



Part I: Follow-up Assessment Report Template

Date of Follow-up Report Submission: October 21st, 2020

Name of Department / Unit: Residential Education

Name of Contact Person: Brent Ploughe

Name of Person(s) Completing Follow-up Report: Brent Ploughe

I. Follow-Up on Last Year's Assessment Report Recommendations

During the 2018-2019 academic year, Residential Education partnered with the Center for Students with Disabilities, Dean of Students, Health Promotion and Wellness, and University Counseling to assess the training needs of student leaders around four different types of crises and concerns: mental health, alcohol and drug, sexual and relationship violence and economic/financial stressors. Two of the key findings included providing additional student support and supervision as it is necessary to help assist student leaders who are navigating complex student situations which may exceed their level of training. In addition, creating a comprehensive training curriculum for student leaders around the student crises and concerns, as well as a centralized manual with clear protocols and policies.

Beginning in fall 2019, Residential Education considered the findings from the assessment report and implemented significant changes in its training procedures for professional staff and student staff. For professional staff, University Counseling spoke to Residential Education early in the academic year about supporting student staff after a crisis response situation. This conversation led Residential Education to identify two approaches in supporting our Resident Advisors (RAs). After any crisis situation, the Residence Director on Duty was required to follow-up with RA on Duty about the incident. Residential Education identified key questions that should be asked to better understand the support an RA may need. This information was then provided to the RAs supervisor and Associate Director overseeing that area. This helped supervisors follow-up appropriately and provide any necessary resources. Additionally, supervisors were encouraged to speak during RA one-on-one conversations about crisis response. Supervisors then shared this information with Associate Directors to better inform winter training and Resident Advisor Educational Series (RAES). Examples of this include inviting Health Promotion and Wellness to our monthly RAES to speak about neurobiology and its impact on crisis response, and having Health Promotion and Wellness attend our winter training to discuss balance in student leadership positions.

For Resident Advisors, Residential Education made changes to our fall 2019 RA training process. Associate Director, Brent Ploughe, dedicated ten hours of training to review duty procedures and protocol with student staff. This included identifying the concern, steps in navigating the crisis response, and the necessary follow-up after the incident concluded. RAs were also provided an in-depth experiential learning session called "Behind Closed Doors

(BCDs).” BCDs allows RAs to practice their crisis response during scenes that are acted out by fellow RAs. RAs received feedback at the conclusion of the scene and allowed time to process. Supervisors also dedicated an hour of reflection following BCDs to engage RAs in their learning and identify changes to their approach. Associate Director, Brent Ploughe, also discussed during his training sessions the importance of balance in the RA position. He indicated the follow-up that both supervisors (during business hours) and the Residence Director on Duty (after business hours) could provide following an incident. In addition to training, Residential Education overhauled its RA training manual. This project allowed RAs to more clearly understand the policies and procedures required within the role. It also outlined in greater detail the expectations of Residential Education, and the type of support they could find throughout their time in the position.

Associate Director, Brent Ploughe, assumed responsibility of RA training later in fall 2019. His established committee continues to use the findings from the 2018-2019 assessment project to guide the training process for professional and student staff. The fall 2020 RA training included a more detailed training around policies and procedures. The committee also assessed each RA on their understanding of the protocols. Residential Education is hopeful that our focus in supporting student staff will lead to continued success in the RA position.



Part II: Annual Assessment Report Template: Alternative Reflection

Academic Year: 2019-2020

Date of Report Submission: October 21st, 2020

Name of Department / Unit: Residential Education

Name of Contact Person: Brent Ploughe

Name of Person(s) completing report or contributing to the project: Brent Ploughe

I. Reflection on Student-facing Program-areas

The 2019-2020 academic year proved difficult to all departments in Student Affairs. At the start of COVID-19, DePaul University made the decision to close the residence halls and transition classes to online. While a small population of students remained on campus, it significantly impacted our assessment project for 2019-2020. In reflection, Residential Education found two program areas faced significant challenges—supporting residential students’ development and develop affinity to campus.

For supporting residential students’ development, our main challenge came in shifting Residential Education Learning Initiatives (RELI) to a virtual format. In Residential Education, we encourage our RAs to hold in-person programs to better support students in their residential experience. We quickly had to review best practices from other departments at DePaul University and colleagues at institutions across the United States. We continued our programming requirements but asked that they be facilitated virtually by our RAs. Residential Education found that many students did not want to attend our programs online. Former Residence Director, Matt Schultz, also attempted to hold building-wide programs to help create community among those remaining on campus. Again, Residential Education learned that students did not want to actively engage with programming in this format.

