Dear Reader,

I am delighted to share the Division of Student Affairs 2010-2011 Annual Report with you. We know students engaged in campus life are more likely to succeed in college and graduate. This report documents the many ways in which students are involved in activities and participate in services that we believe contribute to their learning and development. As a result of this participation, we believe students become meaningfully connected to the University of Memphis.

Our strategic goals and emerging priorities are included in this report. The goals include a focus on retention and graduation, increased participation in cocurricular activities and programs, cultivating a welcoming, safe and respectful campus environment, and fostering a service-oriented culture. We continue to be excited about our contributions to student learning and increasing our use of social media (I have even begun to Tweet!)

As we move into the University’s 100th year, Student Affairs stands poised to continue its contributions to student learning, retention and overall success. We are proud of our partnerships between offices to support the needs of distinct populations, the continued importance of our new University Center in providing students with a place to build campus community, increased involvement in leadership and community service programs, and a focus on meeting the needs of our diverse constituents. In this time of tight finances, we have managed to maintain ongoing initiatives while we create new and exciting opportunities in which students can learn through their engagement and involvement.

We are excited for the contributions Student Affairs is making to the University of Memphis campus community. We thank you for taking the time to read this report.

Sincerely,

Rosie Phillips Bingham, Ph.D.
Vice President for Student Affairs
Promoting Student Learning

Here’s just some of the evidence that Student Affairs contributes to learning and development.

84% (648) of students had decided on an initial major by the conclusion of the ACAD Career Unit (Career Services) while 16% (123) remained undecided. Additionally, 80% of students could explain that academic success, involvement in campus life, and engagement in internships are needed to secure a job.

Student Health Services has examined students’ ability to identify learning after a visit to the Clinic. In particular, an emphasis has been placed on knowing students’ diagnoses, treatment, and necessary follow-up. In April 2011, Student Health Services collected the perspectives of 99 students. Ninety-five of these students knew their diagnosis and 97% knew the recommended treatment and follow-up instructions.

Student Disability Services and Career Services collaborated on Career Tracks, which involved 20 students with disabilities who took part in an Access and Diversity Award program focused on academic accountability and career decision making. At the conclusion of this weekly, individualized program, all students were able to thoroughly report on specific goals and information related to their future careers. All students were able to describe the steps needed to find a job, which shows individuals’ ability to prioritize tasks and to plan and organize.

When asked to rate their ability levels in identifying core values before and after the spring semester, 92% of Tiger Leadership Institute Level II respondents expressed some improvement.

Career Services measured the increase in students’ knowledge about internships after engaging in an advising appointment or participating in an internship workshop. Before engaging in advising appointments, 65% of students reported that their knowledge of internships was average, above average, or extensive. After reviewing the internship orientation module and having an advising appointment, 97% of the same students reported that their knowledge level of internships was average above average, or extensive.

Seventy-two percent of students during the 10-11 year felt their study habits were positively affected by living in the residence halls.

2011 Leadershape participants (n=48) indicated growth across 16 items within four categories of Personal Values, Team Work, Ethical Decision-Making and Commitment to Action). All program graduates indicated an increased confidence level (comparing self-reported confidence ratings before and after the experience) in at least one of the categories measured.

Student Affairs Vision for Students

<table>
<thead>
<tr>
<th>Understanding and Managing Self</th>
<th>Engaging Others in a Diverse World</th>
<th>Succeeding as a Professional</th>
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</thead>
<tbody>
<tr>
<td>Develop and apply knowledge of self, including personality, values, interests and aptitudes</td>
<td>Establish a connection to the University of Memphis</td>
<td>Apply academic and co-curricular content to real-world contexts through experiential learning</td>
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<tr>
<td>Develop integrity and make ethical decisions</td>
<td>Develop an inclusive and interactive community focusing on understanding and respect of individual and group differences</td>
<td>Identify, develop and articulate competencies necessary to succeed in one’s chosen field</td>
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<tr>
<td>Demonstrate autonomy and personal responsibility</td>
<td>Become engaged citizens locally and globally</td>
<td>Understand the importance of life-long learning</td>
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<tr>
<td>Enhance physical, psychological, interpersonal and spiritual well-being</td>
<td>Develop effective social change skills</td>
<td>Demonstrate effective leadership skills</td>
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<tr>
<td>Possess appropriate self-efficacy</td>
<td>Demonstrate civility</td>
<td>Understand the concept of professional identity and develop appropriate professional behaviors</td>
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Students Learning through Engagement and Involvement

Increase student retention & graduation

**Student Affairs places a strong focus on retaining our students and moving them toward earning their degree.**

One indicator of how our programs succeed in this goal is the fall to fall retention rate of our participating students. As you can see, students involved in these programs tend to persist at higher rates than those who do not partake of Student Affairs services:

