MISSION:
The Mission of the Division of Student Life is to enhance the personal and academic growth of our students. Through innovative programs and a diverse residential community that supports the exchange of ideas, we promote discovery, collaboration, and civic engagement. We interact with students and student organizations to address their concerns and provide services that embrace the ideals of a liberal arts education. By creating an environment where our students can thrive, we help create global citizens with a passion for lifelong learning.

VALUES:
- Excellence
- Integrity
- Civility
- Inclusiveness
- Student-centered
- Collaborative
- Promoting caring and healthy environment
- Enriching student programs and services

DEVELOPMENTAL OUTCOMES:
- Integrated in class/out of class learning
- Student reflection
- Identity development
- Responsibility and accountability
- Resilience
- Appreciation of differences
- Tolerance of ambiguity
- Ethical leadership
- Social responsibility
- Life skills applications

DEPARTMENT/PROGRAM
Alcohol & Drug Education ........................................ 3
Career Services ....................................................... 5
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MISSION:
The mission of the office is to prevent and reduce underage drinking, high-risk drinking, drug use and the related risks. We will take a proactive, comprehensive approach to ensuring the health and wellness needs of Furman students are being met.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of receiving alcohol and drug education at Furman University, students will be able to:
- understand the relationship between their alcohol and drug choices and accomplishing their life-long goals/protecting their values (Personal and Educational Goals & Clarified Values)
- choose behaviors and environments that promote health and reduce risk for problems (Healthy Behavior)
- will understand and be aware of Furman's alcohol and drug policies as well as state and federal laws (Social Responsibility)

KEY GOALS FOR 2012-2013:
- Implement 3 evidence-based environmental strategies that will increase enforcement and reduce the number of students reporting underage drinking.
- Provide educational programming to identified students that will increase their understanding of the connection between their high-risk choices and their values specifically as they relate to their life-long goals (health, academics, relationships, self-respect, etc.).
- Evaluate the students experience in PRIME For Life.
- Provide support and resources to individual students experiencing problems associated with high-risk alcohol and drug use.
- Provide educational programming to identified students that will increase their understanding of the risk associated with providing alcohol to a minor.
- Provide educational programming to the Furman/Greenville community that will increase their understanding of the risks associated with high-risk alcohol and drug use.
- Implement and evaluate a Risk Management Program for Greeks and Athletes. Add an evaluation component.
- Educate students concerning the new Drug Policies.
- FUSAC – goals & objectives and restructuring.
- Increasing the number of students who complete Part-Two of Alcohol Wise.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Electronic Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>CORE - All Students</td>
</tr>
<tr>
<td></td>
<td>Alcohol Edu - First-Year Students</td>
</tr>
<tr>
<td>WHEN:</td>
<td>CORE - February 2013</td>
</tr>
<tr>
<td></td>
<td>Alcohol Edu - July 2012</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Both - Commercially Developed</td>
</tr>
<tr>
<td>COST:</td>
<td>CORE - $3,850</td>
</tr>
<tr>
<td></td>
<td>Alcohol Edu - $10,000</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>CORE</td>
</tr>
<tr>
<td></td>
<td>28% Response Rate (n = 702)</td>
</tr>
<tr>
<td></td>
<td>Alcohol Edu</td>
</tr>
<tr>
<td></td>
<td>Pre-Test</td>
</tr>
<tr>
<td></td>
<td>98% Response Rate (n=729)</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
</tr>
<tr>
<td></td>
<td>67% Response Rate (n=490)</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

- Consumed Alcohol in the Past Year: 76% (Furman) vs. 82% (National)
- Underage Students Consuming Alcohol in past 30 Days: 53% (Furman) vs. 62% (National)
- Student Reporting Binge Drinking in Previous 2 Weeks: 37% (Furman) vs. 44% (National)

Average # Drinks per Week:
- Furman: 3.7
- National: 4.6
**OTHER RESULTS:**

**Key Findings on the use of alcohol (CORE):**
- 76% of students reported annual alcohol use in 2012 & 2013
- 64% of students reported alcohol use in the last 30 days in 2012 compared to 66% in 2013
- 49% of students reported underage drinking in 2012 compared to 53% in 2013
- 37% of students reported binge drinking the previous two weeks in 2012 & 2013

**Key Findings on the use of drugs (CORE):**
- 23% of students reported annual marijuana use in 2012 & 2013
- 11% of students reported 30 day use of marijuana in 2012 & 2013
- 7% reported the annual use of other illegal drugs in 2012 compared to 9% in 2013
- 3% reported 30 day use of other illegal drugs in 2012 compared to 5% in 2013

**Key Findings on the use of prescriptions drugs (CORE):**
- 69% of students report ever using a prescription drug such as Ritalin or Adderall to enhance studying without a prescription
- 6% of students report annual use of Ritalin/Adderall
- 3% of students report 30 day use of “amphetamines”
- 13% of students report 30 day use of Ritalin/Adderall

The discrepancy of these numbers indicates a misperception by students that Ritalin/Adderall are “amphetamines” when not prescribed.

These numbers also indicate that the use of Ritalin/Adderall when not prescribed is a bigger problem at Furman than suspected.

**Key Findings on use of alcohol with new students (Alcohol/Edu):**
- 75% of students reported to be non-drinkers in 2012
- 45 days later 61% of students reported no alcohol use in the last 30 days.
- 30% of females and 54% of males report binge drinking 45 days after arriving at Furman.
- Peak consumption of alcohol occurred on the weekends consistent with national numbers.

---

**PALADIN PRIDE:**

- PRIME For Life – 30 students—Provided programming to identify students that increased their understanding of the connection between their high-risk choices and their values, specifically as they relate to life-long goals (health, academics, relationships, self-respect, etc.)
- Provided Programming to the Furman/Greenville community that will increase their understanding of the risks associated with high-risk alcohol and drug use. (2 sororities, 3 fraternities, Northwood Middle School, Riverside High School, First Presbyterian Church – Greer, SC Prevention Specialist, General Orientation, Athlete Orientation, RA/FRAD/OS training & EUDL Coalition)

---

**SPOTLIGHT:**

**Prime for Life Evaluation Results:**

- 96% of participants thought the instructor was knowledgeable about drug and alcohol issues
- 96% of participants thought the instructor was nonjudgmental in presenting information and facilitating discussions
- 96% of participants thought the program helped them make a decision about their alcohol and drug choices
- 96% of participants found the activities helpful in thinking about changes to their drug or alcohol choices

**Participant comments:**
- Good instruction went smoothly and efficiently. Listened to everything the students said and respected their thoughts. Good discussions. Very friendly instructor. No arguments.
- Put things into perspective and helped me realize I needed to pull back in ways.
- Be mindful of the situation I am in and not let others influence me and knowing that it is okay not to drink and you can still have fun.
- Make low-risk choices.
- Choose not to be present in high-risk situations.