Additionally, for developing affinity to campus, Residential Education’s activities and services that support this program area had to be transitioned online. Unfortunately, most of our campus traditions had to be cancelled due to the global pandemic. Those that we were able to facilitate had minimal attendance from students. Residence Hall Council (RHC) also attempted to continue its programming efforts by moving programs to a virtual format. This proved difficult as all of the executive board had transitioned home for the spring quarter. RHC provided a number of programs in the spring quarter, but again, Residential Education found that students did not prefer this methods of engagement.

As we concluded the spring quarter, Residential Education found ourselves asking a variety of questions—how do we actively engage our residential students, what does learning look like during a global pandemic, and are there resources Residential Educations needs to be support our students? The questions led to the development of a curriculum committee. Residential Education tasked the curriculum committee to review these questions, and create an action plan for the fall 2020 academic year. At that time, Residential Education did not know if our fall

quarter would be in-person or if it would be held virtually. The committee planned for both scenarios and created an extensive plan to improve the residential experience. The final report was sent to Director, Rod Waters, to review for the 2020-2021 academic year. Since DePaul University allowed for a small residential population to live-on campus. Residential Education implemented the proposal beginning this fall quarter. Some of the key findings from our report led us to consider the following changes:

- **Update Strategy Types** – Residential Education traditionally uses active programs to share information with our live-on population. The committee suggested that we use passive programming since it does not require active participation and can be viewed and revisited at different times.
- **Update Delivery Methods** – Prior to COVID-19, most of our programming efforts were in-person. The spring quarter proved that students did not want to participate in virtual events. The committee recommended that we continue using Zoom for required programming, but also consider using social media platforms to reach our student population.
- **Create new Outreach Strategies** – Again, Residential Education typically used in-hall programming as means of educating our students. The committee benchmarked institutions throughout the United States and identified other methods that could assist us in the future. The committee suggested including the following to augment our traditional programming in the halls:
 - Monthly Newsletter – Monthly newsletters will serve as a passive strategy at the end of each month to provide students with a wrap up of events and key takeaways from the past month and details on upcoming events. *Delivery Method: Email*
 - Virtual Roundtable – Virtual roundtables will serve as an active strategy where students can actively participate in sessions led by professionals on various student success topics. *Delivery Method: Zoom*
 - Podcast – Podcasts will serve as a passive strategy where staff will participate in recorded discussions on student life that will be available to students at any time. *Delivery Method: Web/YouTube*
 - Web Series - Web series will serve as a passive strategy where students are provided life skills and tips through visual media to help better prepare for life on their own. *Delivery Method: Web/YouTube*
- **Change Monthly Programming Requirements** – The curriculum committee also outlined a more targeted approach to interacting with our residential population each month. This included the programming that was already being done by the RAs/RDs, but incorporated ideas from the above recommendations. Residential Education adopted the following curriculum calendar in addition to our traditional programming.

Programming Calendar:



August:			
Outreach Strategy	Topic	Learning Outcomes/ Department Values	Notes
• Passive Education (Supplemental)	Door Decs & Pronouns	PLO 1 (Personal Responsibility & Respect for Others), PLO 4 (Affinity); Community, Dignity & Social Justice	Mail or email door decs (post if in person); Introduce concept of gender pronouns and respecting others
• Monthly Newsletter	COVID-19, Code of Student Responsibility and Housing Policies	PLO 1 (Personal Responsibility & Respect for Others), PLO 2 (Community Standards); Community	Provide information on COVID-19 and DePaul's Code of Student Responsibility & Housing Policies
• Virtual Roundtable	Community Building (Community Floor Gathering)	PLO 1 (Personal Responsibility & Respect for Others), PLO 2 (Community Standards); Community	Give students the opportunity to connect, ensure students are educated on the climate of COVID-19 and how to ensure safety / Outline provided by department
• Web Series	Home Sweet Home: Preparing for Move In AND/OR Welcome to DePaul	PLO 4 (Affinity); Community	Welcome to DePaul Tour of Campus for those not living on
• Podcast	ResEd. Real Talk Podcast, Ep. 1: Community	PLO 1 (Personal Responsibility & Respect for Others), PLO 4 (Affinity); Community	N/A
September:			
Outreach Strategy	Topic	Learning Outcomes/ Department Values	Notes
• Passive Education (Supplemental)	Ask Your RA	TBD	Frequently asked questions that students ask their RA
• Monthly Newsletter	Alcohol Awareness	PLO 2 (Community Standards); Holistic Wellness	Educate students on the effects of alcohol and the impact of underage drinking
• Virtual Roundtable	DePaul Trivia Night	PLO 4 (Affinity); Community	Provide students with tools to be successful academically
• Web Series	Home Sweet Home: How to Do Laundry - The Laundry Matt	PLO 1 (Personal Responsibility & Respect for Others); Development	Provide essential tips and resources to students on laundry / laundry prizes to participants?
• Web Series	Home Sweet Home: Keeping Your Space Clean	PLO 1 (Personal Responsibility & Respect for Others); Development	N/A

