## Adult and Commuter Student Services

**Divisional Goal - Increase student retention and graduation**

**Departmental Goal 1** – Partner with other offices/departments to foster one year retention of first-time freshman adult students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</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>If you did not undertake the strategy please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Continue to develop a peer mentoring program (pairing Adult Scholarship recipients with adult first-time freshman students)</td>
<td>● Adult freshmen will use academic assistance resources as needed</td>
<td>Develop a sense of belonging through involvement in Student organizations and activities</td>
<td><strong>Adult Scholarship recipients</strong> volunteered to mentor entering freshman and transfer adult students</td>
<td>To assist with identifying more non-traditional students who attend our seminars, we will revise our sign-in sheets to ask if the student is 25 years or older</td>
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<td></td>
<td>● Adult freshmen will use the ACSS center to study and engage in interactions with other nontraditional students</td>
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<td>● 50% (4 of 8) of the mentee participants responded to a survey and indicated that having a mentor:</td>
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<td></td>
<td>● Adult freshmen will identify University services and opportunities offered to students</td>
<td></td>
<td>● Motivated them to continue to work towards completing their degree</td>
<td></td>
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<tr>
<td></td>
<td>● Adult freshmen will join and become active in the Adult Student Association</td>
<td></td>
<td>● Helped give them a sense of belonging to the University</td>
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<td></td>
<td></td>
<td></td>
<td>● Helped them learn about campus resources</td>
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</table>
Mentees also indicated that they learned the following from their Mentor:

- *He introduced me to the MILE program.*
- *That through hard work and dedication, all things is possible.*
- *Try not to get overwhelmed, just take things one day at a time. She too is an adult student, doing well and a great role model for me to follow.*
- *Yolanda was great. She always kept me updated on things that were going on. Due to my schedule I wasn't able to participate in a lot of activities, but, it didn’t keep Yolanda from staying in contact.*

- See page 3 for anecdotes from Heather Bridgers, who served as a Mentor.
| Collaborate with Dr. Cathy Serex of Academic Affairs to develop reports that will identify first-time freshman adult students | 100% (8) of mentees who participated in the program returned the following spring semester.  
- 7 of 8 mentees are enrolled and returning to school this fall 2012  
- 1 of 8 mentees graduated May 2012 | We continued our partnership with Academic Affairs (Dr. Cathy Serex) through consultation and use of the Commuter Student Hyperion Report to:  
- Identify first time adult students and invite them to participate in the Adult Student Peer Mentoring Program |
| Partner with ESP, CPCC and Career Services to provide training seminars for first-time freshman adult students | Partnered with Career Services on April 17, 2012 to offer a Resume Writing seminar:  
- 86% of respondents said that information provided in this | |
Students indicated that they learned:
- Key action words to use in a resume
- How to read a resume and avoid white space when designing a resume
- How to write a cover letter
- How to properly dress for an interview

We partnered with ESP to host an Adult Student seminar entitled *Everything Adults Need to Know (Really?)* on September 13, 2011.

- Students learned test-taking, note-taking, reading and study skills and other information to help them be successful
Feedback from a student peer mentor:

Heather Bridgers – Nursing, Adult Scholarship recipient and Mentor:

“Being in this mentoring program was a wonderful experience. It allowed me to get to know others and offer advice that would allow success for another in this so called educational journey. When I first began trying to apply for nursing school I did not know which way to turn. All the applications and test that were required were very overwhelming not to mention the many immunizations, meetings, and nooks and crannies that had to be worked out before I even gained entrance into the program. That is why I chose to continue in my assignment as a mentor. If I could at least give a little to another nursing student I knew that that little would mean a whole lot in the long run.....so I made myself available by email. We kept in touch monthly. She would update me on her progress. I would offer words of encouragement and also update her on any events that were going on through the school that I knew that she would benefit from. I think that this is a wonderful opportunity for all students to be able to offer up some time to help another fellow student in order to make college life less stressful and/or intimidating.”

