## Adult and Commuter Student Services
### 2010-2011 Annual Report

Please document results of strategies from your 2010--2011 Planning Document

<table>
<thead>
<tr>
<th>Divisional Goal</th>
<th>Goal 1</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended / Other outcomes (not listed in the Planning Document)</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 undertak e the strategy please explain</th>
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</table>
| Increase student retention and graduation of first-time freshman adult students | Increase one year retention of first-time freshman adult students | Establish a peer mentoring program (pairing Adult Scholarship recipients with adult first-time freshman students) | - Adult freshmen will use academic assistance resources as needed (SLO)  
- Adult freshmen will use the ESP for academic assistance (SLO)  
- Adult freshmen will use the ACSS center to study and engage in interactions with other nontraditional students (SLO)  
- Adult freshmen will identify University services offered to adult students (SLO)  
- Enhance ties between adult freshmen and other campus resources | - The students who participated have established an ongoing connection through the Adult Student Mentoring Program | - Additional training is needed to understand how to effectively interpret and use Hobson data. As of December 2010, there were 39 adult students and 15 commuter students who wereConnect | - Engaging Others in a Diverse World: Establish a connection to the University of Memphis  
- Become engaged citizens locally... | - Understanding and Managing Self:  
- Demonstrate autonomy and personal responsibility  
- Enhance physical, psychological, |
<table>
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<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mentors contacted their mentees at least once per month</td>
<td>Connect with Hobson's (retention) to track first time adult freshmen.</td>
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<tr>
<td>Collaborate with Academic Counseling Center, and admissions</td>
<td>to identify first-time freshman adult students:</td>
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<tr>
<td>ACSS collaborated with Enrollment/Admissions (Betty Huff)</td>
<td>to receive a list that identified 32 first-time freshman adult students.</td>
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<tr>
<td>From this list we were able to contact students about participating</td>
<td>in the Adult Mentoring Program.</td>
</tr>
<tr>
<td>ACSS collaborated with Academic Affairs (Dr. Cathy Serex)</td>
<td>to generate a report that identifies all enrolled adult and commuter students</td>
</tr>
<tr>
<td>ACSS met with the Academic Counseling Center to introduce ACSS programs and services and to express our interest in serving first-time freshman adult students</td>
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<tr>
<td>We also refer adult</td>
<td></td>
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<tr>
<td>Develop a sense of belonging through involvement in campus organizations</td>
<td>d to ACSS through Hobson.</td>
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**University Strategic Goal: Student Success**
- Provide distinctive learning experiences that foster lifelong success;
- Student persistence and timely graduation;
- Student connection to the University community

- Possess appropriate self-efficacy
- Interpersonal and spiritual well-being
returning students to the ACC for academic counseling after their initial visit to our office. NOTE: Mary Brignole serves as our primary ACSS advising contact for adult students.

- Partner with ESP to provide tutoring and seminars for first-time freshman adult students