---

**COLLABORATIVE EFFORTS:**

- Furman University Police – policy & enforcement
- PHOKUS – educational programming
- Sororities/Fraternities – educational programming
- Greek Life Education
- AET – enforcement
- EUDL – NITSA Grant/Coalition
- The Phoenix Center – education/referrals
- Housing – education/referrals

---

**DIRECTION FOR THE FUTURE:**

- Continue to analyze CORE data
- Continue to analyze Alcohol Edu data
- Continue to evaluate PRIME For Life
- Continue to evaluate Risk Management
MISSION:
The mission of the Office of Career Services (OCS) is to provide comprehensive career guidance programs and resources to empower students to make well-informed career decisions. Further, we seek to foster mutually beneficial recruiting relationships with top employing organizations and graduate schools.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

- Students who attend the "Business Etiquette 101" seminar will gain the knowledge and skills to successfully make a positive impression in their business and professional interactions. (Meaningful Interpersonal Relationships)
- Students who meet with a career counselor in an individual counseling session will obtain the information needed to appropriately address the career issues for which they sought assistance (e.g., choosing a major, writing a resume, developing interviewing skills, job searching). (Career Choices)
- Students who participate in the Mock Interview Program will acquire knowledge to effectively complete an employment interview. (Effective Communication)

KEY GOALS FOR 2012-2013:

- Mock Interview Program Effectiveness
- Business Etiquette Seminar Effectiveness
- Individual Counseling Session Effectiveness
- Tracking Student Usage of Web Resources

ASSESSMENT METHODOLOGY:

TYPE: Learning and Development Outcomes
HOW: Electronic Survey
WHO: Participants in Mock Interview Program
WHEN: Fall 2012
INSTRUMENT: Locally Developed, Wufoo Survey
PARTICIPATION: 60% response rate (n = 9)

What was your overall evaluation of this program?
OTHER RESULTS:

To what extent did the interviewer help you to better prepare for future interviews?
- 0% Very Helpful
- 0% Helpful
- 11% Marginally Helpful
- 33% Marginally Unhelpful
- 56% Did Not Help at All

PALADIN PRIDE:

- 10 students from the class of 2012 accepted offers to teach with Teach for America. This ranked as the highest number of students who accepted their offer ever in the history of Furman.
- The LinkedIn Furman University Alumni Group continued to grow this year, successfully surpassing the 4,000 member mark (resulting in a 26% increase from last year.)
- A record amount of 64 resumes were submitted by Furman students for this year’s SCICU Resume Book.
- We experienced a substantial increase in counseling appointments this year—this may be attributed to our strategic marketing efforts and new, more prominent location in the Trone Student Center.

SPOTLIGHT:

We know today’s students are relying heavily on the Internet to gain career-related information. This year, we began tracking the usage of some of our web resources by applying URL shortening technology. Here is a sample of how many users utilized our web resources via the OCS website:

- 1127 Sign in | Paladin Job Board
- 1079 Optimal Resume
- 493 Career Shift
- 403 External Job Search sites
- 100 Vault

OTHER ASSESSMENT PROJECTS: COLLABORATIVE EFFORTS:

Business Etiquette Seminar Effectiveness
- 96.7% of the participants considered the seminar to be Very Helpful or Fairly Helpful, the top two categories.
- 96.7% rated themselves as Very Knowledgeable or Fairly Knowledgeable after attending the seminar.

Assessment of Individual Guidance
After using our career counseling services:
- 90% of students reported that they are in the top two highest categories, Very Prepared or Fairly Well Prepared.
- 96.7% rated their counselor’s effectiveness in assisting them with their career issues as either Very good or Good. (The two highest response options.)

OCS staff were invited by a variety of campus departments to give career-related presentations to classes and groups.
- For the second year in a row, OCS and President Smolla supported Teach For America’s campus branding efforts by co-sponsoring a CLP on the education achievement gap.
- In January, OCS and the Alumni Office hosted another Networking Reception for current students and alumni.
- OCS assisted the Athletic Department by suggesting employers to participate in the Career Athletes’ Career Forum which took place in March.
- OCS coordinated an initial opportunity for Northwestern Mutual to speak at Dr. Bruce Clemens’s Business Strategy classes which has resulted in additional visits.

DIRECTION FOR THE FUTURE:

- Student Assessment of Individual Counseling Sessions
- Business Etiquette Seminar
- Student Utilization of Web Resources
MISSION:
The mission of the Furman University Counseling Center is to provide mental health care services to Furman's undergraduate student body through direct therapeutic services and mental health consultation. Furman University understands that the educational process includes the development of the whole person. The Counseling Center will provide mental health expertise to assist students in reaching their potential. Our primary services will include time-limited individual psychotherapy, group therapy, mental health consultation to students, faculty and staff, referral to additional mental health resources in the community, and education regarding mental health issues and concerns. The Counseling Center will also provide psychiatric and nutritional consultation to Counseling Center clients through contracts with consulting specialists.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

Based on outcome rating scales completed by clients at each session,

- Counseling Center clients will report improvement in the problem for which they sought counseling services. *(Personal and Educational Goals)*
- Counseling Center clients who disclose suicidal thoughts will report a decrease in the intensity and frequency of suicidal ideation over the course of counseling. *(Healthy Behavior)*
- Counseling Center clients will demonstrate and report improvement in overall coping within major areas of life activity such as personal, social and academic functioning. *(Healthy Behavior)*

KEY GOALS FOR 2012-2013:

- Through counseling services, Counseling Center clients will develop capabilities for more effectively responding to and resolving the primary problem for which they sought counseling
- Counseling Center clients will develop coping skills that reduce suicidal thoughts
- Counseling Center clients will learn coping strategies that improve overall functioning in major areas of life activity

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>ASSESSMENT RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE</td>
<td>Satisfaction Assessment and Learning/Development Outcomes</td>
</tr>
<tr>
<td>HOW</td>
<td>Paper Questionnaire and Counselor ratings</td>
</tr>
<tr>
<td>WHO</td>
<td>Counseling Center clients who are seen for more than one session</td>
</tr>
<tr>
<td>WHEN</td>
<td>June 1, 2012 - May 31, 2013</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>Questionnaire, GAF Scale</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>100% Response Rate <em>(n = X)</em></td>
</tr>
</tbody>
</table>

77.2% of Counseling Center clients reported higher levels of satisfaction with the primary problem for which they sought counseling at the end of counseling compared to their rating at the beginning of counseling.

84.3% of Counseling Center clients were rated as demonstrating improved functioning in major areas of life activity based on comparisons of counselor's initial and ending ratings of Global Assessment of Functioning.

81.3% of Counseling Center clients who presented thoughts of suicide when they began counseling, reported a reduction in the intensity and frequency of these thoughts at the end of counseling.
OTHER RESULTS:

On average, Counseling Center clients:

♦ rated satisfaction with their primary presenting concern 62.05% higher at the conclusion of counseling compared to their ratings at the time of their initial counseling session.

♦ reported a 65.81% reduction in the frequency and intensity of suicidal thoughts between the first and last session.

The Counseling Center provided services to 14.38% of the student body last year.

♦ During the 2012-13 school year, students attended 1,908 appointments in the Counseling Center.

PALADIN PRIDE:

♦ The Counseling Center was able to increase the number of psychiatrist consultation hours over the 2012-13 year and saw a consequent increase in psychiatrist appointments of 14.29%.

♦ As the Counseling Center seeks to meet growing requests for services, we welcomed the addition of a new part-time therapist, Larry Belle, during the spring term.

♦ In an effort to better communicate with students and to insure maximum utilization of limited resources, the Counseling Center, with student permission, began using text messages to remind students of appointments with psychiatrists.

SPOTLIGHT:

♦ Annual appointment statistics are typically used as the measure of utilization rates for Counseling Centers. Another way to measure the impact that counseling services may have during the overall undergraduate experience is the percentage of graduates who have used counseling services during their college careers. Of the 2013 graduating class at Furman, 29.5% were Counseling Center clients at some point during their time at Furman.

COLLABORATIVE EFFORTS:

♦ During fall and spring terms, Counseling Center staff participated in training for faculty who will be leading study away programs for students; sharing insights, leading discussions and responding to questions about behavioral and mental health issues.

OTHER ASSESSMENT PROJECTS:

TYPE: Participation
HOW: Counseling Appointments for 2012-2013
WHO: All Students using Counseling Services
WHEN: June 2012 - May 2013

DIRECTION FOR THE FUTURE:

♦ Assessment data and appointment statistics continue to indicate need for growth in psychiatrist hours and in therapist hours. We will make adjustments in consultant schedules to correspond to times of peak demand and will work with university administration on implementation of our growth plan.

♦ Working with our partners in Student Life, the Counseling Center will explore possibilities to better serve students through collaborative programming.
Because Furman Matters.

