## Student Support Services
### 2010-2011 Annual Report

<table>
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<tr>
<th>Divisional Goal</th>
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<th>Intended outcomes (those listed in the Planning Document)</th>
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| - Increase student retention and graduation  
- Increase the number of students participating in key* co-curricular activities and programs  
  o Minority Student Programs, Student Activities Council,  
    Greek Letter orgs, Leadership programs  
- Cultivate a welcoming, safe and respectful campus environment | Student Success | Develop and implement use of a one-page (possibly double-sided) Student Success Roadmap | Students will:  
- Demonstrate knowledge of key academic and co-curricular activities that promote student success and persistence.  
- Recognize the importance of successfully completing at least 15 semester hours per semester.  
- Pursue opportunities such as organizational involvement, leadership development, internships, study abroad, etc. as a way to develop personally and professionally.  
OTHER (Dept. of Ed Objectives):  
- 60% of all participants will persist from one academic year to the beginning of the next year or graduate  
- 75% of participants will stay in good academic standing  
- 40% of new participants will graduate within six years | STATUS: Completed summer 2009 and distributed to all new participants, especially freshmen. One intended outcome was to increase the number of participants taking 15 hours per. For the freshmen (n=51) in the 2009-10 cohort, 14% (n=7) did so. Data has not been compiled at this point for other classifications in cohort. Nor have we examined the grades for the students to determine the rate at which participants successfully passed their courses with a C or higher. One measure that is readily available with the data on hand is the fact that 65% (n=33) of the cohort’s freshmen ended their first semester in academic good standing. Another positive measure is that 90% (n=46) of them are registered for Fall 2011. | Based on the quality of the final product, SSS chose not to continue with this project at this time. There were issues with the production of the Roadmap, including gluing the sleeves, folding the Roadmap, cracking in the paper at the folds. Another format, perhaps electronic, may be explored at a later time. | The entire Student Affairs Vision for Students was actually printed within the Roadmap.  
- Develop and apply knowledge of self, including personality, values, interests and aptitudes  
- Demonstrate autonomy and personal responsibility  
- Possess appropriate self-efficacy  
- Establish a connection to the University of Memphis  
- Demonstrate effective leadership skills |
Increase the number of students participating in key co-curricular activities and programs

SSS participants are encouraged to participate in co-curricular activities and programs through a number of methods. For instance, the Student Success Roadmap encourages students to become involved in student organizations, pursue community service opportunities, complete internships, and/or consider study abroad opportunities along with several other opportunities for engagement. The project also communicates this to our participants through our one-on-one sessions and the workshop series that we coordinate each semester. As a result of our focus on engagement in such activities, over 90 of our participants have identified involvement in a number of key organizations/activities on campus and in the community at-large.

<table>
<thead>
<tr>
<th>Organization/Activity</th>
<th>Number of SSS Participants Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Student Association</td>
<td>21</td>
</tr>
<tr>
<td>Up ‘til Dawn</td>
<td>11</td>
</tr>
<tr>
<td>Student Activity Council</td>
<td>16</td>
</tr>
<tr>
<td>Student Government Association</td>
<td>8</td>
</tr>
<tr>
<td>NAACP</td>
<td>14</td>
</tr>
<tr>
<td>PAUSE</td>
<td>11</td>
</tr>
<tr>
<td>EMOC</td>
<td>11</td>
</tr>
<tr>
<td>Black Scholars Unlimited</td>
<td>12</td>
</tr>
<tr>
<td>Tiger Leadership Institute</td>
<td>9</td>
</tr>
<tr>
<td>LeaderShape</td>
<td>3</td>
</tr>
<tr>
<td>Fraternities/Sororities</td>
<td>10</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>56</td>
</tr>
<tr>
<td>Internships</td>
<td>10</td>
</tr>
<tr>
<td>Ongoing Community Service Activities</td>
<td>36</td>
</tr>
<tr>
<td>On-Campus Employment</td>
<td>27</td>
</tr>
<tr>
<td>Frosh Camp (Counselors)</td>
<td>7</td>
</tr>
</tbody>
</table>

