The Mission of the Division of Student Life is to provide practical daily applications of the ideals of a liberal arts education. We will implement innovative activities and services that foster personal growth and development as well as the promotion of discovery, collaboration, sustainability and civic engagement. We will assist students in embracing the ideals of life-long learning, academic excellence, ethical leadership and responsible global citizenship, all of which will result in providing a distinctive undergraduate experience.

Mission:

The Mission of the Division of Student Life is to provide practical daily applications of the ideals of a liberal arts education. We will implement innovative activities and services that foster personal growth and development as well as the promotion of discovery, collaboration, sustainability and civic engagement. We will assist students in embracing the ideals of life-long learning, academic excellence, ethical leadership and responsible global citizenship, all of which will result in providing a distinctive undergraduate experience.

Vision:

Provide a comprehensive, integrated student experience which embraces learning, personal responsibility and the appreciation, respect and understanding of individual and cultural differences.

Guiding Principles:

- Treat every student as an individual and with dignity.
- Provide a caring, safe and healthy living/learning environment.
- Develop the student’s body, mind and spirit through the Division’s programs, services, activities and events.
- Mentor and advise students and student organizations using a developmental approach which emphasizes building lives of integrity, personal responsibility and high character.
- Facilitate students’ integration of their co-curricular activities with their formal academic experiences in ways which promote the ideals of living lives that matter and making a difference as global citizens.
- Cultivate students’ understanding of social responsibility, and the appreciation of differences and diversity.
- Ensure that processes and procedures are fair, just and ethical, emphasizing student responsibility and accountability.
- Design services which are student focused and provide a high level of satisfaction in meeting student needs.
- Encourage a habit of life-long learning which helps students be innovative, creative and imaginative leaders who make well informed life decisions at Furman and beyond.

Division Goals:

- Provide outside the classroom experiences which complement the intellectual development of students.
- Assist students in their transition to and through the college experience by developing a sense of self and purpose.
- Provide a variety of social activities and connections for students that give them a satisfying life while enrolled at the University.
- Provide personal resources and services to assist students in successfully completing the requirements for graduation.
- Assist students in developing good personal decision making skills.

Department/Program:

- Alcohol & Drug Education
- Career Services
- Counseling Center
- Engaged Living Program - FYE
- Engaged Living Program - Greenbelt
- Housing & Residence Life
- Leadership Programs
- Multicultural Affairs
- Orientation
- Paladin Outdoor Program
- Recreational and Club Sports
- Ropes Course
- Student Activities
- Student Conduct Board
- Student Health Services
- The Vinings
- Trone Student Center
- Volunteer Programs
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### Frameworks for Assessing Learning and Development Outcomes:

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### Deadlines:

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<td>August 1st</td>
<td>Key Goals &amp; Learning and Development Outcomes</td>
<td>Dr. Jason Cassidy</td>
<td>Assistant Vice President &amp; Dean of Students</td>
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<tr>
<td>October 1st</td>
<td>Assessment Plan &amp; Methodology</td>
<td>Dr. Steve Dawes</td>
<td>Director, Counseling Center</td>
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<td>February 1st</td>
<td>Assessment “Pulse” Check</td>
<td>Ms. Kristin Irwin</td>
<td>Assistant Director, Career Services</td>
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<td>June 1st</td>
<td>Reporting</td>
<td>Ms. Carson Ruffrage</td>
<td>Vinings Manager, Housing and Residence Life</td>
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<td>July 1st</td>
<td>Assessment Showcase</td>
<td>Ms. Kristin Walker</td>
<td>Graduate Student Intern, Clemson University</td>
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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 2011-2012:**

- 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.).
- 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.

**ASSESSMENT METHODOLOGY:**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Needs Assessment</th>
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<tr>
<td>HOW</td>
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<td>WHO</td>
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<td>Alcohol Wise - First-Year Students</td>
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<td>WHEN</td>
<td>CORE - February 2012</td>
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<td>INSTRUMENT</td>
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<td>COST</td>
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**PARTICIPATION:**

- CORE: 30% Response Rate (n = 786)
- Alcohol Wise: Pre-Test 98% Response Rate (n=696)
- Post-Test 86% Response Rate (n=579)

**ASSESSMENT RESULTS:**

*Average # Drinks per Day*

- **Furman:** 3.7
- **State:** 6.3
- **National:** 4.6
OTHER RESULTS:

- While there were slight increases in reported use, these numbers were similar to the increases seen state and nationwide indicating, the policy change did not result in increase alcohol use.
- 100% - said the campus has alcohol and drug policies.
- 91.7% - said the campus is concerned about the prevention of drug and alcohol use.
- 45% - reported attending Movies @ the UC instead of a party.
- 56% - report Movies @ the UC a worthwhile alternative to drinking alcohol.

Results from Pre-Test to Post-Test:

- 33% reduction in the number of days students drove shortly after having 3 drinks.
- 36% reduction in the number of days students were a passenger with a driver who had 3 or more drinks.
- 41% of students increased their agreement with the correlation of alcohol use and academic success.
- 94% of students agreed or strongly agreed that the content of this course was appropriate and easy to understand.
- 75% of students agreed or strongly agreed that the interactions used were interesting and helpful.
- 80% of students agree or strongly agree that the course will help them avoid future problems with alcohol.

# Drinks per Day

PALADIN PRIDE:

- PRIME for Life – 34 students - Provided programming to identified 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.).
- Risk Management – 19 students - Provided programming to students that will increase their understanding of the risk associated with providing alcohol to a minor.
- Provided programming to the Furman/Greenville community that will increase their understanding of the risks associated with high-risk alcohol and drug use.

(3 sororities, 2 fraternities, Northwood Middle School, OJJDP Conference, General Orientation, Athlete Orientation, RA/FRAD/OS training, & EUDL Coalition)

SPOTLIGHT:

- Implemented 3 evidence-based environmental strategies that increased enforcement and reduced the number of students reporting underage drinking. (alcohol sensors, cameras, birthday on ID, law enforcement training, parents brochure, working closely with local AET & drug policies/sanctions)
- I-Pads used by officers for proper Furman ID and drivers license identification.
- Lapel Cameras to enhance documentation of incidents.
- Alcohol sensors to determine whether underage students have consumed alcohol.
- Furman University received the Palmetto Initiative for Campus/Community Collaborations Grant (PICCC) to support its alcohol and drug education prevention programming and initiatives.

COLLABORATIVE EFFORTS:

- Furman University Police – policy & enforcement.
- PHOKUS – educational programming.
- Sororities/Fraternities – educational programming.
- Student Activities – UC Weekends.
- 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 Wise data.
- Evaluate PRIME For Life.
- Evaluate Risk Management.
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 acquire 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 acquire 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 group guidance workshops (e.g., Interviewing, Job Search, Resume Writing) will acquire the information needed to appropriately manage that particular aspect of their career planning. *(Career Choices)*

**KEY GOALS FOR 2011-2012:**

- Business Etiquette Seminar Effectiveness
- Individual Counseling Session Effectiveness
- Workshop Effectiveness

**ASSESSMENT METHODOLOGY:**

**TYPE:** Learning and Development Outcome

**HOW:** Electronic Survey

**WHO:** Participants in Business Etiquette

**WHEN:** Fall 2011 & Spring 2012

**INSTRUMENT:** Locally Developed, Survey Monkey

**PARTICIPATION:** 34% Response Rate (n = 27)

To what degree do you feel knowledgeable about issues related to business and dining etiquette both before and after the seminar?

Before Workshop:

After Workshop:

0 1 2 3 4 5
COLLABORATIVE EFFORTS:

- OCS and the Internship Office partnered to host the annual Fall Internship & Career Fair.
- OCS and President Smolla supported Teach For America’s campus branding efforts by sponsoring a CLP on the education achievement gap.
- OCS and the Alumni Office hosted both a Fall and Spring Networking Night for current students and local alumni.
- OCS collaborated with the Internship Office and Computer Science department to coordinate a successful initial re-

OTHER ASSESSMENT PROJECTS:

Assessment of Individual Guidance
After using our career counseling services:
- 88.1% of students reported that they are in the top two highest categories (Fairly Well Prepared or Very Prepared).
- 98.5% rated the effectiveness of their guidance in the “Acceptable” range.

Assessment of Workshops
After attending one of our career preparation workshops:
- 93% of students reported that they are in the two highest categories (Fairly Well Prepared or Very Prepared).
- 100% of students rated the effectiveness of the workshops in the “Acceptable” range.

DIRECTION FOR THE FUTURE:

- Continue student assessment of Individual Counseling Sessions.
- Initiate assessment of student utilization of web resources.

SPOTLIGHT:

- “I just wanted to thank you for all of your help building my resume. I am pleased to inform you that I just got a job and am so excited about it! I have been recommending Career Services to everyone I know who is working on their resume right now.”
- “You are great at what you do! Thank you for being with me for every step of my job search.”
- “I wanted to write and thank you so much for your help and patience when I came to meet with you last term. I know I wouldn’t have gotten the job without all of your help - especially with my resume.”
- “We truly appreciate all you do for the Furman community - especially all your advice and encouragement to us nervous seniors!”
- “Meeting with you was not only helpful, but I appreciate how much interest you took in my case.”

PALADIN PRIDE:

- Six months post-graduation, 95% of the class of 2011 reported that they were either employed or enrolled in graduate school.
- During its two year existence, The Furman University Alumni LinkedIn group has increased membership from 1,100 to over 3,100 users.
- OCS introduced a new and improved Facebook page that has increased “likes” by over 655% in just one year.
- OCS was selected by the Partnership for Public Service to host a special campus visit by a Federal Speakers Bureau Volunteer to promote careers with the government.
- The OCS staff underwent an in-depth strategic planning process to evaluate current programs and resources, as well as to develop an intentional plan for the next three academic years.
- Assistant Director, Kristin Irwin was recognized by the South Carolina Association of Colleges & Employers with the New Professional Award.
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:
  - lower levels of anxiety symptoms at the end of counseling compared to the initial session. *(Healthy Behavior)*
  - lower levels of depressive symptoms at the end of counseling compared to the initial session. *(Healthy Behavior)*
  - higher levels of satisfaction with the status of the primary problem at the end of counseling compared to the initial session. *(Personal and Educational Goals)*

KEY GOALS FOR 2011-2012:

- Counseling Center clients will learn coping strategies to manage and reduce symptoms of anxiety
- Counseling Center clients will learn coping skills to alleviate symptoms of depressed mood
- Through counseling services, Counseling Center clients will develop capabilities for more effectively responding to and resolving the primary problem for which they sought counseling

ASSESSMENT METHODOLOGY:

TYPE: Satisfaction Assessment and Learning/Development Outcomes
HOW: Paper Questionnaire
WHO: Counseling Center clients who’re
WHEN: August 2011 - May 2012
INSTRUMENT: Locally Developed, Questionnaire
PARTICIPATION: 100% Response Rate (n = 1858)

ASSESSMENT RESULTS:

- 78.2% 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.
- 77.2% of Counseling Center clients reported lower levels of depressed mood at the time of their last appointment, compared to their ratings at the first session.
- 66.3% of Counseling Center clients reported lower levels of anxiety at the time of their last appointment, compared to their ratings at the first session.
OTHER RESULTS:

On average, Counseling Center clients:

- rated their satisfaction with the primary problem **68.96%** higher at the conclusion of counseling compared to their ratings at the time of their initial counseling session.
- reported a **43.55%** reduction in symptoms of depression between the first and last session.
- reported a **30.26%** reduction in anxiety and worry between the first and last session.

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</table>

The Counseling Center provided services to **13.2%** of the student body last year.

PALADIN PRIDE:

- Counseling Center moved locations at the beginning of the 2011-2012 academic year. The expanded and renovated space is welcoming to faculty, staff, and most importantly students who need to see the counseling staff.
- The Counseling Center staff welcomed a new full-time therapist, Elaine Smith. The expanded staff allows the center to see meet the demands of everyone it serves.

SPOTLIGHT:

- During the 2011-12 academic year, the Counseling Center saw **24.83%** more students and experienced an increase of **25.65%** in the number of attended appointments compared to the previous year.

OTHER ASSESSMENT PROJECTS:

**TYPE:** Participation  
**HOW:** Counseling Appointments for 2011-2012  
**WHO:** All Students using Counseling Services  
**WHEN:** August 2011 - May 2012

COLLABORATIVE EFFORTS:

- Susan Clark provided training on the Myers Briggs Type Indicator for the Junior Business core course students.

DIRECTION FOR THE FUTURE:

- We are exploring ways to improve communication between students and the Counseling Center.
- We will continue to plan for growth in staff to meet the needs of the increasing number of students utilizing Counseling Services.
ENGAGED LIVING PROGRAM
FIRST-YEAR EXPERIENCE

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.

MISSION:
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)

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

For 2011-2012:

º 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.

ASSESSMENT METHODOLOGY:

TYPE: Satisfaction and Learning Outcomes
HOW: Online Survey
WHO: Engaged Living first-year students
WHEN: December, 2011
INSTRUMENT: Locally Developed - Wufoo Survey
PARTICIPATION: 81.4% Response Rate (n = 48)

ASSESSMENT RESULTS:

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
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, Lily Center for Vocational Reflection, Philosophy, Physics, Poverty Studies, and Shi Center for Sustainability.

**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, Lily 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 for Fall, 2013.
- Conduct research on what attracts or does not attract male students to participate in the Engaged Living program and adjust recruitment practices accordingly.
- Conduct focus groups with current and former Engaged Living students to better understand the program’s impact on their first-year experience at Furman.
- Develop a retrospective survey for former Engaged Living students to better understand the program’s long-term impact on their experience at Furman.
- Facilitate conversations on the future vision and direction for the Engaged Living program.
- Work with the FYE Strategic Planning Committee to evaluate the current programs and consider potential implementation of a residential college model.