DIVERSITY AND INCLUSION / MULTICULTURAL AFFAIRS

Director of Multicultural Affairs/Asst. Dean for Diversity and Inclusion
Idella Glenn – Idella.glenn@furman.edu

Trone Student Center: 864-294-3104
http://www2.furman.edu/multicultural

MISSION:
Multicultural Affairs will facilitate the creation of an educational environment in which diversity is understood, embraced and celebrated. All students, faculty and staff benefit from a learning experience that fosters knowledge and acceptance of a multicultural and multiethnic world. As a result of the creation and maintenance of a University Diversity Plan, interconnected initiatives will be implemented whose overall purpose will be to create the diverse campus community as described in the University mission statement. Incorporated within the University plan will be initiatives which support the holistic model of college student development with respect to diversity.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

◊ Students will develop an increased level of diversity awareness, knowledge, and skills
◊ Students will understand their own identity and culture
◊ Students will seek involvement with people different from themselves
◊ Students will work cooperatively with others
◊ Students will develop and maintain satisfying interpersonal relationships

KEY GOALS FOR 2012-2013:

◊ Summarize NCBI assessment data

ASSESSMENT METHODOLOGY:

TYPE: Measuring Participation and Satisfaction Assessment
HOW: Paper Survey
WHO: NCBI Workshop Participants

WHEN: 1999-2013
INSTRUMENT: Locally Developed
PARTICIPATION: Between 1999–8/13/12
Total = 4533
  Furman Students = 2737
  Furman Faculty = 160
  Furman Staff = 429
  Community = 761
  Other Colleges = 432

ASSESSMENT RESULTS:

NCBI Workshop Attendance by Division (As of Feb, 2013)

<table>
<thead>
<tr>
<th>Department</th>
<th>Total</th>
<th>Attended</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>440</td>
<td>89</td>
<td>20%</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>240</td>
<td>55</td>
<td>23%</td>
</tr>
<tr>
<td>Athletics</td>
<td>75</td>
<td>19</td>
<td>25%</td>
</tr>
<tr>
<td>Student Life</td>
<td>68</td>
<td>42</td>
<td>62%</td>
</tr>
<tr>
<td>Development</td>
<td>43</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>31</td>
<td>8</td>
<td>26%</td>
</tr>
<tr>
<td>Computing &amp; IS</td>
<td>27</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>Continuing Ed.</td>
<td>19</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Marketing &amp; PR</td>
<td>15</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>President's Office</td>
<td>13</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>971</strong></td>
<td><strong>251</strong></td>
<td><strong>26%</strong></td>
</tr>
</tbody>
</table>

Total NCBI Workshop Attendance: 251
Most Impactful/Applicable

Common Themes

- Overwhelmingly, participants benefited from hearing the stories of others.
- Participants appreciated the space to make sense of their own experiences.
- Theme of uncovering aspects of individuals they otherwise never would have known.
- Participants discussed the importance of dialogue and understanding others' frames of reference.
- Hearing stories and experiences made individuals at peace/more aware with/of their own experiences.
- Awareness of microaggressions and their role in preventing/Stopping them.

Improvements

Common Themes

- Space Conditions: Respective sessions overwhelmingly noted that too many people in too small of a space negatively influenced their experience.
- Time:
  - Too long: A number of individuals thought the session was too long as a whole.
  - Too short: Others noted that there wasn't enough time to delve into topics the way they wanted to.
- Other participants: Participants mentioned how individuals who visibly were unhappy during the session negatively impacted their experience.
- Speak Out: A number of assessments spoke to how impactful Speak Out was and wished to make it a larger portion of the workshop.
- More role-playing: Responses indicated that groups that did not get the chance to have multiple people act out interruptions of disparaging jokes/comments felt slighted or unprepared.

DIRECTION FOR THE FUTURE:

- Restructure Timing of workshop.
- Provide more examples and opportunities for participants to practice confronting prejudiced behavior.
- Place more emphasis on Speak Out and story telling.
- Stay consistent with assessment form.
MISSION:
To create and nurture a residential community that promotes student success, supports Furman's academic mission through contributions to borderless learning, and fosters intentional engagement among students, faculty and staff.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
First-year students who participate in the Engaged Living: The First-Year Experience program will:
♦ understand the importance of academic success during the first-year of college. (Intellectual Growth)
♦ learn how to apply the knowledge and theories taught in their Engaged Living program classes to real-world environments. (Intellectual Growth)
♦ develop effective interpersonal relationships with community members, hall staff, faculty and staff. (Meaningful Interpersonal Relationships)
♦ learn to work together as a team to plan, implement, and participate in Engaged Living events and traditions. (Collaboration)

KEY GOALS FOR 2012-2013:
♦ Assess and evaluate the impact of Engaged Living programs on the students who participate in these programs based on the following programmatic goals:
  ◇ Establish a connection to Furman by providing students with positive faculty/staff interactions and engagement in curricular and co-curricular activities.
  ◇ Establish a strong residential community among residents where events and activities develop a strong sense of community spirit while supporting its values.
  ◇ Develop a strong foundation for continued success in college during the first-year experience.
  ◇ Provide opportunities for students, faculty, and staff to engage each other beyond the classroom and residence hall community.
  ◇ Help students establish meaningful relationships within their residential community which are expounded upon in the classroom.
  ◇ Facilitate the growth of critical and imaginative thinking among students by having them put into practice the theories and methods learned in the classroom in a community which is characterized by intellectual and ethical curiosity.
  ◇ Support students’ intellectual and personal growth and development.

ASSESSMENT METHODOLOGY: Satisfaction and Learning Outcomes
HOW: Online Survey
WHO: Engaged Living first-year students
WHEN: December, 2012
INSTRUMENT: Locally Developed - Wufoo Survey

Engaged Living classes...

- Intellectually challenged me
- Helped me apply knowledge & theories to real-world environments
- Helped me identify solutions for complex problems
- Helped me see multiple perspectives of issues
- Helped me think critically and imaginatively about course content
OTHER RESULTS:

Participation in Engaged Living helped me to...

- Understand the importance of academic success during the first year of college
- Recognize benefits of being involved in peer study groups
- Develop strong relationships with faculty/staff
- Understand the academic expectations placed upon me by faculty

60.0% 65.0% 70.0% 75.0% 80.0% 85.0%

Participation in Engaged Living helped me to...

- Having meaningful conversations about class content in the residence hall
- Become actively involved in campus life
- Develop strong relationships with fellow students
- Appreciate the perspectives of other students
- Learn how to work together as a team

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

PALADIN PRIDE:

- 81.8% of survey participants would still participate in the Engaged Living program if they had to decide all over again.
- 84.8% of survey participants felt that the program supported their intellectual development and 78.8% of survey participants felt the program supported their personal growth and development.
- 84.8% of survey participants reported they had an opportunity to engage in class related discussions outside of the classroom.
- 87.8% of survey participants felt a stronger sense of unity with other first-year students as a result of participation in the program.
- 69.7% of survey participants reported more interaction with Engaged Living faculty than faculty in their other first-year classes at Furman.
- 78.8% of survey participants reported stronger student relations in Engaged Living classes compared to other classes at Furman.
- In comparison with all students in campus housing, Engaged Living students indicated a higher belief that the environment in campus housing is supportive of their transition to life as a university student, makes it easier for them to study with others, and is supportive of those with differing beliefs, opinions, and viewpoints.

SPOTLIGHT:

- Living with people who seem to have similar work ethics as I do, but also have different opinions on social, political and economic issues. This has broadened my knowledge and opened my mind to new issues. - EL Student
- It has taught me how rigorous Furman is and what to expect academically. It has also impacted me by helping me find a close knit of individuals who I can call my best friends. - EL Student

COLLABORATIVE EFFORTS:

- The Engaged Living: First-Year Experience program is a collaborative initiative between Housing and Residence Life and Furman faculty and staff currently from the following academic departments and units: Earth & Environmental Sciences, History, Center for Vocational Reflection, Philosophy, Physics, Poverty Studies, and Shi Center for Sustainability.