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<tr>
<th>Divisional Goal</th>
<th>Goal 2</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended / Other outcomes (not listed in the Planning Document)</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?</th>
<th>The Vision for Students?</th>
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<tr>
<td>Cultivate a welcoming, safe and respectful campus environment (e.g. civility campaign)</td>
<td>Create a welcoming and interactive learning center for commuter students</td>
<td>Provide a new lounge space for traditional and non-traditional commuter students</td>
<td>- Students will use the commuter lounge to relax, study and connect with other students (SLO)</td>
<td>- Based on responses to the ACSS spring 2011 snapshot Satisfaction Survey, students indicated that they felt welcomed and comfortable during their visit to</td>
<td></td>
<td></td>
<td>Engaging Others in a Diverse World:</td>
<td>-Establish a connection to the University of Memphis</td>
<td>University Strategic Goals: Sense of Place and Student Success –</td>
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<td></td>
<td></td>
<td>- Since moving into the new University Center, ACSS has been able to provide adult and commuter students with a new lounge space, cable TV and larger computer area</td>
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| Adults and Commuter Student Services, that the ACSS allows them to connect with other adult or commuter students, and that the ACSS staff was friendly and helpful | and promotes student success as more students learn about and use the lounge and the services, and connect with the Commuter Student Association (CSA) and Adult Student Association (ASA);  
- Student connection to the University community  
- Investing in students | University Strategic Goals: Access and Diversity:  
- Welcoming, respectful and intellectually stimulating campus environment | All units in our lab by 100% (from 3 to 6)  
- We continued to offer complimentary hot beverages during their visit to the office, as well as a microwave and refrigerator for heating/storing student meals.  
- Additional Strategies (not listed in planning document)  
  - We provided a printer for students who use the ACSS computer lab.  
  - In response to a Commuter Needs Assessment survey, in fall 2010 we extended our fall and spring closing hours from 4:30pm to 7pm (M-Th.) to meet the needs of students who attend evening classes.  
  - We served an average of 8 students between 5p-7pm. | visit the commuter student lounge (SLO)  
- Students will believe that the University/Student Affairs offers space and services specifically for students who live off campus (SLO)  
- Increase interest in and participation in commuter organizations  
- Enhance interest in campus involvement | Students will believe that the University/Student Affairs offers space and services specifically for students who live off campus (SLO)  
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- Enhance interest in campus involvement | Increase interest in and participation in commuter organizations  
- Enhance interest in campus involvement |
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| Increase the number of students participating in key* co-curricular activities and programs | Expand ACSS’ services to reach more commuter students (BHAG)* | • Communicate electronically with students on our e-mail list  
• Collaborate with other campus departments (admissions, advising, academic status and retention) to become knowledgeable of policies and changes that impact the recruitment, enrollment and retention of adult and commuter students  
• Presented ACSS information to academic Deans and faculty in the College of Arts and Sciences and the Fogelman College of Business and Economics  
• Partner with University College to engage more nontraditional students by:  
  o Providing a letter of | • Students will use our services (SLO)  
• Students will tell others about our services (SLO)  
• Increased visibility on and off campus  
• Faculty and staff will discuss our services with students that they interact with  
• Community leasing managers will recognize the role and purpose of the ACSS department and the University’s willingness to assist students with on/off campus housing  
• Community leasing managers will refer student residents to our office for campus resources, services and information | • Increased visits to the commuter lounge(s) – The number of unique visits to the office increased from 391 in AY09-10 to 541 in AY 10-11 (AUG 01, 2010 – APR 30, 2011)  
• Adult and Commuter Student Services communicated monthly with 6,975 students and 296 parents on our e-mail list.  
• A request to send the e-newsletter campus-wide was made, | Engaging Others in a Diverse World:  
- Establish a connection to the University of Memphis  
- Relationships: building connections within and beyond our campus community | University Strategic Goals: Campus Culture and Service Excellence –  
- Collaboration, cooperation and communication across campus |
- Building productive partnerships with other campus personnel

| support as an important component of their TBR Grant proposal. |
| Agreeing to participate in the recruitment of adult students for Experiential Learning/TBR Grant program |
| Adding information for and links to the UC Experiential Learning program on our website |
| Participating in the University's Back On Track recruitment effort: |
| ▪ 6 Adult Student Association members participated in the information session as hosts and representatives of the organization. |
| ▪ Announcements were made using the ACSS Facebook/Twitter account |

but was denied due to the heavy volume of campus e-mail communication that is already sent to students.
r accounts
- A link to the Back On Track website was placed on the ACSS website
- Connect and collaborate with apartment communities within a 2 mile radius of campus to reach commuter students living in those properties:
  - Met with Courtney Valentine of the Stratum on Highland Apartments (JPI Management Co.) about possible collaboration to reach commuter students living at the Stratum. Due to changes in management, consistent dialogue and planning did not take place.
  - The Stratum on Highland and several other properties in close radius participated in the Off Campus Housing Information Fair.
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| Departmental Goal not related to a Divisional Goal | Offer Students support in their academic, social and personal development | • Referred students to ESP  • Offered tutoring in English and Spanish upon request.  • Referred students for Personal Counseling, Career Counseling  • Offered seminars related to lifelong learning (Staying Safe On and Off Campus, Stress Management, Cyber-bullying, Identity Theft, Legal Rights-Tenants /Leasing)  • (Not in Planning Document) A Commuter Student Game Night was | • Commuter students will seek tutoring assistance as needed (SLO)  • Students will recall safety measures such as how to contact campus police, being aware of their surroundings, and basic self defense techniques.  • Students will also be able to apply relaxation steps to relieve stress, nutritional tips to help reduce stress, and Yoga-related stretches to improve overall well-being (SLO)  | • ACSS offered tutoring in English and Spanish upon request. 6 students came approximately 17 times and received help for approx. 30 minutes per session  | • Based on Succeeding as a Professional: -Understand the importance of life-long learning  | Understanding and Managing Self: -Develop integrity and make ethical decisions; -Demonstrate autonomy and personal responsibility; -Enhance physical,
offered on Thursdays from 5-7pm to support the social needs of commuter students, provide opportunities for students to meet and build connections with other students, and create more awareness of the Commuter Student Association.

training seminar evaluation responses, students were able to recall safety measures such as how to contact campus police, being aware of their surroundings, and basic self-defense techniques. They also are able to apply relaxation steps to relieve stress, nutritional tips to help reduce stress, and Yoga-related stretches to psychological, interpersonal and spiritual well-being; - Possess appropriate self-efficacy.