**Other Assessment Projects:**

- No additional projects were conducted in 2011-2012

**Other Results:**

- 77.1% of Engaged Living students would still participate in the program if they had to decide all over again.
- 81.3% of Engaged Living students felt that the program supported their intellectual development as well as personal growth and development.
- 87.5% of Engaged Living students reported more interaction with EL faculty than faculty in their other first-year classes at Furman.
- 83.3% of Engaged Living students reported stronger student relations in EL 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; is supportive of their academic goals, and makes it easier for them to study with others.

**Spotlight:**

- “Getting to have a class focusing on a topic I have great interest in full of only other students with similar interests has been great. I got to meet some people with similar interests to me and we all even got to live in the same building. Then we were all given the opportunity to really get to know each other and our teacher through the style of teaching that our class had; the required mini projects only furthered that. Finally I feel I got to really learn a lot of practical information thoroughly and have been tested on how to apply it...” - EL student
- “Living together, which led to study groups and great social gatherings among EL students, was probably the most beneficial part of EL. I loved being able to live with the people that I went to class with; in fact, two of my best friends at Furman were girls on my hall and in my EL class. I was able to foster solid friendships as a result...” - EL student

**Paladin Pride:**

- 77.1% of Engaged Living students would still participate in the program if they had to decide all over again.
- 81.3% of Engaged Living students felt that the program supported their intellectual development as well as personal growth and development.
- 87.5% of Engaged Living students reported more interaction with EL faculty than faculty in their other first-year classes at Furman.
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- 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; is supportive of their academic goals, and makes it easier for them to study with others.
ENGAGED LIVING PROGRAM
GREENBELT COMMUNITY

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 2011-2012:
◆ 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: Postponed
INSTRUMENT: Locally Developed - Wufoo Survey

ASSESSMENT RESULTS:
This assessment project was not achieved this year. The Greenbelt Community has been “rebooted” for 2012-2013 with a renewed commitment from the faculty in the Earth & Environmental Sciences Department. The goal is to conduct a pre-assessment of the incoming Greenbelt students in August and conduct a follow up assessment with the same group of students next spring.
## Other Results:

- This assessment project has been postponed until 2012-2013.

## Paladin Pride:

- Interest in the Greenbelt Community remains high. 56 students applied for only 20 openings, the second year in a row that there twice as many applicants than available openings.
- The Greenbelt Community Assistant (CA) for 2012-2013 is an Engaged Living alum of the ECOS program and a winner of the prestigious Udall Scholarship for environmental sustainability.
- Greenbelt facilities feature multiple opportunities for students to learn about sustainable living practices such as low-flow shower heads, energy efficient appliances, composting bins, organic foods and the “local” food movement, water consumption monitoring, and energy monitoring.

## Spotlight:

- This assessment project has been postponed until 2012-2013.

## Other Assessment Projects: Collaborative Efforts:

- No additional projects were conducted in 2011-2012
- 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 restructure the Greenbelt Community programmatic offerings for 2012-2013.
- Work with the Greenbelt Community CA to develop programming which challenges all residents to learn about sustainable living practices.
- Implement a pre and post assessment of the impact of the living/learning experience of the Greenbelt Community.
**MISSION:**
The Mission of the Division of Student Life is to provide practical daily applications of the ideals of a liberal arts education. We will implement innovative activities and services that foster personal growth and development as well as the promotion of discovery, collaboration, sustainability and civic engagement. We will assist students in embracing the ideals of life-long learning, academic excellence, ethical leadership and responsible global citizenship, all of which will result in providing a distinctive undergraduate experience.

**VISION:**
Provide a comprehensive, integrated student experience which embraces learning, personal responsibility and the appreciation, respect and understanding of individual and cultural differences.

**GUIDING PRINCIPLES:**
- Treat every student as an individual and with dignity.
- Provide a caring, safe and healthy living/learning environment.
- Develop the student’s body, mind and spirit through the Division’s programs, services, activities and events.
- Mentor and advise students and student organizations using a developmental approach which emphasizes building lives of integrity, personal responsibility and high character.
- Facilitate students’ integration of their co-curricular activities with their formal academic experiences in ways which promote the ideals of living lives that matter and making a difference as global citizens.
- Cultivate students’ understanding of social responsibility, and the appreciation of differences and diversity.
- Ensure that processes and procedures are fair, just and ethical, emphasizing student responsibility and accountability.
- Design services which are student focused and provide a high level of satisfaction in meeting student needs.
- Encourage a habit of life-long learning which helps students be innovative, creative and imaginative leaders who make well informed life decisions at Furman and beyond.

**DIVISION GOALS:**
- Provide outside the classroom experiences which complement the intellectual development of students.
- Assist students in their transition to and through the college experience by developing a sense of self and purpose.
- Provide a variety of social activities and connections for students that give them a satisfying life while enrolled at the University.
- Provide personal resources and services to assist students in successfully completing the requirements for graduation.
- Assist students in developing good personal decision making skills.

### DEPARTMENT/PROGRAM

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<thead>
<tr>
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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 2011-2012:
- 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.).
- 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.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Needs Assessment</th>
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<tbody>
<tr>
<td>HOW</td>
<td>Electronic Survey</td>
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| WHO              | CORE - All Students  
Alcohol Wise - First-Year Students |
| WHEN             | CORE - February 2012  
Alcohol Wise - July 2011 |
| INSTRUMENT       | Both - Commercially Developed |
| COST             | CORE - $2,000  
Alcohol Wise - $8,000 |
| PARTICIPATION    | CORE  
30% Response Rate  (n = 786)  
Alcohol Wise  
Pre-Test  
98% Response Rate  (n=696)  
Post-Test  
86% Response Rate  (n=579) |

ASSESSMENT RESULTS:

Average # Drinks per Day

- Furman: 3.7
- State: 6.3
- National: 4.6
**OTHER RESULTS:**

- While there were slight increases in reported use, these numbers were similar to the increases seen state and nationwide indicating, the policy change did not result in increase alcohol use
- **100%** - said the campus has alcohol and drug policies
- **91.7%** - said the campus is concerned about the prevention of drug and alcohol use
- **45%** - reported attending Movies @ the UC instead of a party
- **56%** - report Movies @ the UC a worthwhile alternative to drinking alcohol

Results from Pre-Test to Post-Test:

- **33%** reduction in the number of days students drove shortly after having 3 drinks
- **36%** reduction in the number of days students were a passenger with a driver who had 3 or more drinks
- **41%** of students increased their agreement with the correlation of alcohol use and academic success
- **94%** of students agreed or strongly agreed that the content of this course was appropriate and easy to understand
- **75%** of students agreed or strongly agreed that the interactions used were interesting and helpful
- **80%** of students agree or strongly agree that the course will help them avoid future problems with alcohol.

**# Drinks per Day**

**PALADIN PRIDE:**

- PRIME for Life – **34 students** - Provided programming to identified 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.)
- Risk Management – **19 students** - Provided programming to students that will increase their understanding of the risk associated with providing alcohol to a minor
- Provided programming to the Furman/Greenville community that will increase their understanding of the risks associated with high-risk alcohol and drug use.
  - (3 sororities, 2 fraternities, Northwood Middle School, OJJDP Conference, General Orientation, Athlete Orientation, RA/FRAD/OS training, & EUDL Coalition)

**SPOTLIGHT:**

- Implemented 3 evidence-based environmental strategies that increased enforcement and reduced the number of students reporting underage drinking. (alcohol sensors, cameras, birthday on ID, law enforcement training, parents brochure, working closely with local AET & drug policies/sanctions)
  - I-Pads used by officers for proper Furman ID and drivers license identification
  - Lapel Cameras to enhance documentation of incidents
  - Alcohol sensors to determine whether underage students have consumed alcohol
- Furman University received the Palmetto Initiative for Campus/Community Collaborations Grant (PICCC) to support its alcohol and drug education prevention programming and initiatives

**COLLABORATIVE EFFORTS:**

- Furman University Police – policy & enforcement
- PHOKUS – educational programming
- Sororities/Fraternities – educational programming
- Student Activities – UC Weekends
- 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 Wise data
- Evaluate PRIME For Life
- Evaluate Risk Management
CAREER SERVICES

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 acquire 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 acquire 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 group guidance workshops (e.g., Interviewing, Job Search, Resume Writing) will acquire the information needed to appropriately manage that particular aspect of their career planning. (Career Choices)

KEY GOALS FOR 2011-2012:

♦ Business Etiquette Seminar Effectiveness
♦ Individual Counseling Session Effectiveness
♦ Workshop Effectiveness

ASSESSMENT METHODOLOGY:

TYPE: Learning and Development Out-

HOW: Electronic Survey

WHO: Participants in Business Etiquette

WHEN: Fall 2011 & Spring 2012

INSTRUMENT: Locally Developed, SurveyMonkey

PARTICIPATION: 34% Response Rate (n = 27)

ASSESSMENT RESULTS:

To what degree do you feel knowledgeable about issues related to business and dining etiquette both before and after the seminar?

Before Workshop:

After Workshop:

Director of Career Services

John Barker – john.barker@furman.edu

Trone Student Center 864-294-2106

http://www2.furman.edu/studentlife/career/Pages/default.aspx
**OTHER RESULTS:**

**What was your overall evaluation of the Business Etiquette 101 Seminar?**

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<thead>
<tr>
<th>Reflective</th>
<th>Marginal</th>
<th>Good</th>
<th>Very Good</th>
<th>Outstanding</th>
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How would you rate the presenter?

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**OCS and the Internship Office partnered to host the annual Fall Internship & Career Fair.**

**OCS and President Smolla supported Teach For America’s campus branding efforts by sponsoring a CLP on the education achievement gap.**

**OCS and the Alumni Office hosted both a Fall and Spring Networking Night for current students and local alumni.**

**OCS collaborated with the Internship Office and Computer Science department to coordinate a successful initial re-**

**COLLABORATIVE EFFORTS:**

- Six months post-graduation, 95% of the class of 2011 reported that they were either employed or enrolled in graduate school.
- During its two year existence, The Furman University Alumni LinkedIn group has increased membership from 1,100 to over 3,100 users.
- OCS introduced a new and improved Facebook page that has increased “likes” by over 655% in just one year.
- OCS was selected by the Partnership for Public Service to host a special campus visit by a Federal Speakers Bureau Volunteer to promote careers with the government.
- The OCS staff underwent an in-depth strategic planning process to evaluate current programs and resources, as well as to develop an intentional plan for the next three academic years.
- Assistant Director, Kristin Irwin was recognized by the South Carolina Association of Colleges & Employers with the New Professional Award.

**SPOTLIGHT:**

- “I just wanted to thank you for all of your help building my resume. I am pleased to inform you that I just got a job and am so excited about it! I have been recommending Career Services to everyone I know who is working on their resume right now.”
- “You are great at what you do! Thank you for being with me for every step of my job search.”
- “I wanted to write and thank you so much for your help and patience when I came to meet with you last term. I know I wouldn’t have gotten the job without all of your help - especially with my resume.”
- “We truly appreciate all you do for the Furman community - especially all your advice and encouragement to us nervous seniors!”
- “Meeting with you was not only helpful, but I appreciate how much interest you took in my case.”

**OTHER ASSESSMENT PROJECTS:**

**Assessment of Individual Guidance**

After using our career counseling services:
- 88.1% of students reported that they are in the top two highest categories (Fairly Well Prepared or Very Prepared).
- 98.5% rated the effectiveness of their guidance in the “Acceptable” range.

**Assessment of Workshops**

After attending one of our career preparation workshops:
- 93% of students reported that they are in the two highest categories (Fairly Well Prepared or Very Prepared).
- 100% of students rated the effectiveness of the workshops in the “Acceptable” range.

**DIRECTION FOR THE FUTURE:**

- Continue student assessment of Individual Counseling Sessions.
- Initiate assessment of student utilization of web resources.
ENGAGED LIVING PROGRAM  
FIRST-YEAR EXPERIENCE

Associate Director of Residence Life & Director of Engaged Living  
Estridge Commons 864-294-2092

Brad Harmon - brad.harmon@furman.edu  
http://www2.furman.edu/studentlife/EngagedLiving/Pages/default.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:
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)

KEY GOALS FOR 2011-2012:
♦ 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.

ASSESSMENT METHODOLOGY:

ASSESSMENT RESULTS:

TYPE: Satisfaction and Learning Outcomes

HOW: Online Survey

WHO: Engaged Living first-year students

WHEN: December, 2011

INSTRUMENT: Locally Developed - Wufoo Survey

PARTICIPATION: 81.4% Response Rate (n = 48)

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

0.0%  20.0%  40.0%  60.0%  80.0%  100.0%
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, Lily Center for Vocational Reflection, Philosophy, Physics, Poverty Studies, and Shi Center for Sustainability.

COLLABORATIVE EFFORTS:

- Work with Furman faculty and staff to develop an Engaged Living FYE program for Pre-Health Professions for Fall, 2013.
- Conduct research on what attracts or does not attract male students to participate in the Engaged Living program and adjust recruitment practices accordingly.
- Conduct focus groups with current and former Engaged Living students to better understand the program’s impact on their first-year experience at Furman.
- Develop a retrospective survey for former Engaged Living students to better understand the program’s long-term impact on their experience at Furman.
- Facilitate conversations on the future vision and direction for the Engaged Living program.

PALADIN PRIDE:

- 77.1% of Engaged Living students would still participate in the program if they had to decide all over again.
- 81.3% of Engaged Living students felt that the program supported their intellectual development as well as personal growth and development.
- 87.5% of Engaged Living students reported more interaction with EL faculty than faculty in their other first-year classes at Furman.
- 83.3% of Engaged Living students reported stronger student relations in EL 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; is supportive of their academic goals, and makes it easier for them to study with others.

OTHER ASSESSMENT PROJECTS:

- No additional projects were conducted in 2011-2012.