| Divisional Goal - Increase the number of students participating in key co-curricular activities and programs |
|---|---|---|---|---|
| **Departmental Goal 2 - Extend our services to more adult/non-traditional i.e. Veteran students and non-traditional honor students** |
| **Strategies** | **Student Learning Objectives** | **Other Objectives** | **Evidence of whether or not outcomes were achieved** | **How will your assessment data shape this strategy in the future?** | **If you did not undertake the strategy please explain** |
| Collaborate/Partner with other campus departments (University College, Academic Counseling Center, Enrollment Services/Veterans Services) to foster an integrative process for adult/nontraditional and Veteran students | ● Adult, commuter and veteran students will believe that Adult and Commuter Student Services is here to serve their needs | ● Students will use services provided by Adult and | ACSS partnered with Veterans Services to extend a warm appreciation to student veterans by hosting a campus-wide Veterans Day Celebration (November 11, 2012). All veterans were invited to participate in ● a campus and community information fair ● reception ● armed services joint run | | |
that impacts retention of adult students

| Communicate electronically with more adult/veteran students and honor(Pinnacle Honor Society) students | Commuter Student Services
- Students will tell others about services provided by Adult and Commuter Student Services
- Veterans and PINNACLE Honor students will identify another helpful resource on campus | • memorial ceremony
ACSS co-sponsored a Veterans Appreciation Day and Study Break Oasis along with the Memphis STEPS Program. The ACSS enlisted the participation of
- University of Memphis ROTC (Army, Air Force, Navy)
- Veterans Services
- Educational Support Program
- Student Disability Services

T-shirts were provided for all Veterans who attended.

This year, there was an increase of 8.5% (14) in Pinnacle National Honor Society membership:
- 2011: 165 Inductees (63 Graduate students/ 102 Undergraduate students)
- 2012: 179 Inductees (68 Graduate students/ 111 Undergraduate students)

All new Pinnacle Honor Society inductees received the monthly e-newsletter and other Facebook and Twitter communications

| Continue to share information about Adult and Commuter Student Services to | | Lack of adequate staffing and time did not permit us to meet with |
**Divisional Goal - Increase the number of students participating in key co-curricular activities and programs**

**Departmental Goal 3 – Offer adult and commuter students support in their academic, social and personal development**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</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>If you did not undertake the strategy please explain</th>
</tr>
</thead>
</table>
| Collaborate with Career Services to provide learning opportunities for adult students  
  ● i.e. Mock Interviews, resume writing,  
Using Technology to Enhance Employment Opportunities | ● More adult/non-traditional and veteran students will seek career assistance  
● Students will recall and apply proper interviewing techniques  
● Students will prepare appropriate resumes | Students will enhance their opportunities for meaningful employment | Partnered with Career services to offer a Resume Writing seminar  
● 86% of respondents said that information provided in this seminar would benefit their education and future  
● Students indicated that they learned:  
  ● How to read your resume and avoid white space  
  ● The key action words that should be used in your resume  
  ● How to write a cover letter  
  ● What to avoid on your resume  
  ● How to dress for an interview and the importance of a cover letter | | |
| Partner with Student Support Programs to provide learning opportunities via workshops/training seminars for Student | Students will identify services provided by Student Success Programs (SSP) and apply for | | Partnered with Student Success Programs to invite their students to participate/ attend ACSS monthly training seminars  
Number of SSP participants: | | |
<table>
<thead>
<tr>
<th>Support Programs students who are commuters</th>
<th>specific services</th>
<th>Continue to increase Adult Student Association/Commuter Student Association membership</th>
<th>Student Organization Membership Numbers:</th>
</tr>
</thead>
</table>
| | | \* Cyber-bullying – 2  
| | | \* Social Media and Privacy – 5  
| | | \* Money Management – 10  
| | | \* Love and Relationships – 2  
| | | \* Understanding Leasing Agreements – 10  
| | | \* Career and Resume Seminar - 14  
| | | | |
| | | Spring 2012  
| | | \* ASA – 115  
| | | \* CSA – 27  
| | | Spring 2011  
| | | \* ASA – 208  
| | | \* CSA – 25  
| | | | |
| Collaborate with Student Leadership and Involvement to involve commuter and adult student leaders in leadership success seminars | Students will engage in learning opportunities to develop leadership skills | Adult Student Association President attended the Adult Student Retention Conference at the University of Wisconsin – Oshkosh in Madison, WI.  
See below for reflections from Priscilla Reno, ASA President, based on her experience and participation as an attendee and a panel member at a general conference session. |
| | | | |
| Collaborate with CPCC and CRIS to provide a stress reduction program on Stress Management | Students will identify types of stressors and use/implement learned techniques to | Partnered with Campus Recreation and Intramural Services to offer a Stress Management seminar:  
\* 56% of respondents said that information provided in this seminar |
<table>
<thead>
<tr>
<th>manage stress</th>
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<tbody>
<tr>
<td>● Students will use identified campus resources to aid in decreasing their stress (CRIS, CPCC)</td>
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</table>