DIRECTION FOR THE FUTURE:

- Work with Furman faculty and staff to develop an Engaged Living FYE program for Pre-Health Professions.
- Work closing with the Marketing department to develop a video for use during recruitment which accurately portrays the Engaged Living FYE program and features upperclassmen for whom the program made a significant impact on their Furman experience.
- Conduct benchmarking research on what other living/learning programs are doing nationally to attract male students and adjust recruitment practices accordingly.
- Develop a retrospective survey for former Engaged Living students to better understand the program's long-term impact on their experience at Furman.
- Continue to strategically plan for the future of Engaged Living and work closely with the FYE Strategic Planning Committee to consider potential future directions.
ENGAGED LIVING PROGRAM
GREENBELT COMMUNITY

Associate Director of Residence Life & Director of Engaged Living
Brad Harmon - brad.harmon@furman.edu
Estridge Commons 864-294-2092
http://www2.furman.edu/studentlife/housing/Types/Pages/Greenbelt.aspx

MISSION:
To create and nurture a residential community that promotes student success, supports Furman's academic mission through contributions to borderless learning, and fosters intentional engagement among students, faculty and staff.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
Upperclassmen who participate in Engaged Living’s Greenbelt Community program will:
- articulate what is meant by the concept of sustainability. (Intellectual Growth)
- understand what their own impact is on the environment. (Social Responsibility)
- learn how to live a more sustainable lifestyle and will understand various practices for living sustainably. (Satisfying and Productive Lifestyles)

KEY GOALS FOR 2012-2013:
- Assess and evaluate the impact of Engaged Living programs on the students who participate in these programs based on the following programmatic goals:
  - Encourage residents to live a lifestyle that embraces the concept of sustainability (i.e. learn more about sustainable living practices, attempt to reduce my energy consumption, recycle).
  - Foster interactions among community members by requiring residents to attend Greenbelt community wide events at least once a month.
  - Provide intentionality to the living/learning experience of residents by having them work with faculty and staff to determine the specific programs activities which will serve as the educational foundation for the community.
  - Have residents role model sustainable living techniques for the rest of the Furman community.
  - Assess students’ knowledge and perceptions regarding sustainability and how that may change over the course of living in this community.

ASSESSMENT METHODOLOGY:
TYPE: Satisfaction and Learning Outcomes
HOW: Online Survey
WHO: Engaged Living Greenbelt Community students
WHEN: December 2012
INSTRUMENT: Locally Developed - Wufoo Survey
PARTICIPATION: 45.0% Response Rate (n=9)

ASSESSMENT RESULTS:
Participation in Engaged Living's Greenbelt Community helped me to...


**OTHER RESULTS:**

- 88.9% of survey participants reported being satisfied with their living experience in the Greenbelt Community.
- 77.8% of survey participants would still participate in the Greenbelt Community if they had to decide all over again.
- 88.9% of survey participants felt that the program supported their intellectual development and 77.8% of Engaged Living students felt the program supported their personal growth and development.
- 77.8% of survey participants felt that they learned about the various sustainable living features found within the Greenbelt Community cabins.
- For the last three consecutive years, more interested students have applied to live in the Greenbelt Community than there are available living spaces.

**SPOTLIGHT:**

The Top Five Reasons Students Apply to Live in the Greenbelt Community:

- Interacting with other students who share my interests in areas related to sustainability
- Learning more about how to live a sustainable lifestyle
- Learning more about your own personal impact on the environment
- Living in one of the Greenbelt cabins
- Making connections with Furman faculty

**OTHER ASSESSMENT PROJECTS:**

No additional assessment projects were conducted in 2012-2013.

**COLLABORATIVE EFFORTS:**

- The Engaged Living: Greenbelt Community program is a collaborative initiative between Housing and Residence Life and Furman faculty and staff currently from the Department of Earth & Environmental Sciences and the Shi Center for Sustainability.

**DIRECTION FOR THE FUTURE:**

- Work with the Earth and Environmental Science (EES) faculty and Shi Center staff to implement new programmatic and marketing proposal for the Greenbelt Community for the 2014-2015 academic year.

- Use information obtained from the Greenbelt Community application and Greenbelt Community Survey to assist the RA and Greenbelt Community faculty/staff in developing an effective program that encourages students to become sustainability leaders on campus.

- Conduct a focus group with Greenbelt Community residents to better understand the impact the program has on them and make additional programmatic changes as needed.
MISSION:
The Office of Student Activities enhances the Furman University Community by creating dynamic involvement opportunities and fostering student success through co-curricular activities. The Student Activities Staff strives to create an environment in which students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational, and leadership programs and activities. Through their involvement and active participation, students ultimately enhance their leadership and career skills, and are better prepared for success in the local and global community.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

- Students will demonstrate effective communication skills and the ability to interrelate with others. (Effective Communication and Meaningful Interpersonal Relationships)
- Students will be able to identify policies, practices, and resources relevant to planning and implementing programs. (Independence and Intellectual Development)
- Students will develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others. Students will also be able to articulate their individual styles of leadership. (Leadership Development and Realistic Self-Appraisal)

KEY GOALS FOR 2012-2013:

- Introduce all Greek organizations to the new Assistant Director, Cameron Smith
- Develop a comprehensive plan for a Greek Life conduct and accountability system.
- Devise an ongoing plan for the development of a campus Greek community.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Satisfaction/Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Electronic Survey, EBI</td>
</tr>
<tr>
<td>WHO:</td>
<td>Greek-affiliated students</td>
</tr>
<tr>
<td>WHEN:</td>
<td>Early April 2013</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

<table>
<thead>
<tr>
<th>Questions</th>
<th>N Performance</th>
<th>Questions</th>
<th>N Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q183. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Social activities</td>
<td>266</td>
<td>Q182. Skill Development - How satisfied are you with programs/activities attended or provided by your chapter regarding: Social activities</td>
<td>256</td>
</tr>
<tr>
<td>Q184. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Academic activities</td>
<td>264</td>
<td>Q183. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Athletics activities</td>
<td>264</td>
</tr>
<tr>
<td>Q185. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Community service programs</td>
<td>262</td>
<td>Q186. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Educational experiences</td>
<td>260</td>
</tr>
<tr>
<td>Q187. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Alumnus activities</td>
<td>254</td>
<td>Q188. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Alumnae activities</td>
<td>254</td>
</tr>
<tr>
<td>Q189. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Financial aid programs</td>
<td>262</td>
<td>Q190. Fraternity/Sorority Programming - How satisfied are you with programs/activities attended or provided by your chapter regarding: Leadership opportunities</td>
<td>260</td>
</tr>
</tbody>
</table>

Good Needs Work An Issue
66.7% of respondents indicated feeling a deeper sense of connection to Furman as a result of their fraternity or sorority affiliation.

78.8% of respondents indicated individual responsibility to report a hazing violation to the University.

60.3% of fraternity members and 55.9% of sorority members report meeting people through their organization who will remain life-long friends.

50% of fraternity members cite membership in their organization as having helped them learn to effectively manage conflict (Effective Communication and Meaningful Interpersonal Relationships).

80.6% of respondents indicated they would recommend being a member of a fraternity or sorority to another student at Furman.

- Furman Panhellenic Council was recognized by National Panhellenic Conference as being a Council of Achievement.
- Furman Panhellenic Council received a $5,000 grant through Kappa Delta Sorority and Confidence Coalition to plan confidence building programs for women.
- This year, we discovered the Greek community comprises 51% of our total student enrollment.
- Furman Panhellenic Council has voted to explore Extension in 2013-14.
- 15 of our 16 Amnesty cases in 2013-14 either involved a fraternity or sorority member, or occurred at an event sponsored by a Greek organization.

2012-13 was the first attempt at a collaborative effort with Heller Service Corps to incorporate our fraternity and sorority students into campus-wide/all-Greek community service projects. This will continue in 2013-14 with Greeks for Greenville.

- Increased communication with SAC and the Alumni Office in planning and implementation of Homecoming.
- The primary collaborative effort of 2013-14 was allowing our groups to internally support one another, and become one community. Interfraternity Council and Panhellenic Council relationships have grown and flourished.

The student organization policies were revamped and revised in Summer 2013. We will work to increase the amount of students who feel those policies are effectively communicated.