SPOTLIGHT:

- “Getting to have a class focusing on a topic I have great interest in full of only other students with similar interests has been great. I got to meet some people with similar interests to me and we all even got to live in the same building. Then we were all given the opportunity to really get to know each other and our teacher through the style of teaching that our class had; the required mini projects only furthered that. Finally I feel I got to really learn a lot of practical information thoroughly and have been tested on how to apply it.” - EL student
- “Living together, which led to study groups and great social gatherings among EL students, was probably the most beneficial part of EL. I loved being able to live with the people that I went to class with; in fact, two of my best friends at Furman were girls on my hall and in my EL class. I was able to foster solid friendships as a result.” - EL student

DIRECTION FOR THE FUTURE:

- Work with the FYE Strategic Planning Committee to evaluate the current programs and consider potential implementation of a residential college model.
ENGAGED LIVING PROGRAM
GREENBELT COMMUNITY

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.

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 2011-2012:

- 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:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Satisfaction and Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW</td>
<td>Online Survey</td>
</tr>
<tr>
<td>WHO</td>
<td>Engaged Living Greenbelt Community students</td>
</tr>
<tr>
<td>WHEN</td>
<td>Postponed</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>Locally Developed - Wufoo Survey</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>None</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

This assessment project was not achieved this year. The Greenbelt Community has been “rebooted” for 2012-2013 with a renewed commitment from the faculty in the Earth & Environmental Sciences Department. The goal is to conduct a pre-assessment of the incoming Greenbelt students in August and conduct a follow up assessment with the same group of students next spring.
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.

**COLLABORATIVE EFFORTS:**

- Work with the Earth and Environmental Science (EES) faculty and Shi Center staff to restructure the Greenbelt Community programmatic offerings for 2012-2013.
- Work with the Greenbelt Community CA to develop programming which challenges all residents to learn about sustainable living practices.
- Implement a pre and post assessment of the impact of the living/learning experience of the Greenbelt Community.

**OTHER RESULTS:**

- This assessment project has been postponed until 2012-2013.
- Interest in the Greenbelt Community remains high. 56 students applied for only 20 openings, the second year in a row that there twice as many applicants than available openings.
- The Greenbelt Community Assistant (CA) for 2012-2013 is an Engaged Living alum of the ECOS program and a winner of the prestigious Udall Scholarship for environmental sustainability.
- Greenbelt facilities feature multiple opportunities for students to learn about sustainable living practices such as low-flow shower heads, energy efficient appliances, composting bins, organic foods and the “local” food movement, water consumption monitoring, and energy monitoring.

**SPOTLIGHT:**

- This assessment project has been postponed until 2012-2013.

**OTHER ASSESSMENT PROJECTS:**

- No additional projects were conducted in 2011-2012

**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 restructure the Greenbelt Community programmatic offerings for 2012-2013.
- Work with the Greenbelt Community CA to develop programming which challenges all residents to learn about sustainable living practices.
- Implement a pre and post assessment of the impact of the living/learning experience of the Greenbelt Community.
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.

**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.

**KEY GOALS FOR 2011-2012:**

- Enhance student staff members’ multicultural competencies.
- Enhance the Housing and Residence Life mission.

**ASSESSMENT METHODOLOGY:**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Quantitative Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW</td>
<td>Online Survey</td>
</tr>
<tr>
<td>WHO</td>
<td>Resident Students</td>
</tr>
<tr>
<td>WHEN</td>
<td>January - March</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>EBI Resident Student Survey</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>40% Response Rate (n = 958)</td>
</tr>
</tbody>
</table>

**ASSESSMENT RESULTS:**

Furman University residents are satisfied with the student staff member on their floor regarding respecting ethnic diversity.
The Residence Life professional staff worked closely with the Director of Multicultural Programs to prepare and conduct ongoing focus groups and training sessions for Residence Life student staff. As the focus groups and training sessions progressed, participants become more participatory and articulated with greater personal sentiment the value of diversity and the role multiculturalism plays in the residential experience.

COLLABORATIVE EFFORTS:

Given the success of the multicultural initiative, together with our institutional direction, this enhancing staff’s multicultural competencies must continue.

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’ personal interactions with one another, if improved, will have the most impact on students’ overall experience living on-campus.

DIRECTION FOR THE FUTURE:

Furman University residents’ belief that the environment in campus housing is supportive of those with differing beliefs, opinions, and viewpoints.

My floor community respects other students.
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.

MISSION:

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)

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

- Develop Strengths Quest Workshop
- Complete 2nd level of Strengths Quest Training
- Try pilot Strengths Quest with the Business Block
- Implement Phase Two of SLI restructuring
- Expanded lead team (select juniors and seniors)
- Expand Train the Trainer program options
- Market Shucker Team Trainer Services (freshman seminars, May X, Athletics and Greek life)
- Implement new Shucker Fellow portfolio system (w/ learning outcomes)

KEY GOALS FOR 2011-2012:

- Differences Between Positional Leaders
  - Both groups have a clear understanding of a good leader
  - Both groups are conscious of service leadership and how important it is on the Furman University campus
  - Both groups have a clear understanding of teamwork

- Similarities Between Positional Leaders
  - Both groups have a clear understanding of a leader
  - Both groups have an understanding of leadership styles and vocabulary
  - Both groups have a positive outlook of their leadership experiences
  - Both groups see themselves as balanced leaders and can connect their experiences and personal development
  - Both groups understand the importance of developing depth in a program

- Assessment Results:
  - Students who have had intentional Leadership Development through Shucker Leadership Institute:
    - Are able to understand leadership styles and vocabulary
    - Are able to feel balance and have a positive outlook of their leadership experiences
    - Are able to see themselves as balanced leaders that can connect their experiences and personal development
    - Are able to understand the importance of developing depth in a program

- Students who have not had intentional Leadership Development through the Shucker Leadership Institute:
  - Have a hard time identifying leadership styles by title
  - Have a negative view of their experiences, more likely to connect the negative aspects of their roles with weakness.
  - Do not have feelings of strong fulfillment from their extracurricular involvement
  - Are able to understand the importance of balance but are not able to reach the balance
How Involved are Shucker Fellows on Campus?

Long Term Impact of SLI
Reactions of Students

- 96% agree SLI helped them identify their strengths
- 93% agree SLI supported their personal growth and development
- 90% agree SLI encouraged them to practice engaged citizenship
- 75% agree SLI helped them develop confidence in their leadership abilities
- 63% agree SLI helped them expand their personal network and establish meaningful connections with community leaders, alumni, etc.

Paladin Pride:
- Brandon Tensley is a member of the Furman Circle of OΔK and was selected to represent Furman in the OΔK National Leader of the Year Contest.
- Manuela Munoz Alvarez ‘12 and Jon Baddley ‘13 both Fellows in the Shucker Leadership Institute were selected to serve on the President’s Strategic Planning Committee.
- Senior Shucker Fellows Manuela Munoz Alvarez and Emily Bridges were also top award recipients at the 2012 Furman Student Leadership Awards Banquet.
- Manuela Munoz Alvarez was also selected by the Furman Development Office as the recipient of two of their major scholarship awards: Schaefer Kendrick Scholarship and the Furman Service Award Scholarship.

Spotlight:
- The Furman Circle of Omicron Delta Kappa was selected by OΔK National to receive a $500 Clay Grant. The Circle used the grant money to build and establish an organic garden for the Just Kids after school program. Faculty, staff, student and alumni OΔK members from the Furman Circle worked to construct the garden beds, fill the beds and plant the vegetables. A local non-profit called Gardening for Good coordinated by an OΔK alum is providing further guidance to Just Kids on how to maintain their garden.

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.

Other Assessment Projects:
- Type: Learning/Development Outcomes
- How: Electronic Survey
- Who: 4 Year Participants in SLI training
- When: Month Year
- Instrument: Locally Developed Instrument - Google
- Participation: 35% Response Rate (n = 33)

Direction for the Future:
- The office of Leadership Programs has been re-named the Shucker Center for Leadership Development. 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.
MULTICULTURAL AFFAIRS

Director of Multicultural Affairs
Idella Glenn – Idella.glenn@furman.edu

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:

- Campus community will develop increased diversity awareness, knowledge, and skills (Appreciating Diversity)
- Students will develop and maintain satisfying interpersonal relationships (Meaningful Interpersonal Relationships)

KEY GOALS FOR 2011-2012:

- Locate funding source and submit grant proposal for Legacies Peer Mentor Program and National Coalition Building Institute (NCBI) campus affiliate.
- In collaboration with the Diversity Committee, develop a campus diversity plan.
- Investigate and assess models/strategies for providing diversity and inclusion learning experiences for all students.

ASSESSMENT METHODOLOGY:

TYPE: Measuring Participation and Satisfaction Assessment

HOW: Electronic Survey

WHO: All black, Asian, and Hispanic freshmen

WHEN: September 2011

INSTRUMENT: Locally Developed, Survey Monkey

PARTICIPATION: 17.3% Response Rate (n = 121)

ASSESSMENT RESULTS:

Is the Multicultural Student Orientation Reception an important part of the orientation program?

Responses

No

Yes

Should the Office of Multicultural Affairs continue to host the Multicultural Student Orientation Reception?

Responses

No

Yes
We paired mentors with multicultural faculty and staff. The initial luncheon was well attended; however, contact throughout the term was not consistent.

**Personal Growth and Development Areas**

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to new experiences</td>
<td>90.91%</td>
<td>10</td>
</tr>
<tr>
<td>Understanding and appreciation of people of diverse backgrounds</td>
<td>81.82%</td>
<td>9</td>
</tr>
<tr>
<td>Self-Esteem (sense of personal worth or competence)</td>
<td>45.45%</td>
<td>5</td>
</tr>
<tr>
<td>Self-understanding (insight into myself)</td>
<td>45.45%</td>
<td>5</td>
</tr>
<tr>
<td>Skill in caring for others</td>
<td>36.36%</td>
<td>4</td>
</tr>
<tr>
<td>Sense of usefulness</td>
<td>27.27%</td>
<td>3</td>
</tr>
<tr>
<td>Personal power (belief that I can make a difference)</td>
<td>27.27%</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Entries 11

**OTHER ASSESSMENT PROJECTS:**

**TYPE:** Satisfaction and Learning Outcomes  
**HOW:** Electronic Survey/Interviews  
**WHO:** Peer Mentors  
**WHEN:** December 2011  
**INSTRUMENT:** Locally Developed—Wufoo  
**PARTICIPATION:** Wufoo—70.5% Response Rate (n=17)  
Interviews—64.7% Response Rate (n=17)

**TYPE:** Satisfaction and Learning Outcomes  
**HOW:** Electronic Survey/Interviews  
**WHO:** Peer Mentees  
**WHEN:** December 2011  
**INSTRUMENT:** Locally Developed—Wufoo  
**PARTICIPATION:** Wufoo—26.1% Response Rate (n=42)

**OTHER RESULTS:**

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

**COLLABORATIVE EFFORTS:**

- We paired mentors with multicultural faculty and staff. The initial luncheon was well attended; however, contact throughout the term was not consistent.

**SPOTLIGHT:**

- “The most beneficial part of the orientation for me was the opportunity presented before us to get to introduce ourselves to our fellow classmates along with the mentors and multicultural faculty.”
- “My mentor was really good at giving me advice for any situation that I was dealing with. The advice that she gave me was very helpful.”
- “My mentor was very friendly and downright awesome! She was always there when I needed her and always offered any help that I needed.”
- “It was a great experience which gave me the opportunity to seek out help and support to incoming students. It was a different experience and I enjoyed it.”

**PALADIN PRIDE:**

- “The most beneficial part of the orientation for me was the opportunity presented before us to get to introduce ourselves to our fellow classmates along with the mentors and multicultural faculty.”
- “My mentor was really good at giving me advice for any situation that I was dealing with. The advice that she gave me was very helpful.”
The New Student Orientation program is designed to set the stage for first-year student success through a dual format that includes a summer orientation component, which primarily focuses on academic preparation, course selection, and family orientation, and a fall orientation component, which centers on programs and skill-building which will increase the student’s ability to perform successfully in a university-level environment.

**MISSION:**

The New Student Orientation program is designed to set the stage for first-year student success through a dual format that includes a summer orientation component, which primarily focuses on academic preparation, course selection, and family orientation, and a fall orientation component, which centers on programs and skill-building which will increase the student’s ability to perform successfully in a university-level environment.

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

As a result of attending Furman’s New Student Orientation, students will be able to:

♦ establish mutually rewarding relationships with friends and colleagues (*Meaningful Interpersonal Relationships*)
♦ learn about the rigors of Furman's academic life (*Intellectual Growth*)
♦ participate in fun social events that welcome them to life at college (*Satisfying and Productive Lifestyles*)

**KEY GOALS FOR 2011-2012:**

♦ Continue to update the Orientation schedule as well as the Orientation process - Orientation schedule is moving forward, all date functions have been officially evolved into more developmental activities, and more “University 101”-style workshops are being added for this year. Will continue this goal for next year as we also seek to initiate summer orientation.
♦ Put Orientation communication online as much as possible, minimizing snail mail correspondences.
  ◦ New Student Record and t-shirt solicitation is now fully online.
  ◦ Very few pieces mailed now in Student Life mailing in July, though there is still a desire to keep the brochure in printed form for the time being (as well as electronic).
  ◦ Relationship between Newatfu and the Orientation website/process has been better integrated and put on the front page of the Furman website.
  ◦ Working with Health Services to attempt to better encourage students electronically to submit immunization records.

**ASSESSMENT METHODOLOGY:**

**TYPE:** Satisfaction and Learning Outcomes

**HOW:** Electronic Survey

**WHO:** First-year Students

**WHEN:** August 2011

**INSTRUMENT:** Locally Developed - Survey Monkey

**PARTICIPATION:** 77.4% Response Rate (n = 168)
The New Student Orientation program is designed to bring together all parts of Furman’s campus. Offices include, technology, academic advising, athletics, and all areas of campus and student life.

Working with Student Health Services to help ensure immunization records are on file before allowing new students to move into the residence halls.