<table>
<thead>
<tr>
<th>would benefit their education and future</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Students indicated that they learned:</td>
</tr>
<tr>
<td>● That fitness is important</td>
</tr>
<tr>
<td>● That exercise can relieve stress</td>
</tr>
<tr>
<td>● That taking time to relax and renew oneself can help reduce stress</td>
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</table>
The Adult Student Association President Priscilla Reno attended the Adult Student Retention Conference at the University of Wisconsin – Oshkosh in Madison, WI. During the conference, Priscilla Reno was asked to participate as an adult student representative from the University of Memphis on a panel discussion. She was able to share her experience as a returning adult student with conference attendees, as well as talk about some of the things the University of Memphis Adult Student Association was doing.

Priscilla Reno, President, Adult Student Association –

“A recurring theme at the conference was that the key to retention to graduation for an adult/ non-traditional student is involvement. The most interesting outcome of the conference was my being able to learn about what the other universities were doing with their ASA programs. Other things I learned included:

- Incentives: use incentives to stimulate student participation. *The ASA plans to implement a rewards card that will be stamped each time the member contributes or attends a meeting/event. At the end of the term, the member with the most stamps will receive a bookstore gift card.*

- Families: create family friendly activities so that our adult and non-traditional students with families can include them and lessen time spent away from them. *The ASA is focusing on incorporating family into all of their events, even proposing to offer a child care component if members decide that it is more convenient for them to meet on a weekend day.*

- Fund raising: create fundraisers

- Information sessions: keep information flowing to the adult and non-traditional students because most are unaware of all that their university has to offer. *The Adult Student Library Visit received very positive feedback. The ASA plans to host another visit this fall.*

- Network: help students network with each other as a means of support by creating events that introduce them to each other. It helps when you know someone else is going through the same thing you are. *The ASA hosted a Mixer to encourage adult student networking and lifelong connections*

- Provide opportunities for growth through learning seminars, and information regarding such things as internships, scholarships and non-traditional student honor societies.

- Philanthropy: Find a philanthropy that your association can be involved in that reaches out to the community.

- Staying focused on your education and being involved in your university creates a feeling of belonging and that will help students persist to graduation.

- Providing tutoring information: lots of adult and non-traditional students are not aware that tutoring is available to them at no charge.”
### Divisional Goal - Cultivate a welcoming, safe and respectful campus environment

### Departmental Goal 4 - Create a welcoming, comfortable and interactive learning center for commuter students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</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>If you did not undertake the strategy please explain</th>
</tr>
</thead>
</table>
| Provide a lounge space for traditional and non-traditional commuter students | *(The following Learning Objectives apply to all of Goal 4’s strategies):*  
- Students will use the commuter lounge to relax, study and connect with other students  
- Commuter students will recognize the purpose and significance of Adult and Commuter Student Services.  
- Students will encourage others to visit the commuter student lounge  
- Students will believe that the University/Student Affairs offers space and services specifically for | *(The following Learning Objectives apply to all of Goal 4’s strategies):*  
- Increase interest in and participation in commuter organizations  
- Enhance interest in campus involvement | - According to Office Usage Data chart (page 10), 290 students indicated that they found out about Adult and Commuter Student Services from a classmate, friend or relative (word of mouth).  
- This indicates that students who use our services clearly appreciate our services and are willing to share their positive experiences with others.  
- Please see page 9 for anecdotes from students  
- Please see page 10 for ACSS office usage data. | | |
| Provide a printer in the ACSS computer lab/study room | | | | | |
| Offer complimentary hot beverages during their visit to the office | | | | | |
| Collaborate with Academic Affairs to convert the ACSS lab to a TAF lab | | | | | |

Upon learning the University is reducing the number of TAF-funded labs, and that there was little to no possibility of the ACSS lab receiving TAF funding, we decided to postpone our pursuit of converting the ACSS computer lab to a TAF-
students who live off campus | funded lab.