**University Strategic Goals:**
- Student Success,
- Provided a sense of place,
- Student connection to the University community,
- Enhanced the physical, psychological, interpersonal and spiritual well-being of students,
- Gave knowledge and skills that promote appropriate self-efficacy in students.
List evidence that supports progress made on your BHAG stated in your 2010-2011 Planning Document.

BHAG: To increase individual ACSS office visits/contacts to 1,600 per academic year by 2012.

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<tr>
<td>Monthly Training Seminars</td>
<td>188</td>
<td>536</td>
<td>332</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unique Office Visits</td>
<td>541</td>
<td>391</td>
<td>309</td>
<td>337</td>
<td>246</td>
</tr>
<tr>
<td>Pinnacle Honor Society – new inductees</td>
<td>165</td>
<td>147</td>
<td>170</td>
<td>143</td>
<td>104</td>
</tr>
<tr>
<td>Off Campus Housing Information Fair</td>
<td>702</td>
<td>801</td>
<td>602</td>
<td>533</td>
<td>400</td>
</tr>
<tr>
<td>Off Campus Housing Website – registered users</td>
<td>767</td>
<td>776</td>
<td>1009</td>
<td>1736</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,363</strong></td>
<td><strong>2,651</strong></td>
<td><strong>2,422</strong></td>
<td><strong>2,749</strong></td>
<td><strong>750</strong></td>
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Adult and Commuter Student Services
2010-11 USAGE DATA

- **Eat/Get Hot Bev/Take a Break combined**, 1704, 34%
- **Get Campus Information**, 88, 2%
- **Get Housing/Child care information**, 37, 1%
- **Get Off Campus Housing Information**, 27, 1%
- **Get Transportation Information**, 23, 0%
- **Perform Scholarship Service Hours**, 240, 5%
- **Preliminary Admissions/Advising Info**, 17, 0%
- **Study/Study Group**, 793, 16%
- **Tutoring**, 58, 1%
- **Use the Computer**, 1962, 40%

**Total Usage**: 5,184
Provide any of the following data your office collects:

a. Number of students participating in community service and hours of service per student. Explain student populations participating (e.g. Alternative Spring Break participants). Provide information on types of community service in which the students participated.
   a. 5 members of the Commuter Student Association volunteered during the Vesta Home Show in collaboration with Habitat for Humanity

b. Information annually solicited in the US News and World Report Data Collection Process:
   i. Number of undergraduate student employees in your department – 5 federal work-study student employees
   ii. Number of graduate student employees/assistants in your department – 2 graduate assistants
   iii. Department’s use of social media
      a. ACSS has a Facebook fan page and Twitter account, both of which are used to broadcast messages about our services, upcoming events, recaps of events, and important information.
         i. Facebook – 120 page likes (12 active monthly users)
         ii. Twitter – 98 followers
      b. We plan to expand this use of social media to provide interactive and engaging learning experiences during our monthly training seminars

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

Students who have been impacted by Adult and Commuter Student Services:

Terrie Curry, Senior, Nursing
Treasurer, Adult Student Association 2010-2011

The Adult Scholarship has been beyond invaluable to me during these past two years at The University of Memphis. The scholarship allowed me to attend the Loewenberg School of Nursing here at the university. I did not have a degree, or previous college education before embarking on my goal to become a nurse at the age of 45. While working full time in Michigan, I began taking pre-requisites in 2005 at a Community College to work toward an Associate’s Degree in Nursing. Once I moved to Memphis in 2008, I changed my goal to work toward a Bachelor’s Degree in Nursing instead. This would allow me to work in management and other areas of nursing that the Associate’s degree would not.
The nursing program advised all students that they should not work during the program because it was a very intense and stringent program. This was a major concern for me since I previously worked full time and my family lived on two incomes. Receiving this scholarship allowed me to use it toward my tuition so I could then use some of my student loan money to pay bills while I was not working. I know that is not the recommendation for using student loans, but being a middle aged student had obstacles to overcome that were different than those encountered by younger college students.

My scholarship volunteer hours, that were part of the award, were worked in the Adult and Commuter Student Services office. Heather and Mrs. Stout were wonderful to work with. This department allowed me to meet many wonderful employees, undergraduate and graduate students. My time here also allowed me to become aware of another grant program through the Tennessee Career Center. I was able to qualify for this grant which provided a small amount of money toward my tuition but mainly assisted me in purchasing textbooks and the required uniforms, shoes, and supplies for the nursing hospital clinical rounds. During my last year of classes I became the treasurer of the Adult Student Association, which also allowed me to plan events for fellow adult students and to share things that I learned while navigating college as an adult.