**OTHER ASSESSMENT PROJECTS: COLLABORATIVE EFFORTS:**

- The New Student Orientation program is designed to bring together all parts of Furman’s campus. Offices include, technology, academic advising, athletics, and all areas of campus and student life.
- Working with Student Health Services to help ensure immunization records are on file before allowing new students to move into the residence halls.

**DIRECTION FOR THE FUTURE:**

- Implement the Summer Orientation Component of New Student Orientation.
- Change the methodology by which students are selected to be a member of the Student Orientation Staff, to include selection for both the Summer and Fall staffs.
- Add a component to Fall Orientation to include a general social event in downtown Greenville, as well as “Side Trips” which introduce the new students to the Greater Greenville community in which they will live for the next four years.
- Merge the “Newatfu” website content with the current Orientation website on the Student Life site to create a comprehensive “New Student Orientation” website as a one-stop location for all things related to Orientation.

**OTHER RESULTS:**

- Over 90% of students felt prepared to enter Furman after having participated in New Student Orientation.
- Over 85% of students felt their academic advisor was helpful during orientation.
- Over 80% of students felt very satisfied about the friendliness of Furman’s staff.
- Almost 80% of students felt very satisfied with the move-in process.

**PALADIN PRIDE:**

- “I can’t think of a thing you could do differently to improve what you are already doing. Keep up the great work!!” - Furman Parent.
- “I don't usually provide such high ratings on surveys but the FU orientation was really excellent, and set Furman above the other institutions we've heard about from friends whose children are also starting college this year. Thank you!” - Furman Parent.
- “I loved it.” - First Year Furman Student.

**SPOTLIGHT:**

- 86.1% Response Rate (n = 366)
Under Furman’s Student Life – Recreational Sports, the Paladin Outdoor Program (POP) is specifically designed for new students to introduce them to future classmates, to prepare them for life at Furman, and to have a blast in the great outdoors! Greenville’s climate is such that there are outdoor opportunities almost year-round, and Furman’s proximity to some of the most breathtaking landscapes in America make this program a must for any incoming student who is interested in

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

As a result of attending Furman’s Paladin Outdoor Program, students will be able to:

- have the opportunity to meet future classmates, faculty, and staff members *(Meaningful Interpersonal Relationships)*
- learn about the areas surrounding Furman’s campus while being active *(Healthy Behavior)*

**KEY GOALS FOR 2011-2012:**

- Identify if students would prefer having this trip in the summer or fall orientation with the change in orientation format
- Have students feel more comfortable meeting new people after having participated in POP
- Identify if the program should be extended by a day or not

**ASSESSMENT METHODOLOGY:**

**ASSESSMENT RESULTS:**

**TYPE:** Satisfaction

**HOW:** Electronic Survey

**WHO:** First-year Students

**WHEN:** August 2011

**INSTRUMENT:** Locally Developed - Wufoo

**PARTICIPATION:** 65% Response Rate  (n = 52)

Rate your level of comfort meeting new students, faculty, and staff PRIOR to the trip.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable</td>
<td>30.4%</td>
<td>15</td>
</tr>
<tr>
<td>Very Comfortable</td>
<td>28.8%</td>
<td>15</td>
</tr>
<tr>
<td>Not Comfortable-Not Uncomfortable</td>
<td>25.7%</td>
<td>11</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>12.0%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

Rate your level of comfort meeting new students, faculty, and staff AFTER to the trip.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Comfortable</td>
<td>68.23%</td>
<td>36</td>
</tr>
<tr>
<td>Comfortable</td>
<td>28.8%</td>
<td>15</td>
</tr>
<tr>
<td>Not Comfortable-Not Uncomfortable</td>
<td>2.52%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
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If Furman held a June/July orientation, would you prefer to the trip in June/July or in August?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
<td>In August (like it was this year)</td>
<td>90.54%</td>
<td>45</td>
</tr>
<tr>
<td>In June/July (either before/after summer orientation) (knowing all trip participants would be able to stay in the same residence hall)</td>
<td>25.49%</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
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</table>
Working with Orientation to identify how the Paladin Outdoor Program will work with the new format

Identify faculty and staff members willing to help welcome new Furman students to the community

Continue to integrate POP with the New Students website

OTHER RESULTS:

Should the trip be extended by one day?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
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<td>76.92%</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>23.08%</td>
<td>12</td>
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<tr>
<td><strong>Total</strong></td>
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How did you learn of the Pre-Orientation Program?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
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<td>New at FU Email Blast</td>
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<tr>
<td>Other</td>
<td>15.38%</td>
<td>8</td>
</tr>
<tr>
<td>Through a current/past Furman student, faculty, or staff</td>
<td>13.46%</td>
<td>7</td>
</tr>
<tr>
<td>During Admissions Visit</td>
<td>7.69%</td>
<td>4</td>
</tr>
<tr>
<td>Recreational Sports Website</td>
<td>3.85%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

PALADIN PRIDE:

◊ Trying I loved learning about the different restaurants and seeing what Greenville had to offer.
◊ “Once we reached the summit, we camped...and it was such an amazing experience.”
◊ “It was great having upper-class students on the trip to tell us the inside scoop.”
◊ “Moving in early without the crowd of the regular move-in day was nice.”
◊ “It was nice to get to know my way around campus without the stress of having all of the freshmen here at one time.”

SPOTLIGHT:

◊ “Since going on the outdoor trip allowed me to move in a full 3 days earlier than all the other freshmen, I was able to completely move in and set up my room without the stress or chaos of move-in day. Waking up on Friday morning and casually strolling into the hall in my pajamas, as stressed parents lugged heavy boxes and bins, chaotically scrambled in and out of rooms, and tramped up and down stairs, was one of the best feelings. I've told everyone I met at Furman...choosing to attend a Pre-orientation program is one of the best decisions I have ever made.”

SPOTLIGHT:

C O L L A B O R A T I V E  E F F O R T S:

◊ Working with Orientation to identify how the Paladin Outdoor Program will work with the new format
◊ Identify faculty and staff members willing to help welcome new Furman students to the community
◊ Continue to integrate POP with the New Students website

DIRECTION FOR THE FUTURE:

♦ Program will remain in the fall, right before fall orientation starts.
♦ If costs can be kept down, there is a possibility of adding another day to the programs
♦ Potential exists to try and have all groups do an activity in Greenville on the first day
♦ Going to try and add a 6th trip by doing at least 1 day at the U. S. National Whitewater Center in Charlotte

All quotes from Paladin Outdoor participants
RECREATIONAL SPORTS

The Recreational Sports program provides extracurricular athletic 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 Recreational Sports activity contributes to the physical, social, intellectual and cultural development of those we serve.

MISSION:
The Recreational Sports program provides extracurricular athletic 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 Recreational Sports activity contributes to the physical, social, intellectual and cultural development of those we serve.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of participating in recreational sports, students will be able to:
- engage in healthy activities outside the classroom through athletics (Healthy Behavior)
- positively Interact with other students on all teams (Meaningful Interpersonal Relationships)
- will feel good about themselves and the development of their athletic skills (Enhanced Self-Esteem)

KEY GOALS FOR 2011-2012:
- Participate in a complete program assessment from external consultants
- Determine ways to increase student participation in recreational and club sports

ASSESSMENT METHODOLOGY:
- Type: Satisfaction Assessment
- How: Electronic Survey and Focus Groups
- Who: 200 participants and non-participants of intramural sports
- When: January - March 2012
- Instrument: Locally Developed - Wufoo
- Participation: 140 responses form those that did not participate in the program.
  - 93 women and 47 men
  - 75 students from selected teams, including all fraternities and sororities (15 groups of 5)

Do you participate in the intramural program?

Reasons students did not participate in the intramural sports program were:

- Academics
- No interest
- Poor advertising
- Lack of skill/embarrassing
- Fitness center used for exercise

http://www2.furman.edu/studentlife/recsports/Pages/default.aspx
Other Results:

◊ Four sports have a co-red division. Will increase to seven sports for the 2012-2013 academic year.
◊ There will be a $20.00 registration fee per team to compete. If the team does not forfeit, the money will be returned to the team manager.
◊ In an effort to reduce the number of forfeits, if a team forfeits one (1) time, they will be removed from the schedule.
◊ The managers meetings will once again be mandatory and all guidelines and rules will be covered in the meeting. Failing to have a team representative at the meeting will result in the team being dropped from the league.
◊ The flag football rules will be changed to bear a closer resemblance to the NCAA rules.
◊ Dodgeball will be added as a sport, while Kick Ball and Cornhole will be dropped as sports.
◊ Frisbee Golf, Cross Country and Home Run Derby will be reinstated as 1-day events.
◊ Games will not be scheduled on Friday or Sunday. Intramural sports games will be played Monday – Thursday from 4:00 – 10:00. There will be a 3:00 game slot for some sports but this time will be reserved for teams if they need to reschedule a game.
◊ T-shirts will be given to the winner of each league for every sport (the number of payers it takes to field a team + 3 additional). The remaining team members (where applicable) will have the opportunity to purchase additional shirts at cost.
◊ The Recreational League is important. It helps produce Championship League players.
◊ T-shirts would be a great for each sports champion.
◊ Football needs to have rules that bring it more in line with real football.

Paladin Pride:

Played at Least One Sport This Year

667 Men

732 Women

Spotlight:

◊ Created a new online entry form that has a place where team managers can list dates their teams can play.

Other Assessment Projects:

◆ Interviews—follow-up interviews with students from the electronic survey as well as all intramural chairs from each recognized fraternity and sorority.
◆ Focus Group—Meet with 12 member Intramural Council

Collaborative Efforts:

◆ Work with the Housing Staff to help the RA’s and FRAD:s understand more about their role in signing up teams, and the responsibilities that go along with “managing” a team.

Direction for the Future:

◆ Monitor forfeits
◆ Monitor importance of co-rec sports
ROPES COURSE

Director of Shucker Leadership Institute
Kim Keefer – kim.keefer@furman.edu

MISSION:
Provide an experiential learning environment that promotes cooperation, trust, communication, and problem-solving for Furman University students, faculty and staff and external community groups.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of completing Furman’s Rope Course, participants will be able to:
♦ learn and practice techniques in problem solving, leadership, human relations, communication, conflict resolution and cooperation. *(Effective Communication and Leadership Development)*
♦ view themselves as increasingly capable and competent by attempting a graduated series of activities in a supportive group atmosphere. *(Enhanced Self-Esteem)*

KEY GOALS FOR 2011-2012:
♦ Research and develop a proposal to enhance low ropes program offerings
♦ Increase number of trained professional facilitator staff
♦ Design marketing plan
♦ Move corporate program coordination to Office of Corporate and Professional Development

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Cost Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>High Ropes Profit Margins Analysis</td>
</tr>
<tr>
<td>WHO:</td>
<td>Director of Shucker Leadership Institute</td>
</tr>
<tr>
<td>WHEN:</td>
<td>December 2011</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Internal Reports</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:
♦ From 2009 to 2012 the high ropes course was utilized by only 2 groups per year with 142 actual participants using the high ropes course over the course of the three years
♦ 78 of those people were in 2009 and neither of those two groups utilize the Furman ropes course any longer
♦ The additional income to the course per person for high ropes use was $24 per person for a total revenue of $3,408 since 2009. $1,872 of that came from 2009.
♦ Revenue generated from the high course in ’10 and ’11 was less than $1,000 each year.
♦ Based on low high ropes utilization and the higher costs associated with maintaining a high ropes course operation (equipment and higher level trained facilitators) the decision has been made to suspend high ropes course operations for the time being.
Each fall and spring the Furman business department utilizes the Furman ropes course with their business block class. The positive experience sets the stage for a better year with better team dynamics for their block project teams.

Collaborative Efforts:

- In the coming months, the ropes course operation will transition to the Campus Recreation Department under the direction of Dr. Owen McFadden.
- Ropes course vendors will visit the campus in July and August of 2012 to submit bids for updating and enhancing the low ropes course.
- Once a new course design has been decided upon, funding secured and construction completed, we will recruit a new group of facilitators to train from student, faculty and community populations.

Direction for the Future:

- Corporate group demand for extra support when utilizing ropes course team building services became a burden to the current ropes course operation.
- An agreement was made to channel all corporate requests for ropes course usage through the Center for Corporate and Professional Development.
- Arrangement will allow for a higher level of service to the corporate groups here on campus.
- CPD will pay Peak Performance Ropes Course a $15 per person usage fee for course use.
- This agreement was made in December. Since that time, no corporate groups have utilized the ropes course.

Spotlight:

- In the summer of 2012, a few of the Shucker Build team trainers used their skills on the ropes course to work directly with trained ropes facilitators. The result was a great opportunity to give trained students a chance to use their team building facilitation skills. The groups worked with some of Furman’s best students.

Other Assessment Projects:

- Corporate group demand for extra support when utilizing ropes course team building services became a burden to the current ropes course operation.
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- This agreement was made in December. Since that time, no corporate groups have utilized the ropes course.

Paladin Pride:

- Ropes Course pride lies solely in the quality of the facilitators and their talents and abilities to lead groups through meaningful team experiences.
- Multiple written and verbal accolades received from campus and community groups who experienced the course under the leadership of Courtney Opie (Furman alum) and Dr. Idella Glenn.

Other Results:

- Corporate group demand for extra support when utilizing ropes course team building services became a burden to the current ropes course operation.
- An agreement was made to channel all corporate requests for ropes course usage through the Center for Corporate and Professional Development.
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STUDENT ACTIVITIES

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.