Anecdotes from three commuter students who frequently utilize the services provided by Adult and Commuter Student Services:

Jack Dowdy, Senior -
As a commuter student, the ACSS office here on campus provides me with resources that I have found extremely useful to my overall academic success. They provide a safe and comfortable environment in which to meet other commuter students and to mingle with and get to know them. I have made many great friendships this way and, for this fact, I am very grateful. Such friendships keep me from feeling completely disconnected from campus. The staff members at ACSS are very friendly and willing to help whenever they can. Overall, I must say that my experience has most definitely been a positive, helpful, and edifying experience. I am glad that their office exists, for it has been such a blessing to me.

Angelica Jacques, Sophomore –
Adult and Commuter Student Services has definitely been a great addition to my student life. ACSS has provided me with a home away from home on campus. As a commuter student, you cannot just go back to your dorm and relax in between classes, so it is so nice to have a place to take a break on campus and be surrounded by people who are in the same situation as you. It makes such a difference to me and to my budget when I can come to campus and store my lunch in the fridge in the ACSS office and then come back and heat it up there later. Sometimes when you are an adult or commuter student, you feel lost in the shuffle of campus life. It can seem, at times, that there is not a place for older students and commuter students. With the help of ACSS I feel so welcome on campus and I look forward to spending time at the ACSS office every day that I am on campus. I have also met other students at the ACSS office who can relate to the experiences that I have here on campus and have become my friends. I definitely feel like I have been adopted into the ACSS family and I am so happy to have found this great place on campus, I am so thankful to ACSS for enriching my experience here at the University of Memphis.

Carissa Child, Senior -
I knew I never wanted to live on campus because I love Cordova. However, as a commuter student, I found myself wondering around campus with hours to kill and nowhere to go. All that changed when I saw an ad for the ACSS office in the Helmsman. I love having a place on campus to come to that's familiar, comfortable, and convenient. I try to pass the word along to other commuter students especially those I see sitting alone on a bench outside, eating lunches that have been smashed by the weight of the books in their backpacks. You don't have to do that! I use the computers, watch TV, sit and talk to friends, and store my lunch and snacks in the fridge. The free drinks were the initial draw for me but after experiencing the rest of the services that the office offers I was completely sold. This office is a great resource for commuter students and I think it is one of the campus' best assets.
### How Students Heard About ACSS:

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>1</td>
</tr>
<tr>
<td>ACAD 1100</td>
<td>39</td>
</tr>
<tr>
<td>Classmate</td>
<td>152</td>
</tr>
<tr>
<td>Daily Helmsman</td>
<td>17</td>
</tr>
<tr>
<td>Did Not Respond</td>
<td>9</td>
</tr>
<tr>
<td>Flyer</td>
<td>48</td>
</tr>
<tr>
<td>Friend or Relative</td>
<td>138</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>104</td>
</tr>
<tr>
<td>Other</td>
<td>105</td>
</tr>
<tr>
<td>Professor or Advisor</td>
<td>26</td>
</tr>
<tr>
<td>U of M website</td>
<td>13</td>
</tr>
<tr>
<td>Website</td>
<td>28</td>
</tr>
</tbody>
</table>

![Adult and Commuter Student Services 2011-12 USAGE DATA](chart.png)
## Departmental Goal 5 – Increase Campus and Community Visibility