<table>
<thead>
<tr>
<th>Program Retention + Graduation Rate</th>
<th>Fall 2009 to Fall 2010</th>
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<tbody>
<tr>
<td>77%</td>
<td>First-time Freshmen, Overall</td>
</tr>
<tr>
<td>74%</td>
<td>Commuter Student Retention Rate for 2010</td>
</tr>
<tr>
<td>81%</td>
<td>On-campus Resident Freshmen Retention Rate for 2010</td>
</tr>
<tr>
<td>88%</td>
<td>Students in Living Learning communities</td>
</tr>
<tr>
<td>90%</td>
<td>Black Scholars (Multicultural Affairs) have reenrolled and/or graduated since 2004</td>
</tr>
<tr>
<td>82%</td>
<td>First-year students that participated in Intramural Services one or more times returned for their sophomore year.</td>
</tr>
<tr>
<td>96%</td>
<td>First-year students participating in Emerging Leaders returned to U of M in Fall 2011*</td>
</tr>
<tr>
<td>96%</td>
<td>Fall 2010 FRESH Program participants (Multicultural Affairs) returned as students in Spring 2011</td>
</tr>
<tr>
<td>86%</td>
<td>Fall 2010 Frosh Camp participants returned in Fall 2011</td>
</tr>
<tr>
<td>81%</td>
<td>first-time, full-time freshmen who entered the University of Memphis in Fall 2009 and participated in Fresh Connections learning communities returned in Fall 2010**</td>
</tr>
</tbody>
</table>

*90% of those who began in 2006 graduated  
**Non-Fresh Connections students who were retained at 77%

Over 23,000 hours of tutoring was provided by Educational Support Programs, including over 1,100 online hours.

Students who met with a Student Disability Services Learning Specialist more than three times in the semester, as well as at least one time before and after the class drop date, had an aggregate GPA of 3.20 for Fall 2010 and 3.07 for Spring 2011, compared to a 2.78 GPA for Fall 2010 and a 2.52 average for Spring 2011 for those students who met with the Learning Specialist less than 3 times during the semester and did not meet both before and after the class drop date.

The aggregate average (Fall 2007 through Fall 2010) for second semester retention of LD/ADHD/ASD students new to Student Disability Services and who met weekly with a staff member was 95.75%. The aggregate average for the comparison group who did not meet weekly was 78.90%

Retention rate defined

A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. From http://oir.memphis.edu/Resources/Glossary.html.
85% of all fall 2010 and spring 2011 new members in fraternities and sororities reenrolled in fall 2011.

Fall 2010 –
- All Greek GPA – 2.89
- All Student GPA – 2.72

Student Support Services 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.”

– TRIO program participant

The Center for Counseling, Learning, and Testing examined whether students who used psychological counseling (6 or more sessions) persisted in their pursuit of a degree, rather than dropping out of school. 147 participants were selected randomly from the database of students who used psychological counseling. Results indicate a strong correlation (.72/1.0) between the number of counseling sessions and continued enrollment & graduation.

The new Student Support Services STEM (Science, Technology, Engineering and Math) project was funded in September 2010. It is now fully staffed and has already recruited 115 students. 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.

“This visit was so helpful because I finally understand what was taught in the class and now I can study for my exam”

– Student using Educational Support Programs Academic Enhancement Center
Students Learning through Engagement and Involvement

Increase the number of students participating in key co-curricular activities and programs

Alternative Spring Breaks (ASB) provided opportunities for students to serve two different communities. ASB New Orleans included 13 students serving the New Orleans community in their continued rebuilding process. Students also got a geo-political tour of the city to help them understand the internal forces working for and against that rebuilding process. ASB Stay-cation involved eight students serving the Memphis community over spring through work with Metropolitan Inter-Faith Association (MIFA).

Students worked on improvements for a local homeowner, delivered Meals on Wheels, organized items for the MIFA pantry/thrift store, and helped with facility improvements for MIFA. Stay-cation students also learned about Memphis culture and history by visiting various local sites throughout the week. One student explained:

“Signing up for Alternative Spring Break has to be THE best decision I could have made. After this amazing experience, I've given back to the community, but I have also gotten a reward: a new circle of friends. We are all devoted to helping others and making a difference.

“LeaderShape played a part in my actions leading up to my professional/college career at current, because it gave me the stamina I needed to be an effective leader. The vision crafting sessions at LeaderShape were phenomenal. Because they gave me a direction. I was able to be a leader on the University of Memphis campus for four years before moving on to the professional world. During the 2008 LeaderShape retreat, I was given more than skills, but also gifts to carry me down roads I've never even imagined. I became a leader because I established my vision three years ago by way of LeaderShape!”

-Jasmine Hockett 2008 Graduate

The Adult and Commuter Student Services (ACSS) office was a lifesaver for me last year. The comfortable and quiet setting gave me a place to study and 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 balance between work, school and family life.

