall and spring semesters. This was made possible by a supplemental award of grant aid from the U.S. Department of Education and availability of unused scholarship funds from previous project years. The awards were made as follows:

<table>
<thead>
<tr>
<th>Fall/Spring Awards (Continuing Participants)</th>
<th>Spring Only Awards (New Participants /Federal Funds)</th>
<th>Spring Only Awards (New Participants /Institutional)</th>
<th>Schadt Foundation Book Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td># Awarded</td>
<td># Awarded</td>
<td>Total Amount</td>
<td># Awarded</td>
</tr>
<tr>
<td>51</td>
<td>32</td>
<td>$87,930.00</td>
<td>21</td>
</tr>
</tbody>
</table>

*$5,000.00 of this was federal grant aid funding.

**SUMMER SCHOLARSHIPS**

This year, SSS provided over $99,000 in aid to students, allowing them to attend summer school at the U of M. A total of 46 students were awarded summer aid, which covered the cost of tuition and provided funds for the purchase of textbooks.
PERSISTENCE/GRADUATION RATES

The persistence and graduation rates for all of the SSS project’s participants has been collected and calculated. Following is the data for these students over the existence of the program:

<table>
<thead>
<tr>
<th>Years Since Initial Entry into Project</th>
<th>ALL NEW PARTICIPANTS</th>
<th>FT/FT FRESHMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>2005</td>
<td>160</td>
<td>1.90%</td>
</tr>
<tr>
<td>2006</td>
<td>66</td>
<td>3.00%</td>
</tr>
<tr>
<td>2007</td>
<td>66</td>
<td>1.50%</td>
</tr>
<tr>
<td>2008</td>
<td>47</td>
<td>0.00%</td>
</tr>
<tr>
<td>2009</td>
<td>98</td>
<td>*</td>
</tr>
</tbody>
</table>

* Data for the 2009 cohort will not be collected until census date for Fall 2010

4. What is your BHAG? List evidence that supports that you are making progress toward it.

The Student Support Services at the University of Memphis seeks to become a nationally recognized SSS project, known for its use of technology and assessment to meet the needs of first-generation and low-income students, as well as students with disabilities.

- **Evidence:** Again, the SSS project was contacted by a number of institutions who requested additional information regarding our use of online workshops. In addition, each professional staff member attended TRiO trainings related to the use of technology for retention and assessment. Despite these facts, the project acknowledges that additional steps are needed in this area to make significant progress towards the goal.