The department has also worked to cultivate opportunities for our students to be engaged. For instance, we partnered with the Office of Multicultural Affairs to send 16 of our participants to the 2011 Southwestern Black Student Leadership Conference at Texas A & M University. We sponsored two of our participants to attend the Alternative Spring Break in New Orleans. Also, we partnered with the Internship Team to write grant proposals for
internship opportunities for SSS-eligible students. Our participants have interned with the Memphis Grizzlies, American Bar Association, Big Brothers/Big Sisters, Girls, Inc., St. Jude’s, the Department of Corrections, and Disney.
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| - Increase student retention and graduation  
- Increase the number of students participating in key co-curricular activities and programs  
  o Minority Student Programs, Student Activities Council, Greek Letter orgs, Leadership programs  
- Cultivate a welcoming, safe and respectful campus environment | Student Success | Redevelop Individual Success Plan and Participant contracts | - Participants will relate the project’s individual assessment process to goal setting process  
- Students will identify their strengths and areas of opportunity and develop personal goals and action steps for in relationship to these  
- Students will articulate the SSS project’s minimum participation requirements and base their involvement in project activities on their self-identified goals  
OTHER:  
- 100% of active SSS participants will have a current Individual Success Plan and Participant Contract | STATUS: Completed. The ISP and contract forms were redesigned. However, no formal assessment of the redesigned forms has been conducted. The project will need to undertake this step to determine if the expected outcomes have been attained.  
The email below suggests that at least one SSS participant found the new contract to be helpful. | Data from the assessment will help us to determine what additional steps (if any) are needed to fulfill these objectives. This might include continuing review of the paperwork and processes related to these objectives. | - Develop and apply knowledge of self, including personality, values, interests and aptitudes  
- Demonstrate autonomy and personal responsibility  
- Possess appropriate self-efficacy  
- Establish a connection to the University of Memphis  
- Demonstrate effective leadership skills |

**EMAIL FROM SSS PARTICIPANT**

Carlos Terell Reid (ctjones1)  
Sent: Thursday, September 02, 2010 10:42 AM  
To: Cory L Major (cmajor)

Mr. Major,  

Nice seeing you this morning.  
I like the Semester Contract that you created  
This will definitely keep SSS students focus and on track for the semester.  
Good Job!
Yours Truly,
Carlos Reid
TRiO Student Support Services
Semester Contract

[Circle Fall or Spring]

I, _____________________________, understand that my primary purpose for attending the University of Memphis is to earn a bachelor's degree. My SSS Counselor's role is to assist me in meeting the requirements necessary for academic success and persistence towards graduation. I will work closely with my SSS Counselor to ensure academic progress and achievement each semester.

By initialing each line below, I confirm that I understand that to be considered a fully active participant of the University of Memphis TRiO Student Support Services program, I must:

1. _______ Complete, with my counselor, an Individual Success Plan or a Success Plan Update within three weeks.
2. _______ Meet with my SSS Counselor at least _______ times this semester.
   Appointment Dates: ____________________________________________
3. _______ Attend at least three (3) workshops this semester, including:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
4. _______ Attend tutoring, as outlined below:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
5. _______ Obtain a minimum semester GPA of _________.
6. _______ Attend all of my scheduled classes.
7. _______ Consult with my SSS Counselor before withdrawing from any classes.
8. _______ Meet with my instructors within two weeks of the last day to drop to discuss my progress and provide my counselor with a completed Course Update Form for each class.
9. _______ Review my schedule of classes for next semester with my SSS Counselor and register during Early Registration.
10. _______ Demonstrate involvement with The University of Memphis through relationships with mentors, participation in a campus organization, and/or research projects with faculty or administrators.
11. _______ Other:
   ___________________________________________________________
   ___________________________________________________________

I have carefully read and understand this contract, and I agree to follow the guidelines. Violation of this contract may result in the termination of my participation in the TRiO Student Support Services program.

[Signature]
[Date]
TRiO Student Support Services
Individual Success Plan

NAME __________________________ UID Number __________________________ PHONE NO. __________________________

MAJOR __________________________ ANTIPOCATED GRADUATION DATE (MO/yr) __________________________

MY PERSONAL VISION STATEMENT
In one or two sentences, write how you envision your life in the long term (twenty thirty years from now). Below is an example of the University’s Vision Statement.

The University of Memphis will be recognized as one of America’s great metropolitan research universities, noted for its comprehensive, innovative academic programs and for capitalizing on its urban setting and region to address the challenges of our global society.