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</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>If you did not undertake the strategy please explain</th>
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</thead>
<tbody>
<tr>
<td>Develop a marketing plan</td>
<td>Students will recall the services and location of Adult and Commuter Student Services</td>
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<tr>
<td>Collaborate with each college to inform Chairs and Deans about our services</td>
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<td>Speak to new freshmen commuter students/parents at New Student Orientation</td>
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<td>We introduced our programs and services to new commuter students and their parents during the 2011 New Student Orientation. The number of students and parents we connected with:  - 2010 Data – 494 students and 401 parents  - 2011 Data – 642 students and 315 parents According to Office Usage Data (initial sign-in), 104 students said that they found out about our department at New Student Orientation.</td>
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<tr>
<td>Partner with the Scholarship office to</td>
<td>More adult students will be</td>
<td></td>
<td>• Thirteen (13) Adult Scholarship recipients completed their service hours</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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</table>
| foster a greater awareness of and participation in the adult scholarship process | aware of and apply for the Adult Scholarship in the ACSS during the 2011-12 academic year.  
  • This provided an opportunity for adult students to understand our desire to serve their population as well as others.  
  • They also told others about the ACSS, and even brought students to the office, which promoted an increased usage of the services. |
| Provide office tours for new adult, commuter, transfer and Veteran students | Partnered with Transfer and Articulation (Yolanda Mathews) to provide tours of the office for incoming transfer students who attended Transition Thursdays |
| Provide informational handouts and brochures to businesses in the University District | Community will know that educational opportunities are provided for them  
We placed ACSS brochures in the following Walker Ave. businesses:  
● Moe’s Southwest Grill  
● Garibaldi’s Pizza  
● RP Tracks  
● Tiger Bookstore |
| Partner with Memphis City Schools Adult High School Programs | Memphis City Schools did not host their annual Career Fair. However, we partnered with Betty Huff (Recruitment and Orientation Services) to represent the University at the College Collage College Fair at the Benjamin Hooks Library on Friday, April 20, 2012 |
| Partner with Academic Affairs to assist adult students who return to school after stopping out | Lack of adequate staffing and time did not permit us to meet with |
Academic units.

Charge the ACSS Advisory Board members to assist in marketing efforts

Partnered with Student Activities Council to provide live entertainment components to SAC family-friendly movie days as a way to attract more adult students and create awareness of the Adult Student Association.

**Movie: Kung Fu Panda 2**
- Preview Show: The ASA invited students from the Bei Shao lin Kung Fu School and their leader Sifu Kevin Miller to perform an exhibition before the movie.
- Many parents were interested in getting their children lessons after seeing this demo and complimented the ASA on doing a great job providing the experience.

**Movie: Puss in Boots**
- Preview show: Fencing Demonstration by Adjunct Professor, Fencing, U of M and Director of Collierville Arts Mr. Tom Knowles.
- He and a student put on a fencing demonstration before the movie to get children and students interested in fencing.
The feedback from both events was so positive that SAC asked the ASA to partner with them again in the 2012-2013 school year.

Please include highlights from 2011-2012 about programs/services not included in your Planning Document:

<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>
</table>
| The 2012 Off-Campus Housing Information Fair was once again an anticipated event that was a hit with our students, faculty and staff this year: | • We will generate revenue to be used to fund future fairs and support the goals and mission of our department  
  • Those attending the fair will learn about the various off-campus housing options and related service vendors | • The fair generated approximately $9,150 in revenue.  
  • 95% of students who attended the fair and completed an evaluation indicated that, as a result of the fair, they will be better able to find a place to live.  
  • 93% of students who attended the fair and completed an evaluation indicated that they are very likely/likely to use the Off-Campus Housing website to search for housing  
  • When asked what was most memorable about this year’s Off Campus Housing Information Fair, students responded:  
    ○ Variety of prices  
    ○ Utility and energy saving advice from MLGW  
    ○ Valuable brochures  
    ○ Friendliness  
    ○ Colorful displays  
    ○ Giveaways  
    ○ Not having to drive around (to each... |
Number of undergraduate student employees in your department
- Adult and Commuter Student Services employed 9 undergraduate student workers (5 fall/spring semester Commuter Assistants and 4 summer Commuter Assistants)

Number of graduate student employees/assistants in your department
- Adult and Commuter Student Services employed 2 graduate assistants

Department's use of social media:
Adult and Commuter Student Services continues to connect with commuter and adult students via Facebook and Twitter:
- Facebook Fans – 175 “likes” - https://www.facebook.com/umadultcommuter
- Twitter Followers – 152 “followers” @uofmemphis_acss

As a part of the campus-wide Civility Campaign, we hosted a Cyber-bullying Seminar – (October 11, 2011):
- We introduced a social media component by hosting a “Twitter Party” during the seminar. Students used the Twitter handle #umrespect to tweet their questions and comments regarding Cyber-bullying.
- The discussion was chronicled using Storify.com and featured in the November/December issue of the Adult and Commuter Connection E-newsletter
- Approximately 90 students attended the seminar, including 4 ACAD sections and a community group from Jobcorp, Inc.
- Students said that they learned:
  - Cyber-bullying has lasting negative effects
  - They should treat others the way you want to be treated
  - They should not be a silent bystander when they have knowledge that someone is being cyber-bullied.