-Marlon Jones, Junior, Communications

Residence Life continues to provide a viable living and connection option for students. In fall 2010 there were 2473 students residing on the main campus, almost a 10% increase in number of students.

Multicultural Affairs promotes active involvement in campus life through a range of activities and programs geared toward diverse student populations. Ten student organizations directly advised by Multicultural Affairs boast over 538 student members collectively.
As a result of Student Support Services’ focus on engagement in campus life activities, over 90 of 151 TRIO participants have identified involvement in a number of key organizations/activities on campus and in the community at-large.

During the 2010-11 fiscal year, The University Center and Rose Theatre hosted 3524 individual events and meetings sponsored by student organizations.

Adult and Commuter Student Services communicated monthly with 6,975 students and 296 parents through an email listserv. There were 541 students who had one or more interaction with the office in 2010-2011.

Emerging Leaders contributed nearly 4000 hours of community service at over 100 agencies during the 2010-2011 academic year.

Nine (of 26) fraternities and sororities reported over 4,600 community service hours and $41,000 raised.

Almost 600 undergraduate and graduate students are employed by the Division of Student Affairs.

The Up ‘til Dawn program raised $152,143 in 2010-2011, making it the top fund-raising chapter in the nation. Additionally, the University of Memphis Chapter was recognized in July 2010 at the ALSAC/St. Jude Collegiate Leadership Seminar for having the Best Finale Event, Best All Team Meeting and the Advisor of the Year.

Campus Recreation and Intramural Services reports a 19% increase in the number of intramural participants across all sports. Collectively in 2010-2011 there were 4359 participants in all intramural activities.

Through community service programs coordinated by Student Leadership and Involvement, 772 students contributed 2,977 hours to the local community.

Career Services has supported students’ goals of finding a major and career through the following:

- 228 Resume Appointments
- 132 Mock Interviews
- 265 Advising Appointments
- 169 Internship Appointments

4,950 students took part in some experiential learning opportunity during Fall 2010 or Spring 2011.
Parents Programs continue to support the integration of students AND parents to the University of Memphis. An ultimate goal is to integrate the parents in a way that supports their students’ learning and development. Through active involvement in New Student Orientation and Campus Days, Parent Programs has interacted with thousands of parents during 2010-2011.

SafeZone Program Launched in 2011

The SafeZone Program at the U of M exists to support gay, lesbian, bisexual, transgender, intersexed, and questioning U of M students, faculty and staff, to improve the overall U of M campus environment and to educate the entire campus community on concerns relating to GLBTIQ issues. The University of Memphis’ commitment to diversity and civility undergirds the SafeZone Program’s efforts to support the GLBTIQ community on campus. Almost 100 students, staff and faculty were trained in the first year of the program.

The University Center and Rose Theatre partnered with Student Disability Services to display the art project, Portrait of Spirit, in the atrium of the University Center. The exhibition portrayed individuals with disabilities from all walks of life.

The Center for Counseling, Learning and Testing focused efforts on increasing awareness of mental health issues. A Mental Health Awareness Day was hosted and an online screening program was launched. Students were actively involved in the planning and implementation of the program.

The Memphis in May Student Affairs Conference was hosted by the University of Memphis Division of Student Affairs and had over 150 people from 16 different campuses across Tennessee, Alabama, Mississippi and Arkansas. Focused on the topic of civility, an entire day provided educational curriculum grounded in cultivating a welcoming, safe and respectful campus environment. Almost 98% of those who submitted an evaluation (n=99) indicated that MIMSAC was good or excellent and that they learned much about inclusiveness and civility including better supporting persons with disabilities and Lesbian, Gay, Bisexual and Transgender individuals.

Students Learning through Engagement and Involvement

Parents Programs continue to support the integration of students AND parents to the University of Memphis. An ultimate goal is to integrate the parents in a way that supports their students’ learning and development. Through active involvement in New Student Orientation and Campus Days, Parent Programs has interacted with thousands of parents during 2010-2011.
Cultivate a welcoming, safe and respectful campus environment

The student organization, Active Minds @ the University of Memphis, which exists to increase awareness among UoM students about issues of mental health, symptoms of mental illness, and available resources on and off campus, as well as to eliminate the stigma associated with mental health disorders, won a National Award from the National Active Minds organization for efforts in outreach that eradicates myths about mental health issues. Their program was called “Blue Day”, which was hosted to raise awareness about suicide.

An estimated 4000 people viewed the Writing on the Wall Project in Spring 2011 on the Student Plaza in which cinder blocks are painted with words and phrases that have hurt students on campus. The wall is hosted for one week until students tear it down at the end - symbolizing breaking down the walls that exist between people. The Student Activities Council and Student Leadership and Involvement coordinate the event.