- Assess chapter leadership training. (January 2014)
- Assess Panhellenic Counselor training and experience. (February 2014)
- Assess recruitment experience for men and women, regardless of whether they join an organization. (Feb. 2014)
Housing and Residence Life

Director of Housing and Residence Life: Ron Thompson – Ron.Thompson@furman.edu

Estridge Commons 864-294-2092
http://www2.furman.edu/studentlife/housing/Pages/default.aspx

Mission:
Housing & Residence Life serves as a bridge to interdependent living, global stewardship, responsible decision-making, and personal growth. Housing & Residence Life encourages student engagement and development in support of the University’s engaged learning objective.

Student Learning & Development Outcomes:
- Students will:
  - Learn how to practice civil discourse.
  - Become more open-minded toward others and their opinions.
  - Learn about themselves and how they are perceived.
  - Grow in their ability to adjust to a new environment.
  - Understand the value of a healthy lifestyle.
  - Develop positive interpersonal relationships.
  - Build connections between what is learned in the classroom and their out of class experiences.

Key Goals for 2012-2013:
- Improve students’ satisfaction with the room assignment and room change processes.
- Enhance students’ personal interactions with one another.
- Increase students’ appreciation of Housing and Residence Life staff.

Assessment Methodology:
- Type: Quantitative
- How: Survey
- Who: A Random Sample of Residents
- When: January through February
- Instrument: EBI Resident Student Satisfaction Survey
- Participation: 801 Residents Participated

Assessment Results:
85% of students expressed satisfaction with the room assignment process. Only 15.1% expressed dissatisfaction.

- Group 1 - % Very Slightly Dissatisfied: 15.1%
- Group 2 - % Very Slightly Satisfied: 85%

% Resp 92.9%
N 744
Mean 5.68
Std. Dev. 1.36

Data analysis showed that enhancing the room assignment or change process possesses the greatest potential to improve student’s overall satisfaction with their on-campus living experience.
**OTHER RESULTS:**

Respondents report an inability to successfully manage their time, study and solve problems.

**PALADIN PRIDE:**

Students' reported greater satisfaction than all other categories of participating institutions, including peer schools, in the area of their work with residence hall staff, efforts to get to know them, gaining their respect, helping with a problem, treating them fairly, promoting tolerance of others, and other aspects of the student staff roles.

**COLLABORATIVE EFFORTS:**

The Residence Life professional staff continued to work closely with the Assistant Dean of Students for Multicultural Initiatives to continue to enhance student staff's multicultural competencies within their student staff roles. Additionally, the Residence Life professional staff enhanced their collaboration with the office of the Dean of Academic Affairs to intentionally modify the FRAD role, as well as the approach to the first year student experience. As a result, the FRAD position has been greatly changed by (1) lowering the number of FRADs to allow for hiring quality rather than quantity, (2) beginning to pay the FRADs for the first time in the history of the program, and (3) modifying various elements of the FRAD role to compliment the RA position and address the issue of first year students' transition to college and their academic preparedness.

**DIRECTION FOR THE FUTURE:**

- Two notable directions came out of the EBI Resident Survey.
- The first is that students' satisfaction with the room assignment and room change processes was not only very low, but regression analysis showed if this area is improved, it will have the greatest impact on students' overall satisfaction.
- Secondly, students' inability to manage time, study and solve problems falls well below the goal and must translate into a goal for this year. The goal will be set for the residence life team and evaluated during the upcoming academic year.
LEADERSHIP PROGRAMS

Foster the development of student leaders while emphasizing self-knowledge, initiative, commitment, collaboration and experiential learning; to promote the ideals of citizenship and community service; and to extend the opportunity and duty of leadership to all individuals within the Furman community and beyond.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

Student who participate in Furman's leadership program will:

- gain knowledge about one's self: being self aware of values, attitudes, and beliefs that motivate you to take action. (Realistic Self-Appraisal)
- establish meaningful and interdependent relationships, work collaboratively in a group towards a common purpose (Meaningful Interpersonal Relationships and Collaboration)
- integrate and relate knowledge through experience and action. (Intellectual Growth)

KEY GOALS FOR 2013-2014:

- More effectively engage sophomore, junior and senior members of SLI
- Complete 3rd level of Strengths Quest Training
- Continue to make myself available across the campus for Strengths Workshops and Education and Team Building Workshops
- Continue Development of WILL Program
- Determine a service component for ODK
- Work with Shucker & other collaborators to create Leadership Conference
- Increase number of individual strengths coaching appointments

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Program Content Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Individual Interviews &amp; email</td>
</tr>
<tr>
<td>WHO:</td>
<td>All Shucker Fellows</td>
</tr>
<tr>
<td>WHEN:</td>
<td>December 2012 &amp; Spring 2013</td>
</tr>
<tr>
<td>INSTRUMENTS:</td>
<td>Focus Groups &amp; Survey</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>30 Fellows — freshmen through seniors — three focus group sessions &amp; electronic survey of all Shucker New Fellows.</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

- As a result of the focus groups, the Shucker New Fellows program was enhanced by including more pertinent educational sessions and experiences for incoming freshmen selected to participate in the Shucker New Fellows program.
- The sophomore, junior and senior programs structure was changed to a forum format bringing the three classes of students together for collaborative work and information sharing as they all represent leadership in a variety of campus organizations.
- New Fellows Survey results indicated the following:

Shucker Fellow Quotes

"Shucker has been an extremely positive experience for me. It has made me feel involved, connected and confident."

"Shucker has been the best! I am so glad I have had this experience for self reflection, as well as for making these wonderful connections with a great group of motivated individuals."
OTHER RESULTS:

Strengths Quest Workshop  
Business Block

89% agree or strongly agree that they know and are able to articulate their top five talent themes.

89% agree or strongly agree that during the spring 2013 term they made a choice or decision considering their top five talent themes.

67% agreed or strongly agreed that knowing their talent themes enabled their Business Block Project teams to work more effectively together as a team.

PALADIN PRIDE:

◊ Ben Saul is a member of the Furman Circle of OΔK and was selected to represent Furman in the OΔK National Leader of the Year Contest.

◊ Shucker Fellows were also top award recipients at the 2013 Furman Student Leadership Awards Banquet: Thomas Hydrick, Jon Baddley, Erica Robes, Nathan Thompson, Robert Barnes, Julia Roberts

◊ AJ Calhoun ‘15 is a Shucker Fellow who was responsible for bringing the first ever TedX Conference to Furman.

◊ Amanda Michalski ’13 graduate was a Shucker Fellow who participated all four years. She was recently awarded a Fulbright Scholarship to teach in Germany.

SPOTLIGHT:

Among Shucker Fellows we have students who serve as:

◊ Student Conduct Board officers
◊ Housing and Resident Life RA’s, FRAD’s and AAC’s
◊ Volunteer Coordinators in Heller Service Corps
◊ Greek life Officers
◊ Summer counselors for Bridges and Summer Scholars
◊ Leaders in religious organizations (RUF, Young Life, etc.)
◊ Student Organization Leadership (FUSAB, RLC, SAC)
◊ Participate in and coordinate several service initiatives for the Greenville Community.
◊ Student Media Board

OTHER ASSESSMENT PROJECTS

TYPE: Strengths Quest Assessent
HOW: Electronic Survey
WHO: Business Block Juniors
WHEN: April 2013
INSTRUMENT: Locally Developed Instrument - Wufoo
PARTICIPATION: 30% Response Rate

COLLABORATIVE EFFORTS:

◊ Director of SLI facilitated the Strengths Quest program for the Admission Staff, The Business Block, the Library Staff, the Tennis Team and the Orientation staff.

◊ The Director of SLI conducted teambuilding workshops for May X Classes, Study Away Groups and Freshman Seminar Classes.

DIRECTION FOR THE FUTURE:

◊ The office of Leadership Programs has been re-named the Shucker Center for Leadership Development and the office moved to be co-located with the Furman Cuthran Center for Vocational Reflection. The future vision includes expansion of leadership program offerings to more areas on the Furman campus.