I can still hardly believe that I will graduate August 14, 2011. At times my courses were extremely trying and I fully understood the recommendation not to work while attending the program full time. I sincerely believe that having this scholarship allowed me to complete a very difficult program. I know that without this scholarship, and the additional grant assistance I received as a result of my volunteer hours, I am not sure I would've been able to make it through the nursing program. The additional stress of trying to work, even if only part time, would have been more than I believe I could have tolerated during the program. I am extremely grateful for receiving this scholarship, and I cannot fully express my gratitude. I hope this note can attest to my gratefulness and let the committee and university know that I have appreciated this award and that I used it fully to complete my education. I was able to reach my goal in obtaining my Bachelors of Science in Nursing degree, and I thank all those who assisted me on my journey.

Marlon Jones, Junior, Communications
President, Adult Student Association 2010-2011

The Adult and Commuter Student Services office was a lifesaver for me last year. The comfortable, quiet setting gave me a place to study and a place to complete my assignments. The friendly staff was helpful and always made me feel at home. The ACSS helped me grow as a person by allowing me to assume a leadership role in The Adult Student Association. I developed friendships with...
other adult students that I am sure will span a lifetime. The encouragement and the camaraderie from other adult students were priceless. The ACSS served a central role in helping me make the balance between work, school and family life.

**Tatevik Minasyan, B.A. in Biology**  
President - Commuter Student Association (2009-2010)  
Student Event Allocation Committee  
Multicultural Council  
Minority Association for Pre-Medical Students

ACSS has definitely been a great part of my college career. If it were not for this wonderful office, I would not be who I am today and I say this confidently with no doubt. ACSS not only provided me with every resource that I ever needed for four years, but it also helped me become actively involved at my university. This office became my second home and it was where I studied, ate, got help, and most importantly, it was where I socialized and burst out of my cocoon. I met all of my friends there and always found the help that I was looking for, no matter the problem. Because of ACSS, I received the guidance and courage I needed and became a leader at the university by being elected the president of the Commuter Student Association by my fellow students. This position helped me grow as a person more than ever.

Overall, ACSS provided me with every tool that I needed to be successful for the four years that I was there. The staff is as friendly as possible and the director herself, Mrs. Joy Stout, personally goes out of her way to make sure that all of the students are taken care of in every single way. I have never met such a dedicated person at the university who does everything possible to help others and she makes this office the best it could be. The gratitude that ACSS deserves comes not only from me but from numerous fellow classmates, as well.

**Cicely Crawford, B.S. in Psychology**  
Adult Student Association Member  
2010-11 Adult Student Scholarship Recipient

As an adult student returning to college I faced many challenges, but thanks to my involvement in the Adult Student Association (ASA) and as an adult student scholarship recipient the transition back to school was more manageable. Without the support of ASA, I can definitely say that I would not have been able to graduate with a bachelor’s degree and now continue with graduate
studies. I’m grateful for the opportunities afforded me because of ASA and commend Mrs. Stout and staff for always making adult students feel right at home.

I would be remiss if I didn’t recognize the fact that not only was my experience with ASA rewarding, but my growth as a person and the network of colleagues I established is priceless. I never fail to mention this wonderful asset on campus available to students, particularly adult students returning to college. ASA for me is a win/win situation because not only did it help me to accomplish my goals as a student, but it provided me the opportunity to reach out and help others do the same through my volunteer services with the association. Kudos to ASA and Mrs. Stout!

**Lauren Ragle, B.S. Chemistry-Biochemistry**  
Commuter Student Association Member

My name is Lauren Ragle and I am a recent graduate from the University of Memphis (U of M). I graduated in May 2011 with a B.S. in Chemistry, biochemistry concentration and a history minor. I will also be attending University of Memphis this fall as a graduate student in chemistry and am currently teaching a chemistry laboratory this summer. I plan to pursue organic medicinal chemistry and become a research scientist for a large pharmaceutical company.

During early summer orientation for incoming honors freshmen in May 2007, I first heard of the Adult and Commuter Student Services (ACSS) office. Sure, there were several offices and RSOs lined up for me to peruse, but the people at the table of the ACSS were not pushy and in your face. They offered a home away from home and some free candy, of course. I picked up a pen and was told where they were. I signed up for more information and that was when I was put into the email loop for my new home on campus. As a commuter student, I knew I would be driving in Monday through Friday for at least four years (now more, of course) from Arlington. While the drive now does not seem that horrible, I was a new driver back then. I was home educated for high school and during that time I had both a shoulder surgery and bilateral (both at the same time) knee surgery. Thus, once I was old enough for a permit, I did not get one because I was recovering from surgery. I knew I would need a place to relax, keep my lunch, and feel safe. The fact they had computers available in their office was even better.