5. List any awards or other notable accomplishments by the department, individual staff or students:

**Student Accomplishments**

- **Shada Blair:** President Elect: African American Educators of Tomorrow
- **Jeanene Bowers:** Internship, Big Brothers/Big Sisters of Greater Memphis
- **Coretta Brown:** NAACP Co-Chair Scrapbook Committee
- **Fredrico Doss:** Vice-President Elect; African American Educators of Tomorrow, Tiger Leadership Institute Graduate, Student Activities Council Executive Board
- **Kayla Echols:** NAACP, Co-Chair Health Committee
- **Candice Hampton:** Chair Elect, BSA Public Relations; Intern, City of Memphis Ambassadors Program (Office of Youth and Community Services)
- **LaBradford Millen:** President Elect: Phi Beta Sigma Fraternity, Delta Nu Chapter
- **Terrance Price:** BSA, Information Technology Chair, Alpha Phi Alpha, Kappa Eta Chapter, Marketing Director
- **Zipporah Robinson:** Internship: TSLAMP Summer Research Program
- Vann Stacks: Internship in MILE Program
- Kiara Thompkins: Fosh Council, FRESH Mentor
- Gregory Vann: Vice-President Elect EMOC, Frosh Camp Director, Math Academy 2010
- Courtney Williams: NAACP Chair Elect Fundraising and Finance Committee, Recruitment Chair Elect: Memphis Lead Team
- Quincy Bindon: Tiger Leadership Institute graduate
- Danielle Boyce: Dean's List
- Shonti Brown: Shelby County Government Headstart, Secretary; Education Advisory Committee; Health Services Advisory Committee
- Shirmilla Burn-Cole: Student Advisory Board Member, SSS/Trio Program; Recruitment Advisor, Phi Sigma Pi (Delta Zeta Chapter); Public Relations Advisor, Christ Way Outreach Ministries Church
- Raven Cansier: Freshmen Honor Society; Black Scholars Unlimited; Dean's List for both semesters
- Minkah Chaney: Executive Chaplin Omega Psi Phi fraternity
- Mykila Cobb: president-elect BSA; elected VP Student Ambassador Board; Internship at First Tennessee Bank, Dean's List
- Brandon Dixon: NAACP health and education co-chair; NAACP Tennessee Treasurer of the Youth and College Division F.R.E.S.H. Mentor program; 2009-2010 Memphis Literacy Corps Tutor
- Jeanae Doughy: SGA, senator for college of Arts and Sciences; Marching Band; FROSH camp counselor; Secretary—T au Beta Sigma National Honorary band sorority
- Emmanuel Freeman: Tiger Leadership Institute
- David Hamilton: Helen Honor's program; Philanthropy Chair for Black Scholars
- Xavier Jones: VP Alpha Phi Alpha; Senator at Large SGA; Emerging Leaders Scholar; Info-technology Chair for BSA; Chair Black Business Expo for Black History Month; Student Event Allocation Committee 2009 – 2010; Frost Camp Counselor 2009, 2010; Frost Council Advisor(Freshmen Senate) 2009 - 2010
- Shana Guy: Rotaract Community Service Organization Secretary
- Jonene Jeans: Honors Program Scholarship
- Jasmine Johnson: Zeta Phi Beta sorority; NPHC Delegate, Step Master, Chair of Fundraising, Chair of Constitution Revisions, Undergraduate Member-At-Large; DEAN'S LIST (Fall Semester); Black Scholars Unlimited (Corresponding Secretary for '10-'11); Frost Council Advisor; S.G.A. Senator-At-Large; F.R.E.S.H. Mentor; FROSH camp counselor
- Rekeshia Joiner: Frosh Council 2009-2010; Internship in Human Resources with city; MCAS Certification; Sigma Alpha Lambda invitation; Black Scholar Unlimited Invitation
- Darrell Lewis: Phi Beta Sigma fraternity, Education Chair; Student Athletic Activity Council; Section Leader on Track Team; 3.0 Award; Conference USA Academic Award; Tiger 3.0 academic award
- Trinikia Littles: Black Scholars Unlimited
- Joyce Lomo: Black Scholars Unlimited
- DeAndre McBee: Omega Psi Phi fraternity, Keeper of Peace
- Herschal McCathern: Phi Beta Sigma fraternity, Treasurer; NPHC 2ND Vice President; Resident Advisor (Towers South); Frost Camp Counselor; Up Til Dawn Morale Captain
- Joydene Nelson: president-elect Adult & Commuter Student Association
- Friendella Overstreet: NAACP, Membership Chair; SSS Student Advisory Board President; Intern, City of Memphis Ambassadors Program (Office of Youth and Community Services)
- Tannille Pirtle: Dean's List
- Brett Smith: 4.0 Grade Point Average
- Rachel Wahlig: Sigma Alpha Lambda National Leadership and Honor Organization Intern, City of Memphis Ambassadors Program (Office of Youth and Community Services); Helen Hardin's Honors program; Alpha Lambda Delta; made Dean's list fall and spring semesters
- Richard Wright: Vice President Tai Chi Chuan/Self-Defense Association
- Kenderek Harris: President, NPHC (2010-11); Vice President, NAACP (2010-11); SGA Senator(2010-11); Stepshow Chair, Phi Beta Sigma Fraternity, Inc. (2010-11); Intern, City of Memphis Ambassadors Program (Office of Youth and Community Services); Donald K. Carson Scholarship Recipient; President's Leadership Award, NPHC
- Rayfeal Harvey: Admitted into the highly competitive Sport Sales/Revenue experience with the Memphis Grizzlies (fall 2010)
- Steve Transou: Frost camp counselor; Student Ambassador Board member; FRESH mentor; intern with Youth Villages (fall 2010)
- Norrell Malone: Internship, City of Memphis Ambassadors Program (Office of Youth and Community Services)
- Trevelyan Easter: Cultural Arts Committee Chair, Student Activities Council (09-10); Special Events Committee Chair, Black Student Association (10-11); Recording Secretary, Kappa Eta Chapter of Alpha Phi Alpha Fraternity, Inc. (10-11)
- Daniel Tillman: Frost Camp Counselor (2010); Elected SGA senator for College of Communication and Fine Arts; SAS Executive Board member (Tutoring Chair)
- Kevin Armstrong: Intern, City of Memphis Ambassadors Program (Office of Youth and Community Services)
- Madison Sites: Intern, Disney World
- Dorse Brown: Top 23 guys in national So You Think You Can Dance television show tryouts; choreographed for 2009 U of M fall dance concert; choreographed piece chosen for American College Dance Festival Informance; Recipient of Young Artist Scholarship to American Dance Festival; Chosen for a repertory performance at the American Dance Festival under Ursula Payne and Abby Yager
Katrina Heard Collaborations/Accomplishments
- Academic Counseling Center: Discover Your Major Day, Committee Member
- Minority Affairs (Multicultural Affairs): Black History Month, Prayer Breakfast Staff Advisor
- Undergraduate Programs: ACAD: Adjunct Instructor
- Undergraduate Programs: Fresh Connections Faculty Coordinator F.R.E.S.H. Program 2010-2011

Pepper Walker Collaborations/Accomplishments
- Undergraduate Programs: ACAD: Adjunct Instructor
- Undergraduate Programs: ACAD, Advisory Committee
- Adult & Commuter Student Association: Secretary
- Pinnacle Honor Society
- Chair, MIMSAC registration committee

Cory Major Collaborations/Accomplishments
- Staff Advisor, Black History Month Publicity Committee, Multicultural Affairs, 2010
- Staff Advisor, Delta Nu Chapter of Phi Beta Sigma Fraternity, Inc.
- Search Committees, AVP Student Development, Greek Life and Community Service
- Proposal development (in collaboration with Internship Team), TBR Access and Diversity Grant (unfunded), U of M Green Fee Fund (funded)
- MIMSAC Publicity Committee (flyer and program booklet cover design)
- Appointed to the University Residency Appeals Committee
- Member of the Provost’s Advisory Council for Academic Advising (PACAA)