MISSION:
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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 2011-2012:

- Raise the average attendance at the “Movies @ the UC!” program by 10%
- Increase the number of “UC Weekends!” programs by seeking new sources of program funding and conducting these programs on a more consistent schedule.
- Increase the number of student organizations registered within OrgSync to 100%.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW</td>
<td>Check-In</td>
</tr>
<tr>
<td>WHO</td>
<td>Student Body</td>
</tr>
<tr>
<td>WHEN</td>
<td>Fall 2010-Spring 2012</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

- Attendance increased by .14% (3 total people) from the previous year; while the Fall semester saw a 28% increase in attendance from 2010-11 to 2011-12, the spring semester saw a decrease of 36% from year to year. Movie selection plays highly into this system, as more popular summer movies are available in the fall, but more “artsy” and less blockbuster movies are available in the spring.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>1,193</td>
<td>895</td>
<td>2,088</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,522</td>
<td>569</td>
<td>2,091</td>
</tr>
</tbody>
</table>
The number of “UC Weekends!” programs did not increase this year; in fact, due to a lack of budget and the planning process for the renovation, only 3 UC Weekends events were held during 2011-12, which is a decrease from 7 in the previous year.

Current organizations registered in OrgSync is 183; while not all of these are SGA organizations (some are departments), the active SGA organizations are registered. The next step will be to create consistency across the organization pages and ensure complete information is included.

SGA surveyed sophomores, juniors, and seniors to identify their needs and level of satisfaction regarding residence halls, dining, campus recreation, and safety.

Over 2,000 students attended “Movies @ the UC!” during 2011-12, which is a significant number of the student body.

285 students attended “The Help.”

“Crazy Stupid Love” was the most attended movie of the year, with 292 students in attendance at two showings.

Only 4.5% of the students responding to the SGA survey do not use the athletic facilities.

“The progress that the “Movies at the UC” has made is obvious and has in my opinion played an integral role in our promotion.”

UC Second-Year Manager

“It’s awesome to be able to say you love the people you work with and actually have fun while working!”

UC First-Year Manager

“Thanks for the hard work guys, each of your efforts to make yourselves more available to the student body has been very successful in my opinion.”

Student Response to SGA Survey

### Other Assessment Projects:

**Type:** Satisfaction and Needs Assessment

**How:** Electronic Survey from SGA

**Who:** Sophomores, Juniors, and Seniors

**When:** September 2011

**Instrument:** Locally Developed—Survey Monkey

**Participation:** Response Rate (n=582)
- Sophomore class—33.2%
- Junior class—34.7%
- Senior class—32.1%

### Direction for the Future:

- Create a marketing plan for the movies program, including a new name.
- Reintroduce the Paladin Nites program, in a new form, conducted by the two new Assistant Directors.
- Create more consistency within OrgSync, and more effectively utilize the functionality of the program.
STUDENT CONDUCT BOARD

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.

MISSION:

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 2011-2012:

- 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.
- Develop a plan for assessing the training of Student Conduct Board members.
- Establish and maintain an effective and consistent advising style of the Student Conduct Board amongst all advisors.

ASSESSMENT METHODOLOGY:

- **TYPE:** Learning Outcomes
- **HOW:** Paper based Survey
- **WHO:** Student Conduct Board student Members
- **WHEN:** December, 2011
- **INSTRUMENT:** Locally Developed - Paper based
- **PARTICIPATION:** 100% response rate (n=14)

ASSESSMENT RESULTS:

Serving as a member of the Student Conduct Board increased knowledge and understanding of...

- Furman's student conduct process
- Application of the Student Conduct Code
- Furman's student conduct philosophy
- Power of peer influence in the student conduct process

<table>
<thead>
<tr>
<th>88%</th>
<th>90%</th>
<th>92%</th>
<th>94%</th>
<th>96%</th>
<th>98%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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.

**COLLABORATIVE EFFORTS:**

- Provide more extensive training for all Student Conduct Board members on the areas of questioning and sanctioning during the hearing process.
- Continue to evaluate the learning and development achieved by Student Conduct Board student members and refine the evaluation tool to better examine the impact that participation on the board has on them.

**OTHER RESULTS:**

- Student Conduct Board student members unanimously reported that serving on the board prepared them to be a leader in the Furman community while gaining confidence in their leadership abilities.
- Student Conduct Board student members unanimously reported that serving on the board provided them with practice in making ethical, objective decisions.

**SPOTLIGHT:**

- “My time on the Student Conduct Board has made me reflect back on my decisions of responsibility while hearing a case and self-evaluate why I made that decision and if I still thought was the right decision after.” - Student Conduct Board member
- “For me, seeing the consequences of choices that, as a college student, I am presented with frequently, helps remind me of why I make the choices I do and why I have the beliefs I do.” - Student Conduct Board member
- “One of the most important things I have been given as a part of this board is the self-reflection on my own actions and behaviors. Also, this board has given me an opportunity to learn more about working in teams where different values are present and then communicating effectively to come to a decision.” - Student Conduct Board member

**DIRECTION FOR THE FUTURE:**

- 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.

**PALADIN PRIDE:**

- Student Conduct Board members heard 81 cases involving 285 students.
STUDENT HEALTH SERVICES

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

DIVISION OF STUDENT LIFE 2011-2012

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.

MISSION:

As a result of visiting student health services, students will be provided with:

- concise personalized information and education regarding their condition. (Intellectual Growth)
- hard copy handouts regarding condition treatment and self-care. (Healthy Behavior)

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

- 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)

KEY GOALS FOR 2011-2012:

ASSESSMENT METHODOLOGY:

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

ASSESSMENT RESULTS:

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?

11.4% Increase in Students Treated

ASSESSMENT METHODOLOGY:

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

ASSESSMENT RESULTS:

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<tr>
<th>Month</th>
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<th>Spring totals</th>
<th>Fall totals</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>566</td>
<td>144</td>
<td>422</td>
</tr>
<tr>
<td>March</td>
<td>135</td>
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<td>2321</td>
</tr>
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<td>April</td>
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<td>May</td>
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</tr>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>August</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>September</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>October</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>November</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Students Treated - Increase /decrease
- Treated September - March 2012
- Treated September - March 2011

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

- Treatments by Class and Sex
  - Freshman: 2745
  - Sophomore: 1820
  - Junior: 1200
  - Senior: 898
  - Total: 6,063

- 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 to 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.
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:**

As a result of living in The Vinings, students will:

- have the opportunity to live in and have an appreciation of a diverse community  *(Appreciating Diversity)*
- be prepared to live on their own after college.  *(Independence)*

**KEY GOALS FOR 2011-2012:**

- Maintain an occupancy of 94%
- Increase resident retention
- Maintain closing percentages at 30%
- Improve property’s curb appeal

**ASSESSMENT METHODOLOGY:**

**TYPE:** Satisfaction Assessment

**HOW:** Electronic Survey

**WHO:** Student Residents

**WHEN:** March 2012

**INSTRUMENT:** Locally-Developed, Wufoo

**PARTICIPATION:** 13% Response Rate  *(n = 16)*

**ASSESSMENT RESULTS:**

The experience of living in a community with non-students prepared me for life after college:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Strongly Disagree</td>
<td>4-Strongly Disagree</td>
</tr>
<tr>
<td>3-Disagree</td>
<td>3-Disagree</td>
</tr>
<tr>
<td>2-Agree</td>
<td>2-Agree</td>
</tr>
<tr>
<td>1-Strongly Agree</td>
<td>1-Strongly Agree</td>
</tr>
</tbody>
</table>

I have enjoyed my living experience at The Vinings:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Agree</td>
<td>2-Agree</td>
</tr>
<tr>
<td>1-Strongly Agree</td>
<td>1-Strongly Agree</td>
</tr>
</tbody>
</table>

---

Vinings Manager, Housing and Residence Life  
Carson Ruffrage – Carson.ruffrage@furman.edu  
The Vinings: 864-246-4028  
http://www2.furman.edu/studentlife/housing/Types/Pages/Vinings.aspx
Work more with on campus groups (OLLI) to integrate the non Furman students into the Furman culture.

Provide more programming geared towards both the students and residents to form community.

Work with Assignments Coordinator to make the transition of Furman students to The Vinings run more smoothly.

Involve residents into the Furman community by allowing them more access into Furman facilities (gym, library, music events).

As Furman decides the best way to use The Vinings, a small group of upperclassmen will still have the opportunity to move into a more traditional housing structure before graduating.

Improve programming for students to try to make them more apart of The Vinings community.

As seen in the graph above, many students do not believe they are living in a very diverse community. They are surrounded by many different types of renters, so trying to increase interaction among the different populations is important for the future.

Improve the above question about diversity to get more accurate data.

OTHER ASSESSMENT PROJECTS:

TYPE: Cost-Effectiveness
HOW: Document Review
WHEN: March 2012

OTHER RESULTS:

I feel living at The Vinings helped me better understand people different than myself:

<table>
<thead>
<tr>
<th>2-Agree</th>
<th>3-Degree</th>
<th>4-Strongly Disagree</th>
<th>I prefer not to respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Male</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PALADIN PRIDE:

◊ Increased the occupancy of The Vinings while still maintaining student assignments.

◊ Maintaining high occupancy through the summer and winter months despite poor economic conditions.

◊ Reaching and exceeding budgeted net operating income.

◊ All the students responding enjoyed living at The Vinings.

SPOTLIGHT:

◊ “Lots of space, great staff, and loved the pool!”

◊ The Vinings made me feel “like I was leading a more grown-up life and learning something about paying bills.”

◊ “I really liked the communication with non-Furman residents—it made me feel more like I was in college versus a boarding school type of environment. The Vinings have been a nice break from the "Furman bubble" even though they are not very far from it... I have not felt left out of the Furman community either and I LOVE the amenities—washer/dryer, ice machine, disposal, carwash...definitely a luxury!”

COLLABORATIVE EFFORTS:

◊ Work more with on campus groups (OLLI) to integrate the non Furman students into the Furman culture.

◊ Provide more programming geared towards both the students and residents to form community.

◊ Work with Assignments Coordinator to make the transition of Furman students to The Vinings run more smoothly.

◊ Involve residents into the Furman community by allowing them more access into Furman facilities (gym, library, music events).
TRONE STUDENT CENTER

Director of the Trone Student Center

J. Scott Derrick – Scott.derrick@furman.edu

http://www2.furman.edu/studentlife/campuslife/TroneStudentCenter/Pages/default.aspx

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 being a student worker at the Trone Student Center, students will:

- develop effective customer service skills, including but not limited to: a successful attitude, anticipating customers’ needs, phone etiquette, and conflict resolution/diffusion skills. (Effective Communication)
- demonstrate an ability to effectively make and learn from decisions based on pertinent and available information. (Independence)
- develop leadership skills as a result of working closely with professional staff members and colleagues. (Leadership Development)

KEY GOALS FOR 2011-2012:

- Increase average number of users of the Gauntlet
- Hire a full-time Assistant Director of the Trone Student Center
- Integrate social media into the Trone Student Center marketing efforts
- Create a comprehensive marketing plan for the Trone Student Center renovation project

ASSESSMENT METHODOLOGY:

| TYPE:         | Student Learning Outcomes |
|              | HOW: Document Review      |
|              | WHO: University Center Student Managers |
|              | WHEN: 1st: December 2011
|              | 2nd: April 2012           |
|              | INSTRUMENT: Locally Developed Semester Summaries |
|              | PARTICIPATION: December: 100% Response Rate (n=6); April: 33% Response Rate (n=6) |

ASSESSMENT RESULTS:

- Increase of comfort in their job responsibilities as a direct response to more intentional support from staff. They appreciated the staff’s patience in training them, as well as calm demeanor in every situation.
- Second-year Managers felt much more at ease in their roles after having been through a full year, and they felt as though they exhibited much greater customer service skills in working with our clientele.
- First-year Managers felt that the second-year Managers provided strong leadership and guidance to them, allowing them to develop confidence and independence.
- All of the Managers were comfortable in making decisions by the end of the first semester, though some more than others, but the two that actually responded in April stated that they were extremely comfortable in this area, having that second semester under their belt.
- There was also general positive feeling toward the new staff structure in which each staff position was also trained in the other functional areas, leading to increased job knowledge and more ability to assist each other in the various tasks required of them.

Director of the Trone Student Center

J. Scott Derrick – Scott.derrick@furman.edu

Trone Student Center 864-294-2267

http://www2.furman.edu/studentlife/campuslife/TroneStudentCenter/Pages/default.aspx
University Staff intentionally collaborated with campus constituents to gain input on the renovation. Meetings were held with staff, students, and alumni to ensure the renovations would meet the changing needs of a growing campus.

- **Collaborative Efforts:**
  - University Staff intentionally collaborated with campus constituents to gain input on the renovation. Meetings were held with staff, students, and alumni to ensure the renovations would meet the changing needs of a growing campus.

- **Other Assessment Projects:**
  - **Type:** Participation
  - **How:** Document Review
  - **Who:** “Friends” of the University Center
  - **When:** August 2011-June 2012
  - **Instrument:** Facebook Fan Page
  - **Participation:** 299 “Likes”

- **Direction for the Future:**
  - Develop more extensive training for new managers in response to document review
  - Integrate social media into marketing efforts
  - Conduct people-counting initiatives to garner more accurate numbers of building users.
  - Create and implement new posting and digital signage policies for the Trone Student Center.
  - Develop a more sophisticated reservation intake system for the Trone Student Center facilities.
  - Develop the construction and renovation plan for Phase II of the Trone Student Center, scheduled to take place during Summer 2013.

- **Other Results:**
  - Instituted the video and photo upload project when construction began, uploading at least weekly. On a more informal basis, conducted hard-hat tours as needed. As the school year approaches, we will also include on-campus signage to direct people appropriately to new traffic patterns and continue to conduct hard-hat tours.

- **Spotlight:**
  - “I have enjoyed this job a lot. It has been my favorite job... to this point in my life.”
  - Second-Year University Center Manager
  - “I had a lot more confidence on the job when making decisions and doing setups after having the first semester where I still felt like I was learning on the job.”
  - First-Year University Center Manager
  - “This [first] semester was the smoothest one so far, in my opinion.”
  - Second-Year University Center Manager

- **Other Assessment Projects:**
  - **Who:** “Friends” of the University Center
  - **When:** August 2011-June 2012
  - **Instrument:** Facebook Fan Page
  - **Participation:** 299 “Likes”

- **Paladin Pride:**
  - The renovation and expansion of the University Center, and its subsequent morphing into the Trone Student Center, moved successfully from the planning to the implementation stage, with an on-time move-in to the renovated spaces scheduled for the first week of August, 2012.