As fall rolled around, I was ready to jump head-first into college life. I have never been a fan of large campuses, even when touring some before I came to U of M, primarily because I felt I would be lost in the crowd. I would become a number, not a face. However, the people at the ACSS office knew me by name by only two weeks in or so. I came to the office fairly consistently because I could never afford food on campus. I was a full time student who worked a part time job that barely paid for gas to get to campus, much less food. Living at home had the perks of being able to study quietly and make my lunch, but when on campus, I needed a place to
study as well. I took to curling up on the couch or at the conference/dining table in the office. It was nice to either study or talk quietly with new friends. I started bringing people to the office as time went on, dragging my friends by the arm if I had to, just so they could see how awesome it was and perhaps get some free coffee. I was hooked.

I joined the Commuter Student Association (CSA) either that semester or the next. The various events hosted by CSA or the ACSS office gave me something fun to do on campus and not just see it as a giant place where you only do school. I was in other RSOs at the time, including a church group on campus, now called SOMA Memphis. However, CSA provided me with opportunities to meet people and serve in another way, outside of sticking just with the wonderful religious community I discovered on campus. There was the usual potluck towards the end of every semester whereby I became famous for my brownies; the housing fair was always fun to either attend or volunteer for, even if I knew I would be living at home for the conceivable future; and the weekly trek from the office in Wilder Tower to the Baptist Collegiate group for free lunch on Fridays.

As a sophomore, I wanted to serve CSA more than volunteering and attending meetings and events. I decided to run for the Treasurer office. I did not realize I would serve for two years and, had it not been for the stresses of senior year, I would have held the position for three years. I was prompted by my service to promote the office to other areas. Frequently, I would also go to Honors Hall (then in Scates Hall) and hand out flyers and update my friends over there for when events would happen with ACSS and CSA. They were frequent visitors to the usual ACSS Housing Fair and some of them started visiting the office more.

I was able to complete my degree in four years because of the groups on campus, but primarily because of the ACSS office. My involvement with the office and the CSA allowed me to serve the campus in which I essentially lived. I did not have to find another place to study on the busy campus, nor did I have to look off campus for quiet areas, free coffee, a fridge for my lunch, and just generally wonderful conversation. I was able to focus on my work when I needed to and converse with new friends and newcomers to the office when I wanted. Once the office expanded into the new University Center, I frequented the computers quite regularly because the Technology Hub in the University Center was almost always full when I would need to print just one quick page or do online homework, because that is required now for most chemistry classes. If I had to wait until I arrived at home every night to write a paper in peace and quiet then it probably would have taken me longer to complete my degree. I did a fair amount of school work in the office and I found some friends to study with and ask questions of in CSA. In fact, a good friend of mine now is Tatevik, and she was a biology major who graduated at the same time I did! Many of my friends came from CSA and the ACSS office. It would have been sad if I did not decide to attend U of M for graduate school, because then I would have most likely lost contact with them. Sure, there's Facebook (one of the first things I check when I log onto the computers in the ACSS office), but it is not the same as sitting down and having a cup of coffee with my friends. I am looking forward to completing my new degree and utilizing the
services available to me in the ACSS office. I even know I will join CSA shortly and once I am older, I will join the Adult Student Association. It is essential to have things to do on campus other than just schoolwork to balance out things and now cause you to overstress. I have found that here. I am a female who completed a science degree in four years. It is a rare event.

What is the best news from my experiences with the ACSS office and especially the CSA? I was recognized on campus. I was no faceless number, people who could not remember my name would wave at me because they had met me at an event, handing out flyers, handing out water bottles at the beginning of the semester, or just studying in the office. I was almost sad to graduate in May. I am glad I decided to stay here for graduate school, though, because I have found a home and I would not want to trade that for anything in the world. I know where I can go to study; grab a free cup of coffee, and what RSO I should join as soon as my paycheck comes at the end of the month. I have already come every day just this first week alone of the summer I session. I am looking forward to staying here in the office – where I am writing this story, in the expanded computer lab in the new ACSS office in the new University Center – and continuing to study and grade amongst friends. I will tell my students to come here as I act as a teaching assistant for laboratories, because if I am not in JM Smith Hall for my studies or teaching, I will most likely be found here. I am Lauren Ragle, and I am a commuter student.