GOAL(S) (2010-2011)
With your Personal Vision Statement in mind, list 3-4 goals for the 2010-2011 school year that will move you towards this vision. List Action Steps and Outcomes associated with each goal. And, finally identify the timeline for this goal. Note: Your goals listed here may extend beyond the 2010-2011 school year, but should be short- to mid-term goals. See the following examples below:

To become actively involved in at least one student organization by the end of Fall 2010.
To choose an academic major by the end of the spring 2011 semester.
To be elected into a leadership role with the National Society of Black Engineers by the end of Spring 2011.
To secure and complete an internship by the end of Summer 2011.
To save at least $500.00 by the September 2011.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>ACTION STEPS</th>
<th>WHAT WILL BE EVIDENCE THAT GOAL HAS BEEN ACHIEVED?</th>
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To become actively involved in at least one student organization by the end of Fall 2010.
To choose an academic major by the end of the spring 2011 semester.
To be elected into a leadership role with the National Society of Black Engineers by the end of Spring 2011.
To secure and complete an internship by the end of Summer 2011.
To save at least $300.00 by the September 2011.

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This initiative will be implemented in some form during the 2011-12 academic year.

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| - Increase student retention and graduation | Student Success | Implement peer mentoring program for new SSS participants | - New Participants will articulate the project’s minimum participation requirements  
- New participants will identify and apply behaviors that lead to success in college  
- Continuing participants will develop leadership skills such as interpersonal, communication, and facilitation skills  
- 60% of all participants served by the SSS project will persist form one academic year to the beginning of the next year or graduate (*SSS Standardized Objective – Dept. of Education*)  
- 75% of all enrolled participants will meet the performance level required to stay in good academic standing (*SSS Standardized Objective – Dept. of Education*)  
- 40% of new participants served each year will graduate within six years (*SSS Standardized Objective – Dept. of Education*) | STATUS: Not implemented. | | - Develop and apply knowledge of self, including personality, values, interests and aptitudes  
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| - Increase student retention and graduation  
- Create a service-oriented culture in all units | Project Assessment and Compliance | Continue to review and implement suggestions from 2009 external compliance evaluation | - Project will identify operational procedures to ensure that all documentation is sufficient to meet federal scrutiny | STATUS: Ongoing. We are currently implementing a number of compliance-related initiatives and will seek to engage our consultant for a follow-up visit in year two of the current grant cycle. | This data has informed a number of our project changes/improvements and will likely continue to do so. | N/A |

**Project Assessment and Compliance**

- Continue to review and implement suggestions from 2009 external compliance evaluation

**Strategies**

- Develop a file review protocol

**Intended outcomes**

- Participant files will be complete and accurate, including:
  - Eligibility documentation and verification
  - Record of services received
  - Assessment data
  - Proof of academic progress and performance
  - Student goals and progress towards these
  - Project will satisfactorily pass an internal and external compliance evaluation

**Evidence of whether or not outcomes were achieved**

- STATUS: In progress. This project is currently being undertaken by the SSS staff and will be completed during summer 2011.

**How will your assessment data shape this strategy in the future?**

- No assessment has been conducted at this point. However, it will be tied into the above external evaluation follow-up. Improvement with our project files and documentation will demonstrate that this objective is being met. Areas of concern raised during the evaluation will be addressed by the project staff.

**How did this strategy support the Strategic Plan? The Vision for Students?**

- N/A
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<td>- Increase student retention and graduation</td>
<td>- Cultivate a welcoming, safe and respectful campus environment</td>
<td>- Increase student retention and graduation</td>
<td>Implement a comprehensive assessment plan that includes both summative and formative data and informs the project’s planning and reporting processes</td>
<td>- Project will be able to complete the bulk of the annual report to the Department of Education by the end of May each year (leaving only participant status as of start of the new) - Project will describe its effects on participant outcomes to campus stakeholders - Project will produce a model that can be presented and adapted by other SSS projects</td>
<td>STATUS: In progress. The End-of-Year Survey was an initial step in the assessment process. Now that the project is fully staffed, further efforts to develop and implement the assessment component of the project will be undertaken.</td>
<td>The assessment plan will allow us to implement programs that support our participants and support the University’s graduation and retention goals. For instance, initial data we have received indicates that we need to do a better job at connecting our participants in group settings. Student feedback suggested that they wished to see more activities like the SSS Kickoff and End-of-the-Year Banquet.</td>
</tr>
<tr>
<td></td>
<td>- Create a service-oriented culture in all units</td>
<td>- Cultivate a welcoming, safe and respectful campus environment</td>
<td>Complete implementation of the Blumen database</td>
<td>- Staff will track and monitor student contact and involvement in project activities; comply with federal mandates for TRiO programs; identify opportunities for project development and pursue ways to address these - Project will allocate resources to support activities that have a demand while reducing or eliminating activities shown not to increase</td>
<td>STATUS: Completed. Blumen is now fully operational. We are awaiting an upgrade of the system to the new Blumen 10 system, which Mike is planning to migrate to a new server. After this has been completed, the staff will receive additional training from Blumen on the new system.</td>
<td>If successfully implemented, the project should be able to better track student participation and to maintain project records. This will lead to improved services to participants and ensure project compliance. Issues identified through assessment data will be corrected by the project staff, as needed.</td>
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| - Increase student retention and graduation  
- Cultivate a welcoming, safe and respectful campus environment  
- Create a service-oriented culture in all units | Project Operational Excellence | Develop policy and procedures manual to inform the standard operating procedures of the project and to ensure compliance | Staff members will provide consistent services to meet the needs of participants and the campus community | STATUS: In progress. A number of components of the policy and procedure manual have been drafted and will be finalized during summer 2011. In addition, the director is working on developing a case management manual to serve as a toolkit to the counseling staff. | Successful implementation will lead to improved consistency across the project. This will lead to improved services to participants and ensure project compliance. Issues identified through assessment data will be corrected by the project staff, as needed. | N/A |