- **Approximately 70 candidates officially applied for the Assistant Director position.”**

- **Other Assessment Projects:**
  - **Who:** “Friends” of the University Center
  - **When:** August 2011-June 2012
  - **Instrument:** Facebook Fan Page
  - **Participation:** 299 “Likes”

- **Direction for the Future:**
  - University Staff intentionally collaborated with campus constituents to gain input on the renovation. Meetings were held with staff, students, and alumni to ensure the renovations would meet the changing needs of a growing campus.

- **Other Assessment Projects:**
  - **Who:** “Friends” of the University Center
  - **When:** August 2011-June 2012
  - **Instrument:** Facebook Fan Page
  - **Participation:** 299 “Likes”
VOLUNTEER PROGRAMS

Coordinator for Volunteer Services
Nancy Cooper – nancy.cooper@furman.edu

 Because Furman Matters.

DIVISION OF STUDENT LIFE 2011-2012

MISSION:
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, students will:

♦ understand social, cultural, and environmental issues impacting community and willingness to engage with the community to effect positive change (Intellectual Growth and Effective Communication)
♦ possess an understanding and acceptance of self and others in order to empower others to act. (Realistic Self-Appraisal)
♦ Have the skills necessary for a lifetime of community leadership and responsible citizenry (Satisfying and Productive Life-styles)

KEY GOALS FOR 2011-2012:
♦ Maintain relationships with current community partners and agencies to complete mutually beneficial service projects
♦ Provide venues for students to learn, reflect, and critically examine the issues that affect the lives of the people in the community

ASSESSMENT METHODOLOGY:

TYPE: Participation and Satisfaction
HOW: Electronic Survey
WHO: Student Volunteers
WHEN: February 2012
INSTRUMENT : Locally Developed, Survey Monkey
PARTICIPATION: 46% Response Rate (n=69)

ASSESSMENT RESULTS:

Would you consider volunteering again with individuals with special needs?

100%!!!

Yes
No
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.

HSC assisted Dr. Underwood’s class in providing a community service project for his students.

Type: Learning/Development Outcomes
How: Focus Groups
Who: Student Volunteers
When: March 2012
Instrument: Locally Developed, Focus Group Questions
Participation: 100% Response Rate (n = 9)

Direction for the Future:
- Continue the new “restructured” program of one coordinator per agency for HSC Leadership.
- Plan to meet with Department Chairs to engage faculty to all of the service opportunities in the Greenville area.
- Initiate full participation in the OrgSync program.
HOUSING AND RESIDENCE LIFE

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.

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.

KEY GOALS FOR 2011-2012:

- Enhance student staff members’ multicultural competencies.
- Enhance the Housing and Residence Life mission.

ASSESSMENT METHODOLOGY:

TYPE: Quantitative Survey
HOW: Online Survey
WHO: Resident Students
WHEN: January - March
INSTRUMENT: EBI Resident Student Survey
PARTICIPATION: 40% Response Rate (n = 958)

ASSESSMENT RESULTS:

Furman University residents are satisfied with the student staff member on their floor regarding respecting ethnic diversity.
The Residence Life professional staff worked closely with the Director of Multicultural Programs to prepare and conduct ongoing focus groups and training sessions for Residence Life staff. As the focus groups and training sessions progressed, participants became more participatory and articulated with greater personal sentiment the value of diversity and the role multiculturalism plays in the residential experience.

**Collaborative Efforts:**

Given the success of the multicultural initiative, together with our institutional direction, this enhancing staff’s multicultural competencies must continue.

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’ personal interactions with one another, if improved, will have the most impact on students’ overall experience living on-campus.

**Direction for the Future:**

- Given the success of the multicultural initiative, together with our institutional direction, this enhancing staff’s multicultural competencies must continue.
- 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’ personal interactions with one another, if improved, will have the most impact on students’ overall experience living on-campus.
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.

MISSION:

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)

STUDENT LEARNING & DEVELOPMENT OUTCOMES:

* Develop Strengths Quest Workshop
* Complete 2nd level of Strengths Quest Training
* Try pilot Strengths Quest with the Business Block
* Implement Phase Two of SLI restructuring
* Expanded lead team (select juniors and seniors)
* Expand Train the Trainer program options
* Market Shucker Team Trainer Services (freshman seminars, May X, Athletics and Greek life)
* Implement new Shucker Fellow portfolio system (w/ learning outcomes)

KEY GOALS FOR 2011-2012:

- Differences Between Positional Leaders
- Both groups have a clear understanding of a good leader
- Both groups are conscious of service leadership and how important it is on the Furman University campus
- Both groups have a clear understanding of teamwork

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Learning/Development Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Focus Groups</td>
</tr>
<tr>
<td>WHO:</td>
<td>Leaders with and without SLI train-</td>
</tr>
<tr>
<td>WHEN:</td>
<td>January 2012 - April 2012</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Locally Developed Questions</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>3 Focus Groups (n = 15)</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

Students who have had intentional Leadership Development through Shucker Leadership Institute:

- Are able to understand leadership styles and vocabulary
- Are able to feel balance and have a positive outlook of their leadership experiences
- Are able to see themselves as well balanced leaders that can connect their experiences and experience growth and positive personal development
- Are able to understand the importance of developing depth in a program

Similarities Between Positional Leaders

- Both groups have a clear understanding of a good leader
- Both groups are conscious of service leadership and how important it is on the Furman University campus
- Both groups have a clear understanding of teamwork

Students who have not had intentional Leadership Development through the Shucker Leadership Institute:

- Have a hard time identifying leadership styles by title
- Have a negative view of their experiences, more likely to connect the negative aspects of their roles with weakness.
- Do not have feelings of strong fulfillment from their extracurricular involvement
- Are able to understand the importance of balance but are not able to reach the balance

Director of Shucker Leadership Institute

Kim Keefer – kim.keefer@furman.edu

http://www2.furman.edu/studentlife/leadership/Pages/default.aspx

Trone Student Center 864-294-3091
How Involved are Shucker Fellows on Campus?

Long Term Impact of SLI
Reactions of Students

◊ 96% agree SLI helped them identify their strengths
◊ 93% agree SLI supported their personal growth and development
◊ 90% agree SLI encouraged them to practice engaged citizenship
◊ 75% agree SLI helped them develop confidence in their leadership abilities
◊ 63% agree SLI helped them expand their personal network and establish meaningful connections with community leaders, alumni, etc.

Type: Learning/Development Outcomes
How: Electronic Survey
Who: 4 Year Participants in SLI training
When: Month Year
Instrument: Locally Developed Instrument - Google
Participation: 35% Response Rate (n = 33)

Other Assessment Projects:

Omelette PRIDE:
◊ Brandon Tensley is a member of the Furman Circle of ΩΔΚ and was selected to represent Furman in the ΩΔΚ National Leader of the Year Contest.
◊ Manuela Munoz Alvarez ‘12 and Jon Baddley ‘13 Both Fellows in the Shucker Leadership Institute were selected to serve on the President’s Strategic Planning Committee.
◊ Senior Shucker Fellows Manuela Munoz Alvarez and Emily Bridges were also top award recipients at the 2012 Furman Student Leadership Awards Banquet.
◊ Manuela Munoz Alvarez was also selected by the Furman Development Office as the recipient of two of their major scholarship awards: Schaefer Kendrick Scholarship and the Furman Service Award Scholarship.

Spotlight:
◊ The Furman Circle of Omicron Delta Kappa was selected by ΩΔΚ National to receive a $500 Clay Grant. The Circle used the grant money to build and establish an organic garden for the Just Kids after school program. Faculty, staff, student and alumni ΩΔΚ members from the Furman Circle worked to construct the garden beds, fill the beds and plant the vegetables. A local non-profit called Gardening for Good coordinated by an ΩΔΚ alum is providing further guidance to Just Kids on how to maintain their garden.

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.

Collaborative Efforts:
◊ ΩΔΚ worked with the Heller Service Corps to support a local children’s after school program in a low income neighborhood. ΩΔΚ was able to provide a live tree with ornaments at Christmas and build and plant an organic garden to serve the neighborhood community. In addition, SLI supported Fall Fest with a group of New Shucker Fellows serving as volunteers. SLI continues to be a pipeline funneling Shucker Fellows into Heller Leadership.
◊ Director of SLI facilitated the Strengths Quest program for the Student Life staff, The Business Block, Team Sports Captains, and Orientation staff.

Direction for the Future:
◊ The office of Leadership Programs has been re-named the Shucker Center for Leadership Development. 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.
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:**

- Campus community will develop increased diversity awareness, knowledge, and skills (Appreciating Diversity)
- Students will develop and maintain satisfying interpersonal relationships (Meaningful Interpersonal Relationships)

**KEY GOALS FOR 2011-2012:**

- Locate funding source and submit grant proposal for Legacies Peer Mentor Program and National Coalition Building Institute (NCBI) campus affiliate.
- In collaboration with the Diversity Committee, develop a campus diversity plan.
- Investigate and assess models/strategies for providing diversity and inclusion learning experiences for all students.

**ASSESSMENT METHODOLOGY:**

**ASSESSMENT RESULTS:**

| TYPE: Measuring Participation and Satisfaction Assessment |
| HOW: Electronic Survey |
| WHO: All black, Asian, and Hispanic freshmen |
| WHEN: September 2011 |
| INSTRUMENT: Locally Developed, Survey Monkey |
| PARTICIPATION: 17.3% Response Rate (n = 121) |

Is the Multicultural Student Orientation Reception an important part of the orientation program?

![Responses graph]

Should the Office of Multicultural Affairs continue to host the Multicultural Student Orientation Reception?

![Responses graph]
Collaborative Efforts:
- We paired mentors with multicultural faculty and staff. The initial luncheon was well attended; however, contact throughout the term was not consistent.

Other Results:

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should the LEGACIES Peer Mentoring Program be offered for 2012?</td>
<td>100.00%</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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Personal Growth and Development Areas:

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<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Openness to new experiences</td>
<td>90.91%</td>
<td>10</td>
</tr>
<tr>
<td>Understanding and appreciation of people of diverse backgrounds</td>
<td>81.82%</td>
<td>9</td>
</tr>
<tr>
<td>Self-Esteem (sense of personal worth or competence)</td>
<td>45.45%</td>
<td>5</td>
</tr>
<tr>
<td>Self-understanding (insight into myself)</td>
<td>45.45%</td>
<td>5</td>
</tr>
<tr>
<td>Skill in caring for others</td>
<td>36.36%</td>
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</tr>
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<td>Sense of usefulness</td>
<td>27.27%</td>
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<td>Personal power (belief that I can make a difference)</td>
<td>27.27%</td>
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</tr>
<tr>
<td>Total Entries</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Other Assessment Projects:

- **Type:** Satisfaction and Learning Outcomes
- **How:** Electronic Survey/Interviews
- **Who:** Peer Mentors
- **When:** December 2011
- **Instrument:** Locally Developed—Wufoo
- **Participation:** Wufoo—70.5% Response Rate (n=17)
  Interviews—64.7% Response Rate (n=17)

- **Type:** Satisfaction and Learning Outcomes
- **How:** Electronic Survey/Interviews
- **Who:** Peer Mentees
- **When:** December 2011
- **Instrument:** Locally Developed—Wufoo
- **Participation:** Wufoo—26.1% Response Rate (n=42)

Paladin Pride:

- “The most beneficial part of the orientation for me was the opportunity presented before us to get to introduce ourselves to our fellow classmates along with the mentors and multicultural faculty.”
- “My mentor was really good at giving me advice for any situation that I was dealing with. The advice that she gave me was very helpful.”

Spotlight:

- “My mentor was very friendly and downright awesome! She was always there when I needed her and always offered any help that I needed.”
- “It was a great experience which gave me the opportunity to seek out help and support to incoming students. It was a different experience and I enjoyed it.”

Direction for the Future:

- Continue Orientation Welcome event.
- Mentor Program - Investigate recommendations to make the play point form electronic.
- Mentor Program - Budget for and plan additional large group activities.
The New Student Orientation program is designed to set the stage for first-year student success through a dual format that includes a summer orientation component, which primarily focuses on academic preparation, course selection, and family orientation, and a fall orientation component, which centers on programs and skill-building which will increase the student’s ability to perform successfully in a university-level environment.

**MISSION:**

As a result of attending Furman’s New Student Orientation, students will be able to:

- establish mutually rewarding relationships with friends and colleagues *(Meaningful Interpersonal Relationships)*
- learn about the rigors of Furman's academic life *(Intellectual Growth)*
- participate in fun social events that welcome them to life at college *(Satisfying and Productive Lifestyles)*

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

- Continue to update the Orientation schedule as well as the Orientation process - Orientation schedule is moving forward, all date functions have been officially evolved into more developmental activities, and more “University 101”-style workshops are being added for this year. Will continue this goal for next year as we also seek to initiate summer orientation.
- Put Orientation communication online as much as possible, minimizing snail mail correspondences.
  - New Student Record and t-shirt solicitation is now fully online.
  - Very few pieces mailed now in Student Life mailing in July, though there is still a desire to keep the brochure in printed form for the time being (as well as electronic).
  - Relationship between Newatfu and the Orientation website/process has been better integrated and put on the front page of the Furman website.
  - Working with Health Services to attempt to better encourage students electronically to submit immunization records.