◊ The Shucker Leadership Institute will remain an integral part of the Shucker Center for Leadership Development. Additional programs to be further developed include WILL (Women in Leadership for Life), Strengths Quest and Scholarship Support.
MISSION:
The Department of Campus Recreation provides extracurricular athletic, recreational, leisure and employment opportunities to enrich the Furman University undergraduate learning experience. The department fosters a lifetime appreciation and involvement in recreation and wellness activities for our students, faculty and staff by providing quality programs, facilities, equipment, and services. Participation in a Campus Recreation activity contributes to the physical, social, intellectual and cultural development of those we serve.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of attending Furman’s Paladin Outdoor Program, students will be able to:
- have the opportunity to meet and interact, individually or as a group, with future classmates, faculty, and staff members (Meaningful Interpersonal Relationships)
- learn about the areas surrounding Furman’s campus while being active (Healthy Behavior)
- Develop trust and teamwork through the recreational activities provided (Meaningful Interpersonal Relationships)

KEY GOALS FOR 2012-2013:
- Identify if the program should be extended by a day
- Identify the activity/activities to add to each trip if the program was extended to 4 days

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Electronic Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>First-year POP Participants</td>
</tr>
<tr>
<td>WHEN:</td>
<td>September 2012</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Locally Developed - Wufoo</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>37 out of 90 students (41%) returned the survey.</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

1. 92% of the freshmen had enough time to organize their rooms when moving in for the POP program and were able to relax more on the actual move-in day and do more things for themselves and with their parents.
2. 100% of the students enjoyed having more time to spend with their parents on move-in day, including having a leisurely lunch, getting their room decorated, and having time to pick up items they may have forgotten.
3. 62% of students surveyed were able to network their computer before everyone arrived.
4. 100% of students enjoyed the dinner at the faculty homes.
5. 95% of those surveyed believe they established meaningful relationships with other students on the trip and felt less anxious about meeting the rest of the new students on the official day of arrival.
6. 60% of the students who attended the Nantahala and Chattooga trips enjoyed the breakfast at Hampton Inn.

Number of Surveys by Gender

- Male: 4
- Female: 10
- No Selection: 23
**INTERPRATAION OF DATA:**

- Based on the questions within the surveys and the answers provided, one cannot determine if the program should be expanded by one day and by what activity/activities.

- The 95% agreement from the students surveyed for the statements “I established meaningful relationships with other students on the trip” and “I was less anxious about meeting the rest of the new students on the official arrival day” shows the first Learning Outcome met.

- Regarding the survey questions and answers, one cannot determine if students learned about the areas surrounding Furman’s campus while being active.

**PALADIN PRIDE:**

- “What a great way to meet some of my classmates, especially when I did not know one. The kayaking trip was great, the parasailing was exhilarating and Charleston is a beautiful city.”

- “I did things I never envisioned; sailing through trees 200 feet above the ground, challenging class 3 and 4 rapids and communicated with people I did not know.”

- “It was nice to help the less fortunate people in Greenville. I now know how blessed a life I lead.”

**SPOTLIGHT:**

- “I never imagined I would have dinner at a faculty members house, especially before I enrolled in college. Helping to make dinner, and interacting with her family and my classmates solidified my excitement about Furman University. The backpacking trip was a beautiful experience, one I will never forget. The scenery was breathtaking and the faculty and upper class students were fun and professional and made this a great first program.”

**COLLABORATIVE EFFORTS:**

- Having faculty who are willing to open up their houses and who are willing to go on the trips.

- Summer Orientation e-mail blasts highlighting the program has helped filling them up.

**DIRECTION FOR THE FUTURE:**

- For ’13-’14, additional survey questions are needed to address the three different learning outcomes for the Paladin Outdoor Programs. This will allow us to better determine if the learning outcomes were met.

- Additionally, the current questions need to be evaluated and restructured to better reflect the goals of the assessment.

- There was more than one third of students surveyed who were not able to network their computers before everyone else arrived. For the next program, maybe work with Technology Services to provide a session or two for the students attending the trip and help them with networking their computers.

- Work on providing the survey to the participating students earlier to obtain a greater response rate.
MISSION:
To educate students about the University's expectations regarding standards of behavior for all students while helping students understand the reason behind institutional policies and regulations.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

- Student Conduct Board members will understand the purpose, charge, and role of the Student Conduct Board and Discipline Committee in the student conduct process as well as specific their role and responsibilities as panel members.
- Student Conduct Board members will understand the Furman Student Conduct Philosophy.
- Student Conduct Board members will understand and be able to apply the Student Conduct Code.
- Student Conduct Board members will understand the student conduct process at Furman, including the structure of a hearing; the rights of the accused and the victim during a hearing; how to examine and consider evidence during a hearing; the use of questioning during a hearing; and the use of presumptive sanctions in the student conduct process.
- Student Conduct Board members will understand and be able to appropriately apply student conduct terminology.
- Student Conduct Board members will understand how to make decisions based on the evidence presented during the hearing; how to develop effective sanctions, and how to address the rationale behind sanctions.
- Student Conduct Board members will understand the importance of confidentiality in the hearing process as well as how to address a conflict of interest.

KEY GOALS FOR 2012-2013:

- Provide a careful balance of challenge and support to the members of the Student Conduct Board while encouraging their personal and professional growth and development in the following areas: assertiveness, communication, confidence, critical thinking, decision making, leadership, listening, problem solving, and teamwork.
- Assess the training that Student Conduct Board members receive.
- Continue to evaluate the learning and development of Student Conduct Board student members.

ASSESSMENT METHODOLOGY: Learning Outcomes
HOW: Online survey
WHO: Student Conduct Board student Members
WHEN: February, 2013
INSTRUMENT: Locally Developed - Wufoo Survey
PARTICIPATION: 88.2% Response Rate (n=15)
Other Results:

During 2012-2013, Student Conduct Board members heard cases involving 433 students.

Paladin Pride:

100% of Student Conduct Board student member survey participants reported that serving on the board...
- Prepared them to be leaders in the Furman community.
- Provided opportunities for them to gain confidence in their leadership abilities.
- Offered them practice in making ethical and objective decisions.
- Increased their ability to express and civilly defend their thoughts.

Spotlight:

- Being a member has given me better critical thinking abilities, and also working with a diverse group of people has allowed me to learn different approaches to hearings, questions and interpretations of answers, which have proven to be beneficial and is applicable outside of the Student Conduct Board.
- I better appreciate how rules impact community and that when you break a rule you are also breaking community trust.
- I have learned to take more of a leadership role in a group setting. I learned to form my own opinions and speak up about them instead of simply accepting the opinions of others without question. I also learned how to organize information and articulate it in a way that makes sense to the students and explains our decisions clearly.
- Student Conduct Board has taught me life isn't just black and white. There's a lot of gray that has to be examined.

Collaborative Efforts:

- The Student Conduct Board involves collaboration on a weekly basis by Furman students, faculty, and staff to adjudicate alleged violations of the Student Conduct Code. Student Life works with University Police to ensure that all incidents are documented and addressed appropriately.

Direction for the Future:

- Focus more attention on the training Student Conduct Board members receive with regards to questioning and sanctioning.
- Ensure more consistency of the advising Student Conduct Board panels receive.
- Develop a plan for assessing the impact the Student Conduct Board has on the students who come before it.
**STUDENT HEALTH SERVICES**

Director of Student Health Services
Mary Haselden - mary.heselden@furman.edu

Earle Infirmary 864-294-2180
http://www2.furman.edu/studentlife/health/Pages/default.aspx

**MISSION:**
Health Services will prepare students to make optimal lifetime health choices while maintaining their current health status at the best possible level. Students will be prepared to claim responsibility for their health and care through emphasis on prevention, education and informed decision making. Among the many significant issues are the impact of rapidly changing organisms and the quickly changing health care system.