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| - Increase student retention and graduation  
- Cultivate a welcoming, safe and respectful campus environment  
- Create a service-oriented culture in all units | Project Operational Excellence | Improve the process by which students become SSS participants:  
- Improve the Intake Process  
- Continue the SSS Kick-Off  
- Earlier outreach to admitted students  
- Explore opportunities to begin the intake process of eligible students during NSO | Admitted students will understand the purpose of the SSS project, eligibility standards, and how to make application to the project prior to attending NSO OTHER:  
- Project will identify an outreach plan that supports its ability to begin working with students as early as the summer prior to enrollment (particularly for the SSS STEM project, if it is funded)  
- The project will develop a strong sense of | STATUS: Ongoing. The Intake process is our first real interaction with students and it is constantly under review. We are currently exploring ways to use technology to facilitate components of the process. The Kick-Off has become an annual activity and one that the participants have come to look forward to. The director has explored the possibility of securing application data to identify first generation students to reach out to | Assessment data will continue to inform how implement these early components of the SSS project. | N/A |
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<td>- Increase student retention and graduation</td>
<td>Project/Staff Development</td>
<td>Implement new SSS STEM project, should it be funded</td>
<td>- New staffing will be identified and hired</td>
<td>STATUS: In progress. The new SSS STEM project was funded in September 2010. It is now fully staffed and has already recruited 65 participants (a little more than 50% of the 120 students we need). The project is implementing a number of activities to increase the number of participants served, including a presence at New Student Orientation, outreach to academic departments, and using current participants to recruit new participants.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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| - Increase student retention and graduation  
- Create a service-oriented culture in all units | Project/Staff Development | Upgrade counselor positions | - Bring SSS Counselor salaries in line with comparable positions on campus | STATUS: Completed. All counselors have been upgraded to Retention Counselors and their pay is now more closely aligned with persons across campus performing similar roles. | N/A | N/A |

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| - Increase student retention and graduation  
- Create a service-oriented culture in all units | Project/Staff Development | Replace the Administrative Secretary position with a Project Assistant/Associate position in light of rising benefits costs for bi-weekly staff positions in comparison to monthly staff positions | - Project Assistant position will assume responsibilities proposed to project by external consultants | STATUS: Completed. The Project Assistant position was created and filled in October 2010. | N/A | N/A |

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Please include highlights from 2010-2011 about programs/services not included in your 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>First Scholars Grant</td>
<td>Secure funding from the Suder Foundation to establish a First Scholars project at the U of M.</td>
<td>The University was recently notified by the Suder Foundation that we were selected as part of the new cohort of network institutions.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. List evidence that supports progress made on your BHAG stated in your 2010-2011 Planning Document.

   - The project is currently redesigning all of our online workshops. A doctoral student from the Instructional Design Technology department has been engaged to rework the workshops and make them more interactive, incorporate the assessment into the actual workshops, and improve the quality of the online modules. We are also working on new materials, specifically in financial literacy, to offer options to SSS participants.
- The project is currently working on developing videos to attract new participants. We are also looking at developing videos for the new participant orientation session, as well as, other academic-related videos.