**KEY GOALS FOR 2011-2012:**

**ASSESSMENT METHODOLOGY:**

**ASSESSMENT RESULTS:**

**TYPE:** Satisfaction and Learning Out-

**HOW:** Electronic Survey

**WHO:** First-year Students

**WHEN:** August 2011

**INSTRUMENT:** Locally Developed - Survey Monkey

**PARTICIPATION:** 77.4% Response Rate  \( n = 168 \)
**The New Student Orientation program is designed to bring together all parts of Furman’s campus. Offices include, technology, academic advising, athletics, and all areas of campus and student life.**

---

**COLLABORATIVE EFFORTS:**

- Implement the Summer Orientation Component of New Student Orientation.
- Change the methodology by which students are selected to be a member of the Student Orientation Staff, to include selection for both the Summer and Fall staffs.
- Add a component to Fall Orientation to include a general social event in downtown Greenville, as well as “Side Trips” which introduce the new students to the Greater Greenville community in which they will live for the next four years.
- Merge the “Newatfu” website content with the current Orientation website on the Student Life site to create a comprehensive “New Student Orientation” website as a one-stop location for all things related to Orientation.

---

**SPOTLIGHT:**

- “I can't think of a thing you could do differently to improve what you are already doing. Keep up the great work!!” - Furman Parent
- “I don't usually provide such high ratings on surveys but the FU orientation was really excellent, and set Furman above the other institutions we've heard about from friends whose children are also starting college this year. Thank you!” - Furman Parent
- “I loved it.” - First Year Furman Student

---

**OTHER ASSESSMENT PROJECTS:**

- **Parent Survey**
  - 86.1% Response Rate
  - (n = 366)

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**DIRECTION FOR THE FUTURE:**

- The New Student Orientation program is designed to bring together all parts of Furman’s campus. Offices include, technology, academic advising, athletics, and all areas of campus and student life.
- Working with Student Health Services to help ensure immunization records are on file before allowing new students to move into the residence halls.
Under Furman’s Student Life – Recreational Sports, the Paladin Outdoor Program (POP) is specifically designed for new students to introduce them to future classmates, to prepare them for life at Furman, and to have a blast in the great outdoors! Greenville’s climate is such that there are outdoor opportunities almost year-round, and Furman’s proximity to some of the most breathtaking landscapes in America make this program a must for any incoming student who is interested in

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

As a result of attending Furman’s Paladin Outdoor Program, students will be able to:

- have the opportunity to meet future classmates, faculty, and staff members (*Meaningful Interpersonal Relationships*)
- learn about the areas surrounding Furman’s campus while being active (*Healthy Behavior*)

**KEY GOALS FOR 2011-2012:**

- Identify if students would prefer having this trip in the summer or fall orientation with the change in orientation format
- Have students feel more comfortable meeting new people after having participated in POP
- Identify if the program should be extended by a day or not

**ASSESSMENT METHODOLOGY:**

**TYPE:** Satisfaction  
**HOW:** Electronic Survey  
**WHO:** First-year Students  
**WHEN:** August 2011  
**INSTRUMENT:** Locally Developed - Wufoo  
**PARTICIPATION:** 65% Response Rate (n = 52)
OTHER RESULTS:

Should the trip be extended by one day?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76.22%</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>23.08%</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

How did you learn of the Pre-Orientation Program?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>New at FU Email Blast</td>
<td>59.62%</td>
<td>31</td>
</tr>
<tr>
<td>Other</td>
<td>15.38%</td>
<td>8</td>
</tr>
<tr>
<td>Through a current/past Furman student, faculty, or staff</td>
<td>13.46%</td>
<td>7</td>
</tr>
<tr>
<td>During Admissions Visit</td>
<td>7.69%</td>
<td>4</td>
</tr>
<tr>
<td>Recreational Sports Website</td>
<td>3.05%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

PALADIN PRIDE:

◊ Trying I loved learning about the different restaurants and seeing what Greenville had to offer.
◊ “Once we reached the summit, we camped...and it was such an amazing experience.”
◊ “It was great having upper-class students on the trip to tell us the inside scoop.”
◊ “Moving in early without the crowd of the regular move-in day was nice.”
◊ “It was nice to get to know my way around campus without the stress of having all of the freshmen here at one time.”

SPOTLIGHT:

◊ “Since going on the outdoor trip allowed me to move in a full 3 days earlier than all the other freshmen, I was able to completely move in and set up my room without the stress or chaos of move-in day. Waking up on Friday morning and casually strolling into the hall in my pajamas, as stressed parents lugged heavy boxes and bins, chaotically scrambled in and out of rooms, and tramped up and down stairs, was one of the best feelings. I’ve told everyone I met at Furman...choosing to attend a Pre-orientation program is one of the best decisions I have ever made.”

All quotes from Paladin Outdoor participants

COLLABORATIVE EFFORTS:

◊ Working with Orientation to identify how the Paladin Outdoor Program will work with the new format
◊ Identify faculty and staff members willing to help welcome new Furman students to the community
◊ Continue to integrate POP with the New Students website

DIRECTION FOR THE FUTURE:

♦ Program will remain in the fall, right before fall orientation starts.
♦ If costs can be kept down, there is a possibility of adding another day to the programs
♦ Potential exists to try and have all groups do an activity in Greenville on the first day
♦ Going to try and add a 6th trip by doing at least 1 day at the U. S. National Whitewater Center in Charlotte
RECREATIONAL SPORTS

Director of Campus Recreation
Owen McFadden – owen.mcfadden@furman.edu

Because Furman Matters.

RECREATIONAL SPORTS

MISSION:
The Recreational Sports program provides extracurricular athletic 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 Recreational Sports activity contributes to the physical, social, intellectual and cultural development of those we serve.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of participating in recreational sports, students will be able to:
♦ engage in healthy activities outside the classroom through athletics (Healthy Behavior)
♦ positively Interact with other students on all teams (Meaningful Interpersonal Relationships)
♦ will feel good about themselves and the development of their athletic skills (Enhanced Self-Esteem)

KEY GOALS FOR 2011-2012:
♦ Participate in a complete program assessment from external consultants
♦ Determine ways to increase student participation in recreational and club sports

ASSESSMENT METHODOLOGY:

| TYPE: | Satisfaction Assessment |
| HOW: | Electronic Survey and Focus Groups |
| WHO: | 200 participants and non-participants of intramural sports |
| WHEN: | January - March 2012 |
| INSTRUMENT: | Locally Developed - Wufoo |
| PARTICIPATION: | 140 responses form those that did not participate in the program. |
| ♦ 93 women and 47 men |
| ♦ 75 students from selected teams, including all fraternities and sororities (15 groups of 5) |

ASSESSMENT RESULTS:

Reasons students did not participate in the intramural sports program were:

- Academics
- No interest
- Poor advertising
- Lack of skill/embarrassing
- Fitness center used for exercise

Do you participate in the intramural program?

- Do Not Participate in Intramural Program
- Participate in the Intramural Program
**Work with the Housing Staff to help the RA’s and FRADs understand more about their role in signing up teams, and the responsibilities that go along with “managing” a team.**

**QUALITATIVE ASSESSMENT: COLLABORATIVE EFFORTS:**
- Monitor forfeits
- Monitor importance of co-rec sports

**OTHER ASSESSMENT PROJECTS:**
- Interviews—follow-up interviews with students from the electronic survey as well as all intramural chairs from each recognized fraternity and sorority.
- Focus Group—Meet with 12 member Intramural Council

**OTHER RESULTS:**
- Four sports have a co-red division. Will increase to seven sports for the 2012-2013 academic year.
- There will be a $20.00 registration fee per team to compete. If the team does not forfeit, the money will be returned to the team manager.
- In an effort to reduce the number of forfeits, if a team forfeits one (1) time, they will be removed from the schedule.
- The managers meetings will once again be mandatory and all guidelines and rules will be covered in the meeting. Failing to have a team representative at the meeting will result in the team being dropped from the league.
- The flag football rules will be changed to bear a closer resemblance to the NCAA rules.
- Dodgeball will be added as a sport, while Kick Ball and Cornhole will be dropped as sports.
- Frisbee Golf, Cross Country and Home Run Derby will be reinstated as 1-day events.
- Games will not be scheduled on Friday or Sunday. Intramural sports games will be played Monday – Thursday from 4:00 – 10:00. There will be a 3:00 game slot for some sports but this time will be reserved for teams if they need to reschedule a game.
- T-shirts will be given to the winner of each league for every sport (the number of payers it takes to field a team + 3 additional). The remaining team members (where applicable) will have the opportunity to purchase additional shirts at cost.
- The Recreational League is important. It helps produce Championship League players.
- T-shirts would be a great for each sports champion.
- Football needs to have rules that bring it more in line with real football.

**PLAYED AT LEAST ONE SPORT THIS YEAR**

- **MEN:** 667
- **WOMEN:** 732

**SPOTLIGHT:**
- Created a new online entry form that has a place where team managers can list dates their teams can play.
ROPES COURSE

Director of Shucker Leadership Institute
Kim Keefer – kim.keefer@furman.edu

MISSION:
Provide an experiential learning environment that promotes cooperation, trust, communication, and problem-solving for Furman University students, faculty and staff and external community groups.

STUDENT LEARNING & DEVELOPMENT OUTCOMES:
As a result of completing Furman’s Rope Course, participants will be able to:
♦ learn and practice techniques in problem solving, leadership, human relations, communication, conflict resolution and cooperation. (Effective Communication and Leadership Development)
♦ view themselves as increasingly capable and competent by attempting a graduated series of activities in a supportive group atmosphere. (Enhanced Self-Esteem)

KEY GOALS FOR 2011-2012:
♦ Research and develop a proposal to enhance low ropes program offerings
♦ Increase number of trained professional facilitator staff
♦ Design marketing plan
♦ Move corporate program coordination to Office of Corporate and Professional Development

ASSESSMENT METHODOLOGY:
TYPE: Cost Effectiveness
HOW: High Ropes Profit Margins Analysis
WHO: Director of Shucker Leadership Institute
WHEN: December 2011
INSTRUMENT: Internal Reports
PARTICIPATION: N/A

ASSESSMENT RESULTS:
◊ From 2009 to 2012 the high ropes course was utilized by only 2 groups per year with 142 actual participants using the high ropes course over the course of the three years
◊ 78 of those people were in 2009 and neither of those two groups utilize the Furman ropes course any longer
◊ The additional income to the course per person for high ropes use was $24 per person for a total revenue of $3,408 since 2009. $1,872 of that came from 2009.
◊ Revenue generated from the high course in ’10 and ’11 was less than $1,000 each year.
◊ Based on low high ropes utilization and the higher costs associated with maintaining a high ropes course operation (equipment and higher level trained facilitators) the decision has been made to suspend high ropes course operations for the time being.
Each fall and spring the Furman business department utilizes the Furman ropes course with their business block class. The positive experience sets the stage for a better year with better team dynamics for their block project teams.

COLLABORATIVE EFFORTS:

- In the coming months, the ropes course operation will transition to the Campus Recreation Department under the direction of Dr. Owen McFadden.
- Ropes course vendors will visit the campus in July and August of 2012 to submit bids for updating and enhancing the low ropes course.
- Once a new course design has been decided upon, funding secured and construction completed, we will recruit a new group of facilitators to train from student, faculty and community populations.

OTHER RESULTS:

- Corporate group demand for extra support when utilizing ropes course team building services became a burden to the current ropes course operation.
- An agreement was made to channel all corporate requests for ropes course usage through the Center for Corporate and Professional Development.
- Arrangement will allow for a higher level of service to the corporate groups here on campus.
- CPD will pay Peak Performance Ropes Course a $15 per person usage fee for course use.
- This agreement was made in December. Since that time, no corporate groups have utilized the ropes course.

OTHER ASSESSMENT PROJECTS:

- Corporate group demand for extra support when utilizing ropes course team building services became a burden to the current ropes course operation.
- An agreement was made to channel all corporate requests for ropes course usage through the Center for Corporate and Professional Development.
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- This agreement was made in December. Since that time, no corporate groups have utilized the ropes course.

PALADIN PRIDE:

- Ropes Course pride lies solely in the quality of the facilitators and their talents and abilities to lead groups through meaningful team experiences.
- Multiple written and verbal accolades received from campus and community groups who experienced the course under the leadership of Courtney Opie (Furman alum) and Dr. Idella Glenn.

SPOTLIGHT:

- In the summer of 2012, a few of the Shucker Build team trainers used their skills on the ropes course to work directly with trained ropes facilitators. The result was a great opportunity to give trained students a chance to use their team building facilitation skills. The groups worked with some of Furman’s best students.

COLLABORATIVE EFFORTS:

- Each fall and spring the Furman business department utilizes the Furman ropes course with their business block class. The positive experience sets the stage for a better year with better team dynamics for their block project teams.

DIRECTION FOR THE FUTURE:

- In the coming months, the ropes course operation will transition to the Campus Recreation Department under the direction of Dr. Owen McFadden.
- Ropes course vendors will visit the campus in July and August of 2012 to submit bids for updating and enhancing the low ropes course.
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STUDENT ACTIVITIES

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.

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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 2011-2012:
- Raise the average attendance at the “Movies @ the UC!” program by 10%
- Increase the number of “UC Weekends!” programs by seeking new sources of program funding and conducting these programs on a more consistent schedule.
- Increase the number of student organizations registered within OrgSync to 100%.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>HOW</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Check-In</td>
<td>Student Body</td>
<td>Fall 2010-Spring 2012</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:
- Attendance increased by .14% (3 total people) from the previous year; while the Fall semester saw a 28% increase in attendance from 2010-11 to 2011-12, the spring semester saw a decrease of 36% from year to year. Movie selection plays highly into this system, as more popular summer movies are available in the fall, but more “artsy” and less blockbuster movies are available in the spring.

![Attendance Chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>1,193</td>
<td>895</td>
<td>2,088</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,522</td>
<td>569</td>
<td>2,091</td>
</tr>
</tbody>
</table>
OTHER RESULTS:

- The number of “UC Weekends!” programs did not increase this year; in fact, due to a lack of budget and the planning process for the renovation, only 3 UC Weekends events were held during 2011-12, which is a decrease from 7 in the previous year.

- Current organizations registered in OrgSync is 183; while not all of these are SGA organizations (some are departments), the active SGA organizations are registered. The next step will be to create consistency across the organization pages and ensure complete information is included.

- SGA surveyed sophomores, juniors, and seniors to identify their needs and level of satisfaction regarding residence halls, dining, campus recreation, and safety.