• Podcast	ResEd. Real Talk Podcast, Ep. 2: Wellness	PLO 1 (Personal Responsibility & Respect for Others), PLO 2 (Community Standards); Holistic Wellness	N/A
October:			
Outreach Strategy	Topic	Learning Outcomes/ Department Values	Notes
• Passive Education (Supplemental)	Voter Readiness	PLO 1 (Personal Responsibility & Respect for Others); Development	Tips on finding reliable information, how to register to vote, understanding own values related to voting
• Monthly Newsletter	Mental Health	PLO 1 (Personal Responsibility & Respect for Others); Holistic Wellness	Will provide mental health awareness and resources to support students
• Virtual Roundtable	Virtual Costume Contest	PLO 1 (Personal Responsibility & Respect for Others); Dignity & Social Justice	Discuss cultural appropriation
• Web Series	Home Sweet Home: Cooking on Your Own	PLO 2 (Community Standards); Holistic Wellness	Microwave meals, proper stove and oven usage
• Web Series	Home Sweet Home: Safety & Security	PLO 2 (Community Standards); Development	Safety on campus, at home, in Chicago
• Podcast	ResEd. Real Talk Podcast, Ep. 3: Dignity & Social Justice	PLO 1 (Personal Responsibility & Respect for Others), PLO 4 (Affinity); Dignity & Social Justice	N/A
November:			
Outreach Strategy	Topic	Learning Outcomes/ Department Values	Notes
• Passive (Supplemental)	Emotional Wellness	Holistic Wellness, Development	N/A
• Monthly Newsletter	Prepare for students transitioning to Winter Quarter/living in the halls/goal setting	PLO 1 (Personal Responsibility & Respect for Others); Community, Development	Will provide students with critical information to prepare for transitioning to winter quarter
• Virtual Roundtable	Finals Baking Destress	Community, Development	N/A
• Web Series	Home Sweet Home: Living with a Roommate/Effective Communication	PLO 1 (Personal Responsibility & Respect for Others); PLO 2 (Community Standards)	Roommate agreements; Adjust timing based on need
• Podcast	ResEd. Real Talk Podcast, Ep. 4: Development	PLO 4 (Affinity); Community, Development	Getting involved both co-curricular and academically

- **Intentional Interactions** – The curriculum committee also proposed that quarterly check-ins occur one-on-one between the RA and residential student. By understanding a student’s involvement, needs, and concerns, Residential Education staff will be able to better assess student culture and identify potential issues that students may face while at DePaul. Check-ins and subsequent notes can also be utilized by current staff to adopt early intervention strategies and identify the appropriate campus resource for them.

Many of the recommendations made by the curriculum were approved by Director Rod Waters. Prior to the fall quarter, Associate Director, Brent Ploughe trained all professional staff on the requirements of Residential Education Learning Initiatives (RELI), as well as the additional strategies being utilized in the fall quarter. Associate Director, Brent Ploughe, also created a two hour RELI training for RAs to also inform them of these important updates. As we near the end of the fall quarter, Residential Education will continue to collect the data from each method. We know that each method engages students differently and allows us to assess their learning appropriately. We hope that our data will be used to inform the following:

- Identify early intervention strategies for students of concern
- Increase retention efforts from fall live-on population to winter live-on population
- Address and work to eliminate transitional barriers for students
- Inform future initiatives created by Residential Education

Residential Education thanks the curriculum committee (Associate Director, Brent Ploughe; Residence Director, Ashley Trewartha, and former Residence Directors, Matt Schultz, and Adonis McCullum) for their hard work throughout this past spring quarter and summer. Residential Education is excited to know our efforts reflect the variety of ways our student demographic engages through online platforms while also addressing the unique challenges of providing an enriching and developmental college experience during a global pandemic.