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**
- Student health services will evaluate the Peer education program this year. As a result of participation in the program the peer educators will be expected to experience positive learning outcomes in many realms to include intellectual growth, Effective communication leadership development and social responsibility. The effectiveness of programs presented by the peer education programs lifestyleers will also be evaluated. Expected learning outcomes form these programs include healthy behavior and Satisfying and productic will also be evaluated

**KEY GOALS FOR 2011-2012:**
- Health services will fully implement EMR—Electronic Medical Records
- Health services will implement online student health and move to appointment based system
- Health services will analyze visit data to improve services and efficiency. Staffing patterns and needs will also be analyzed
- Health services will immunize at least 15% of the student population for Influenza. (Exceeds national rates)

**ASSESSMENT METHODOLOGY:**
**ASSESSMENT RESULTS:**

| TYPE: Learning/Development Outcomes | HOW: Paper Survey | WHO: Patients of Student Health Services | WHEN: February 2012 | PARTICIPATION: 30% Response Rate (n = 49) |

<table>
<thead>
<tr>
<th>Year totals</th>
<th>Spring totals</th>
<th>May Incomplete data</th>
<th>April Incomplete data</th>
</tr>
</thead>
<tbody>
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<td>364</td>
<td>2185</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Fall totals</th>
<th>December</th>
<th>November</th>
<th>October</th>
<th>September</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>343</td>
<td>197</td>
<td>157</td>
<td>383</td>
<td>163</td>
<td>0</td>
</tr>
</tbody>
</table>

| Increase in Students Treated | 11.4% |

**Students are Well Informed and Comfortable with Staff**

- Were you provided educational information about your symptoms and/or illness?
- Did you feel comfortable discussing information with the medical staff?
- After your visit, do you think the information provided to you will be useful in regards to health?

(2,000.00) 0.00 2,000.00 4,000.00 6,000.00
OTHER RESULTS:

Treatments by Class and Sex

- Freshman
- Sophomore
- Junior
- Senior
- Total

2745
1913
611
428
445
455
685
640
986

Female
Male

PALADIN PRIDE:

- Of the approximate 2,800 Furman Students, there were over 6,000 cases reviewed and students treated. Despite the change in operating hours there was an 11.4% increase in student visits to the infirmary.

- In spotlighting the distribution of similar treatments by class and sex, Freshman and Female students logged the most visits. We anticipate to be able to better isolate factors like stress utilizing the metrics provided by the recently implemented MRS – Medical Records System.

SPOTLIGHT:

- Target goal was to give flu shots to 15% of the student population, which reflects the national average. To promote the service, at the end of the season, shots were offered half price and then FREE.

- 260 shots were given which is 9.2% out of 2800 students

52 Average daily visits for 2011-2012

88 Highest number of students treated in one day for 2011-2012

Students Evaluate Staff as Very Good or Excellent

- How was your check-in experience? Was the office administration polite and helpful?
- Rate the helpfulness of your health care nurse?
- How was the helpfulness of your Nurse Practitioner/Physician?
- Rate your overall visit?

OTHER ASSESSMENT PROJECTS:

- TYPE: Participation
- HOW: Flu Shots
- WHO: All Students
- WHEN: August 2011 - May 2013
- INSTRUMENT: Locally Developed Instrument
- PARTICIPATION: 9.2% Response Rate (n = 260)

COLLABORATIVE EFFORTS:

- All new students are required to submit their Medical Form and Immunization Record before arriving on campus in the fall. In response to a poor response rate during summer 2011, Student Health Services proactively collaborated with Housing & Residence Life, Orientation, and the Student Business Center to yield a much higher response rate during summer 2012.

DIRECTION FOR THE FUTURE:

- Continued assessments using data from EMR to improve services and staffing patterns
- Target education and services for management and prevention of most common illness
- Programs and interventions for high risk students and high risk times of the year.
SUMMER ORIENTATION

DATES:
- July 2012, September 2012

ASSESSMENT METHODOLOGY:
- TYPE: Satisfaction/Learning Outcomes
- HOW: Electronic Survey
- WHO: First Year Students
- WHEN: July 2012, September 2012
- INSTRUMENT: Locally Developed, Wufoo

PARTICIPATION: 32% for Summer Orientation survey, 26% for Fall Orientation survey

Sessions were helpful in understanding Furman curriculum & preparing for the transition to college.

ASSESSMENT RESULTS:

Please rate your overall Summer Orientation experience.

<table>
<thead>
<tr>
<th>Choices (Score)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree (3)</td>
<td>2.04%</td>
</tr>
<tr>
<td>Disagree (4)</td>
<td>3.40%</td>
</tr>
<tr>
<td>Neutral (5)</td>
<td>8.16%</td>
</tr>
<tr>
<td>Agree (2)</td>
<td>42.18%</td>
</tr>
<tr>
<td>Strongly Agree (1)</td>
<td>44.22%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choices (Score)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor (1)</td>
<td>0.68%</td>
</tr>
<tr>
<td>Fair (4)</td>
<td>2.04%</td>
</tr>
<tr>
<td>Good (2)</td>
<td>10.20%</td>
</tr>
<tr>
<td>Very Good (2)</td>
<td>38.78%</td>
</tr>
<tr>
<td>Excellent (1)</td>
<td>48.30%</td>
</tr>
</tbody>
</table>
OTHER RESULTS:

Fall Orientation:

- **How prepared are you to begin your college experience after participating in Orientation?**
  - **Choices**: Much more prepared, Somewhat prepared, Prepared, Somewhat unprepared
  - **Percentage**: 46.89%, 31.64%, 19.77%, 1.69%

- **I have a better understanding of Furman's expectations for me as a member of the community.**
  - **Choices (Score)**: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5)
  - **Percentage**: 0.00%, 3.95%, 12.43%, 46.89%, 37.02%

  Overall, please rate your level of satisfaction with Furman's Fall Orientation program.
  - **Choices**: Very satisfied, Satisfied, Neutral, Dissatisfied
  - **Percentage**: 50.28%, 37.65%, 9.60%, 2.26%

PALADIN PRIDE:

- 552 new students attended Summer Orientation, which is roughly 76% of the incoming class.
- 81% of students that completed the surveys agreed that their Summer Advising Counselor was helpful in assisting with course and First Year Seminar selection.
- 83% of students that completed the surveys felt that the New Students website, which was redesigned for the 2012 orientation program, was helpful and/or easy to navigate.
- 62% of parents/family rated their overall Summer Orientation experience as excellent, and 28% as very good.

SPOTLIGHT:

- "I thought [Summer Orientation] was a perfect balance of structured activities with our group and activities for the entire session. I also liked how the orientation sessions gave information about both academic and social sides of Furman. It made me really excited for the fall!" - Student

- "I'm so glad I went, It made my mother and I feel even better about my college choice and it definitely makes leaving home easier. It was also great to have familiar faces on campus in the fall." - Student

- "The orientation was awesome. It made my daughter so excited to attend Furman in August and it helped her feel comfortable as she met more classmates. As a parent, it made me feel even more confident that Furman is the best place for her as I learned more about the school. Very constructive and all of the orientation staff was engaged, informative, attentive and a pleasure to speak to." - Parent of a new student

OTHER ASSESSMENT PROJECTS: COLLABORATIVE EFFORTS:

- The New Student Orientation program is designed to be collaborative, and relies on the support and participation of various University departments. These include Information Technology, Academic Advising, Admission, Academic Records, and many offices within Student Life.

- We are continuing to work with the office of International Education and Study Away, to ensure our international students are fully prepared for life at Furman.