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- SGA surveyed sophomores, juniors, and seniors to identify their needs and level of satisfaction regarding residence halls, dining, campus recreation, and safety.

PALADIN PRIDE:

- Over 2,000 students attended “Movies @ the UC!” during 2011-12, which is a significant number of the student body.

- 285 students attended “The Help”

- “Crazy Stupid Love” was the most attended movie of the year, with 292 students in attendance at two showings.

- Only 4.5% of the students responding to the SGA survey do not use the athletic facilities.

SPOTLIGHT:

- “The progress that the "Movies at the UC" has made is obvious and has in my opinion played an integral role in our promotion.”
  
  UC Second-Year Manager

- “It's awesome to be able to say you love the people you work with and actually have fun while working!”
  
  UC First-Year Manager

- “Thanks for the hard work guys, each of your efforts to make yourselves more available to the student body has been very successful in my opinion.”
  
  Student Response to SGA Survey

OTHER ASSESSMENT PROJECTS:

- TYPE: Satisfaction and Needs Assessment

- HOW: Electronic Survey from SGA

- WHO: Sophomores, Juniors, and Seniors

- WHEN: September 2011

- INSTRUMENT: Locally Developed—Survey Monkey

- PARTICIPATION: Response Rate (n=582)
  
  Sophomore class—33.2%
  Junior class—34.7%
  Senior class—32.1%

DIRECTION FOR THE FUTURE:

- Create a marketing plan for the movies program, including a new name.

- Reintroduce the Paladin Nites program, in a new form, conducted by the two new Assistant Directors.

- Create more consistency within OrgSync, and more effectively utilize the functionality of the program.

COLLABORATIVE EFFORTS:

- “Movies @ the UC!” and “UC Weekends!” were funded, in part, by the Office of Alcohol and Other Drug Programs, which seeks to work collaboratively to provide alcohol alternative programs.
STUDENT CONDUCT BOARD

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 2011-2012:
♦ 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.
♦ Develop a plan for assessing the training of Student Conduct Board members.
♦ Establish and maintain an effective and consistent advising style of the Student Conduct Board amongst all advisors.

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Paper based Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>Student Conduct Board student Members</td>
</tr>
<tr>
<td>WHEN:</td>
<td>December, 2011</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Locally Developed - Paper based</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>100% response rate (n=14)</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

Serving as a member of the Student Conduct Board increased knowledge and understanding of...

- Furman's student conduct process
- Application of the Student Conduct Code
- Furman's student conduct philosophy
- Power of peer influence in the student conduct process

- 88% 90% 92% 94% 96% 98% 100%
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.

**COLLABORATIVE EFFORTS:**
- Provide more extensive training for all Student Conduct Board members on the areas of questioning and sanctioning during the hearing process.
- Continue to evaluate the learning and development achieved by Student Conduct Board student members and refine the evaluation tool to better examine the impact that participation on the board has on them.

**OTHER RESULTS:**

- Student Conduct Board student members unanimously reported that serving on the board prepared them to be a leader in the Furman community while gaining confidence in their leadership abilities.
- Student Conduct Board student members unanimously reported that serving on the board provided them with practice in making ethical, objective decisions.

**SPOTLIGHT:**
- “My time on the Student Conduct Board has made me reflect back on my decisions of responsibility while hearing a case and self-evaluate why I made that decision and if I still thought was the right decision after.” - Student Conduct Board member
- “For me, seeing the consequences of choices that, as a college student, I am presented with frequently, helps remind me of why I make the choices I do and why I have the beliefs I do.” - Student Conduct Board member
- “One of the most important things I have been given as a part of this board is the self-reflection on my own actions and behaviors. Also, this board has given me an opportunity to learn more about working in teams where different values are present and then communicating effectively to come to a decision.” - Student Conduct Board member

**PALADIN PRIDE:**
- Student Conduct Board members heard 81 cases involving 285 students

**DIRECTION FOR THE FUTURE:**
- Provide more extensive training for all Student Conduct Board members on the areas of questioning and sanctioning during the hearing process.
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:
As a result of visiting student health services, students will be provided with:
- concise personalized information and education regarding their condition. (Intellectual Growth)
- hard copy handouts regarding condition treatment and self-care. (Healthy Behavior)

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

ASSESSMENT RESULTS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Totals</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>566</td>
<td>383</td>
<td>183</td>
<td>90</td>
</tr>
<tr>
<td>2012</td>
<td>5518</td>
<td>3624</td>
<td>2185</td>
<td>1097</td>
</tr>
</tbody>
</table>

11.4% Increase in Students Treated

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?
Other Results:

- Treatments by Class and Sex

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

Average daily visits for 2011-2012: 52
Highest number of students treated in one day for 2011-2012: 88

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 to 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.
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.

**MISSION:**

As a result of living in The Vinings, students will:
- have the opportunity to live in and have an appreciation of a diverse community (Appreciating Diversity)
- be prepared to live on their own after college. (Independence)

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

As a result of living in The Vinings, students will:
- Maintain an occupancy of 94%
- Increase resident retention
- Maintain closing percentages at 30%
- Improve property’s curb appeal

**KEY GOALS FOR 2011-2012:**

- Maintain an occupancy of 94%
- Increase resident retention
- Maintain closing percentages at 30%
- Improve property’s curb appeal

**ASSESSMENT METHODOLOGY:**

**TYPE:** Satisfaction Assessment

**HOW:** Electronic Survey

**WHO:** Student Residents

**WHEN:** March 2012

**INSTRUMENT:** Locally-Developed, Wufoo

**PARTICIPATION:** 13% Response Rate (n = 16)

I have enjoyed my living experience at The Vinings:

The experience of living in a community with non-students prepared me for life after college:

- **Male**
  - 4-Strongly Disagree
  - 3-Disagree
  - 2-Agree
  - 1-Strongly Agree

- **Female**
  - 4-Strongly Disagree
  - 3-Disagree
  - 2-Agree
  - 1-Strongly Agree
OTHER RESULTS:

I feel living at The Vinings helped me better understand people different than myself:

![Bar Chart]

- **2-Agree**
- **3-Disagree**
- **4-Strongly Disagree**
- **5-Strongly Agree**
- **6-Disagree**
- **7-Disagree**
- **8-Disagree**
- **9-Disagree**
- **10-Disagree**

PALADIN PRIDE:

- Increased the occupancy of The Vinings while still maintaining student assignments.
- Maintaining high occupancy through the summer and winter months despite poor economic conditions.
- Reaching and exceeding budgeted net operating income.
- All the students responding enjoyed living at The Vinings.

SPOTLIGHT:

- "Lots of space, great staff, and loved the pool!"
- The Vinings made me feel “like I was leading a more grown-up life and learning something about paying bills.”
- "I really liked the communication with non-Furman residents—it made me feel more like I was in college versus a boarding school type of environment. The Vinings have been a nice break from the "Furman bubble" even though they are not very far from it... I have not felt left out of the Furman community either and I LOVE the amenities—washer/dryer, ice machine, disposal, carwash...definitely a luxury!"

COLLABORATIVE EFFORTS:

- Work more with on campus groups (OLLI) to integrate the non Furman students into the Furman culture.
- Provide more programming geared towards both the students and residents to form community.
- Work with Assignments Coordinator to make the transition of Furman students to The Vinings run more smoothly.
- Involve residents into the Furman community by allowing them more access into Furman facilities (gym, library, music events).

OTHER ASSESSMENT PROJECTS:

- **TYPE:** Cost-Effectiveness
- **HOW:** Document Review
- **WHEN:** March 2012

DIRECTION FOR THE FUTURE:

- As Furman decides the best way to use The Vinings, a small group of upperclassmen will still have the opportunity to move into a more traditional housing structure before graduating.
- Improve programming for students to try to make them more apart of The Vinings community.
- As seen in the graph above, many students do not believe they are living in a very diverse community. They are surrounded by many different types of renters, so trying to increase interaction among the different populations is important for the future.
- Improve the above question about diversity to get more accurate data.
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.

**MISSION:**

As a result of being a student worker at the Trone Student Center, students will:

- develop effective customer service skills, including but not limited to: a successful attitude, anticipating customers’ needs, phone etiquette, and conflict resolution/diffusion skills. *(Effective Communication)*
- demonstrate an ability to effectively make and learn from decisions based on pertinent and available information. *(Independence)*
- develop leadership skills as a result of working closely with professional staff members and colleagues. *(Leadership Development)*

**STUDENT LEARNING & DEVELOPMENT OUTCOMES:**

As a result of being a student worker at the Trone Student Center, students will:

- Increase average number of users of the Gauntlet
- Hire a full-time Assistant Director of the Trone Student Center
- Integrate social media into the Trone Student Center marketing efforts
- Create a comprehensive marketing plan for the Trone Student Center renovation project

**KEY GOALS FOR 2011-2012:**

- Increase average number of users of the Gauntlet
- Hire a full-time Assistant Director of the Trone Student Center
- Integrate social media into the Trone Student Center marketing efforts
- Create a comprehensive marketing plan for the Trone Student Center renovation project

**ASSESSMENT METHODOLOGY:**

**TYPE:** Student Learning Outcomes

**HOW:** Document Review

**WHO:** University Center Student Managers

**WHEN:**

- 1st: December 2011
- 2nd: April 2012

**INSTRUMENT:** Locally Developed Semester Summaries

**PARTICIPATION:**

- December: 100% Response Rate (n=6)
- April: 33% Response Rate (n=6)

**ASSESSMENT RESULTS:**

- Increase of comfort in their job responsibilities as a direct response to more intentional support from staff. They appreciated the staff’s patience in training them, as well as calm demeanor in every situation.
- Second-year Managers felt much more at ease in their roles after having been through a full year, and they felt as though they exhibited much greater customer service skills in working with our clientele.
- First-year Managers felt that the second-year Managers provided strong leadership and guidance to them, allowing them to develop confidence and independence.
- All of the Managers were comfortable in making decisions by the end of the first semester, though some more than others, but the two that actually responded in April stated that they were extremely comfortable in this area, having that second semester under their belt.
- There was also general positive feeling toward the new staff structure in which each staff position was also trained in the other functional areas, leading to increased job knowledge and more ability to assist each other in the various tasks required of them.
University Staff intentionally collaborated with campus constituents to gain input on the renovation. Meetings were held with staff, students, and alumni to ensure the renovations would meet the changing needs of a growing campus.

**OTHER RESULTS:**
- Instituted the video and photo upload project when construction began, uploading at least weekly. On a more informal basis, conducted hard-hat tours as needed. As the school year approaches, we will also include on-campus signage to direct people appropriately to new traffic patterns and continue to conduct hard-hat tours.

**OTHER ASSESSMENT PROJECTS:**
- Type: Participation
- How: Document Review
- Who: “Friends” of the University Center
- When: August 2011-June 2012
- Instrument: Facebook Fan Page
- Participation: 299 “Likes”

**COLLABORATIVE EFFORTS:**
- University Staff intentionally collaborated with campus constituents to gain input on the renovation. Meetings were held with staff, students, and alumni to ensure the renovations would meet the changing needs of a growing campus.

**DIRECTION FOR THE FUTURE:**
- Develop more extensive training for new managers in response to document review
- Integrate social media into marketing efforts
- Conduct people-counting initiatives to garner more accurate numbers of building users.
- Create and implement new posting and digital signage policies for the Trone Student Center.
- Develop a more sophisticated reservation intake system for the Trone Student Center facilities.
- Develop the construction and renovation plan for Phase II of the Trone Student Center, scheduled to take place during Summer 2013.

**SPOTLIGHT:**
- “I have enjoyed this job a lot. It has been my favorite job... to this point in my life.”
  - Second-Year University Center Manager
- “I had a lot more confidence on the job when making decisions and doing setups after having the first semester where I still felt like I was learning on the job.”
  - First-Year University Center Manager
- “This [first] semester was the smoothest one so far, in my opinion.”
  - Second-Year University Center Manager

**PALADIN PRIDE:**
- The renovation and expansion of the University Center, and its subsequent morphing into the Trone Student Center, moved successfully from the planning to the implementation stage, with an on-time move-in to the renovated spaces scheduled for the first week of August, 2012.

- Approximately 70 candidates officially applied for the Assistant Director position
THE MISSION:
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, students will:
- understand social, cultural, and environmental issues impacting community and willingness to engage with the community to effect positive change (Intellectual Growth and Effective Communication)
- possess an understanding and acceptance of self and others in order to empower others to act. (Realistic Self-Appraisal)
- Have the skills necessary for a lifetime of community leadership and responsible citizenry (Satisfying and Productive Life-styles)

KEY GOALS FOR 2011-2012:
- Maintain relationships with current community partners and agencies to complete mutually beneficial service projects
- Provide venues for students to learn, reflect, and critically examine the issues that affect the lives of the people in the community

ASSESSMENT METHODOLOGY:

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>Participation and Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW:</td>
<td>Electronic Survey</td>
</tr>
<tr>
<td>WHO:</td>
<td>Student Volunteers</td>
</tr>
<tr>
<td>WHEN:</td>
<td>February 2012</td>
</tr>
<tr>
<td>INSTRUMENT:</td>
<td>Locally Developed, Survey Monkey</td>
</tr>
<tr>
<td>PARTICIPATION:</td>
<td>46% Response Rate (n=69)</td>
</tr>
</tbody>
</table>

ASSESSMENT RESULTS:

Would you consider volunteering again with individuals with special needs?

- Yes: 100%
- No: 0%

Coordinator for Volunteer Services
Nancy Cooper – nancy.cooper@furman.edu

Trone Student Center 864-294-2900
http://www.hellerservicecorps.org/
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.

HSC assisted Dr. Underwood’s class in providing a community service project for his students.

Continue the new “restructured” program of one coordinator per agency for HSC Leadership.

Plan to meet with Department Chairs to engage faculty to all of the service opportunities in the Greenville area.

Initiate full participation in the OrgSync program.