Student Disability Services and Career Services won the Robert Greenbert Award (national) for Career Tracks, which involved 20 students with disabilities who took part in an Access and Diversity Award program focused on academic accountability and career decision making.

Assessment efforts in Residence Life (Educational Benchmarking in Spring 2009 and Spring 2011) and across Student Affairs (The Educational Benchmarking Climate Survey in January 2010), indicate the majority of students feel the University of Memphis is welcoming, safe and respectful. Using a scale of 1-7 (very dissatisfied to very satisfied), there has been increased resident satisfaction in the area of Residence Hall Safety and Security from a good rating (5.42) in 2008-2009 to an excellent rating (5.79) for 2010-2011.

78% of students who live on campus reported that they benefited from interactions with residents who are different from themselves.
Create a service-oriented culture in all units

96% of all Conference Planning and Operations clients would use their services again; On a scale of 1 (very dissatisfied) to 5 (very satisfied) considering CPO staff competence, meeting room facilities, food quality and catering staff, clients provided an average score of 4.8.

In March 2011 and April 2011, students who attended appointments with Career Services staff were encouraged to complete the Career Services Evaluation of Services. 84.5% thought that the front desk staff was friendly, helpful and knowledgeable. 92.7% rated staff as “outstanding” for being open-minded and respectful. 94.5% rated staff as “outstanding” for being sensitive to their concerns. 90.9% rated staff as “outstanding” for being knowledgeable.

Student Support Services solicited information about participants’ perceptions of their services. Ninety-eight percent of respondents said they were either satisfied or very satisfied with their overall experience with SSS. Students spent over 1150 hours using the SSS Computer Lab, had over 400 hours of academic and personal advising, and participated in over 250 hours of workshops.

“The University Center for 10-11 hosted 6,608 events for over 21,000 hours with an estimated collective attendance of over 450,000.

“I think I have learned good customer service working in the UC scheduling office. You get to work with a lot of different kinds of people. You have to learn to stay pleasant, even when others aren’t. I’ve gained a lot of experience that has prepared me for the work world.”

- Heather Morgan, Senior, UC Office/Scheduling Assistant
MEMPHIS IN MAY STUDENT AFFAIRS CONFERENCE 2011

Join us for a premier educational experience for all who value supporting student learning and development:
Memphis in May Student Affairs Conference (MIMSAC) is May 18, 2012.

The University Center conducted multi-day training sessions with over 40 student staff members prior to the fall and spring semesters, focusing on customer service and technical skills.

45 student/contract workers in Campus Recreation Intramural Programs participated in customer service training in 2010-11.

Parent Programs e-news subscriptions increased from 3,100 to 4,072 over the last year. In the 2011 parent survey, 97.8% of respondents said the Parent E-news was “Excellent” or “Good”.

Student contacts at Educational Support Programs increased by 10.3% in 2010-2011. Four new learning centers opened resulting in over 18,000 student contacts and 21,000 contact hours. The breakdown of students’ use of the Centers was as follows: First-Year students 21%, sophomores 22%, juniors 25%, seniors 26%, and graduate students 6%. HOPE Scholarship recipients, supplemental instruction students and early intervention students (collectively over 800 students) who used these services had higher retention and graduation rates than students who did not.

Over 16,000 tests were administered by the Testing Center.

“Parental inclusion and opportunities to participate in my student’s activities on and away from campus have actually brought us closer as she’s entered adulthood. The fact that U of M provides this type of medium has been impressive since day one. When my student doesn’t share what’s going on “at school” I count on Parents E-news to keep me posted”

- U of M Parent

Division of Student Affairs Core Values: LEADERS

Learning: Establishing and articulating high expectations for student learning.
Excellence: Modeling excellence in all that we do.
Assessment: Making decisions on the basis of data.
Diversity: Living well together in a diverse world.
Ethical Leadership: Developing leaders who demonstrate responsibility and integrity.
Relationships: Building connections within and beyond our community.
Spirit: Promoting enthusiasm, passion and a sense of belonging that inspires Tiger pride.
More about Student Affairs at the University of Memphis

Students who are engaged and involved on campus are much more likely to succeed in college and graduate.

Your gift will foster student learning through engagement and involvement by underwriting scholarships and programs and by supporting our new University Center, the heart of student life at the U of M.

Giving Online
To make an online gift, please visit www.memphis.edu/sagive

Giving by Check
Please make your check payable to the University of Memphis. In the Notes section a specific fund can be noted and we are glad to discuss the options with you (901.678.4299).

Mail your check to:
The U of M Foundation
P.O. Box 1000
Memphis, TN 38148-0001

Or personally deliver your check to The Alumni Center at 635 Normal Street. Office hours are Monday - Friday, 8 a.m. to 4:30 p.m.

Thank you for your support.