2. 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.
   - Two SSS participants attended Alternative Spring Break this year.
   - A number of participants documented community involvement, but the number of hours of service was not captured by the project.

   b. Information annually solicited in the US News and World Report Data Collection Process:
      i. Number of students living in residence halls: 33
      ii. Number of students living in fraternity/sorority facilities: Unknown
      iii. Number of undergraduate student employees in your department: 10
      iv. Number of graduate student employees/assistants in your department: 0

3. List any awards or other notable accomplishments by the department, individual staff, or students.
   - Xavier Jones became Assistant Vice President for the Southwestern Region of Alpha Phi Alpha which is the second highest ranking official in the largest region of the fraternity, President Kappa Eta Chapter (10-11), SBSLC delegate
   - Brittany Brown was the president of the University of Memphis chapter of NORML (national organization to reform marijuana laws)
   - Ciara Shipp: Public Relations Chair, Black Student Association
   - Herschal McCathern: NPHC 2nd Vice President, Resident Advisor, Marketing Internship: Soul Classics 103.5/ Kix 106, SBSLC delegate
   - Jocelynn Neal: Chair, Health and Education in the NAACP, Master of Rituals, Alpha Kappa Psi Professional Business Fraternity
   - Candace Peppers: Black Scholars Unlimited
   - Iesha Williams: Access and Diversity Internship and Award in Spring 2011
   - DaMarius Person: BSA Membership Co-Chair, Department Of Children Services Stipend Program Recipient, Committee of the Month, 2010-2011 Committee Chair of the Year, 2011-2012 BSA Chosen Generation Co-Chair, 2011-2012 NAACP Membership Co-Chair, SBSLC delegate
   - Brittany Ekwugha – Selected to participate as part of Math Academy
   - Charnita Heard: Freshman Senate, Frosh Camp Counselor, Student Ambassador Board (11-12), Math Academy Counselor, SBSLC delegate
   - Frederick Hampton: 4.0 freshman year GPA, Frosh Camp Counselor, Male Alternate- Student Ambassador Board, Math Academy Counselor, SBSLC delegate
   - Dar’ron Johnson: Resident Advisor
   - Fredrico Doss, Frosh Camp Counselor, SBSLC delegate
   - Gregesha Williams, Frosh Camp Counselor, SBSLC delegate
   - Dorothee Gott, Frosh Camp Counselor
   - Daniel Tillman, Frosh Camp Counselor
   - Steven Transou, Coordinator, Ms. Black & Gold Pageant (Alpha Phi Alpha Fraternity, Inc.)
   - Danta Anderson, SBSLC delegate
• Brandon Dixon, SBSLC delegate, intern Memphis Athletics (football)
• Terica Bell, SBSLC delegate
• Terrance Price, SBSLC delegate
• Leslie Rimmer, SBSLC delegate
• Courtney Williams, TriO Math Academy Tutor, SBSLC delegate
• Kevin Sorrell, SBSLC delegate
• Pepper Walker: Chair Assessment Committee, MIMSAC
• Manuel Thompson – Received Master of Business Administration degree Dec. 2010
• Cory Major – Nominated for Distinguished Administrator of the Year, Appointed to the Executive Board of the Tennessee Association of Special Programs
Extent to which Student Support Services/TRIO supported the content of the Student Affairs strategic plan

Increase student retention and graduation

Student Support Services actively tracks the retention and graduation rates of its participants. The following data provides the most recent statistics on the graduation and persistence of SSS participants based on their cohort year.

### Years Since Initial Entry into Project - ALL NEW PARTICIPANTS

<table>
<thead>
<tr>
<th>Cohort</th>
<th># of Students</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>160</td>
<td>1.90%</td>
<td>18.10%</td>
<td>30.00%</td>
<td>41.90%</td>
<td>51.30%</td>
<td>55%</td>
<td>83.10%</td>
<td>71.90%</td>
<td>71.30%</td>
<td>74.40%</td>
<td>56.90%</td>
<td>66.9%</td>
</tr>
<tr>
<td>2006</td>
<td>66</td>
<td>3.00%</td>
<td>10.60%</td>
<td>39.40%</td>
<td>45.40%</td>
<td>47%</td>
<td>-</td>
<td>87.90%</td>
<td>72.70%</td>
<td>89.40%</td>
<td>81.80%</td>
<td>72.7%</td>
<td>-</td>
</tr>
<tr>
<td>2007</td>
<td>66</td>
<td>1.50%</td>
<td>6.10%</td>
<td>9.10%</td>
<td>27.3%</td>
<td>-</td>
<td>-</td>
<td>77.30%</td>
<td>68.20%</td>
<td>45.50%</td>
<td>66.7%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>47</td>
<td>0.00%</td>
<td>6.40%</td>
<td>19.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>68.20%</td>
<td>53.20%</td>
<td>66%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2009</td>
<td>97</td>
<td>0.00%</td>
<td>6.2%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>87.80%</td>
<td>93.8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>145</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Years Since Initial Entry into Project - FT/FT FRESHMEN

