**ANNUAL ADMINISTRATIVE ASSESSMENT REPORT**

**Division:**
**Program Area/Department:** PuLSE

**Mission Statement:** *What is the office’s mission and how does it relate to the division’s and/or University’s mission?*

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<tr>
<th>Goals or Student Learning Outcomes</th>
<th>Annual Performance Objectives (APOs)</th>
<th>Methods of Assessing Annual Performance Objectives</th>
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| **1. Increase awareness of diversity in terms of ideas, cultures, and needs through leadership, service, and involvement experience (IV).** | a. During Student Orientation Guide training (SOG), campus experts were brought in to discuss diversity, different needs/perspectives of first years students as well as how to navigate these differences within the setting of a small orientation group. | Post SOG training/Welcome Week online survey. | Q - Please rate the following. As a Student Orientation Guide:  
I am more appreciative of diversity  
Strongly Agree: 55.3%  
Agree: 29.8%  
I was able to work collaboratively with other SOGs  
Strongly Agree: 78.7%  
Agree: 21.3%  
I was able to work collaboratively with faculty and staff  
Strongly Agree: 85.1%  
Agree: 14.9% | I Continue with diversity education during SOG training and include more hands-on/immersion type of activities for increased understanding and empathy. | **2012-2013** |
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| 2. Apply leadership and interpersonal skills developed through involvement to practical situations | During Ambassadors of Change (AOC), participants interacted with community leaders to explore root causes of social issues, completed hands-on service with direct interaction with clients and community members, and had reflective conversations about their experiences with ideas and cultures that are different from their own. | Post AOC program online survey | Q – I was able to promote group cohesion (within orientation group)  
Strongly Agree: 80.4%  
Agree: 19.6%  
AOC helped me better understand and appreciate the diversity of other cultures and ideas.  
Strongly Agree: 50%  
Agree: 35.7% | I Include a specific segment of a day (or entire day) with campus/community experts to explore the idea of diversity and its impact on individuals, groups, communities. Currently, this happens throughout the program but could be framed more explicitly. | 2012-2013 |
| | Participants and mentors in the Emerging Leaders program focused on personal leadership and skill development with an emphasis on an understanding of applying these skills to various areas of their lives within the campus community. | Post program online survey. | Q- I was able to apply what I learned to situations outside of the Emerging Leaders program.  
Participants:  
Strongly Agree: 35.3%  
Agree: 35.3%  
Mentors:  
Strongly Agree: 45.5%  
Agree: 45.5% | I There is a growth from a participant’s to a mentor’s understanding of application of skills developed/understood through the EL program. Continued one-on-one mentor meetings with a specific focus on sharing these insights may transfer this growth in confidence to the participants more readily. | 2012-2013 |
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| Q - I am more confident to put my ideas into action  
Participants:  
Strongly Agree: 23.5%  
Agree: 52.9%  
Mentors:  
Strongly Agree: 45.5%  
Agree: 45.5% | | | | | |
| Q - I feel confident to continue creating a personal leadership plan for myself outside of this program  
Participants:  
Strongly Agree: 35.3%  
Agree: 35.3%  
Mentors:  
Strongly Agree: 54.5%  
Agree: 45.5% | | | | | |
| Q - I have a greater understanding of what it means to be a successful student leader at Butler  
Participants:  
Strongly Agree: 58.8%  
Agree: 29.4%  
Mentors:  
Strongly Agree: 54.5%  
Agree: 45.5% | | | | | |
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<td>Participants in the Ambassadors of Change program explore leadership skill development during the program as well as interact/reflect with teambuilders to explore how these skills may be used outside of and beyond the program itself.</td>
<td>Post program online survey.</td>
<td>The AOC program has helped me understand how I can apply leadership skills into practical situations (Academic/Social/Community). Strongly Agree: 71.4% Agree: 26.2%</td>
<td>I Teambuilders will be asked to reflect/journal ways in which the skills developed through their experiences with the AOC program have impacted their BU/community experiences. These reflections/journals will be used for not only promotion of the program but to inform specific conversations during the program and communication post program.</td>
<td>2012-2013</td>
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| Post SOG training/Welcome Week online survey. | Q – I have an understanding of campuses resources. Strongly Agree: 68.6% Agree: 27.5%  
Q – I know how to direct first year students to relevant campus resources. Strongly Agree: 72.5% Agree: 25.5%  
Q - I was able to help new students create a strategy for becoming involved on campus or in the community Strongly Agree: 76.6% Agree: 21.3% | I – Create a portion within SOG training that not only gives SOGs the knowledge of the resources but also provides some basic developmental theory background/research as to the value/need for involvement at various stages of students’ college career | 2012-2013 |

3. Navigate systems of the university and community pertaining to leadership, service, and involvement experiences (I.)

a. Student Orientation Guides (SOGs) received training not only in available campus resources but which resources are most applicable/necessary for first year students including involvement experiences.
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<td>4. Provide programs to engage first year students (VI)</td>
<td>First Year Students were provided information regarding campus resources and specifically ways to become involved throughout Welcome Week via SOGs and specific WW programming.</td>
<td>Post Welcome Week online survey</td>
<td>Q - Please think about the different programs/activities during Welcome Week/Orientation and rate how useful the program was in preparing you for your transition to Butler Block Party (student orgfair) Very Useful: 70.8% Somewhat useful: 21.5%</td>
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<td>Q - Please rate the following elements/aspects of Welcome Week/Orientation in relation to how helpful it was in your transition to Butler? Having an upper-class student orientation guide Very Helpful 85.1% Somewhat helpful 12.2 %</td>
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<td>Getting to know campus resources Very Helpful 54.6% Somewhat helpful 36.6 %</td>
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<td>Getting to know involvement opportunities (student organizations)</td>
<td>Very Helpful 66.3%</td>
<td>Q - Orientation/Welcome Week helped me learn about different clubs and organizations that I could join.</td>
<td>Improvements Identified (I) or Made (M)</td>
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<td>Somewhat helpful 30.3 %</td>
<td>Strongly Agree: 69.1% Agree: 27.5%</td>
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<td>Q -</td>
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<td>Q - Please indicate the number of student organizations in which you are currently involved.</td>
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<td>4+: 20.6% 3org: 29.8% 2 org: 26.7% 1 org: 16.8% None: 6.1%</td>
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