DIRECTION FOR THE FUTURE:

- Data gathered from surveys this year will influence changes to the program for the Summer and Fall of 2013.
- Content will not change much for either the summer or fall programs, but there will be more time allocated during both for students to spend with the Summer Advising Counselor/Academic Advisor.
- Skits presented by the Orientation Staff will be reworked to accurately reflect issues commonly experienced by first year students at Furman.
MISSION:
Serving as the heart of campus activity and involvement, the Trone Student Center supports the students, faculty, staff and community by providing exceptional meeting space, excellent programmatic resources, advanced technology, and extraordinary customer service. The Trone Student Center strives to promote and execute programs and services that enhance the social, cultural and developmental needs of students, while advancing the missions of the Division of Student Life and Furman University.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of the Operations Student Training, students will be able to construct solutions to challenging situations that may arise from guests of the building, demonstrating reflective thinking and creativity through case studies. (reflective thinking, creativity)

Students employed by the Trone Student Center will be able to interpret customer needs as evaluated by the users of the building. (effective reasoning, demonstrating professionalism)

Students employed by the Trone Student Center will be able to evaluate themselves and their peers through assessments at the conclusion of each semester. (realistic self-appraisal, effective leadership)

KEY GOALS FOR 2012-2013:
1. Assess the student satisfaction levels of the common spaces in the renovated Trone Student Center.
2. Ensure guest satisfaction with the facilities and staff for Trone Student Center events.
3. Develop and execute a comprehensive renovation plan for the first floor of the Trone Student Center.
4. Develop a more sophisticated reservation intake system for the Trone Student Center facilities.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Post-Event Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>Users of the Trone Student Center</td>
</tr>
<tr>
<td>WHEN:</td>
<td>2012-2013 Academic year</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Survey</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>36% - 16 respondents of 44 surveys sent. Top and bottom outliers were removed from this data, leaving 14 responses.</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

Goals 1 & 2
93% of respondents are very satisfied or satisfied with the technology and cleanliness of the facility. (13 of 14)

Goals 1 & 2
100% of respondents are very satisfied or satisfied with the courtesy of the Trone Student Center staff, Room set-up, cleanliness and convenience of hosting an event in the facility. (14 of 14)

Goals 1, 2 & 4
100% of respondents are very satisfied or satisfied with the convenience of hosting an event in the facility. (14 of 14)
Additionally, our staff believes that the new website intake system has been extremely helpful in relieving our email traffic with regards to event details. Our system has been viewed by other departments are we are currently working to implement similar systems for other Furman departments that see a large amount of requests.
Goal 3

A comprehensive renovation plan for the first floor of the Trone Student Center has been implemented. Anticipated completion is August 23rd, 2013. See image above.

<table>
<thead>
<tr>
<th>Space</th>
<th>Total Possible Hours</th>
<th>Total Hours Used</th>
<th>Utilization (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burgiss</td>
<td>2762.92</td>
<td>927.15</td>
<td>34%</td>
</tr>
<tr>
<td>Thomas</td>
<td>2762.92</td>
<td>1209.8</td>
<td>44%</td>
</tr>
<tr>
<td>Mauney</td>
<td>2762.92</td>
<td>987.3</td>
<td>36%</td>
</tr>
<tr>
<td>Joyner</td>
<td>2762.92</td>
<td>866.22</td>
<td>31%</td>
</tr>
<tr>
<td>Watkins (C)</td>
<td>1365.46*</td>
<td>702.08</td>
<td>51%</td>
</tr>
<tr>
<td>Watkins (N)</td>
<td>1365.46*</td>
<td>613.2</td>
<td>45%</td>
</tr>
<tr>
<td>Watkins (S)</td>
<td>1365.46*</td>
<td>625.97</td>
<td>46%</td>
</tr>
</tbody>
</table>

Hours reflect building operating hours during academic term. *Watkins Room was offline during fall construction.

SPOTLIGHT:

212 individual flyers posted on the Trone Student Center digital signs.

OTHER ASSESSMENT PROJECTS:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Document Review</td>
</tr>
<tr>
<td>WHO:</td>
<td>&quot;Friends&quot; of the Trone Student Center</td>
</tr>
<tr>
<td>WHEN:</td>
<td>August 2012 — June 2013</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Facebook/Twitter</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>460 “Likes” / 126 “Followers”</td>
</tr>
</tbody>
</table>

COLLABORATIVE EFFORTS:

DIRECTION FOR THE FUTURE:

- Assess the needs of our student employees to identify learning outcomes for assessment.
- Assess the guest satisfaction levels of the building including various aspects of operation.
The mission of Heller Service Corps is to provide enriching opportunities for students to serve that positively affects the lives of people in the community. Heller Service Corps offers the Furman community the chance to give back to the community and to gain valuable experience that will shape their own futures, ideals and values.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of being participating in Furman’s Heller Service Corps, student leaders will:
♦ articulate the positive effect of servant leadership from their own personal experience(s).
♦ improve their ability to write and/or speak coherently and effectively.
♦ have a better understanding of the impact of diversity on one’s own society.
♦ adopt a belief that it is their responsibility to challenge unfair, unjust or uncivil behavior of other individuals or groups.

KEY GOALS FOR 2012-2013:
♦ Strengthen the Heller student leadership team and better understand their successes and needs.
♦ Make adjustments to the Heller operation based on assessment data.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Electronic Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>Student Leaders</td>
</tr>
<tr>
<td>WHEN:</td>
<td>December 2012-January 2013</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Locally Developed, WUFOO</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>24 out of 49 (49% response rate)</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:
I believe my contributions to Heller make a difference to the community being served.

- 50% Strongly Agree
- 42% Agree
- 0% Disagree
- 0% Strongly Disagree
- 0% No Opinion/Unable to Answer
OTHER RESULTS:

I believe it is my responsibility to challenge unfair, unjust or uncivil behavior of other individuals or groups.

![Pie chart showing 67% Agree, 25% No Opinion/Unable to Answer, 8% Strongly Agree]

I have a better understanding of the impact of diversity on one's own society.

![Pie chart showing 54% Agree, 42% No Opinion/Unable to Answer, 4% Strongly Agree]

PALADIN PRIDE:

◊ **October Fall Fest:** Five upstate elementary schools participated this year along with 532 Furman student volunteers.

◊ **The Holiday Giving Tree:** In addition to the donations from students, the Staff Advisory Committee sponsored a tree and collected 180 gifts for the Heller Service Corps. Agencies gave a total of 1,120 gifts and were presented to the participating agencies.

◊ **The Valentine's Dance:** 200 Furman students participated in the dance along with 200 exceptional adult guests.

◊ **The President's Honor Roll:** Heller Service Corps received the 2013 Honor Roll for community service.

SPOTLIGHT:

◊ "Heller is a wonderful organization that has benefitted so many people in so many ways— including me! And I couldn't ask for anyone more wonderful than Mrs. Nancy Cooper to run it."

◊ "I think that Heller has had great success over the past semester. The leadership structure has provided great communication such that I feel comfortable approaching any fellow leader with problems and questions. I hope that next semester we find more success in uniting the efforts among different divisions on projects in the community. It has been problematic doing so."

◊ "I love being a part of Heller Service Corps. It is an incredible organization, and I am continually blessed by the people who are a part of it, who have incredible and selfless hearts. I hope to continue to get more and more involved in Heller in the coming semester."

◊ "I think Heller is a great organization that really makes a difference in the Greenville community, and the leadership structure of the organization makes everyone involved feel appreciated and important."

OTHER ASSESSMENT PROJECTS: COLLABORATIVE EFFORTS:

◊ No other additional assessment projects in 2012-13.

◊ Heller Service Corps and Shucker Leadership worked together on facilitating October Fall Fest and the "Just Kids" program. SLI provided a live Christmas tree with ornaments and then purchased supplies and help plant gardens at the "Just Kids" agency.

◊ Collaborated with the new fraternity members to serve implement several projects on the Poinsett Corridor.

◊ Joint effort with HSC, OLLI, Greek Life, faculty and staff to provide canned goods to the Salvation Army.

DIRECTION FOR THE FUTURE:

- Will facilitate a Dance Marathon event in September, 2013 as a fundraising event for the Greenville Memorial Children's Hospital. Plan to assess the willingness of students to participate as well as conduct a cost/benefit analysis of the event.
- The American Red Cross will be added as a partnering agency with Heller. Our students will make care packages, educate children on safety standards, teach CPR, send cards to our military personnel, etc.