<table>
<thead>
<tr>
<th># of Students</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9.5%</td>
<td>21.4%</td>
<td>33%</td>
<td>81.5%</td>
<td>59.3%</td>
<td>55.6%</td>
<td>57.4%</td>
<td>54.8%</td>
</tr>
<tr>
<td>2006</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7%</td>
<td>26.7%</td>
<td>-</td>
<td>88.2%</td>
<td>52.9%</td>
<td>47.1%</td>
<td>46.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>2007</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>4.2%</td>
<td>12.5%</td>
<td>-</td>
<td>-</td>
<td>86.4%</td>
<td>72.7%</td>
<td>54.2%</td>
<td>62.5%</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>7.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>63.2%</td>
<td>76.9%</td>
<td>92.3%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2009</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>90%</td>
<td>85%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2010</td>
<td>51</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Student Support Services First Year Retention

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Number of First Time Students</th>
<th>Fall to Fall Persistence Rate of First Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>75</td>
<td>57%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>27</td>
<td>85%</td>
</tr>
<tr>
<td>Reporting Year</td>
<td>Number of Active Participants in Reporting Year (No. Enrolled/No. Active)</td>
<td>Percent of Active Participants from Reporting Year who enrolled in Fall of the Following year or graduated</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2005-2006</td>
<td>149/161</td>
<td>93%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>147/169</td>
<td>87%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>143/183</td>
<td>78%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>120/134</td>
<td>89%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>143/171</td>
<td>84%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>126/145</td>
<td>87%*</td>
</tr>
</tbody>
</table>

*Based on Fall 2011 registration data, will be validated after Fall semester census date.

In addition to the tracking data, participant responses from the SSS End-of-Year Survey also suggest that SSS plays an integral role in retaining students and moving them towards graduation. Ninety-four percent of the respondents noted that SSS was an **important** or **very important** factor in helping them remain enrolled in school.

Cultivate a welcoming, safe and respectful campus environment

The mission of SSS includes fostering an institutional climate supportive of the success of a diverse group of students who have an academic need by providing educational opportunities, giving attention to individual needs, and emphasizing academic excellence. We strive to contribute to this particular goal through all of our programs and services.

**HOW STUDENTS WERE SERVED BY SSS**

<table>
<thead>
<tr>
<th>Type of Activity/Service</th>
<th># of Contacts</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>933</td>
<td>292 hrs.</td>
</tr>
<tr>
<td>Academic Success Skills Info/Workshop</td>
<td>47</td>
<td>41 hrs.</td>
</tr>
<tr>
<td>Career Advising/Workshop</td>
<td>99</td>
<td>69 hrs.</td>
</tr>
<tr>
<td>Computer Lab Usage</td>
<td>1680</td>
<td>1150 hrs.</td>
</tr>
<tr>
<td>Cultural Enrichment Activity</td>
<td>135</td>
<td>201 hrs.</td>
</tr>
</tbody>
</table>
One of the primary goals of the End-of-Year Survey was to solicit information about how well we are serving our participants. The results suggest that SSS is doing a very good job of providing a student-centered experience for our participants. In fact, 98% of the respondents said they were either **satisfied** or **very satisfied** with their overall experience with SSS. The table below further details participant ratings of individual program components.

### Table: Participant Ratings of Individual Program Components

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Not Satisfied</th>
<th>Not Applicable</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td>65% (n=84)</td>
<td>28% (n=36)</td>
<td>.5% (n=1)</td>
<td>6% (n=8)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Financial Aid Counseling</strong></td>
<td>52% (n=67)</td>
<td>33% (n=43)</td>
<td>3% (n=4)</td>
<td>12% (n=15)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Career Counseling</strong></td>
<td>58% (n=75)</td>
<td>30% (n=39)</td>
<td>4% (n=5)</td>
<td>8% (n=10)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Personal Counseling</strong></td>
<td>69% (n=89)</td>
<td>22% (n=28)</td>
<td>.5% (n=1)</td>
<td>8% (n=10)</td>
<td>.5% (n=1)</td>
</tr>
<tr>
<td><strong>Technology Support (Computer Lab, Workshops, etc.)</strong></td>
<td>71% (n=91)</td>
<td>26% (n=34)</td>
<td>.5% (n=1)</td>
<td>2% (n=3)</td>
<td>-</td>
</tr>
<tr>
<td><strong>SSS Workshops</strong></td>
<td>59% (n=76)</td>
<td>34% (n=44)</td>
<td>4% (n=5)</td>
<td>2% (n=3)</td>
<td>.5% (n=1)</td>
</tr>
</tbody>
</table>

*Other performance-related data can be found in response to several of our previous questions.*
The open responses from the participants also provided a number of insights into areas of opportunity for the project. These included ensuring that we schedule our workshops at varying times and providing more opportunities for our participants to interact with each other across the program. This underscores the fact that we focus on providing individual-based services to our participants to ensure that each participant’s individual needs are uniquely addressed. However, we have room for growth when it comes to providing broader interventions at the group level. This is an area that the staff will discuss and work to identify ideas for improvement in this area.

**Student Support Services/TRIO contributions to the 2010-2011 professional goals of Dr. Bingham**

- The department contributed to goal #1 with representation on the search committee for the AVP/Student Development position. Staff from the office was also engaged in the on-campus interviews for both AVP positions.
- This year, the department has referred students to ESP for tutorial services, which supports the goal of expanding the program’s tutoring services. The Learning Specialist also conducted a number of workshops for SSS participants, which increased exposure of the tutoring service among SSS participants. [Goal #7]
- Finally, the project has actively engaged in retention tracking. [Goal #11]

**Continued progress on Dr. Bingham’s 09-10 goals**

- The department incorporated the Division’s Vision for Students into the Student Success Roadmap. The Roadmap was given to all new SSS participants, as well as all of the participants attending the 2010 New Student Convocation. [Goal #1]
- The department has participated in the Student Activity Code project. [Goal #2]
- We have used the Career Services “Finish In Four” materials, in tandem with the Success Roadmap, to promote Core Competencies among our participants. [Goal #3]
The department was successful in submitting and receiving funding for two SSS projects and is currently in planning stages for the development of a McNair grant for U of M students. (Note the other TRiO proposals mentioned below would target pre-college populations). [Goal #9]

**Participation in overall TRiO programs**

The two TRiO Student Support Services projects are funded to serve a total of 320 students (200 in the Classic SSS project; 120 in SSS STEM). Per federal guidelines, we must serve at least 80% of the number funded to serve and no more than 120% of this number. Below is the breakdown of the number of students served to date by the two projects.

- **Number of Students Served by Classic SSS:** 215
- **Number of Students Served by SSS STEM:** 65

The Classic SSS project is currently wait listing students, to reserve spaces for the incoming freshmen. SSS STEM continues to process new participants and is serving students throughout the summer. As long as we meet our minimum numbers by August 31, 2011, we will meet federal requirements. However, our goal is to have 100% of the number funded to serve. To do this, the project is working to develop summer activities that will target newly enrolled students. These students will be counted as a part of our number served for the current project year even though they will be considered new project participants for next project year. We are also continuing outreach efforts targeting current students and are processing these students’ applications as soon as they are received. SSS STEM applicants are being interviewed and admitted within a week of application. Furthermore, the project is beginning service to these participants immediately so that we can attain our goal of 120 participants.

**Fundraising/development efforts**

- SSS has not undertaken any fundraising/development efforts.
- The department has worked to develop a number grant proposals, including:
  - The Green Internship Project (with Career Services and Academic Internships)
  - TBR Access and Diversity Internship Proposal (with Career Services and Academic Internships)
  - The First Scholars Proposal (with Development and Student Development offices)
- The department is also currently working on proposals that will be submitted for upcoming TRiO competitions:
  - Classic Upward Bound (Expected deadline - October 2011)
  - Upward Bound Math/Science (Expected deadline – January 2012)
  - McNair Postbaccalaureate Achievement (Expected deadline – March 2012)
Noteworthy Observations from the
End-of-the-Year Survey

SSS serves as a home to our participants...

“They are "family-oriented" meaning you really get to know your students and offer as much help as you can give.”

“SSS is very welcoming to students. The staff of SSS is very knowledgeable, and willing to help in any way.”

“Great relationships, the staff really cares for their students and does whatever necessary so that we can excel.”

“The counselor being more than a counselor making the student feel open and talk to them about anything and everything. Making the student feel like family.”

We push our students to succeed.

“I like that we SSS wants the students to succeed.”

“The strengths I see in the SSS are the genuine concerns for the students to succeed not only academically but financially, emotionally, physically and mentally. The counselors have an excellent rapport with their students.”

“Mrs. Heard is a wonderful person and there will never be enough time in a day to express how GREAT of a person she is. She has truly made my life a joy both academically and personally. I have always been able to count on her no matter the time or day. She has always had to time to listen to me and give me advice on any situation. I really feel that she has exceeded her expectations of being a counselor. I would also like to say she has the best personality that an individual can have. She is always willing to lend a helping hand while at the same time being very humble. She has also pushed me to excel academically and set high standards for myself while being involved on campus. I am truly blessed to have been assigned Mrs. Heard as my counselor, because she has truly made me a better person.”

“SSS kept me up. They gave me hope and motivation to keep pushing forward. Because of this program I accomplished my goal of getting a 4.0 GPA for the semester. They gave me options and let me know what tools I can use, such as tutors on campus, to help me.”

“My counselor was wonderful. I do not think my first semester here would have been such a success, if it was not for him. He provided me with the tools and skills to successfully end my year with a 4.0 GPA. Mr. Major is wonderful he expects great things from me, and that is one of the keys to my motivation. I enjoyed the program and I gained an enormous amount of knowledge. Mr. major is like a father and I want to continue to be successful and make him proud. Thanks, Mr. Major!”

One-on-One Counseling is our greatest strength!
“Overall, Student Support Services greatest strength is counseling. I feel that students are better encouraged when they have understanding counseling and/or mentors in the lives. It gives them an edge in competing and succeeding.”

“The core strengths are in the one-on-one counseling sessions. The students that utilize SSS need this the most to fulfill the success goals of the participants in SSS.”

“The strength of SSS is the relationships with the students. The counselor within this organization is very consistent and really cares.”

“The Counselors are the biggest strength and resource that the Trio Program can offer any student!”

“One strength of SSS is the counselors’ relationship with the students. It really makes a difference in my college career to have someone who understands college issues.”

“Katrina Heard is a great strength to the Student Support Services Program she is so helpful and encouraging and I could not have made it this far without her help.”

Followed closely by the computer lab!

“I will say that the counseling and computer lab. Whenever I have a doubt about something I can always talk to Ms. Walker and she always makes me feel more confident. Because the computer lab is available in a quiet, comfortable setting, it is easier to finish assignments, check e-mails, and study.”

For some of our students, SSS provides the support to continue in college...

“I know that the counselors that assist us in the area of advising are very instrumental in my life. They take time to talk with the students and they have genuine concern for us. The workshops that are provided are also very helpful in giving us the tools to excel. The private computer lab is an even bigger bonus. Thank SSS for all their professional skills in action at all times.”

“Some strengths of SSS is that the whole staff is really caring of their students. The staff is also welcoming to any student who comes in the office to just learn about the program. Another thing is the staff is really concerned with their students grades and how they are doing in class. Many students who are in the program needed people like the staff in the program to help push them when they are not doing so well in their classes or just need some encouragement.”

“SSS is great program that has changed my life at the University of Memphis. I have become academically successful as well as social in ways that I never imagined.”

“My counselor has been my rock because she has helped me with some very difficult issues I was going through in my life. Ms. Walker is warm, sincere, funny and real. I am a single mother with a special needs child which is not easy, but I know that receiving my degree means a better future for myself and my son.”
Ms Walker has a child so she can relate to what I go through on a daily basis. Ms. Walker is the reason I am still in school because there were times when I wanted to quit school, but she gave me the drive and motivation to push to earn my degree. I am so thankful that she is my counselor.”

**Ultimately, SSS is here for our students...**

“I am so very GLAD that I joined Student Support Services because I have met some of the most wonderful people that has had a great impact on my life. I would just like to personally thank: Mrs. Heard, Mr. Thompson, Mr. Major, Mrs. Walker, Mrs. Janet, and Mrs. Martinez-Jones for being such wonderful people and for always being there ready to give advice or assist me whenever I need it. You all truly mean a lot to me.”